

# Complete Agenda



Tuag at Ragoriaeth  
Towards Excellence



Meeting

**GWE JOINT COMMITTEE**

Date and Time

**11.00 am, THURSDAY, 20TH JULY, 2017**

Location

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

Contact Point

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(DISTRIBUTED Date Not Specified)

# **GWE JOINT COMMITTEE**

## **MEMBERSHIP OF THE JOINT COMMITTEE**

### **Voting Members**

#### **Councillors**

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

### **Co-opted Non-voting Members**

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

### **Non-voting Officers**

Delyth Molyneux	Isle of Anglesey County Council
Dr Lowri Brown	Conwy County Borough Council
Karen Evans	Denbighshire County Council
Ian Budd	Flintshire County Council
John Davies	Wrexham County Borough Council
Garem Jackson	Cyngor Gwynedd

### **Officers in Attendance**

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

# **A G E N D A**

**1. ELECT CHAIR**

To elect a Chairman for 2017-18

**2. ELECT VICE-CHAIR**

To elect a Vice-chairman for 2017-18

**3. APOLOGIES**

To receive any apologies for absence.

**4. DECLARATION OF PERSONAL INTEREST**

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 PREVIOUS MEETING**

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**10. GWE THREE YEAR AIMS**

Verbal presentation

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## GwE JOINT COMMITTEE 08.03.2017

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**Present:** Coun. Wyn Ellis Jones (Chairperson)  
Coun. Michael Williams (Vice Chairperson)

Councillors: Kenneth P. Hughes, Gareth Thomas, Eryl Williams

**Co-opted Non-voting Members:** Jonathan Morgan (Special Schools' Representative), Mair Herbert (Secondary Schools' Representative)

**Non-voting Officers:** Ian Budd (Lead Director – Chair of Management Board (Flintshire County Council), Dr. Lowri Brown (Conwy County Borough Council), Delyth Molyneux (Anglesey County Council), Julian Molloy (Denbighshire Council), John Davies (Wrexham County Borough Council)

**Also present:** Arwyn Thomas (Managing Director, GwE), Susan Owen Jones (Business and Finance Manager, GwE), Martyn Gray (Welsh Government Representative), Iwan Evans (Host Authority's Head of Legal Services – Gwynedd Council), Rhys Howard Hughes (Assistant Director, GwE), Hefin Owen (On behalf of the host Authority's Head of Finance – Gwynedd Council), Gareth Jones (Chair of GwE Advisory Board), Garem Jackson (Gwynedd Council), Iwan T Jones (Gwynedd Council), Sandra Evans (Gwynedd Council) and Einir Rh Davies (Host Authority's Members Support Officer – Gwynedd Council)

### 1. APOLOGIES

Coun. Chris Bithell (Flintshire Council), Mrs K Evans (Denbighshire Council), Dafydd L Edwards (Gwynedd Council), Alison Fisher (Governors' Representative), Dr Gwynne Jones (Anglesey Council), Rita Price (Wrexham Diocese), Dr Alwyn Jones (Assistant Director GwE)

### 2. DECLARATION OF PERSONAL INTEREST

A number left the room (including the Chairperson) for the item on appointing a Managing Director.

### 3. URGENT MATTERS

No urgent matters were received.

### 4. MINUTES OF PREVIOUS MEETING

The minutes of this meeting held on 1 February 2017 were accepted as being a true record.

### 5. APPOINTING A MANAGING DIRECTOR FOR GwE

The discussion on this item was chaired by Councillor Michael Williams.

Ian Budd outlined the appointment process and the comments made regarding the candidates during the appointment process. There was a unanimous consensus that

the recommendation should be made for Arwyn Thomas to be appointed as Managing Director of GwE.

Coun. Eryl Williams put forward the proposal, which was seconded by John Davies. The Joint Committee unanimously agreed on the appointment and it was agreed to offer the post to Arwyn Thomas.

Everybody involved in the process, Sandra Evans in particular, were thanked.

## **6. CURRENT BUSINESS PLAN MONITORING REPORT**

The report was presented by Rhys Howard Hughes. RHH guided the Sub-group through the report, with the following noted:

- i. John Davies noted that a peer review had been undertaken in Wrexham and that a report on findings was due to be discussed in their Scrutiny Meeting in due course. John Davies agreed to share the information with Joint Committee members.
- ii. The Chairperson noted that it was pleasing to see improvement.

## **7. BUSINESS PLAN PRIORITIES 2017-2020**

The report was presented by Arwyn Thomas. AT guided the Sub-group through the report, with the following noted:

- i. One challenge facing us is to be aware of Welsh Government priorities. In this respect, Gareth Thomas questioned how employability skills could be incorporated within GwE where it was confirmed that GwE is currently obtaining information regarding the desired skills by employers.
- ii. There is concern regarding the restructuring taking place within Careers Wales.
- iii. The role of the North Wales Ambition Board is extremely important and the work involving the Ambition Board is crucial.
- iv. As regards STEM and AD TRAC – it is extremely important that Education has input into Careers Wales – this requires analysis.

It was agreed to approve to accept the priorities, with a request for the new Board to continue with the priorities.

## **8. BUDGET MONITORING REPORT 2016/17**

The report was presented by Hefin Owen where it was noted that under spend is relatively small. The report was accepted by the Joint Committee.

## **9. BUDGET REPORT 2017/18**

The report was presented by Hefin Owen where it was noted that there is £414,967 of funding in reserves. It was agreed to adopt the budget and accept the report.

## **10. GwE ANNUAL REPORT**

Arwyn Thomas presented the report and thanked all contributions to the report which focuses on standards, provision and leadership. After guiding us through the report, it was noted that:

- i. It is necessary to look lower down than KS4 to find the root of the problem.
- ii. It is necessary to see how to improve specific cohorts.

iii. That there needs to be a way of supporting existing Leaders by identifying talent, and to have the expertise to support within the School/GwE and the Authority  
The discussion was opened up to be a questioning session, with the following questions asked:

i. Where do we stand as regards 80 Primary/20 Secondary funding? It was confirmed that this will be implemented in the next financial year.

ii. Is it possible to have a piece of work on how the money will be self-sufficient?

iii. Would the Head of a federal school have contact with one or two Challenge Advisers? This was confirmed as being 2.

It was confirmed that the final draft of this report would be available by the next meeting.

It was noted that this was the last meeting prior to the Election. All candidates were wished all the best and John Davies was thanked for his contribution.

The meeting started at 13.40 p.m. and concluded at 15:05 p.m.

**CHAIRPERSON**



## REPORT TO THE JOINT COMMITTEE

20 JULY 2017

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**Report by:** GwE Managing Director

**Subject:** GwE Annual Report 2016-17

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### 1.0 Purpose of the Report

1.1 To present the GwE Annual Report for 2016-17.

### 2.0 Background

2.1 As is stated in the GwE Inter Authority Agreement, GwE will report annually on the performance of the Service in delivering the Service Functions and Key Aims.

2.2 The draft version was presented at the last Joint Committee meeting & has been revised following further consideration.

### 3.0 Considerations

3.1 Our vision states that in GwE we will have:

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

3.2 To achieve this vision we will set ourselves and schools minimum or required expectations.

These expectations are:

- Good leadership and management;
  - Good teaching;
  - Eradicate in school variation;
-



- None of GwE schools to feature in Estyn statutory categories;
- Pupils learning and wellbeing at least good; and
- Successful Futures in place

3.3 To achieve our vision and expectations we have defined service and personal values which will help guide us in our work. These include:

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

3.4 GwE's business plan priorities for 2017-18 are as follows:

- **Standards** – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.
- **Curriculum and assessment** – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.
- **Leadership** – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.
- **Wellbeing** – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.
- **Teaching** – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.
- **Business** – to ensure that GwE has strong governance and effective business and operational support that provides resource for money.
- **Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe:
  - **R1:** Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4.
  - **R2:** Improve the quality of evaluation in the delivery of school improvement services.

- **R3:** Improve the rigour of the arrangements for identifying and managing risk.
- **R4:** Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.
- **R5:** Clarify the strategic role of the regional networks and their accountability to the Joint Committee.
- **R6:** Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.

#### **4.0 Recommendations**

- 4.1 The Joint Committee is asked to recommend & accept 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 has been consulted during the development of the document.

#### **9.0 Appendices**

- 9.1 GwE Annual Report 2016-17

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### **OPINION OF THE STATUTORY OFFICERS**

#### **Monitoring Officer:**

No comments from a propriety perspective.

#### **Statutory Finance Officer:**

Nothing to add from a financial propriety perspective, however some sections of the report refer to “next steps”. It will be necessary to operate within the current financial resources, which include a savings target of £131,967 set in the 2016-17 budget, where the Managing Director is expected to present an action plan.

# ANNUAL REPORT 2016-2017



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- 2. Executive summary**
- 3. Business Plan Priorities for 2017-18**
- 4. Standards**
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  - Foundation Phase
  - Key Stage 2
  - Key Stage 3
  - Key Stage 4
  - Key Stage 5
  - Standards of Literacy
  - Standards of Numeracy
  - Standards in Welsh
- 5. Standards (Groups of Learners)**
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  - Free School Meals
  - Looked After Children
  - English as an additional language
  - Special Education Needs
  - Ethnic Origin
  - Gypsies & Travellers
  - More Able & Talented
- 6. Estyn School Inspection Profile**
- 7. National Categorisation**
- 8. Provision**
  - Support
  - Impact of support programmes
  - Monitoring, challenge & intervention
  - Curriculum, teaching & assessment
  - Assessment
  - Groups of learners including vulnerable learners
  - Support for leadership, management & governance
  - Promotion and delivery of Welsh Government initiatives
- 9. Leadership**
  - Partnership Working
  - Value for Money

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### **Appendices**

- 1. Standards**
- 2. Standards of Groups of Learners**
- 3. ESTYN Inspection Outcomes : September 2015- March 2017**

## 1. VISION

Our vision states that in GwE we will have:

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

To achieve this vision we will set ourselves and schools minimum or required expectations.

These expectations are:

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

To achieve our vision and expectations we have defined service and personal values which will help guide us in our work. These include:

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

## 2. EXECUTIVE SUMMARY

### STANDARDS

#### Performance strengths:

- Key Stage 2 - the progress in the percentage of pupils achieving in the Core Subject Indicator [CSI] between 2014 and 2016 is higher than the progress seen on national level. In 2016, the greatest progress was seen in Flintshire. In 2016, 3 out of the 6 authorities performed better or similarly to their FSM ranking.
- In 2016 at Key Stage 3, further progress was seen in the percentage of pupils achieving the Core Subject Indicator [CSI]. The region's performance in the CSI continues to be the highest of the four consortia with each authority, with the exception of Wrexham, performing higher/close to FSM ranking.
- At the higher levels [level 6+] in Key Stage 3, progress was seen in each of the core subjects. The regional progress was higher than the national progress for Welsh. Performance in maths is the best out of the four consortia, with the other three core subjects second best.
- Key Stage 4 - in 2016, Gwynedd and Denbighshire performed as expected in the L2+. Generally this year, Gwynedd, Denbighshire and Anglesey perform as expected in the majority of the indicators.

#### Areas where performance needs to improve include:

- Pace of improvement in the Foundation Phase has been slower than that seen on a national level. Raising standards in the Foundation Phase is a key priority for improvement for the consortium.
- In general, the pace of improvement in the main indicators at KS4 has been too slow compared to the rest of Wales and improving its performance is the consortium's main priority. Too many schools across the consortium are performing well below modelled expectations in the L2+. Inspection profile for the secondary schools needs attention.
- At Key Stage 4, the performance of individual local authorities varies considerably across the region. Flintshire are below expectation in all, with Wrexham and Conwy significantly so. Improving standards in those local authorities that are performing lower than their comparative FSM ranking is a major priority.
- Higher outcomes across the key stages need to improve at a faster rate.
- Performance of pupils eligible for free school meals - over a three year period the rate of improvement has been too slow and is lower than the national average increase. In 2016, the performance of eFSM learners was 4.4 points lower than the national average in the Capped Point Score although the gap between eFSM and non-FSM learners decreased by 3.2 points.

## PROVISION

### Strengths:

- Increased emphasis was placed during 2016-17 on improving the quality of leadership, focusing on improving the quality of evaluation and planning for improvement. There is clear evidence that leadership workshops delivered to primary school leaders, has led to improvements in outcomes and to a stronger resilience within schools to drive their own improvement journey.
- GwE is providing a range of professional learning programmes for practitioners ranging from Higher Level Teaching Assistants to experienced Headteachers.
- The Senior Challenge and Support Adviser for each hub operated much more effectively in quality assuring all aspects of the work of Challenge Advisers within their respective teams. Positive feedback was received by Estyn on the quality of pre-inspection and re-inspection reports which was the strongest of all 4 consortia.
- Improving standards and provision in the Foundation Phase is one of our priorities. This year, we offered a regional Foundation Phase support programme for the first time, targeting planning, Teaching, assessment and leadership. The focus was on planning challenging and differentiating activities for year 1 and 2 pupils across all areas of teaching in accordance with Foundation Phase principles and pedagogy.
- The team of Literacy & Numeracy Challenge Advisers have provided an extensive range of support and development programmes across the region to ensure the quality of planning and provision in both the primary and secondary sectors. All schools in an amber or red support category have received a bespoke programme of support tailored to their specific development needs. This support has been instrumental in removing eight schools from Estyn categories and in assisting twenty seven schools in the improvement of their support category status. In addition to this direct school support, a broad development programme has been provided for schools targeting both national and local priorities.
- Processes put in place over the past two years have led to a more consistent approach to assessment across the region. The standard of cluster moderation has improved significantly through the upskilling of assessment leads and training of practitioners. Through reports from the Challenge Advisers we can identify much good practise across the region in both Primary and Secondary schools.
- As part of Successful Futures offer, work with all schools to appoint a Successful Futures lead within all clusters of schools across the region and plan for their first upskilling. We will continue to develop work on OECD Schools as a Learning Organisation and work collaboratively with the new Welsh Education Leadership Academy. We need to integrate the Successful Futures agenda regularly into the work of the wider GWE team.

### Areas requiring development include:

- Robust business plans that respond more acutely to the development needs of authorities and individual schools and that have been discussed and agreed with stakeholders.

- Ensure that the revised secondary model is established and is effective in its operation.
- That all secondary schools and all amber/red support category schools have appropriately tailored support plans in place.
- Ensure that CAs, LA Officers and schools have ease of access to a wider range of data and live information about progress and that effective and timely use of the information is applied consistently across all levels of operation
- CPD programmes to further upskill challenge advisers.
- That schools have access to a richer range of developmental programmes at specific regional, LA and cluster/group level.
- More effective deployment of successful headteachers to bolster team expertise and skill base.
- More effective deployment of subject CAs and use of subject networks to strengthen departmental collaboration.
- That schools act on the regional guidance regarding what is expected in terms of 'best fit' for teacher assessments.
- Effective targeting of guidance for leaders in key strategic areas [self-evaluation, improvement planning, challenging assessments etc.

## LEADERSHIP

Since GwE's inception in 2013, there has been a significant increase in the expectations of the role of the Consortia. A further review of the National Model is imminent and it is clear that there is a commitment from Welsh Government to increase the breadth of responsibilities even further into the areas of Wellbeing, Equity and potentially Additional Learning Needs.

### Strengths:

- Over the last three years GwE relationship with schools has improved as the organisation has found a better balance between the need to support and challenge schools. Primary support and challenge is generally good and access to training and development programmes has improved and become clearer.
- The scrutiny function has matured in areas across the Region. Local scrutiny members have a better understanding of what is GwE's purpose and what it is trying to achieve. In the best instances members of a scrutiny committee have been out in schools seeking headteachers views about how well GwE is supporting and challenging schools. They have brought their findings back to the Committee and held a triangulation meeting with GwE hub lead and LA officers to identify strengths and areas to develop.
- The consortium generally has effective financial management processes in place. Communication and consultation about financial arrangements are effective with both



core funding and grant expenditure kept under regular review by GwE staff, the host local authority and the joint committee.

- The business planning process has recently been greatly improved and is now much more robust. Senior leaders from within the consortium and the Local Authorities have greater responsibility and ownership over the process. The accountability structure is clearer and the monitoring processes more robust.
- GwE work well to promote Welsh Government's priorities and have made good progress in understanding and initial delivery of the Successful Futures agenda. As a result, GwE are well placed to continue to promote and deliver against national priorities. There are an increased number of Pioneer schools across the GwE region and there is now a well-planned timely approach to engage with all schools using a range of effective communication channels.

#### **Areas requiring development include:**

- The secondary sector - due to the 80:20 entitlement model which is operating at present and the difficulty in recruiting full time good quality advisers, there has and is a lack of access to effective full time secondary Challenge Advisers. This is especially acute in priority areas such as leadership at different levels, Mathematics and English. This lack of capacity in the secondary sector hinders the ability of GwE to make immediate impact.
- The scrutiny function - further work will be undertaken as members will shadow GwE challenge advisers in different functions of their role to further deepen their understanding.
- Improve our financial analysis to support the delivery of our revised three-year business plan. A medium-term financial plan and workforce plan is being aligned to its business plan. By increasingly effective use of data to identify our key priorities, the link between the business planning process and financial planning decisions is being strengthened because the workstreams that underpin the business plan identify clearly the resources to be used.

### **3. BUSINESS PLAN PRIORITIES FOR 2017-18**

1. **Standards** – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.
2. **Curriculum and assessment** – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.
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levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

4. **Wellbeing** – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.
5. **Teaching** – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.
6. **Business** – to ensure that GwE has strong governance and effective business and operational support that provides resource for money.
7. **Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe:
  - R1:** Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4.
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  - R4:** Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.
  - R5:** Clarify the strategic role of the regional networks and their accountability to the Joint Committee.
  - R6:** Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.

## 4. STANDARDS

### Context

Table 1 shows the % of pupils of statutory school age entitled to free school meals over the last four years in comparison to Wales and the individual authorities.

The ranking indicates the authorities' positions in comparison to the Welsh authorities, with the highest ranking indicating the smallest cohort of 5-15 year old pupils receiving FSM. The region's FSM % is the lowest out of the 4 consortia. The Table suggests that, providing that the right to free school meals is an appropriate measure of deprivation, Anglesey's performance in 2016, for instance, should be around tenth of all of the Welsh authorities, i.e. corresponding to the free school meal ranking.

**Table 1: % pupils of statutory school age entitled to free school meals [FSM]**

	2013		2014		2015		2016	
	%	Rank	%	R	%	R	%	R
<b>Anglesey</b>	20.5	13	18.5	11	17.4	11	17.0	10
<b>Gwynedd</b>	13.7	5	12.9	4	13.3	4	13.0	4
<b>Conwy</b>	18.3	9	18.1	10	17.1	9	16.2	8

<b>Denbighshire</b>	19.1	11	19.4	13	19.0	13	19.1	14
<b>Flintshire</b>	13.5	4	13.9	5	14.9	6	15.0	6
<b>Wrexham</b>	18.1	8	18.0	9	16.6	8	16.4	9
<b>GwE</b>	16.7	1	16.4	1	16.1	1	15.9	1
<b>Wales</b>	19.5		19.1		18.8			

The tables below show progress over a rolling period in the main indicators for each key stage.

Table 2 summarises the rankings of the authorities in comparison to the Welsh authorities in the main indicator at each key stage. The number in brackets indicates the authority's comparative ranking based on the percentage of 5-15 year old pupils receiving FSM [see Table 1]. This is discussed in more detail in this report in the commentaries on each key stage.

**Table 2: summary of the authorities' rankings in the main indicator for each key stage [Foundation Phase, KS2, KS3 and KS4]**

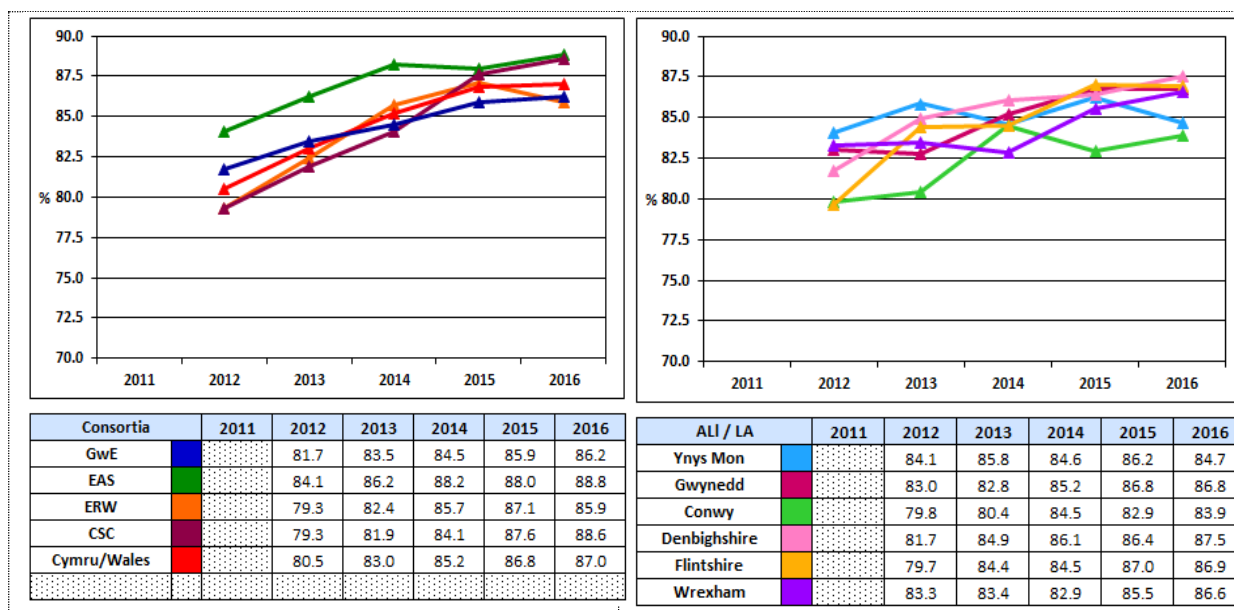
	2014				2015				2016			
	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+
<b>Anglesey (10)</b>	12	7	9	14	15	3	9	12	20	9	7	13
<b>Gwynedd (4)</b>	10	14	1	5	11	6	1	5	14	7	2	4
<b>Conwy (8)</b>	13	17	8	11	21	19	6	18	21	20	9	17
<b>Denbighshire (14)</b>	9	10	10	10	13	12	12	14	10	14	12	14
<b>Flintshire (6)</b>	14	13	5	3	9	11	7	8	13	5	6	10
<b>Wrexham (9)</b>	20	19	16	18	19	14	19	20	15	18	16	18
<b>GwE (1)</b>	3	4	1	2	4	2	1	3	3	3	1	3

\*Number in brackets is the FSM ranking (1 year)

The performance of individual local authorities relative to their FSM rankings in the main indicators varies considerably across the region. In 2016, only Denbighshire perform well in the main indicator in all key stages and the performance of Gwynedd is good at Key Stage 3 and 4. The performance of Wrexham and Conwy are significantly below their FSM rankings in the main indicator at all key stages (with the exception of Conwy at KS3).

## Foundation Phase

**Table 3: % learners achieving in the Foundation Phase Indicator [FPI]**



The pace of improvement in the Foundation Phase has been slower than that seen on a national level. Raising standards in the Foundation Phase is a key priority for improvement for the consortium.

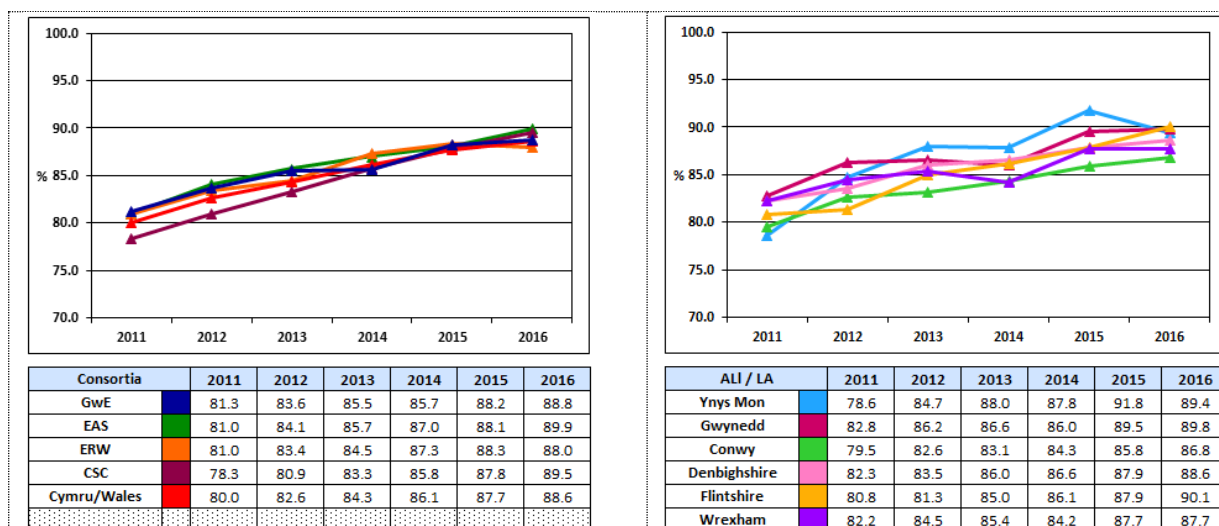
GwE performance in the Foundation Phase Indicator (FPI) is ranked 3<sup>rd</sup> of the 4 regional consortia with 5 out of 6 Local Authorities performing lower than expected in relation to their free school meal ranking (Denbighshire being the only LA performing above modelled expectations). The 2016 teacher assessments saw a slight increase in the percentage of FSM learners achieving the FPI. Regionally, support for the Foundation Phase has historically been led by the Foundation Phase Network.

#### Next Steps:

- ensure that Foundation Phase pedagogy is delivered effectively and teaching is generally good;
- eradicate the inconsistent approach to 'best fit' across the consortium; and
- ensure that end of Foundation Phase teacher assessments provide a clear reflection of the standards of individual pupils.

## Key Stage 2

**Table 4: % learners achieving in the Core Subject Indicator [CSI] at key stage 2 [KS2]**



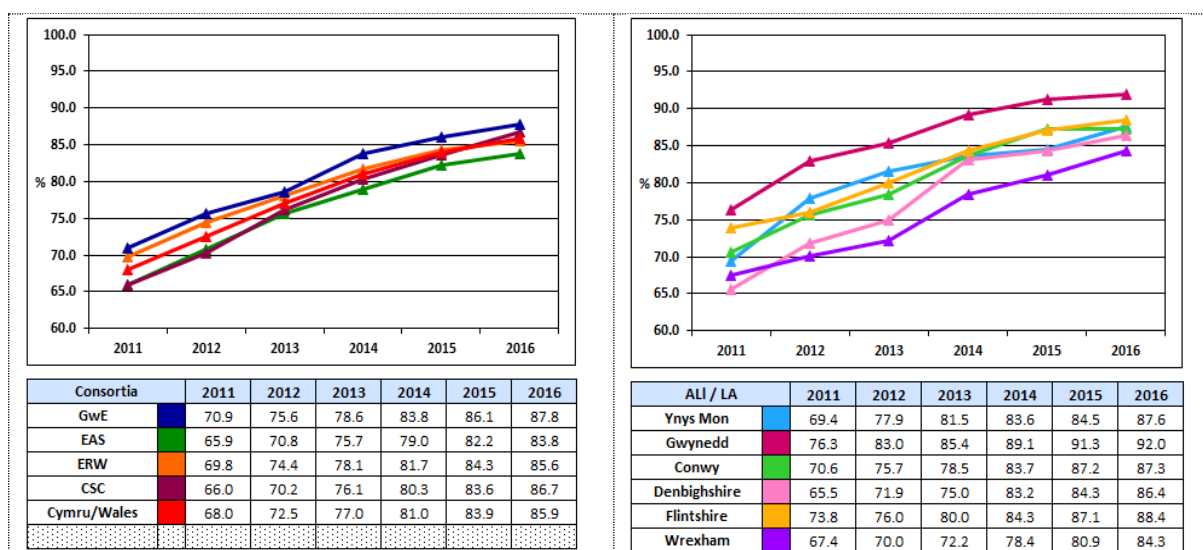
At Key Stage 2, the progress of pupils in the consortium achieving in the Core Subject Indicator [CSI] between 2014 and 2016 is higher than the progress seen on national level. However, there was slightly less progress this year [0.6% compared to 0.9% nationally]. In 2016, the greatest progress was seen in Flintshire, with Anglesey the only authority that decreased. In 2016, 3 out of the 6 authorities performed better or similarly to their FSM ranking with only 2 authorities [Conwy and Wrexham] performing much lower than their expected FSM ranking. Progress was seen in the percentage of FSM learners achieving in the CSI and in the 4 core subjects at the expected level. However, the performance of FSM learners on the higher levels is an area for improvement.

### Next steps:

- improve school performance in Conwy and Wrexham;
- raise expectations by challenging school targets to improve performance; and
- ensure robust cluster moderation procedures to ensure that assessments accurately reflect the standards of individual learners.

## Key Stage 3

**Table 5: % learners achieving in the Core Subject Indicator [CSI] at key stage 3 [KS3]**



In 2016 at Key Stage 3, further progress was seen in the percentage of pupils achieving the Core Subject Indicator [CSI]. The region's performance in the CSI continues to be the highest of the four consortia with each authority, with the exception of Wrexham, performing higher/close to FSM ranking. In 2016, at the expected level, the region's performance is the highest of the 4 consortia in each of the core subjects. At the higher levels, progress is seen in all of the core subjects. However, although the regional progress is higher than the national progress in Welsh First Language, it is lower for the other core subjects and in some local authorities the performance at the higher levels (especially in relation to the performance of boys) need to be further improved. Significant progress is seen in the percentage of FSM pupils achieving the CSI. FSM progress is also seen in each of the 4 core subjects at the expected and higher levels. However, performance of FSM learners in particular authorities is still a cause of concern.

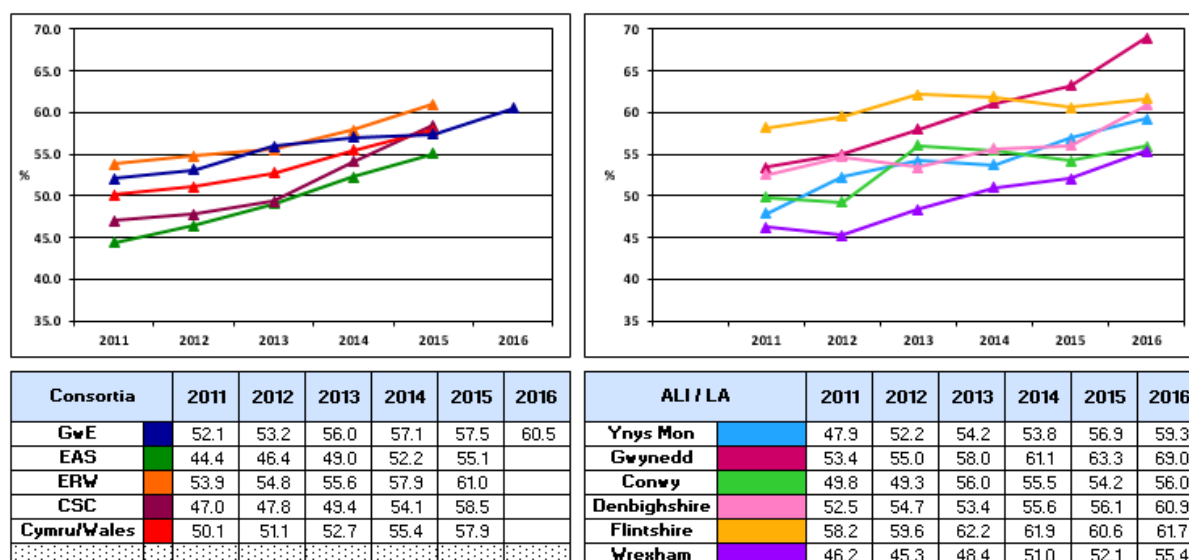
### Next Steps:

- improve performance of Wrexham local authority and individual schools across the region;
- improve teaching; and
- improve provision for literacy and numeracy skills.

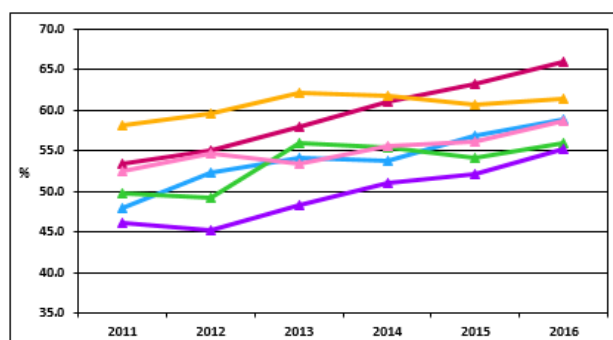
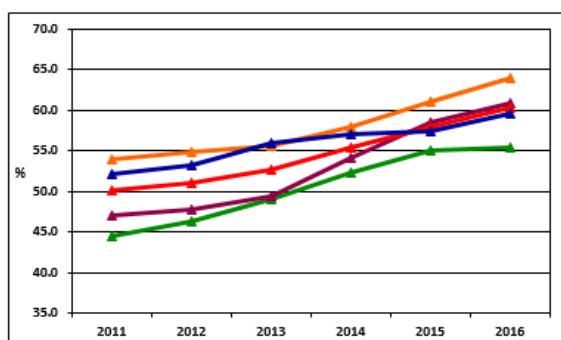
## Key Stage 4

In general, the pace of improvement in the main indicators at KS4 has been too slow compared to the rest of Wales and improving its performance is the consortium's main priority.

**Table 6a: % learners achieving in the Level 2 Inclusive Threshold [L2+] without 'Other EOTAS'**



**Table 6b: % learners achieving in the Level 2 Inclusive Threshold [L2+] with 'Other EOTAS'**



Consortia	2011	2012	2013	2014	2015	2016
GwE	52.1	53.2	56.0	57.1	57.5	59.6
EAS	44.4	46.4	49.0	52.2	55.1	55.5
ERW	53.9	54.8	55.6	57.9	61.0	64.0
CSC	47.0	47.8	49.4	54.1	58.5	60.9
Cymru/Wales	50.1	51.1	52.7	55.4	57.9	60.3

ALI / LA	2011	2012	2013	2014	2015	2016
Ynys Mon	47.9	52.2	54.2	53.8	56.9	58.8
Gwynedd	53.4	55.0	58.0	61.1	63.3	65.9
Conwy	49.8	49.3	56.0	55.5	54.2	55.9
Denbighshire	52.5	54.7	53.4	55.6	56.1	58.7
Flintshire	58.2	59.6	62.2	61.9	60.6	61.5
Wrexham	46.2	45.3	48.4	51.0	52.1	55.3

The progress in the percentage of pupils achieving the Level 2 inclusive [L2+] is significantly higher this year [+2.1% or +3.0% without 'Other Eotas'] compared to the progress seen in 2015 [0.4%]. In 2016, each of the 6 authorities has made progress in the L2+, with the greatest progress seen in Gwynedd and Denbighshire. However, too many schools across the consortium are performing well below modelled expectations in the L2+.

Table 7 ranks each LA's performance in the key performance indicators [Level 2+, Level 1, Level 2, Capped Points Score and 5A\*-A] in comparison with all 22 Local Authorities across Wales.

**Table 7: summary of the authorities' rankings in the key performance indicators at KS4**

	2014					2015					2016				
	L2+	L1	L2	CPS	5A*-A	L2+	L1	L2	CPS	5A*-A	L2+	L1	L2	CPS	5A*-A
<b>Anglesey (10)</b>	14	6	9	3	10	12	8	16	9	13	13	5	15	11	10
<b>Gwynedd (4)</b>	5	1	4	1	2	5	1	6	1	3	4	1	10	4	8
<b>Conwy (8)</b>	11	8	8	11	8	18	14	14	17	16	17	18	17	17	19
<b>Denbighshire (14)</b>	10	11	2	5	9	14	17	11	10	8	14	20	14	16	14
<b>Flintshire (6)</b>	3	14	15	13	19	8	18	15	15	15	10	13	16	15	12
<b>Wrexham (9)</b>	18	21	21	20	20	20	20	22	21	20	18	19	21	18	21
<b>GwE (1)</b>	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3

The performance of individual local authorities varies considerably across the region. In 2016, Gwynedd and Denbighshire are the only two authorities that perform as expected in the L2+. Generally this year, Gwynedd, Denbighshire and Anglesey perform as expected in the majority of the indicators; Flintshire are below expectation in all, with Wrexham and Conwy significantly so. Improving standards in those local authorities that are performing lower than their comparative FSM ranking is a major priority.

There has been strong progress in the percentage of pupils successfully achieving grades A\*-C in English in Anglesey, Gwynedd and Denbighshire. However, only slight progress was seen in Conwy with a fall in Wrexham and Flintshire. There has been progress in the percentage of pupils successfully achieving grades A\*-C in Mathematics in each of the 6 authorities. However, progress varies significantly between the authorities with the lowest progress in Conwy and Flintshire. The performance in Welsh First Language remains good across the region and is based on the number of candidates rather than all the year's cohort. However, there was a reduction in the percentage achieving A\*-C in Welsh First Language in Gwynedd (the authority with the highest percentage of its cohort following Welsh First Language). The percentage of learners achieving Level 2 Science in the region is lower this year. This reduction is also apparent on a national level as more schools enter pupils to follow GCSE Science rather than vocational qualifications. The largest decrease in the L2 Science was in Conwy with a significant increase in Wrexham.

In 2016, around a third of all schools were within 1% of their final projections for the L2+; around two thirds achieved their projection or were within 5%; and only 6 schools (11%) where performance was 10% below their projection. This is an improvement on the situation in 2015 where too many schools were below their final projections. However, it remains an area that needs further improvement. Generally in 2016, too many schools across the region perform below the median in the FSM benchmarking for the key performance indicators (except at Level 1) and in English and mathematics. This is a cause for concern. The performance of individual schools varies significantly within and across Local Authorities. Whilst the FSM benchmarking profiles for Gwynedd, Denbighshire and Anglesey are generally as expected or better, the profiles for Conwy, Flintshire and Wrexham are a cause for concern with too many schools below the median in most if not all key indicators.

#### **Next Steps:**

- introduce a coherent targeted programme in around half of our secondary schools to improve standards, curriculum design and leadership; and
- match national initiatives closely to local school improvement needs.



## Key Stage 5

The model of delivery for Key Stage 5 varies within authorities and across the region. Provision is delivered by either individual schools, 6<sup>th</sup> form colleges, further education colleges or schools (and colleges) collaborating within the consortium. As a result, it is difficult to come to a meaningful conclusion on Key Stage 5 performance in schools within the region. Nonetheless, the data collected from schools show that schools' performance on the higher grades (A\*-A) is an aspect that requires improvement.

### Next Steps:

- appoint regional lead for A-Level and post-16;
- review challenge and support for post 16 school provision; and
- improve performance at the higher grades.

## Standards of Literacy

Strong progress has been made with the development of literacy across the region in targeted programmes. A revised strategy was successfully implemented which focused clearly on improving the performance of learners in targeted schools. All schools in an amber or red support category received a tailored and bespoke programme of Literacy support which led directly to eight schools within the region being removed successfully from an Estyn category and to twenty seven making an improvement in their support category. The Primary Literacy Challenge and support advisers also worked effectively with seventy three schools from across the region that had been identified as historically performing in the lower FSM benchmark quarters for English and / or Welsh and also therefore also the Core subject indicator. These collaborative workshops with peers used direct evidence from the books of target pupils to focus on:

1. improving the provision to appropriately meet the needs of learners at each level
2. Using the programmes of study as a planning document
3. Providing appropriate feedback for learners to identify & target their next steps in learning
4. Ensuring accurate assessment practices.

Analysis of the second predictions gathered from schools when compared to initial targets shows that the average increase in CSI for schools receiving this intervention stood at 3.23% compared to an average increase of 0.76% for schools who had not received this support. Similarly, at the higher levels this effective support provided an average increase of 6.27% in English L5+ compared to 2.08% in other schools. This pattern was also replicated for schools receiving Welsh 1<sup>st</sup> language support who achieved an average increase of 4.79% in L5+, 3.54% higher than the schools who didn't receive this support. With a total expenditure per school of £256.10, this programme of support represents good value for money.

The English national reading test results for 2016 show that the region has consistently maintained a profile where the results for SS<85 are lower than the expected proportion of 16%. However performance for SS>115 has fallen by 0.9% over three years to a position below the expected proportion of 16% in 2016. Regional performance for SS>85 is ranked 3<sup>rd</sup> for SS>85 and 4<sup>th</sup> for SS>115. Results in the English Reading tests show that the percentage achieving a SS<85 are noticeably lower than for the Welsh reading tests in each key stage. Performance at SS>115 have fallen marginally over a three year period in both KS2 and KS3 whilst FP results have fluctuated during the same timescale falling from a three year high of 16.4% in 2015 to 15.7% this year. The Welsh national reading test results for SS<85 have remained below the expected proportions for the last three years whilst the

results for SS>115 have also remained above the expected proportion. As a result the regional performance in 2016 is ranked 3rd for SS>85 and 2nd for SS>115 in 2016. KS3 performed strongly in the Welsh reading tests when compared to the other stages both at <85 and >115. However performance at SS>115 for all key stages has fallen by an average of 2.2% over the last three years.

#### **Next Steps:**

- Increase the challenge level and variety of the text types used in years 1 & 2 and KS2 to enable pupils to reach the expected level of understanding.
- Developing the Response and Analysis aspect of the English POS for Reading within KS2 and KS3 classrooms.
- Guided Reading, as a targeted and discreet method of teaching 'reading to learn', needs to be further developed across the region in KS2 and KS3.
- Develop a half termly programme of literacy leader network meetings to focus on the delivery of key Literacy & Numeracy messages and expectations.

#### **Standards of Numeracy**

Strong progress has been made with the development of Numeracy across the region in targeted programmes. Through the implementation of a regional Numeracy strategy effective support was provided for all schools in an amber or red support category. These bespoke programmes resulted in eight schools being successfully removed from an Estyn category and in twenty seven improving their support category status. The Numeracy Challenge and Support Advisers worked closely and effectively with seventy three schools from across the region whose profile of performance was rooted in the lower FSM benchmark quarters. This beneficial support programme focused on improving the provision to appropriately meet the needs of learners at each level by using the programmes of study effectively as a planning document and by providing appropriate feedback for learners to identify & target their next steps in learning. Allied to ensuring accurate assessment practices this effective programme of collaborative workshops encouraged peer to peer working and was rooted in the evidence in pupil books. As a direct result, schools involved in the programme displayed an average increase of 3.99% in L4+ mathematics (from initial target to second prediction), 2.37% greater than for all other schools. Similarly the average increase in Mathematics for L5+ of 5.96% in schools receiving the support is considerably higher than the 2.53% seen in all other schools.

Regional performance in the National Procedural tests has remained below the expected proportion of 16% for SS<85 for the last three years. Performance for SS>115 has fallen by 0.9% over the last three years and has remained below the expected proportion during that period. Performance at SS<85 in the National Reasoning tests have remained at least 4.2% lower than the expected proportions. Regional performance for SS>115 have been higher than the expected proportion during the last two years. Following a 2% gain in 2015 the regional result has fallen by 1.5% to 16.3% in 2016. In 2016 regional performance is ranked 2<sup>nd</sup> for SS>85 and 3<sup>rd</sup> for SS>115. Performance at the higher level of SS>115 is noticeably higher in the FP at 17% than in the other two key stages. Over a three year period FP results have averaged at 17.2% whilst both KS2 and KS3 have an average score below the expected proportion for the same period. Results for SS<85 in the reasoning tests have remained lower than the expected proportion over a three year period. Both the FP and KS2 have achieved an average standardised score greater than 100.

#### **Next Steps:**

- Improving the procedural skills of pupils of all learners in Primary. Ensuring a suitable challenge, the importance of mental maths skills and the ability to apply concepts due to deep learning.
- Developing Numerical reasoning and the understanding of a systematic reasoning process when solving problems in FP settings.
- Developing Numerical reasoning in KS2 and KS3 and the understanding of a systematic reasoning process when solving problems.
- Ensure the planning of purposeful, challenging, interesting and rich numeracy tasks that are linked to standards, to ensure all learners reach their full potential.
- Develop a half termly programme of numeracy leader network meetings to focus on the delivery of key Literacy & Numeracy messages and expectations.

## Standards in Welsh

GwE has the highest percentage of end of key stage pupils (Y2, 6, 9 and 11) receiving a Welsh first language assessment in Wales. The percentage has remained consistent over the last 5 years (31.7% in 2016). The percentage across Wales has risen 1% over the same period from 18.3% to 19.3%. There is considerable variance across the region in the provision, ranging from Gwynedd at 89.7%, being the highest in Wales, to 5.3% in Flintshire, the fourth lowest.

At key stage 4, the percentage attaining A\*-C in Welsh First Language has been good over a rolling period, despite falling slightly in 2016. Of the full cohort, 28.4% sat the Welsh first language examination in 2016, compared to 29.2% in 2015. At key stage 3, the percentage attaining the expected level in Welsh has risen to 92.9% with GwE performing best out of all the regions. In 2016, the percentage attaining level 6 or higher in Welsh has increased to 61.3% and higher than the national percentage.

At key stage 2, the percentage attaining the expected level in Welsh has fallen with GwE being the lowest out of all the regions. The percentage attaining level 5 or higher has also fallen with GwE performing second highest out of all the regions. In the Foundation Phase, the percentage attaining the expected outcome and the higher outcome in Welsh fell in 2016.

### Next Steps:

- increase standards of Welsh against the language continuum; and
- increase opportunities for learners of all ages to practise their Welsh outside the classroom; and
- implement local plans to deliver million Welsh speakers.

## 5. STANDARDS - GROUPS OF LEARNERS

### Boys and Girls

The performance of boys and girls continues to improve from year to year in the main indicators at every key stage. However girls continue to perform better than boys, and the gap between the performance of the girls and boys continues. The gap between the performances of boys and girls across the range of indicators varies greatly in the individual authorities.

## Free School Meals (FSM)

In general, the pace of improvement in the performance of FSM learners in the main indicators at KS4 has been too slow compared to the rest of Wales. Improving the performance of eFSM learners remains a key priority for the region.

The number of pupils across the region eligible for free school meals' is continuing to fall. In 2016, 15.9% of all pupils of a statutory age in the region were eligible for free school meals compared to 17.1% in 2011. This was lower than the national percentage of 18.8% in 2016. This trend is continuing in 2017 with a further reduction of 0.4% to 15.5%.

The performance of pupils eligible for free school meals continues to improve year on year with the gap between FSM and non-FSM pupils falling in the main indicators at every stage. In 2016, the performance of eFSM learners in the L2+ improved by 4.2% regionally. This was greater than the national increase (4.0%). However, over a three year period the rate of improvement has been too slow and is lower than the national average increase. In 2016, the gap between eFSM and non-FSM in the L1 Threshold was reduced from 5.9% to 1.9% with the performance of eFSM learners increasing by 2.3% with the region performing higher than the national average (92.7% compared to 92.0% nationally). In 2016, the performance of eFSM learners was 4.4 points lower than the national average in the Capped Point Score although the gap between eFSM and non-FSM learners decreased by 3.2 points.

In 2016, there was significant increase in the percentage of eFSM learners achieving the CSI at KS3 (5.7% compared to 3.5% nationally) with GwE continuing to be the best performing region. The gap between eFSM and non-FSM is also continuing to close at KS3, KS2 and the Foundation Phase. However, generally over three years the performance of eFSM learners at Foundation Phase and Key Stage 2 has not improved at the same rate as that seen on a national level at both the expected or higher levels.

## Looked After Children (LAC)

The numbers of looked after children across the region is small – between 0.6% and 1% of the cohorts in 2016 therefore performance can vary substantially based on the performance of one individual. Overall, the performance of LAC continues to improve year on year in the main indicators. The exception is the Foundation Phase. In 2016, in Key Stage 4, the performance of LAC in L2+ has fallen slightly to 21.7% compared to 22.4% the previous year.

## English as an additional language (EAL)

The number of pupils recorded across the region as having English as an additional language is fairly small – between 1.0% and 4.9% of the cohorts in 2016 therefore performance can vary substantially based on the performance of a small number of children. The performance of children with English as an additional language has fallen in 2016 in the main indicators for every stage. In key stage 4, the percentage of EAL learners achieving L2+ has fallen in 2016 (28.6% compared to 36.2% in 2015).

## Special Education Needs – Pupils on Statement or School Action plus

The performance of children on a statement or School Action plus in the main indicators varies across the stages. In key stage 4, the percentage of children on a statement or School action plus attaining L2+ has fallen in 2016 (18.0% compared to 18.8% in 2015). In 2016, in key stages 2 and 3, the number of pupils on a statement or on School Action Plus

attaining the Core Subject Indicator increased. However, in the Foundation Phase, the percentage attaining the Foundation Phase Indicator fell.

### Performance according to Ethnic origin

The performance of children of a non-White/British ethnic origin has generally improved in the main indicators, but is lower than the percentages seen for White/British pupils. In key stage 4, the percentage of children from a non-White/British ethnic origin attaining L2+ has increased slightly (60.9% in 2016 compared to 60.2% in 2015). In 2016, this represented 4.6% of the full cohort.

### Gypsies and Travellers

The number in this cohort is relatively small across the region. In 2016, there were 5 pupils in Year 11 across the region. The percentage attaining L2+ has fallen to 20.0% in 2016 (compared to 33.3% in 2015 and 20% in 2014). The cohort is also small in other key stages and the percentage attaining the main indicator in every key stage has fallen.

### More Able and Talented

At the higher outcomes [expected outcome +1] in the Foundation Phase, progress was seen in the English Language, Mathematical Development and Personal Development indicators, which was higher than or similar to the national progress. There was a decrease in the percentage of learners achieving the Welsh Language indicator. The performance of individual authorities across the region varies significantly.

At the higher levels [level 5+] in Key Stage 2, progress was seen in English, maths and science but only for science was this progress higher than the national progress. The region's performance at the higher levels is not as good as expected and this is an aspect that requires improvement [Anglesey: Welsh and science; Conwy: English, maths and science; Denbighshire: maths and English; Flintshire: Welsh, maths and science; Wrexham: Welsh, English and maths].

At the higher levels [level 6+] in Key Stage 3, progress was seen in each of the core subjects. The regional progress was higher than the national progress for Welsh, but lower for the other core subjects. Performance in maths is the best out of the four consortia, with the other three core subjects second best. The authorities' performances are better or similar to their FSM rankings with the exception of: Anglesey in science; Gwynedd in Welsh [where numbers following Welsh Language are significantly higher than other authorities on national level]; Flintshire in science and Wrexham in English, maths and science.

In Key Stage 4, the performance of pupils at 5A\*-A has fallen to below the national average and is a priority for improvement across the region.

### Next Steps:

- Ensure that the individual LA Business Plans, when relevant, focus on closing the gap between the performance of different groups of learners and improve the achievement of MAT pupils.
- Ensure the effective use of data to improve the performance of all groups of pupils.
- Appoint regional lead for wellbeing and vulnerable learners;

- Ensure that all schools set challenging targets for different groups of learners.
- Ensure that all schools are robustly challenged on how they use their PDG to improve outcomes for FSM learners.
- Review the use of regional funding for supporting Looked After Children and the role of GwE and the Local Authorities; and
- strengthen and develop the links between GwE and local authority services to improve the standards achieved by ALN pupils.



## 6. ESTYN SCHOOL INSPECTION PROFILE

The inspection profile for Primary schools is positive and indicates sound improvements. In 2015-16, 70% or more of the schools inspected (48 schools), were judged as being good or better in all key judgements. These results compare favourably with all Wales results. The profile for Secondary schools is less positive with only 44.4 % of schools inspected (9 schools), judged as being good or better in all key judgements. These results are better than the all Wales results. However, in 2015-16 the percentage of Secondary schools deemed unsatisfactory for four of the five key judgments (22.2%) is significantly higher than the all Wales results. Three of the five 5 schools placed in 'Significant' Improvement or 'Special Measures' since September 2015 are secondary schools (published inspections up to February half term 2017). Two PRU's are also in 'Significant Improvement'.

Of the Primary inspections already undertaken in 2016-17, the figures for all Key Judgments have risen significantly. During 2016-17 (up to and including February 2017), a total of 24 Educational Establishments (22 Primary / 2 Secondary) were inspected by ESTYN and their inspection reports published, of these:

- 19 schools (79.2%) were judged as Good or better on their current performance, an improvement of 15.2% when compared with 2015-16
- 1 school (Secondary) was judged as Unsatisfactory on their current performance.
- 18 schools (75%) were judged as Good or better on their prospects for improvement, an improvement of 6.2% when compared with 2015-16
- no school was judged as Unsatisfactory on their prospects for improvement
- 75% of schools (18) were not placed in any 'follow-up' category.
- One school (Secondary) has been placed in 'Significant Improvement' and no school has been placed in the 'Special Measures' category
- Standards (KQ1) were judged good or better in 19 schools (79.2%), an improvement of 15.2% when compared with 2015-16
- Provision (KQ2) was judged good or better in 20 schools (83.3%), an improvement of 7.5% when compared with 2015-16
- Leadership (KQ3) was judged good or better in 18 schools (75%), an improvement of 6.2% when compared with 2015-16
- No school was deemed Unsatisfactory for Provision and Leadership

### Next steps:

- Reduce the number of secondary schools who are at risk of falling into Estyn statutory category.

## 7. NATIONAL CATEGORISATION

As noted in Estyn's report, the consortium knows its schools increasingly well. Pre-inspection reports for schools provided by the local authority, following advice from the consortium, are largely found to be consistent with inspection outcomes. Inspectors have fewer concerns about these reports than in other regions in Wales. Inspection outcomes also show that schools are, in the main, categorised appropriately.

An increase was seen in the percentage of primary schools in standard group 1 or 2 in Stage 1 of the process – an increase from 58.8% in 2015-16 to 66.8% in 2016-17. In addition, an increase was seen in the percentage of primary schools receiving the top awards [A or B] in Stage 2 of the process – an increase from 85.3% in 2015-16 to 89.0% in 2016-17.

Consequently, an increase was seen in the percentage of primary schools in the Green and Yellow categories – an increase of 80.7% in 2015-16 to 84.8% in 2016-17.

Overall, the primary support category profile for every authority has improved compared to 2015 with an increase in the numbers of schools designated as being green in every authority. The percentage categorised as being amber or red has fallen in 4 or 6 authorities; has remained consistent in Denbighshire; and has increased from 11.9% to 15.5% in Wrexham.

Nevertheless, no such pattern of improvement is to be seen in the secondary profile. Over the same period, the distribution of percentages in the standards groups has stayed relatively consistent with an increase of 1.8% in 2016 in those schools in group 1 and 2. The percentage of school in the Green/Yellow support category has slipped from 60.0% in 2015-16 to 58.2% in 2016-17. However, the percentage being awarded the top judgements [A or B] in Stage 2 of the process remained constant over the period [36.4%].

The changes in the secondary schools' support category are mixed for the individual authorities. The number of green schools has fallen in Anglesey (from 1 to 0), has stayed consistent in Gwynedd and Conwy and has increased in the other three authorities. The number categorised as being amber or red has fallen in Anglesey, Gwynedd and Denbighshire, but has increased in the other three authorities. There are no schools in the red category in Anglesey, Gwynedd and Conwy, and the number has also fallen in Denbighshire, Wrexham, however has increased in Flintshire.

#### **Next steps:**

- In response to the concerns about secondary schools' performance, the service will completely revise the working model from Easter 2017 onwards.

## **8. PROVISION**

### **How well do we provide support, challenge and intervention in our schools?**

#### **Support**

Specific and differentiated models of operation were developed this year with schools in the Green/Yellow; Yellow and Amber/Red support categories. By now, schools in the green support category who need least GwE support have more responsibility for their own improvement. Schools in the red category who need most support receive more intensive help to develop their ability to improve. This action has led to better consistency in the quality of support and guidance for schools across the region and towards ensuring that support plans, tailored according to specific circumstances and needs, are operational in every school in the most intensive categories.

Schools, across the various categories of support, are given access to programmes at 3 levels:

- generic regional programmes;
- local hub-based programmes; and
- programmes specifically for the needs of the school itself.



## Impact of support programmes

Increased emphasis was placed during 2016-17 on improving the quality of leadership. This built on very successful workshops delivered last year to targeted schools, focusing on improving the quality of evaluation and planning for improvement. There is clear evidence the action that the leadership workshops delivered to primary school senior leaders has led to improvements in outcomes and to a stronger resilience within schools to drive their own improvement journey. An increase was seen in the percentage of primary schools categorised in the Green and Yellow categories – an increase from 80.7% in 2015-16 to 84.8% in 2016-17. In addition, an increase was seen in the percentage of schools attaining the highest levels [A or B] at Stage 2 of the process – an increase from 85.3% in 2015-16 to 89.0% in 2016-17. The profile of Estyn inspections in the primary sector is also positive and highlights marked improvements. In 2015-16, 75.0% of schools inspected [48 schools] were categorized as being good or better for their quality of leadership. Of the inspections already undertaken in 2016-17 [20 schools], the figure has risen further to 80.0%. In 2015-16 the quality of leadership was judged to be Unsatisfactory in 4.2% of the primary schools inspected. In 2016-17 no school was judged unsatisfactory. However, neither impact nor influence is totally consistent across all areas of the Consortia. Specific action has been taken to tackle this. The most positive effect was in the primary sector in Gwynedd, Conwy and Denbigh authorities.

Over the same period, in the secondary sector, the percentage of schools in the Green/Yellow support category has slipped from 60.0% in 2015-16 to 58.2% in 2016-17. Even so, the percentage achieving the highest categories [A or B] at Stage 2 of the process remained stable during the period [36.4%]. The profile of secondary inspections during 2015-16 highlighted concerns, with over 44.0% receiving adequate or unsatisfactory for quality of leadership. Although a more positive pattern now exists in some authorities, further substantial work needs to be undertaken to ensure that inspection outcomes improve in the secondary sector. In response to the situation that was causing concern with secondary school performance, the service will completely revise the model of working from Easter 2017 onwards whilst ensuring that a significantly higher percentage of link Challenge Advisers working in the sector will be drawn from a pool of headteachers who have recent successful experiences of leading school improvement.

## Monitoring, Challenging and Intervention

Priority was given to achieving consistency in the quality of monitoring and challenge across the 3 hubs. An intensive programme of support was introduced for the team of Challenge Advisers. In addition to the training programme, a supporting handbook was provided, defining and highlighting expectations. A very detailed induction programme for new staff was put in place. The Senior Challenge and Support Adviser for each hub were more effective in quality assuring all aspects of the work of Challenge Advisers within their respective teams. Positive feedback was received by Estyn on the quality of pre-inspection and re-inspection reports. Between 2014-2016 Estyn noted that there were significant or major concerns about judgements in 16.1% of the reports received from GwE. This figure was the lowest of all 4 consortia and significantly lower than the corresponding figure for 2 of the consortia.. For 2016 the percentage of reports where Estyn expressed significant or major concerns about the validity of judgements had been reduced significantly to 6.7%. This is evidence that supports the effectiveness of the QA processes undertaken.

The quality of monitoring visits and subsequent reports has significantly improved. In the best and most effective practices, Challenge Advisers were seen to provide challenge and support planning by:

- using a wide and timely range of data and information;
- scrutinising evidence from pupils' work and lesson observations to monitor progress towards performance targets;
- researching alongside school leaders into the quality of performance and provision at whole school level, various subjects, year groups and groups of pupils;
- comparing the progress of individual pupils and/or groups and the progress made against those in similar schools;
- identifying the areas of underperformance and gaps in attainment ;
- confirming, with headteachers, what areas are to be prioritized for improvement;
- commissioning specific support to drive improvements;
- agreeing on challenging targets and outcomes for schools;
- encouraging schools to take full advantage of the regional and local provision;
- investing time in building capacity of the senior management team and middle management in the affiliated schools; and
- attending meetings with the governing bodies to report on progress.

This, together with the fact that best practice is cascaded more regularly and effectively across the hubs, has led to better consistency of approach. A firmer and more robust programme of monitoring, challenge and intervention is in place. Schools where there is concern about a lack or slow progress are being directed earlier to the attention of the local quality boards of the individual authorities. Following the strengthening and synchronization of arrangements for communication and accountability, an effective working relationship exists between GwE Senior Challenge Advisers and officers of the authorities. As a result, the authorities' officers are in a more mature position to make decisions regarding the need to use the range of powers available to them. Establishing the regional forum, the School Improvement Forum, chaired by one of the Directors of Education, has also led to consistency of practice and expectations across the six authorities. As part of the evolving regional model, the regional board will be further strengthened and honed during 2016-17 and specifically to ensure that pace of action, and, ultimately, pace of improvement is significantly accelerated within the secondary sector.

#### **Next steps:**

- robust business plans agreed with stakeholders that respond more acutely to the development needs of authorities and individual schools;
- that the revised secondary model will be effective in its operation
- that all secondary schools and all amber/red support category primary schools have appropriately tailored support plans in place;
- that CAs, LA Officers and schools have ease of access to a wider range of data and live information about progress and that effective and timely use of the information is applied consistently across all levels of operation;
- more effective monitoring of progress against individual school targets by every link challenge adviser;
- a CPD programmes to further upskill challenge advisers ;
- that schools have access to a richer range of developmental programmes at specific regional, LA and cluster/group level;
- more effective deployment via secondments of successful headteachers;
- more effective deployment of subject CAs and use of subject networks to strengthen departmental collaboration;

- effective targeting of support and guidance for leaders in key strategic areas.

## Curriculum, Teaching and Assessment

Improving standards and provision in the Foundation Phase is one of our priorities. This year, we offered a regional Foundation Phase support programme for the first time, targeting planning, Teaching, assessment and leadership. The focus was on planning challenging and differentiating activities for year 1 and 2 pupils across all areas of teaching in accordance with Foundation Phase principles and pedagogy. Regional support was offered to teachers and assistants on targeting the higher-order skills of pupils in years 1 and 2 together with workshops focusing on matching skills with the revised outcome statements of the Foundation Phase. 305 practitioners (67% of all schools) attended the Foundation Phase planning and challenging activities workshops and 289 practitioners (63% of schools) attended the familiarisation of the revised Foundation phase outcomes and planning provision workshops. 236 Head teachers (52%) attended Foundation Phase Leadership workshops focusing on what constitutes good or better provision and standards within the Foundation Phase. As a result, headteachers, teachers and assistants have a sounder understanding of effective provision and good or better standards within the Foundation Phase. Projected outcomes for 2016/17 (as of Easter 2017 based on schools' input at projection point 2) shows that FPI is likely to increase from 86.2 in 2016 to 87.2 in 2017 (+1%) and higher outcomes are likely to improve in Language Literacy Communication English (+0.2%), Language Literacy Communication Welsh (+2.4%), Mathematical Development (+1.55%).

The next steps regarding a regional programme will involve continuing to target raising standards, together with targeting specific aspects of the provision and leadership identified as areas for improvement. The regional programme will also incorporate priorities for implementing the 'Welsh Government's Foundation Phase Action Plan'.

The team of Literacy & Numeracy Challenge Advisers has provided an extensive range of programmes across the region to support the improvement of planning and provision in both the primary and secondary sectors. All schools in an amber or red support category have received a bespoke programme of support tailored to their specific development needs. This support has been instrumental in removing eight schools from Estyn categories and in assisting twenty seven schools in the improvement of their support category status. In addition to this direct school support, a broad development programme has been provided for schools targeting both national and local priorities.

A regional programme of Leadership training was provided for leaders of Literacy and Numeracy. The programme focused effectively on generic leadership skills as well as specialist Literacy and Numeracy leadership. As a result delegates from 108 schools across the region have developed their practice through the successful completion of specific tasks to improve effective tracking and targeting procedures that impact directly on the teaching and learning.

Raising the profile of Reading for Pleasure across the primary phase has been enhanced. We cascaded current research linking successful literacy to early reading for pleasure in order to conduct further research. One hundred and ninety three leaders of literacy have been developed over 2 years – 137 in year 1 and 56 in year 2. The fifty six Leaders of Literacy enrolled in this year's programme will be reporting on the impact of their reading projects in June 2017. We will use this feedback to inform future projects across the region.

Literacy provision for More Able and Talented learners was targeted through a series of regional 2 part workshops, aiming to raise standards of provision in Oracy, Reading and Writing. One hundred and eighty two teachers registered across the region for Welsh or English medium sessions.

A series of cross curricular numeracy planning workshops were provided, targeting schools with mixed year groups (year 3/4, 5/6 and whole KS2 within the same class) to enhance cross curricular numeracy provision, ensuring challenging, rich and engaging tasks aimed at progressing learners of all abilities. A specific focus was placed on the use of 'Big Questions', ensuring attendees benefited from practical opportunities to implement differentiated planning effectively for the mixed age groups in their own classes. The successful implementation of this planning was reviewed by either the Numeracy or School's Challenge adviser during follow up school visits and reports.

Mental mathematics workshops were provided for KS2 teachers to enhance daily mental mathematics provision, ensuring opportunities to review, consolidate and build on children's developing mental calculation skills. Specific focus on challenging, differentiated and engaging questions aimed at progressing learners of all abilities.

Regional training workshops were made available for all KS2 teachers taking place over two half day sessions, around one month apart. They focused on the following aspects:

- introduce and explore maths topics in practical, open-ended ways;
- improve the depth and quality of mathematical discussions;
- use equipment, images and bar modelling to strengthen understanding;
- develop a shared language for promoting positive attitudes to maths;
- embed efficient, high-impact assessment for learning strategies; and
- Deepening mathematical understanding by using a range of rich tasks.

In total 199 teachers attended from 158 schools across the region that are now able to include the best practice seen in their own planning and teaching. During the period September 2016 to Easter 2017 a further 1197 practitioners (both teachers and TAs) attended a broad range of Literacy and Numeracy training events for both Foundation Phase and Key Stage 2. CSI is likely to increase from 88.8 in 2016 to 90.0 in 2017 (+1.2%). Higher outcomes are likely to improve in English (+2.8%), Welsh (+2.3%), Maths (+4.0%) and Science (+3%). Key Stage 2 variance across the six local authorities has reduced from 5% in 2016 to 3% at the Easter 2017 projection (-2%)

ESTYN inspections during the period September 2016 and Easter 2017 also indicates and improvement in the quality of provision and standards within the region's primary schools.

- Key Question 1 shows an improvement from 71% good or better in 2015/6 to 76% in 2016/17 (+5%)
- Key Question 2 shows an improvement from 77% good or better in 2015/16 to 84% in 2016/17 (+7%)
- Key Question 3 shows an increase of schools gaining excellence in Leadership from 4% to 12% (+8%)
- There has been a decrease in the number of schools in Statutory Category between 2015/16 and 2016/17 from 7% to 4% (-3%)
- There has been an increase in schools not put in any category from 42% in 2015/16 to 72% in 2016/17 (+30%)

Support for secondary schools to successfully implement the revised GCSE specifications and revised Welsh Baccalaureate has taken place during the year. Secondary schools have had access to specialist subject support in mathematics, English, Welsh 1<sup>st</sup> Language and science in Key Stage 4 through specialised Challenge Adviser support across the region for all core subjects. There is a comprehensive strategy to improve standards of English, Maths,

Science and Welsh across the region. Through local networks for Head of Departments, secondary school to school support programme for the Core Subjects at KS4 has been established.

Specialised subject challenge advisers have provided effective support and specialist guidance on a three tier basis:

- core subject networks for all the authority's departmental heads [meetings every term] in order to focus on leading the learning and teaching effectively; assessing, tracking and effective interventions and to check the readiness of departments in terms of the new specifications and indicators;
- grouping schools to collaborate on common elements requiring attention; and
- targeting support for specific schools.

Activities include:

- Collaborative programmes for teachers to develop innovation in the teaching of Mathematics at KS4;
- Developing the teaching of problem solving skills in Mathematics at KS4 and
- Sharing of best practice in terms of curriculum and pedagogy with heads of department in all core subjects in KS4.

#### **Next Steps:**

- Develop a new model of working with Secondary Schools that will Increase the capacity of challenge and support at KS4.
- Ensure that the planning and development of the curriculum is aligned within KS3 and the new specifications for GCSE at KS4.
- Ensure that all schools are appropriately prepared to respond to the needs of the new Digital Competency Framework and the forthcoming new curriculum.

### **Assessment**

GwE aim to ensure that there is greater consistency in assessment, standardisation and moderation across the region. Processes put in place over the past two years have led to a more consistent approach to assessment across the region. The standard of cluster moderation has improved significantly through the upskilling of assessment leads and training of practitioners. The quality of discussion around teacher assessment has strengthened with nearly all schools assessment profiles being of good standard. Those schools who have not provided sufficient evidence or have provided incorrect assessments have been notified and then supported to strengthen practice. Examples of good practice were reported on by Estyn while undertaking their Remit Report.

During the spring and summer terms GwE have taken steps to ensure that all schools and clusters across the region have robust systems in place to assure the quality, consistency and reliability of teacher assessment. This project has responded to the Welsh Government plan 'Strengthening confidence in teacher assessment; end-to-end process to ensure quality, consistency and reliability'. Lead assessment co-ordinators have been trained to deliver quality cluster moderation sessions and disseminate relevant information to all end of key stage teachers. There are 51 clusters across the region with GwE Challenge Advisers attending at least one cluster moderation meeting within each cluster. During this year's cluster moderation meetings, nearly all schools within the region were represented. Many clusters set aside half a day for moderation, therefore adhering to the national guidance in terms of time allotted for each meeting. Nearly all schools brought learner profiles/collection

of learner's works (mostly pupils' books) at the expected level and higher than expected level. Overall, there was an agreement on the best fit levels of most schools. A very few schools didn't bring sufficient evidence to award an end of key stage level. This tended to be in English and Welsh (oracy and reading). Overall the quality of the moderation of most clusters was good with a minority showing examples of very good practice. Where the process was most effective, there was strong leadership and organization where teachers shared a full range of evidence in pupils' books and visual records. The presence of Challenge Advisers and advisory Welsh teachers in the meetings has strengthened the process.

Challenge and Support Advisers have held standardisation workshops where Year 2 and 6 teachers have collaboratively levelled learners' work and planned next steps for pupils. A targeted approach was taken when identifying schools to attend these programmes. In addition to this, GwE have ensured that there is clear guidance to all schools on the standardisation and moderation process at Foundation Phase as well as disseminating information on the revised changes to Foundation Phase outcomes.

### **Next steps:**

- Continue with collaborative planning, assessment and intervention training for end of key stage teachers to ensure a more consistent approach to levelling and standardisation of work across the region especially in the Foundation Phase.
- Most clusters have established effective moderation processes. Continue to develop this further by reviewing their own practice and possibly concentrating on 'borderline' pupils as recommended by Estyn in their recent thematic report. (The four regions did not recommend this this time).
- Ensure that all schools use the GwE regional statement as part of schools' own assessment processes and during cluster moderation.

### **Groups of learners including vulnerable learners**

GwE have developed a number of strategies to support all learners, with additional focus on vulnerable learners such as children who are looked after and learners who are eligible for free school meals. Through reports from the Challenge Advisers we can identify much good practice across the region in both Primary and Secondary schools. The most effective examples include:

- Effective and robust tracking of vulnerable learners enabling schools to identify the most effective intervention/s to be used.
- Appropriate and time limited interventions in both literacy & numeracy which show clear impact in pupil achievement. This was particularly evident in the primary sector via the "analysis of the impact to date of KS2 Borderline interventions groups" report of impact.
- The implementation of "Growth Mindset" materials within primary & some secondary schools within the region and its initial impact on developing greater aspirations and emotional resilience amongst learners. Evidence within the pilot pre and post evaluation shows that learners are better focused, more positive in terms of self-awareness and more adaptable to the learning environment. We will target secondary schools during 2017-18.
- A good range of effective differentiated regional, cluster and school based training programmes aimed at supporting vulnerable learners. All programmes linked to the PDG of children who are looked after have been evaluated to show improvement in both learner's soft outcomes as well as key performance indicators within the school

and local authority. The programme, which is recognised for its good practise has been shared with other regional consortia's.

- Training courses delivered is of a good standard in terms of content and organisation, and are highly valued, with LACE coordinators and school staff praising the guidance provided and been given the opportunity to keep up to date and share effective practise. Teacher's especially welcomed the guidance on behaviour management and links with attachment theories.
- Support for LACE coordinators across the 6 local authorities to provide and deliver education support for looked after children has been good. During 2017-18 we will focus on having a consistent approach in terms of all LA's job descriptions.
- Nearly all schools across the region have a dedicated "champion" for identified vulnerable learners to ensure targeted support and provision is identified with the focus on raising educational attainment. We aim to share good practise across the region and ensure consistency of role and impact.
- The majority of schools and stakeholders have accessed GwE's website for further information on good practise case studies for vulnerable learners, in addition to regional and national information and research. We will develop this element further in line with Ysgol GwE strategy.
- The majority of secondary and primary schools have accessed trauma/attachment training for looked after children programme during 2016-17 that has resulted in teaching staff being more confident in dealing with learners and identifying suitable support and provision.
- In general Challenge Advisers work well in schools to undertake an analysis of their PDG grant and to identify the effectiveness on FSM learners achievements/data. However more robust systems is required to ensure consistency across the region and improve outcomes at KS4 and the Early Years indicator with children who are looked after.
- GwE have supported local authorities to good effect to identify pilot approaches that could lead to sector leading practise within the region in the role of an FSM LA champion. We will evaluate the approach and its impact with the authority during 2017-18 and roll out the good practise identified across the region.
- In one local authority learners who are in the More Able And Talented Group are supported to work towards higher outcomes in KS3 & 4 via a lead secondary practitioner role. We will work with the local authority to monitor both impact and achievements.
- Emerging good practise is the action based research "Head sprout" project utilised in a few schools to target parent's involvement to support learners to improve outcomes and engagement with schools.
- In a few schools Teaching Assistants have a better understanding on the impact / purpose of effective tracking and targeting to identify the appropriate support and provision for vulnerable learners. This will be further developed during the next business plan phase.
- In collaboration with the University of Wales, Bangor via a secondment post, GwE have supported 3 schools to start developing a new system to record, track and evaluate impact of interventions for FSM learners. This will be evaluated during 2017-18 in line with the company's evaluation process/cycle.

### **Next steps:**

During 2017/18 GwE will be developing and implementing a revised strategy, taking into account the evaluation and impact of services during 2016/17 for vulnerable learners and in line with GwE's 2017-20 Business Plan and regional priorities and values. We have developed a regional business strategy /plan that have measuring performance indicators & impact, it includes the following actions:



- Continue to work towards a self-improving system where schools and Early Years providers will take increasing responsibility for their own progress and impact supported by the regional consortium.
- We will ensure Challenge Advisers have improvement target to support schools to further support Early Years Intervention / KS4 learners in terms of the PDG funding .We will look at key performance indicators as the baseline measure.
- Work with 6 Local Authorities to complete a robust business plan in regard to children who are looked after and the PDG.
- Robust partnership agreements in place to develop more effective strategic and operational partnership working with partners such as Public Health Wales, Betsi Cadwalader Health Board, North Wales Economic Ambition Board, key employers and the third sector. Support key transition planning within schools so that vulnerable learners are well supported at key transition stages, for example early years to foundation phase, primary to secondary.
- Support identified/targeted schools to use the Youth Engagement & Progression Framework early intervention tracking system. The LPT - Learner Profile Tool is a robust KS 3 & 4 tracking system, which includes eFSM as a key indicator at pupil level that will enable schools to monitor that all pupils achieve their potential.
- Develop robust systems for evaluating the impact of support/provision for vulnerable learners across the region in order to identify sector leading practise as part of the Ysgol GwE strategy.
- Develop a wide range of evaluation and impact activities to demonstrate distance travelled by learners in terms of soft and hard outcomes.
- Continue to work with all schools to ensure that their SDP / improvement plans have clear and challenging targets for improving outcomes for vulnerable learners e.g. children who are looked after, ALN, supported by coherent professional development plans.
- Strengthen the strategic use of evaluation reports and robust data to plan improvements of outcomes for learners and identify good practise and value for money.
- Work with Challenge Advisers to make effective contribution to the quality assurance of support for vulnerable learners within schools.
- Identify current leading practice and facilitate school-to-school support focussed on tackling the impact of deprivation on attainment. This will be strengthened by Challenge Advisers recognising excellent practice in their schools.
- Provide greater focus on facilitating joint, cross phase planning so that vulnerable learners are well supported at key transition points.
- Build on the good practise developed during the year, for example Growth Mindset programme and ensure we have robust evaluation systems in place to measure distance travelled by all learners within key indicators across all programmes. This will form the baseline for more in depth regional targets and tracking of emotional, social, health and wellbeing outcomes of learners.
- Analyse and map all current support, provision for vulnerable learners and identify good practise and any gaps in provision. We aim to produce an overall PDG eLearning prospectus that will identify good practise, bilingual bespoke support and provision that would be used by the Challenge Advisers, schools and LAs.
- Share good practice across the region, arrange a regional focus group for staff undertaking similar roles and responsibilities that will include stakeholder and key partners.

## Support for leadership, management and governance

### Professional Learning Programmes

GwE has developed a range of programmes for practitioners ranging from Higher Level Teaching Assistants (HLTA) to experienced Headteachers (Headteacher Development Programme - HDP). The development programmes promote school to school collaboration with effective practitioners from schools co-delivering sessions with GwE staff.. This further develops the notion of developing a self-improving system across North Wales.

GwE's Leadership Development Programmes aim to:

- embrace and action the Wales' Career Development Pathway
- build the capacity for leadership within all of our schools
- improve and advance teacher's leadership and management skills in North Wales schools
- grow and develop leadership practices for all staff in primary, secondary and special schools
- encourage, facilitate and provide opportunities for school to school collaboration
- contribute to the development of a self-improving system
- ensure effective workforce development

Overall satisfaction with the GwE Development Programmes (GDP) is very high with over 90% reporting that the programmes had effectively met their needs. 95% have been given more responsibilities as a result of attending specific programmes, with 25% being promoted to more senior posts. Candidates note that their knowledge of leading teams and their confidence have increased, with key benefits of the programmes including:

- enabling candidates to gain knowledge about leadership,
- giving candidates opportunities to reflect on their current practice, resulting in making changes and improvements;
- Improved and advanced leadership and management skills amongst practitioners;
- growth and development of leadership practices;
- increasing leadership capacity leadership across the region;
- a greater culture of learning being developed, aligned to the school's vision, that addresses the needs of all learners;
- improved standards in a specific area of school development/ improvement.

GwE has collaborated with Welsh Government and the other consortia whilst developing the programmes. Following a request from the National Leadership Development Board (NLDB) for consortia to lead on developing specific areas of the Career Development Pathway, GwE took the lead on developing effective professional development for middle leaders and Headteachers in post. An external consultant evaluated the middle leadership and Headteacher development programmes. Progress and lessons learnt have been shared nationally. As a result:

- 9 practitioners from ERW attended the GwE Middle Leadership Development Programme,
- ERW adopted the GwE 2016 / 2017 NPQH Development Programme; and
- CSC adopted elements of the Headteacher development programme.

Further programmes are offered on a more local basis depending on the specific needs of individual or groups of schools. A range of leadership workshops have been delivered to senior leaders in all primary schools in every hub, with a follow-up planned over the next term. The provision builds on the workshops delivered to target schools last year and

focuses on improving the quality of evaluation and improvement planning. Actions in 2015-16 have seen an increase in the percentage of schools in the Green and Yellow categories – an increase of 80.7% in 2015-16 to 84.8% in 2016-17. Furthermore, there has been an increase in the % of schools being awarded the top grades [A or B] in Stage 2 of the process – an increase of 85.3% in 2015-16 to 89.0% in 2016-17.

Estyn's primary inspection profile is also positive and indicates firm improvements. In 2015-16, 75.0% of the schools inspected [48 schools] were judged as being *good or better* for the quality of leadership. Of the inspections already undertaken in 2016-17 [20 schools], the figure has risen further to 80.0%. In 2015-16, the quality of leadership was judged as being *Unsatisfactory* in 4.2% of the primary schools inspected. In 2016-17, no school has been awarded an *Unsatisfactory* judgement.

Effective generic and tailored support programmes have been provided for GwE staff development. The development programmes include:

- A whole team approach, e.g., a programme for developing the coaching and mentoring skills of all challenge advisers;
- Extensive support for new challenge advisers;
- Training and development for external consultants who are deployed as challenge advisers;
- Training and development for subject challenge advisers.

As a result of the GwE Staff Development Programme, the consistency and quality of challenge and support to schools has considerably improved and there have been measureable improvements in individual challenge adviser's work.

To date over 1200 practitioners across North Wales have participated in GwE development programmes with impact to be seen at individual, school and system levels. Ultimately all programmes focus on developing individuals in order to ensure the best possible education and opportunities for children and young people, and therefore raise standards across each key stage.

Individual schools are also contributing to the Leadership Programme. These include:

- the Improving Teacher Programme (ITP) -
- the Outstanding Teacher Programme (OTP) -
- the Toyota Leadership Programme – “Lean Management in Schools” –

### **Next Steps:**

- Continue to ensure an effective integration of national priorities to support local developments.
- Work with Universities to investigate the possibility of accrediting the development programmes;
- Future Continuous Professional Developments (CPD) need to address the five improvement objectives noted in Welsh Government's Qualified for Life 2:
  - Wellbeing
  - Teaching and Learning (Pedagogy)
  - Curriculum and Assessment which is underpinned by the Four Purposes described in Successful Futures
  - Leadership
  - A Self Improving system

- Further work is needed in order to target resources and ensure that bespoke development programmes address the needs of individual or groups of schools, especially in the secondary sector.
- Review the GwE Staff Development Programme to meet changes in future service reorganization;
- Further improve the evaluation and impact of the programmes.

### Promotion and delivery of the Welsh Government's priorities

GwE work well to promote Welsh Government's priorities and have made good progress in understanding and initial delivery of the Successful Futures agenda. As a result, GwE are well placed to continue to promote and deliver against national priorities. There are an increased number of Pioneer schools across the GwE region and there is now a well-planned timely approach to engage with all schools using a range of effective communication channels.

GwE have enhanced the delivery of Successful Futures and work with all schools across the region by appointing:

- 1 x Senior Challenge and Support Adviser with strategic lead on a 12 month secondment;
- 1 x Challenge Adviser working on Pioneer schools/ Welsh BAC / Global Futures) Having focus on more than Welsh Government priority so as to ensure efficiencies of resources and avoid duplication of work; and
- 2 x seconded teachers (1.6 FTE) Pioneer Network Coordinators.

The role of the GwE Pioneer team is to support the work of the Pioneer schools and to engage and communicate effectively with all Pioneer-Partner schools across the region.

Impact can be demonstrated by further additional capacity within the region built in through GwE staff facilitating 4 of the 6 Areas of Learning and Experience national groups:

- i) Maths & Numeracy,
- ii) Health & Wellbeing,
- iii) Languages, Literacy & Communication and
- iv) Science & Technology.

This has resulted in an informed picture of the AOLE development across the GwE staff and regular discussion has allowed the sharing of consistent approaches and messages. Furthermore, a small team of Challenge Advisers attended the European Curriculum Conference in Stirling which has increased the awareness of the Successful Futures agenda and in particular how to approach curriculum development. Feedback systems within hubs are now in place and consistent messages sought.

A key role of the GwE Pioneer team is to develop a communication and engagement strategy for all schools across the region. As part of this, 9 members of GwE have successfully completed APMG Change Management training – Foundation level which proved highly practical and relevant to the Successful Futures agenda. Following on from this, the team is working with 3 Pioneer schools to develop a draft Change Delivery Framework. This will include a 1 day training programme of change management principles and include a practical toolkit and resources to support all schools to evaluate their readiness for the new curriculum.

Welsh Government officials have engaged in good discussion with GwE on the potential national role of change management and as a consequence have run bespoke 1 day training, 3 members of GwE Senior Management Team have attended this which has increased awareness of the scale of the education reform and allowed consistency of messaging to be discussed for schools and Challenge Advisers across the region.

The first of the curriculum engagement activities have taken place across the region with 6 Successful Futures workshops in all Local Authorities. 117 teachers from 100 schools across the region attended and evaluation reflects that 82% agreed that the workshop will be useful to their work. Most attendees valued the opportunity to network and to discuss their own school's work in light of national developments. The second series of workshops has taken place and an increased demand on places has been clear to see across the region with 206 teachers registered. This is an increase of 76% and whilst evaluation forms are being processed, initial feedback shows a clear increase in awareness of curriculum reform amongst teachers. The Pioneer team have also delivered awareness sessions during other planned sessions to NQTs and Literacy leaders so that a consistent message is heard.

All Pioneer schools within GwE have come together to work as one single network to improve communication between Professional Learning, Curriculum and Digital Learning. This has led to Pioneer schools reporting that they feel more aware of other strands of work and it is important that we continue with this as Pioneer schools' work progress and report back their findings and developments.

The number of Pioneer schools across GwE working to develop the new curriculum has increased significantly from 12 schools to 25 schools. This curriculum work has now moved to Strand 2 of development, namely looking to develop the 6 Areas of Learning and Experience and GwE now has a very good representation in all Areas in particular secondary schools in both English and Welsh mediums.

The work of the Digital Pioneer schools has also progressed very well and has been supported by the appointment of 4 x Digital Leads through the ICT regional network. There has been a wide range of both awareness raising sessions and training to support teachers on understanding and implementing the draft Digital Competency Framework (DCF) which became available to all schools in September 2016. Demand for DCF has been very high with over 900 school representatives signing up for past and future events published to date. Nearly all head teachers have attended events to receive an overview of the DCF and of the support that GwE can offer school. There has also been training offered to support staff within the Foundation Phase, using Support staff with recognised good practice within digital learning, to promote and share good practice further whilst developing competence and confidence of support staff. Across the region, 10 primary schools have also been appointed to become lead schools for online safety to develop their own schools further and then work to lead their cluster of schools. Currently, Digital Leaders are working with secondary ICT coordinators across the region to support planning and the implementation of the DCF across the curriculum. This is done through a series of 3 'half day' sessions. Secondary Digital Leads' 3 days training has been successful in establishing networks, so much so that the individuals have now requested and initiated further meetings in September 2017. 26 teachers have completed the Middle Leaders Development programme and 100% of the cohort report increased confidence in all areas including reviewing and evaluating impact on improved learner outcomes and ensuring value for money.

Professional Learning schools have been working on developing a range of pilot studies including working with OECD on the 7 dimensions of Schools as a Learning Organisation, Digital Learning Professional Learning offer and also trialling the new draft Professional Teaching Standards which will be out for consultation in March 2017. In November 2016,

GwE successfully held 3 sessions across the region where Professor Graham Donaldson was able to share his report and Professor Mick Waters was able to offer further information on how the Professional Teaching Standards fit into this agenda. Across the region, 175 people from schools, Local Authorities and GwE attended and again feedback from these sessions show that schools were inspired and motivated and furthermore, had a better understanding of the National priorities within their local context.

**IMPACT:** Professional Teaching Standards consultation has closed and the response shows whilst there is clear support for the ethos of the 5 dimensions contained within, some wording is unclear and changes have been made to the both teaching and leadership standards. Consortia are working collaboratively to ensure support for schools will be in place for Newly Qualified Teachers from September 2017.

Pioneer schools and Pioneer-Partner schools have also had the opportunity to develop effective pedagogy in a variety of ways. There has been work completed on developing training for Outstanding Teachers and Teacher Assistants, developing practice to share as part of GwE's training and Career Development Pathway and working in collaboration with CUREE to use action research to create a route map on how to improve teaching and learning within the classroom working with specific groups of pupils.

GwE have been working collaboratively with the National Leadership Development Board (NLDB) developing the Career Development Pathway and advising WG regarding specific leadership areas that needed to be developed nationally. The remit of the NLDB has now finished, however, GwE are continuing to work closely with WG regarding leadership developments, in particular the developments and the priorities noted by the new Welsh Education Leadership Academy.

**Next steps:**

- As part of Successful Futures offer, work with all schools to appoint a Successful Futures lead within all clusters of schools across the region and plan for their first upskilling
- Continue to plan relevant and timely training sessions with Challenge Advisers and ensure regular updates to all Headteacher forums across the region
- Work collaboratively with the digital learning approach to ensure training is available to all school practitioners to include coding clubs and building capacity within the region to deliver at secondary school level
- To develop work on OECD Schools as a Learning Organisation and promote Survey 2 with the 78 schools across GwE invited to participate;
- To continue to work collaboratively with the new Welsh Education Leadership Academy; and
- Integrate the Successful Futures agenda regularly into the work of the wider GwE team.

## **9. LEADERSHIP**

Since GwE's inception in 2013, there has been a significant increase in the expectations of the role of the Consortia. A further review of the National Model is imminent and it is clear that there is a commitment from Welsh Government to increase the breadth of responsibilities even further into the areas of Wellbeing, Equity and potentially Additional Learning Needs.

Over the last three years GwE relationship with schools has improved as the organisation has found a better balance between the need to support and challenge schools. Primary

support and challenge is generally good and access to training and development programmes has improved and become clearer.

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

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

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

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

A thorough knowledge of schools at leadership level has developed well over time. This is due in no small part to the National Categorisation process. However, there is a growing feeling that the categorisation process needs to be refined at a national level.

GwE's role has been unclear and inconsistent when appointing senior posts in schools. A regional protocol for appointing school staff has recently been approved by Joint Committee. This gives greater clarity to GwE's role in partnership with the LA to ensure that appointments are effective. There is currently no coherent regional strategy to upskill and develop working relationships with Governing Bodies and Management Boards.

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

Generally, there is now a good working relationship between all hub leads and individual LAs. The Challenge and Support Senior Adviser and deputy model is generally effective and provides a good balance to each hub. There is now a better flow of information being exchanged and in the best instances a clear understanding of one another's role in driving the improvement agenda. These meetings can be challenging in trying to find the best solution but the strength of the dialogue and the co-ownership of the improvement agenda are strong success factors in the best instances.

There are examples of good practice in each hub, but this practice is not shared effectively across the Region. As a result, there is too much variability in what GwE can offer schools depending on their geographical location and skills base of staff. The Regional Quality Assurance Board is beginning to bring regional consistency to individual hub practice through identifying best practice and sharing this across the Region.

Individual LA plans previously referred to as Annexes have improved and are generally good. There is significantly more detail identified to improve co-identified areas even down to individual school level. This has allowed greater focus to monitoring meetings and stronger accountability of individual challenge advisers for delivering. However, more work needs to be done on the overall monitoring process to ensure a consistent approach across the Region.

The scrutiny function has matured across the Region. Local scrutiny members have a better understanding of what is GwE's purpose and what it is trying to achieve. In the best instances members of a scrutiny committee have been out in schools seeking headteachers views about how well GwE is supporting and challenging schools. They have brought their findings back to the Committee and held a triangulation meeting with GwE hub lead and LA officers to identify strengths and areas to develop. As a result, further work will be undertaken as members will shadow GwE challenge advisers in different functions of their role to further deepen their understanding. Scrutiny members understanding of standards in schools and GwE provision in their schools have been developed through detailed reports from Senior Challenge and support Adviser. Their presence in these meetings has helped address perceptions and sort out any issues member wish to raise and help manage local expectations through explaining their role in detail.

In the past, the business plan did not meet the challenges to tackle priority areas. However, the business planning process has recently been greatly improved and is now much more robust. Senior leaders from within the consortium and the Local Authorities have greater responsibility and ownership over the process. The accountability structure is clearer and the monitoring processes more robust.

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

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

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

In April 2016, GwE was inspected as part of a programme of inspections looking at the progress of Regional Consortia. The following were left as recommendations.

- R1:** Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4.
- R2:** Improve the quality of evaluation in the delivery of school improvement services.
- R3:** Improve the rigour of the arrangements for identifying and managing risk.
- R4:** Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.



**R5:** Clarify the strategic role of the regional networks and their accountability to the Joint Committee.

**R6:** Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.

### **Next steps:**

- Restructure the organisation to address current shortcomings;
- Develop a distributive leadership model that will give more staff leadership roles and give them opportunities to develop their own skills;
- Change the present operating model to ensure that there is a clear focus on improving performance in secondary schools especially at Key Stage 4;
- Implement a service and individual performance management model that will help address the Estyn recommendations;
- Individual LAs to review their present capacity and ability to work in partnership with GwE to ensure performance is improved;
- Review the Governance structures alongside the next review of the National Model;
- Develop clarity between National and Local priorities so that they complement one another and do not compete;
- Further review the business plan so that GwE priorities are understood by all;
- Clarify the roles of staff especially senior staff so that priorities are delivered; and
- Review the operational business support model of GwE.

### **Partnership Working**

Partnership working has improved with GwE now working in collaboration with a wide range of stakeholders in order to raise standards and improve outcomes for all learners.

GwE has strengthened its partnership with the 6 Local Authorities. Work has already been undertaken to strengthen business planning within the Level 2 and Level 3 Business Plans. Priorities for improvement are clearly defined within the plans, whilst including challenging outcomes and success criteria has facilitated a more robust monitoring process. Resources are more effectively allocated across the region to ensure an accelerated pace of improvement.

GwE has moved rapidly to strengthen its collaboration, discussions and accountability lines with the Local Authorities. Fortnightly meetings are held between the lead officer in each LA and the LA senior link from GwE. This ensures an on-going discussion and challenge as to the effectiveness of the work undertaken by GwE. An additional element will also be introduced where senior officers of the authority will meet with GwE on a half termly basis to ensure that much more effective and timely decisions are taken about schools and their leaders where progress is of concern.

The Local Authorities have also established County Quality Boards (CQB) or Schools Causing Concern Boards to focus on schools in need of rapid improvement. These Boards meet regularly and include key officers of the LA and GwE. There is emerging evidence of impact but further work needs to be done to ensure that best practice across the region is embedded and that action impacts more rapidly on pupil outcomes. Discussions and information received from the half termly meetings with GwE and will be the main levers in determining whether the authority should issue warning notices and use its statutory powers of intervention. Each CQB reports to the Regional Quality Board where an exception report is produced for the Management Board.

The working relationship between GwE and Welsh Government has been strengthened further during this year as part of much of the Successful Futures work. All 4 regional consortia have worked collaboratively to offer a joint proposal to Welsh Government to work closely with the developments of the curriculum, in particular the new Areas of Learning and Experience where regional leads are working effectively with Welsh Government leads to strengthen the process. Professional Learning opportunities have also developed the working relationship with Welsh Government further. The OECD Schools as a Learning Organisation pilot work, the collaborative work on developing the new Professional Teaching Standards and the new Leadership Standards, and the revised NPQH model are all examples of this. Regional consortia have been instrumental in ensuring schools are part of these important developments. GwE have successfully facilitated communication between officials in Welsh Government and schools to ensure developments reflect current needs. Although attending meetings across Wales has been an important element of this work, use of video conferencing is actively encouraged to ensure best use of GwE resources.

Collaboration between consortia is developing effectively. A national approach with regional delivery model has been adopted with specific regional school improvement consortia work plans now operational focusing on:

- Business Planning and VfM
- Scrutiny
- Leadership development
- Successful Futures delivery
- Vulnerable Learners
- Communications
- Teacher Assessment

The relationship between GwE and Bangor University, Glyndwr University and Chester University is developing with GwE instrumental in the Universities proposed work regarding the Initial Teacher Education as they respond to the Welsh Government and John Furlong report - "Teaching Tomorrow's Teachers". Next steps include establishing a North Wales ITE institute.

The "Collaborative Institute for Education Research, Evidence and Impact" (CIEREI) between GwE and Bangor University will mean that both organisations work together to look at establishing effective evaluation systems within our organisation. As part of the collaboration, we are examining the development of active research regarding wellbeing elements, and also research into the elements of effective leadership.

Effective work is also on going between Bangor University and GwE regarding promoting evidence-based strategies to improve outcomes, for example, the NorthWORTS-SP project with Bangor University Schools of Psychology & Education.

GwE has collaborated closely with the Centre for the Use of Research and Evidence in Education (CUREE) to provide effective support on the development of research practice for a range of schools and selected Challenge Advisers from across the region. The collaboration successfully developed a route map of research and evidence based approaches. Practitioners have utilised the route map to inform their approaches to literacy across the curriculum, STEM subjects, improving feedback and increasing the level of appropriate challenge in lessons.

Effective collaboration has also been planned between the region and renowned educationalist Shirley Clarke. GwE are in the process of selecting 16 schools to collaborate closely with Shirley Clarke to develop evidence based approaches to the effective use of

formative assessment to transform learning. These Schools will develop their own action based research projects and will then disseminate their best practice the following year with a further 256 schools from across the region. Case studies of these evidence based approaches will then be made available for all schools.

**Next steps:**

- develop an information management system to analyse and inform best practice;
- appoint regional Quality and Data Lead;
- further develop a programme of LA scrutiny and accountability on the work of GwE.
- continue to develop working relationship to align local and national priorities;
- Continue to develop partnership working to develop action research opportunities for schools across the region
- Continue to strengthen links with wide range of partners in line with the development of the new curriculum and share resources with increasing number of schools

### Value for Money

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

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

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

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

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

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



## Appendix 1 - Standards

### Foundation Phase Summary

- The progress in the percentage of pupils achieving the Foundation Phase Indicator [FPI] between 2014 and 2016 is similar to the progress seen on national level.
- In 2016, GwE's performance in the CSI is lower than expected [3<sup>rd</sup> out of the 4 consortia], providing that the right to free school meals is an appropriate measure of deprivation. 5 out of 6 of the authorities perform lower than expected in relation to their free school meal ranking [FSM] (with Denbighshire performing better).
- In 2016 on the expected outcomes, a decrease is seen on regional level in the percentage achieving in the Welsh Language and Personal and Social Development indicators, and a slight increase in English Language and Mathematical Development. With the exception of Denbighshire, the authorities generally perform lower than their expected FSM rankings.
- On the higher outcomes [expected outcome +1], progress is seen in the English Language, Mathematical Development and Personal Development indicators, which is higher than or similar to the national progress. There was a decrease in the percentage of learners achieving in the Welsh Language indicator. The performance of individual authorities across the region varies significantly.
- The region's performance is below target for the FPI. With the exception of Welsh Language, performance is above target for the indicators on the expected and higher outcomes. Attention is required to ensure that targets are more challenging and aim for a performance that will rank authorities similarly to or better than their FSM ranking.
- However, performance is below target on the higher levels and especially for the language subjects.
- The performance of FSM learners varies. A slight increase is seen in the percentage of FSM learners achieving in the FPI, English Language and Mathematical Development (on the expected outcome and +1 outcome). However, there are still significant gaps between the performance of FSM and non-FSM pupils in several authorities across the range of indicators. In the FPI, the greatest gaps are seen in Anglesey, Flintshire and Conwy.
- The difference between the performances of the genders in the FPI is similar to what is seen on national level, with the greatest gap seen in Conwy and Denbighshire. However, the size of the gap between the performances of boys and girls across the range of indicators varies significantly in the individual authorities.

### KS2 Summary

- The progress in the percentage of pupils achieving in the Core Subject Indicator [CSI] between 2014 and 2016 is higher than the progress seen on national level. However, there was less progress this year [0.6% compared to 0.9% nationally]. In 2016, the greatest progress was seen in Flintshire, with Anglesey the only authority where a decrease was seen.
- In 2016, GwE's performance in the CSI has fallen to 3<sup>rd</sup> position out of the four consortia. 3 out of the 6 authorities perform better or similarly to their FSM ranking. 2 out of the 6 authorities [Conwy and Wrexham] perform significantly lower than their expected FSM ranking.
- In 2016 on the expected levels, there is a decrease on regional level in the percentage achieving in Welsh and maths, with slight progress in English and no change in Science.

- In 2016 on the higher levels [level 5+], progress was seen in English, maths and science but only for science is this progress higher than the national progress. The region's performance on the higher levels is not as good as expected and this is an aspect that requires attention [Anglesey: Welsh and science; Conwy: English, maths and science; Denbighshire: maths and English; Flintshire: Welsh, maths and science; Wrexham: Welsh, English and maths].
- With the exception of Welsh on the expected level, the region's performance is close to or above target and projection. However, performance varies greatly on the level of individual authority. In general, more challenging targets need to be set to aim for performances that will rank the authorities similarly to or above their FSM rankings.
- Progress is seen in the percentage of FSM learners achieving in the CSI and in the 4 core subjects on the expected level. However, the performance of FSM learners on the higher levels is a matter requiring attention, with an increase in the gap between the performances of FSM and non-FSM learners in English, maths and science.
- On regional level, the difference between the performances of the genders in the CSI is slightly higher than on national level, with the greatest gap seen in Anglesey and Denbighshire. The regional gap is smaller on the higher levels for maths and science, but slightly greater for English and significantly greater for Welsh. The gap between the performances of boys and girls across the range of indicators varies greatly in the individual authorities.

### **KS3 Summary**

- In 2016, further progress was seen in the percentage of pupils achieving in the Core Subject Indicator [CSI]. The region's performance continues to be the best out of the four consortia with each authority except Wrexham performing better than or similarly to their FSM ranking.
- In 2016 on the expected level, the region's performance is the highest in each of the core subjects despite a slight decrease in the percentage achieving in Welsh.
- In 2016 on the higher levels [level 6+], progress is seen in each of the core subjects. The regional progress is higher than the national progress for Welsh, but lower for the other core subjects. Performance in maths is the best out of the four consortia, with the other three core subjects second best. The authorities' performances are better or similar to their FSM rankings with the exception of: Anglesey in science; Gwynedd in Welsh [where numbers following Welsh Language are significantly higher than other authorities on national level]; Flintshire in science and Wrexham in English, maths and science.
- The region's performance is close to or above target on the expected level. However, performance on the higher levels is generally below target especially in the language subjects.
- Significant progress is seen in the percentage of FSM pupils achieving in the CSI. Progress is also seen in each of the 4 core subjects on the expected and higher levels. However, further attention is required to improve the performance of FSM learners in particular authorities where performance has fallen in some of the core subjects.
- In 2016 on regional level, the difference between the performances of the genders in the CSI is lower than the difference seen on national level. The greatest gap continues in Anglesey. The gap is smaller on regional level for the four core subjects on the expected level. On the higher levels, the regional gap is greater than the national gap for Welsh, English and maths, with science the only subject where the gap is smaller. The gap between the performances of boys and girls across the range of indicators on the higher levels varies significantly in the individual authorities.

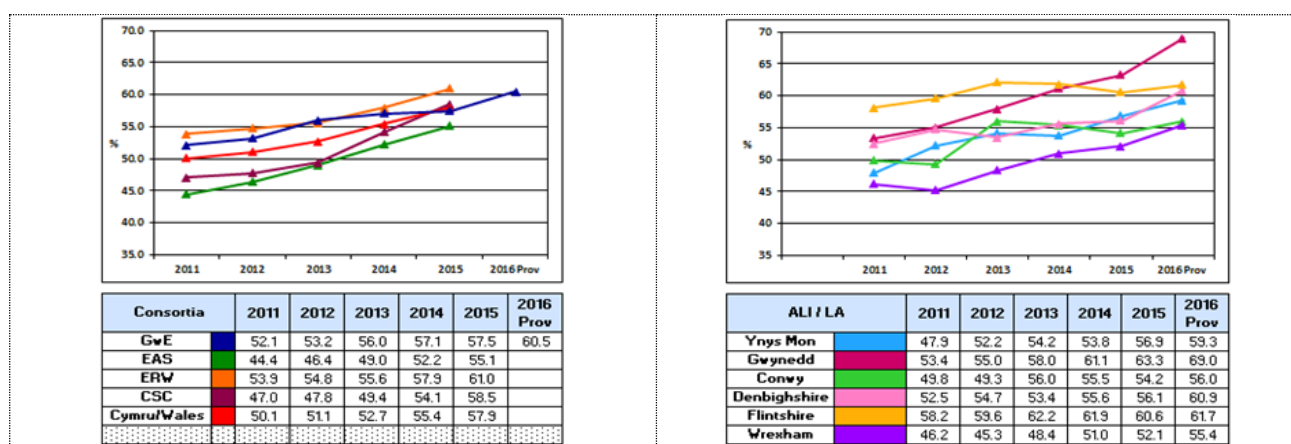


## KS4 Summary

### Key Performance Indicators

The progress in the percentage of pupils achieving the Level 2 inclusive [L2+] is significantly higher this year [+2.0% or +3.0% without 'Other Eotas'] compared to the progress seen in 2015 [0.4%]. In 2016, each of the 6 authorities has made progress in the L2+, with the greatest progress seen in Gwynedd and Denbighshire.

**Table 2a: % learners achieving in the Level 2 Inclusive Threshold [L2+] without 'Other EOTAS'**



**Table 2b: % learners achieving in the Level 2 Inclusive Threshold [L2+] with 'Other EOTAS'**

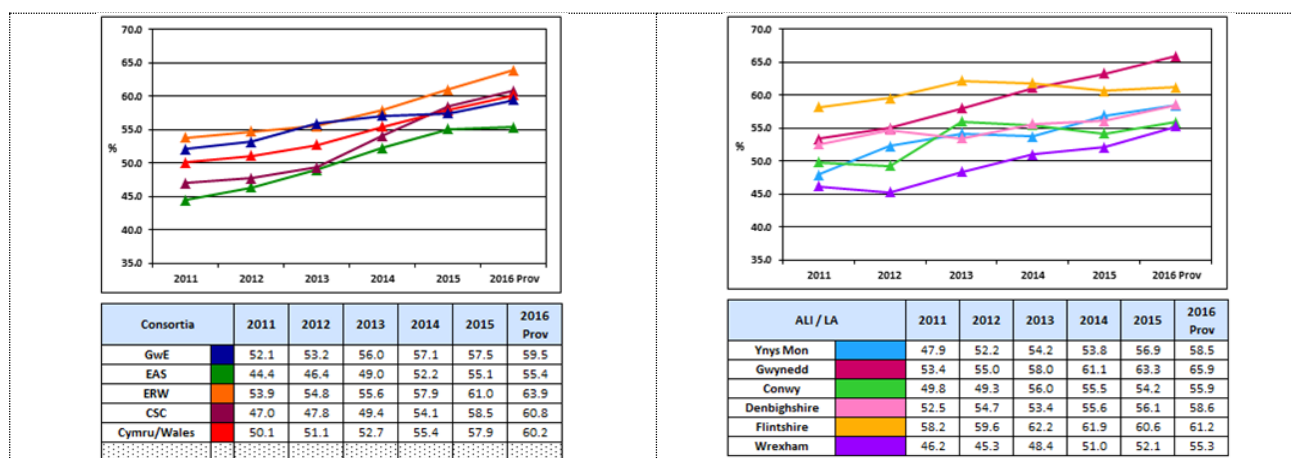


Table 3 ranks each LA's performance in the key performance indicators [Level 2+, Level 1, Level 2, Capped Points Score and 5A\*-A] in comparison with all 22 Local Authorities across Wales.

**Table 3: summary of the authorities' rankings in the key performance indicators at KS4**

	2014					2015					2016				
	L2+	L1	L2	CPS	5A*-A	L2+	L1	L2	CPS	5A*-A	L2+	L1	L2	CPS	5A*-A
Anglesey (10)	14	6	9	3	10	12	8	16	9	13	14	5	15	11	10
Gwynedd (4)	5	1	4	1	2	5	1	6	1	3	4	1	9	4	8
Conwy (8)	11	8	8	11	8	18	14	14	17	16	17	17	16	17	19
Denbighshire (14)	10	11	2	5	9	14	17	10	11	8	13	20	14	16	14



<b>Flintshire (6)</b>	3	14	15	13	19	8	18	15	15	15	10	13	17	15	12
<b>Wrexham (9)</b>	18	21	21	20	20	20	20	22	21	20	18	19	21	18	20
<b>GwE (1)</b>	2	2	2	2		3	3	3	3		3	-	-	3	

The performance of individual local authorities varies considerably across the region. In 2016, Gwynedd and Denbighshire are the only two authorities that perform as expected in the L2+. Generally this year, Gwynedd, Denbighshire and Anglesey perform as expected in the majority of the indicators; Flintshire are below expectation in all, with Wrexham and Conwy significantly so. Improving standards in those local authorities that are performing lower than their comparative FSM ranking is a major priority.

### Core Subjects

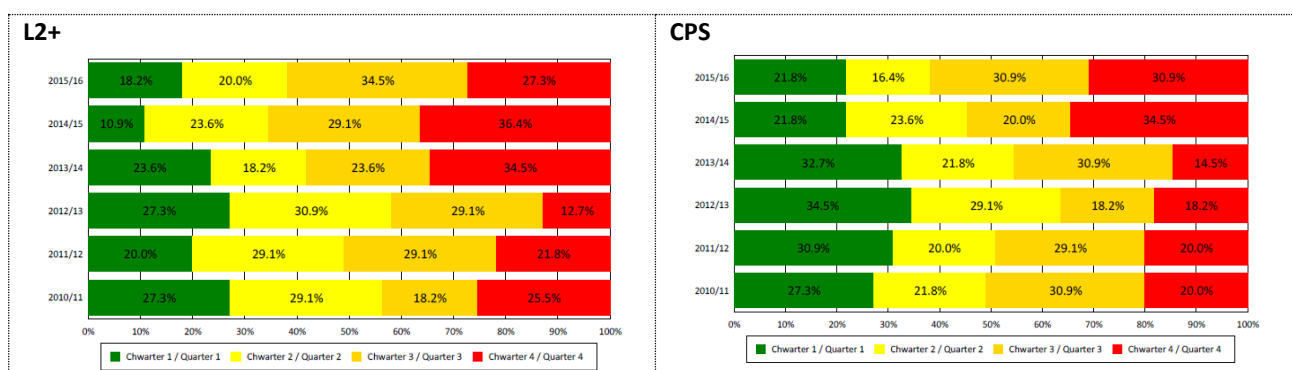
There has been strong progress in the percentage of pupils successfully achieving grades A\*-C in English in Anglesey, Gwynedd and Denbighshire. However, only slight progress was seen in Conwy with a fall in Wrexham and Flintshire. There has been progress in the percentage of pupils successfully achieving grades A\*-C in Mathematics in each of the 6 authorities. However, progress varies significantly between the authorities with the lowest progress in Conwy and Flintshire. The performance in Welsh First Language remains good across the region and is based on the number of candidates rather than all the year's cohort. However, there was a reduction in the percentage achieving A\*-C in Welsh First Language in Gwynedd (the authority with the highest percentage of its cohort following Welsh First Language). The percentage of learners achieving Level 2 Science in the region is lower this year. This reduction is also apparent on a national level as more schools enter pupils to follow GCSE Science rather than vocational qualifications. The largest decrease in the L2 Science was in Conwy with a significant increase in Wrexham.

### Performance of individual schools

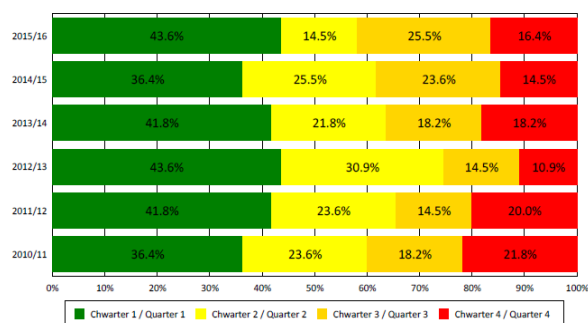
In 2016, around a third of all schools were within 1% of their final projections for the L2+; around two thirds achieved their projection or were within 5%; and only 6 schools (11%) where performance was 10% below their projection. This is an improvement on the situation in 2015 where too many schools were below their final projections.

Generally in 2016, too many schools across the region perform below the median in the FSM benchmarking for the key performance indicators (except at Level 1) and in English and mathematics. This is a cause for concern.

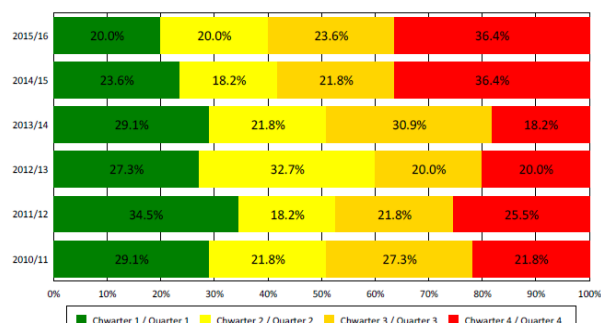
**Table 5: distribution of school in the FSM benchmarking quartiles**



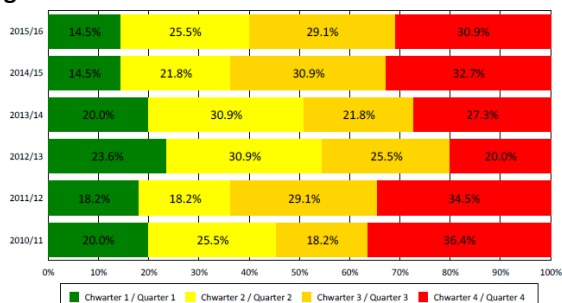
**L1**



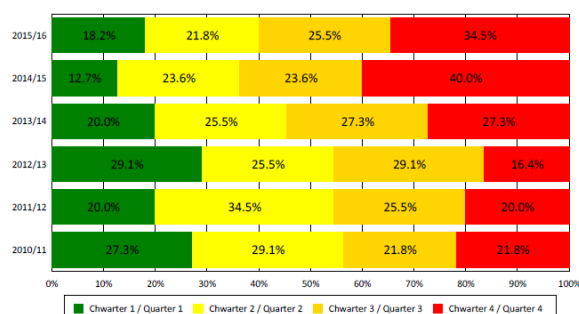
**L2**



**English**



**Mathematics**



The performance of individual schools varies significantly within and across Local Authorities. Whilst the FSM benchmarking profiles for Gwynedd, Denbighshire and Anglesey are generally as expected or better, the profiles for Conwy, Flintshire and Wrexham are a cause for concern with too many schools below the median in most if not all key indicators.

## Appendix 2 Standards of Group of Learners

### Performance of groups of learners

#### Boys and Girls

The performance of boys and girls continues to improve year on year in the main indicators at every key stage. However girls continue to perform better than boys and the gap between the performance of the girls and boys continues.

- In key stage 4, the L2+% of the girls has increased from 61.2% in 2015 to 64.2% in 2016 and is higher than the boys, also improving from 53.9% in 2015 to 55.1% in 2016. The gap has increased to 9.1% in 2016 compared to 7.3% in 2015. The gap between the performance of the boys and girls is much more obvious when looking at languages. The gap has increased in 2016 from 17.8% to 19.0% in English A\*-C%, increased from 14.8% to 17.8% in Welsh compared to a gap of 2.7% in Science and 0.3% in Mathematics. The 2016 cohort was split 50.8% boys and 49.2% girls, compared to 2015 which was 51.7% boys and 48.3% girls.
- In key stage 3, the CSI % of the girls has increased from 90.2% in 2015 to 91.2% in 2016 and is higher than the boys which has also improved from 82.0% in 2015 to 84.5% in 2016. The gap of 6.8% is smaller than the gap of 8.3% in 2015 and 9.3% in 2014. The 2016 cohort had been split 51.1% boys and 48.9% girls compared to 50.4% boys and 49.6% girls in 2015.
- In key stage 2 the CSI % of the girls had increased from 91.1% in 2015 to 91.7% in 2016 and is higher than the boys which has also improved from 85.5% in 2015 to 86.0% in 2016. The gap of 5.7% is equal to the gap of 5.7% in 2015. The 2016 cohort was split as boys 51.3% and girls 48.7% compared to 52.1% boys and 47.9% girls in 2015.
- In the Foundation Phase, the CSI % of the girls has increased from 90.1% in 2015 to 90.4% in 2016 and is higher than the boys, also improving from 81.8% in 2015 to 82.2% in 2016. The gap of 8.2% is comparative with a gap of 8.3% in 2015. The 2016 cohort had been split as 50.8% boys and 49.2% girls compared to 50.7% boys and 49.3% girls in 2015.

#### Free School Meals (FSM)

The performance of pupils eligible for free school meals continues to increase from year to year with the gap between FSM and non-FSM pupils having fallen in the main indicators at every stage.

- In key stage 4, the L2+% of FSM pupils has increased in 2016 to 34.3% compared to 30.1% in 2015. The gap between FSM and non-FSM pupils has fallen from 32.9% in 2015 to 31.6% in 2016. This cohort represents 12.0% of the full cohort in 2016 compared to 12.3% in 2015.
- In key stage 3 the CSI% of the FSM pupils has increased in 2016 to 73.3% compared to 67.6% in 2015. The gap between FSM and non-FSM pupils has fallen from 21.9% in 2015 to 17.2% in 2016. This cohort represents 14.8% of the full cohort in 2016 compared to 14.9% in 2015.
- In key stage 2, the CSI% of the FSM pupils has increased in 2016 to 76.0% compared to 74.6% in 2015. The gap between FSM and non-FSM pupils has fallen from 16.2% in 2015 to 15.2% in 2016. This cohort represents 15.4% of the full cohort in 2016 compared to 15.7% in 2015.
- In the Foundation phase the FPI% of the FSM pupils has increased in 2016 to 73.3% compared to 72.0% in 2015. The gap between FSM and non-FSM pupils has fallen from 16.9% in 2015 to 15.7% in 2016. This cohort represents 16.6% of the full cohort in 2016 compared to 17.4% in 2015.

### **Looked After Children (LAC)**

The numbers of looked after children across the region is small – between 0.6% and 1% of the cohorts in 2016 therefore performance can vary substantially based on the performance of one individual.

Overall, the performance of LAC continues to improve year on year in the main indicators. The exception is the Foundation Phase.

- In key stage 4, the L2+ % of LAC has fallen to 21.7% in 2016 compared to 22.4% in 2015. The gap between LAC and non-LAC has increased from 36.7% in 2015 to 40.6% in 2016. This cohort represents 1.0% of the full cohort in 2016 compared to 0.7% in 2015.
- In key stage 3, the CSI % of LAC has increased to 67.8% in 2016 compared to 67.3% in 2015. The gap between LAC and non-LAC has increased from 19.2% in 2015 to 20.4% in 2016. This cohort represents 0.9% of the full cohort in 2016 compared to 0.8% in 2015.
- In key stage 2, the CSI % of LAC has increased to 73.9% in 2016 compared to 58.9% in 2015. The gap between LAC and non-LAC has reduced substantially from 29.5% in 2015 to 15.0% in 2016. This cohort represents 0.6% of the full cohort in 2016 compared to 0.8% in 2015.
- In the foundation phase, the FPI % of LAC has fallen to 74.5% in 2016 compared to 78.1% in 2015. The gap between LAC and non-LAC has increased from 7.8% in 2015 to 12.0% in 2016, but the gap was 38.0% in 2014 and 32.0% in 2013. This cohort represents 0.6% of the full cohort in 2016 compared to 0.8% in 2015.

### **English as an additional language (EAL)**

The number of pupils recorded across the region as having English as an additional language is fairly small – between 1.0% and 4.9% of the cohorts in 2016 therefore performance can vary substantially based on the performance of a small number of children. The performance of children with English as an additional language has fallen in 2016 in the main indicators for every stage.

- In key stage 4, the L2+% of EAL children has fallen to 28.6% in 2016 compared to 36.2% in 2015. The gap between those pupils recorded as having English as an additional language compared to those who aren't has increased from 23.7% in 2015 to 34.3% in 2016. This cohort represents 1.0% of the full cohort in 2016 compared to 0.9% in 2015.
- In key stage 3, the CSI % of EAL children has fallen to 64.2% in 2016 compared to 66.7% in 2015. The gap between those pupils recorded as having EAL compared to those who aren't, has increased from 19.8% in 2015 to 24.1% in 2016. This cohort represents 1.2% of the full cohort in 2016 compared to 1.2% in 2015.
- In key stage 2, the CSI % of EAL children has fallen to 80.5% in 2016 compared to 81.0% in 2015. The gap between those pupils recorded as having English as an additional language compared to those who aren't, has increased from 7.3% in 2015 to 8.5% in 2016. This cohort represents 2.1% of the full cohort in 2016 compared to 2.1% in 2015.
- In the Foundation phase, the CSI % of EAL children has fallen to 82.3% in 2016 compared to 82.8% in 2015. The gap between those pupils recorded as having English as an additional language compared to those who aren't, has increased from 3.3% in 2015 to 4.3% in 2016. This cohort represents 4.9% of the full cohort in 2016 compared to 4.3% in 2015.

### **Special Educational Needs – Pupils on a statement or School Action Plus**

The performance of children on a statement or School Action plus in the main indicators varies across the stages.

- In key stage 4 the L2+% of children on a statement or School action plus has fallen to 18.0% in 2016 compared to 18.8% in 2015. The gap between those pupils on a statement or School action plus compared to those who aren't has increased from 44.9% in 2015 to 48.4% in 2016. This cohort represents 8.9% of the full cohort in 2016 compared to 10.5% in 2015.
- In key stage 3, the CSI % of children on a statement or School action plus has increased to 47.8% in 2016 compared to 44.3% in 2015. The gap between those pupils on a statement or School action plus compared to those who aren't has reduced from 47.6% in 2015 to 45.6% in 2016. This cohort represents 11.9% of the full cohort in 2016 compared to 11.7% in 2015.
- In key stage 2, the CSI % of children on a statement or School action plus has increased to 47.0% in 2016 compared to 45.9% in 2015. The gap between those pupils on a statement or School action plus compared to those who aren't has reduced from 49.0% in 2015 to 48.4% in 2016. This cohort represents 13.5% of the full cohort in 2016 compared to 13.6% in 2015.
- In the Foundation Phase, the FPI % of children on a statement or School action plus has fallen to 38.7% in 2016 compared to 42.7% in 2015. The gap between those pupils on a statement or School action plus compared to those who aren't has increased from 48.0% in 2015 to 53.1% in 2016. This cohort represents 10.1% of the full cohort in 2016 compared to 9.8% in 2015.

### **Performance according to Ethnic origin**

The performance of the children of ethnic origin that's not White/British has generally improved in the main indicators, but are lower than the percentages seen of White/British pupils.

- In key stage 4, the L2+% of children of non-White/British ethnic origin has increased to 60.9% in 2016 compared to 60.2% in 2015. This cohort represents 4.6% of the full cohort in 2016 compared to 4.3% in 2015.
- In key stage 3, the CSI % of children of non-White/British ethnic origin has fallen to 83.0% in 2016 compared to 84.9% in 2015 and is lower than the CSI % of White/British pupils which was 88.2% in 2016. The gap between those pupils who are White/British compared to those who aren't has increased from 1.4% in 2015 to 5.3% in 2016. This cohort represents 4.7% of the full cohort in 2016 compared to 4.4% in 2015.
- In key stage 2, the CSI % of children of non-White/British ethnic origin has increased to 86.1% in 2016 compared to 86.0% in 2015 and is lower than the CSI % of the White/British pupils which was 89.0% in 2016. The gap between those pupils who are White/British compared to those who aren't has increased from 2.3% in 2015 to 2.9% in 2016. This cohort represents 5.5% of the full cohort in 2016 compared to 4.9% in 2015.
- In the Foundation Phase, the FPI % of children of non-White/British ethnic origin has increased to 83.6% in 2016 compared to 83.0% in 2015 and is lower than the CSI % of the White/British pupils which was 86.6% in 2016. The gap between those pupils who are White/British compared to those who aren't has reduced from 3.1% in 2015 to 3.0% in 2016. This cohort represents 7.8% of the full cohort in 2016 compared to 6.8% in 2015.

### **Gypsies and Travellers**

- In key stage 4 in 2016, there were 5 year 11 pupils in the cohort across the region. The L2+% in 2016 fell to 20.0% compared to 33.3% in 2015 and 20% in 2014.
- In key stage 3 in 2016, there were 8 pupils in the cohort across the region. The CSI % fell from 57.1% in 2015 to 50% in 2016.
- In key stage 2 in 2016, there were 14 pupils in the cohort across the region. The CSI % fell from 64.3% in 2015 to 57.1% in 2016.
- In the Foundation Phase in 2016, there were 22 pupils in the cohort across the region. The FPI % fell from 50.0% in 2015 to 45.5% in 2016.

### **Most able and talented**

- In key stage 4, the % obtaining 5A\*-A fell in 2016 to 14.2% compared to 15.1% in 2015. If EOTAS pupils are included this % falls to 13.9% which is lower than the national % of 15.8%.
- In key stage 3, the % attaining level 6 or higher in English increased from 54.5% in 2015 to 57.7% in 2016 and is higher than the national % of 56.2% with GwE performing highest but one out of all the regions. Welsh increased from 59.8% in 2015 to 61.3% in 2016 and is higher than the national % of 57.2%. GwE is the second top performer of all the regions. Science increased from 60.3% in 2015 to 63.8% in 2016 and is higher than the national % of 62.9% with GwE performing highest but one out of all the regions. Mathematics increased from 62.1% in 2015 to 64.4% in 2016 and is higher than the national % of 62.7% with GwE performing best out of all the regions.
- In key stage 2, the % attaining level 5 or higher in English increased from 40.2% in 2015 to 40.8% in 2016 and is lower than the national % of 42% with GwE performing third best out of all the regions. Welsh fell from 38.4% in 2015 to 37.1% in 2016 and is lower than the national % of 38.0% with GwE being the highest but one performer of all the regions. Science increased from 40.8% in 2015 to 42.3% in 2016 and is lower than the national % of 42.5% with GwE performing third best out of all the regions. Mathematics increased from 40.8% in 2015 to 42.1% in 2016 and is lower than the national average of 43.2% with GwE performing third best out of all the regions.
- In the Foundation Phase, the % attaining Outcome 6 or higher in English increased from 33.6% in 2015 to 36.2% in 2016 and is equal with the national % with GwE performing highest but one out of all the regions. Welsh fell from 36.9% in 2015 to 34.8% in 2016 and is lower than the national % of 36.2% with GwE's performance being last of all regions. Personal Development increased from 58.1% in 2015 to 61.6% in 2016 and is higher than the national % of 58.9% with GwE performing best out of all the regions. Mathematical Development increased from 33.8% in 2015 to 35.9% in 2016 and is lower than the national % of 36.4% with GwE performing third best out of all the regions.

### Appendix 3 – ESTYN Inspection Outcomes: September 2015- March 2017

During 2015-16, a total of 61 Educational Establishments (x48 Primary / x9 Secondary / x1 All Age / x1 Special / x2 PRU) within the GwE region were inspected by ESTYN, of these:

- 39 schools (64%) were judged as good or better on their current performance. This is an improvement of 1.7% when compared with the results for 2014-15 (x77 schools inspected).
- 2 schools (3.3%) were judged as Unsatisfactory on their current performance – both schools were secondary schools. In 2014-15, x1 school (Secondary) was judged as unsatisfactory.
- 42 schools (68.8%) were judged as good or better on their prospects for improvement. This is an improvement of 3.9% when compared with the results for 2014-15.
- 6 schools (10%) were judged as Unsatisfactory on their prospects for improvement – two of these were primary schools, two were secondary schools and both PRU's. In 2014-15, 5 schools were judged as unsatisfactory (3 Primary, 2 Secondary).
- Over one third of schools (x21) were not placed in any 'follow-up' category. In 2014-15, 40% of schools (31) inspected were not placed in any 'follow-up' category,
- Over 10% of schools (7) were placed in either 'Significant Improvement' or 'Special Measures' categories, with almost a quarter of secondary schools (x 2) being placed in 'Special Measures'. In 2014-15 x6 (3 Primary and 3 Secondary) schools were placed in either 'Significant Improvement' or 'Special Measures'
- Standards (KQ1) were judged good or better in 39 schools (64%). This is an improvement of 1.7% when compared with the results for 2014-15.
- Provision (KQ2) was judged good or better in 46 schools (75.8%). This is an improvement of 3.1% when compared with the results for 2014-15.
- Leadership (KQ3) was judged good or better in 42 schools (68.8%). This is an improvement of 2.6% when compared with the results for 2014-15.
- Standards and Leadership was deemed as Unsatisfactory in almost a quarter of Secondary schools inspected

The inspection profile for Primary schools is positive and indicates sound improvements. Of the schools inspected (48 schools), 70% or more were judged as being good or better in all key judgements. These results compare favourably with all Wales results. The profile for Secondary schools is less positive with only 44.4 % of schools inspected (9 schools), judged as being good or better in all key judgements. These results are better than the all Wales results, however the percentage of Secondary schools deemed unsatisfactory for four of the five key judgments is significantly higher than the all Wales results

2015-16	Primary				Secondary			
	Good or better		Unsatisfactory		Good or better		Unsatisfactory	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Current Performance	70.9%	72%	0%	1%	44.4%	39%	22.2%	12%
Prospects for Improvement	75.0%	72%	4.2%	3%	55.5%	54%	22.2%	12%
Standards	70.9%	72%	0%	1%	44.4%	39%	22.2%	12%
Provision	77.1%	78%	0%	1%	77.8%	67%	0%	3%
Leadership	75.0%	73%	4.2%	3%	55.5%	54%	22.2%	12%

During 2016-17 (up to and including February 2017), a total of 24 Educational Establishments (22 Primary, 2 Secondary) were inspected by ESTYN and their inspection reports published, of these:

- 19 schools (79.2%) were judged as Good or better on their current performance, an improvement of 15.2% when compared with 2015-16
- 1 school (Secondary) was judged as Unsatisfactory on their current performance
- 18 schools (75%) were judged as Good or better on their prospects for improvement, an improvement of 6.2% when compared with 2015-16
- no school was judged as Unsatisfactory on their prospects for improvement
- 75% of schools (18) were not placed in any 'follow-up' category.
- One school (Secondary) has been placed in 'Significant Improvement' and no school has been placed 'Special Measures' category
- Standards (KQ1) were judged good or better in 19 schools (79.2%), an improvement of 15.2% when compared with 2015-16
- Provision (KQ2) was judged good or better in 20 schools (83.3%), an improvement of 7.5% when compared with 2015-16
- Leadership (KQ3) was judged good or better in 18 schools (75%), an improvement of 6.2% when compared with 2015-16
- No school was deemed Unsatisfactory for Provision and Leadership

Of the Primary inspections already undertaken in 2016-17 [20 schools], the figures for all Key Judgments have risen significantly.

2016-17	Primary				Secondary			
	Good or better		Unsatisfactory		Good or better		Unsatisfactory	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17*	2015-16	2016-17*
Current Performance	70.9%	81.8%	0%	0%	44.4%	50%	22.2%	50%
Prospects for Improvement	75.0%	77.2%	4.2%	0%	55.5%	50%	22.2%	0%
Standards	70.9%	81.8%	0%	0%	44.4%	50%	22.2%	50%
Provision	77.1%	86.4%	0%	0%	77.8%	50%	0%	0%
Leadership	75.0%	77.2%	4.2%	0%	55.5%	50%	22.2%	0%

\*only two Secondary schools

Of the schools inspected during 2015-16 (61) and 2016-17 (24), the number of schools placed in 'follow-up' categories was:

'follow-up' category	LA monitoring		ESTYN monitoring		Significant Improvement		Special Measures	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
	19	0	14	5	4	1	3	0

Currently, 43 schools within the region are in 'follow-up' category:

'follow-up' category	LA monitoring		ESTYN monitoring		Significant Improvement		Special Measures	
	14		22		4		3	

Three of the seven schools in 'Significant' Improvement or 'Special Measures' are Secondary schools and two are Primary schools. Two PRU's are in 'Significant Improvement'.



During 2016-17, 26 Schools (7 Secondary, 19 Primary) were removed from ESTYN 'follow-up' categories.

The ESTYN inspection profiles for the six Local Authorities (with regard the schools and PRU's inspected during 2015-16) within the GwE region is as follows:

2015-16	Current Performance		Prospects for Improvement		Standards		Provision		Leadership	
	Good or better	unsatisfactory	Good or better	unsatisfactory	Good or better	unsatisfactory	Good or better	unsatisfactory	Good or better	unsatisfactory
Ynys Môn (x8)	63%	0%	50%	25%	63%	0%	63%	13%	50%	25%
Gwynedd (x13)	84%	0%	92%	0%	84%	0%	92%	0%	93%	0%
Conwy (x9)	56%	0%	78%	11%	56%	0%	78%	0%	78%	11%
Denbighshire (x8)	63%	0%	63%	0%	63%	0%	75%	0%	63%	0%
Flintshire (x14)	57%	14%	57%	14%	57%	14%	64%	0%	57%	14%
Wrexham (x9)	56%	0%	67%	11%	56%	0%	78%	0%	67%	0%
Wales (x223)	65%	3%	67%	6%	65%	3%	74%	2%	68%	6%

- In Gwynedd, of the schools inspected during 2015-16, the percentage achieving 'Good or Better' for all key judgements is significantly higher than the results for Wales
- In Flintshire, of the schools inspected during 2015-16, the percentage achieving 'Good or Better' for all key judgements is significantly lower than the results for Wales
- In the schools inspected in Flintshire and Conwy, Wrexham and Flintshire the percentage of schools where Current Performance and Standards were deemed Unsatisfactory is significantly lower than the results for Wales
- In the schools inspected in Môn, Flintshire and Conwy, the percentage of schools where leadership was deemed Unsatisfactory is significantly higher than the results for Wales



## REPORT TO THE JOINT COMMITTEE

20 JULY 2017

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

**Subject:** GwE Risk Register

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### 1.0 Purpose of the Report

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

### 2.0 Background

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

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

### 3.0 Considerations

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

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

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

#### 4.0 Recommendations

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

#### 5.0 Financial Implications

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

#### 6.0 Equalities Impact

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

#### 7.0 Personnel Implications

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

#### 8.0 Consultation Undertaken

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

#### 9.0 Appendices

- 9.1 GwE Risk Register

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## **OPINION OF THE STATUTORY OFFICERS**

### **Monitoring Officer:**

Robust risk management procedures form an important part of the governance system. I will be supporting this system and advise on governance or legal risks as necessary.

### **Statutory Finance Officer:**

I believe that the GwE risk register is in a standard form and contains appropriate information.

We will provide support for the GwE Managing Director with regards to financial risks as appropriate. Further comments on certain risks will be presented verbally at the Joint committee meeting on the 20/07/2017



RISK NUMBER	REGIONAL or LOCAL	SUMMARY	GwE PRIORITY	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	RISK OWNER	FUTURE ACTIONS
1	R	Financial	ALL	Cuts in funding to the GwE Core Budget affects strategic long term planning.	M	H	Assumptions made regarding future funding situation. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes.	M	MD / B&FM	Value for Money Framework in place to inform future decision making.
2	R	Financial	ALL	Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning.	M	H	Assumptions made regarding future funding situation. Working closely with WG to inform funding situation for next 3 years. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes.	M	MD / B&FM	Medium Term Financial plan in place.
3	R	Financial	ALL	Inequitable distribution of grant funding between consortia leading to difficulties in comparison of performance	M	H	Discussions continue at Consortia MD level & with WG to agree a more equitable formula for grant distribution.	M	MD	Benchmarking work underway
4	R	Standards	P1	The difficulties in the recruitment of high quality trained teaching workforce within schools in the region which impacts on standards in all subjects such as English & Maths	H	H	Subject specific Challenge Advisers in post with corresponding Level 3 Business Plans for implementation. #DiscoverTeaching recruitment campaign underway. Current work under development regarding improving the ITE provision across the region - North Wales Partnership for Teacher Education	M	MD / AD	North Wales Partnership for Teacher Education to ensure an effective professional learning programme for ITE providers across the region.
5	R	Standards	P1	Curriculum and qualification changes creates uncertainty within schools	M	H	Senior Lead & team for Successful Futures now in post. Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders.	M	SL - SF	Schools across the region have been invited to appoint a Successful Futures Lead per secondary based cluster for direct engagement with all schools
6	R	Standards	P2/P3	Difficulties in the recruitment of Headteachers across the region	H	H	Delivery of the NPOH Leadership Development Programmes to include programmes for aspiring leaders & headteachers. #DiscoverTeaching campaign underway.	M	MD / AD	Collaboration with the Welsh Leadership Academy regarding providing effective professional development for aspiring Headteachers
7	R	Standards	ALL	Cuts in school budgets are affecting schools ability to continue to raise standards.	H	H	Finance Subgroup working with schools to reduce impact.	M/H	Finance Subgroup	
8	R	Business	ALL	Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan	H	H	Accountability structure & roles of the regional networks reviewed.	M	Management Board	Value for Money Framework to be implemented to inform future decision making.
9	R	Governance / Standards	P5	Uncertainty regarding future direction of elements within the National Model.	M	M	Awaiting impending review from Welsh Government.	M	Management Board	Ensure full engagement & management of any change.
10	R	Governance	P5	Changes in leadership of authorities can affect political or corporate buy in	M	M	Clear understanding of the responsibilities of all authorities & GwE over the strategic direction of the region.	M	LD / MD	Ensure that the GwE objectives are clear & that communication channels are open with any new members.
11	R	Standards	P1	That the Pupil Deprivation Grant is not used effectively / Performance of FSM pupils.	M	M	Review of use of PDG underway through the Regional Wellbeing Adviser.	M	RWA	Identify and share good practice in order to improve the performance of FSM pupils.
12	R	Business	P1/P2	Governors do not possess the necessary knowledge & skills to act in a critical friend capacity.	M	M / H	Accountability structure & roles of the regional networks reviewed. Level 3 Business Plan in place. GwE portfolio lead for Governors now in place. Governors online Self Evaluation tool in place & being rolled out.	M	Management Board	Challenge Adviser to take responsibility for coordinating governor programme in partnership with LAs and Governor Wales
13	R	Standards	P1 / P4	Lack of specialist support for PRU's across the region & GwE's consequent lack of overview of standards in this important sector.	M	L	Management Board agreed to additional capacity within GwE to support PRU's.	M	MD	A review of PRUs across the region to be conducted to acquire clarity on the expectations across the region.
14	R	ALL	ALL	The strategic direction does not reflect the views of the Children & Young People in the region.	M	L		S	MD	A strategy to gather the views of Children & Young People on the actions of GwE needs to be developed.
15	R	Standards	P1	Variation in the performance of individual local authorities at KS4	H	M/H	Key roles have been restructured within GwE and Senior Secondary Lead appointed to lead a regional secondary team and implement new support and challenge model. Accountability structures reviewed and strengthened both at regional and local level.	M/H	Management Board	Implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level.
16	R	Standards	P1	Pace of improvement in the Foundation Phase is slower than that seen on a national level.	H	M	Support package offered to every authority focusing on good FP leadership, provision and high expectations and standards. Identification of consistently low performing schools and those at risk. Targeted support for these schools and clusters of schools.	M	SL - P	Co-operate with all six authorities and continue to develop the capacity on the FP team regionally. Continue to monitor individual school performance and target accordingly.
17	R	Standards	P1	The performance of MAT pupils in individual authorities across the region varies significantly.	M/H	M	Awaiting analysis and evaluation of 2017 performance. Business Plans will be updated accordingly.	M	MD/AD/Senior Leads	Regional Quality and Data Unit Lead has recently been appointed from September 2017 to ensure more effective use of data and analytics to improve the performance of all learners.
18	R	Standards	P1	LA Inspections - variation in the performance of individual authorities.	H	H	Awaiting new Estyn LA Inspection Framework and Guidance. Low capacity within each LA to support GwE.	M/H	Management Board	Clarification required on the role of GwE in this respect.
19	R	Standards	P1	Schools placed in Estyn Statutory category.	H	H	Over 10% of all secondary schools are in Estyn Statutory Category. Current risk assessment for all of the region's schools based on performance profile suggest that a further 10-20% of secondary schools are at risk in any upcoming inspection. New secondary model established for supporting, challenging and securing accountability on all levels.	H	MD/AD/Senior Leads	Implement and evaluate new secondary model. Ensure that school improvement is implemented through an effective partnership between school, LA and GwE.
20	R	Standards	ALL	Post-16 learning - New performance measures and the need for regional education consortia to increase their emphasis on sixth form performance (in their 'support and challenge' role for schools and to take a cross-consortia approach to driving improvements to ensure consistency at a National level) may dilute the emphasis for regional consortia on standards at pre-16 education.	M	H	Initial discussions underway at consortia / WG level.	M	Management Board / MD	Clarification required regarding the role of consortia in this respect. The need to include LA's in discussions identified.
21	R	Standards	P6	Schools awareness of the four purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools.	M	M / H	Team worked to develop suite of resources to support schools with audit of 4 Purposes. Regional workshops held Spring and Summer 2017 for sharing these resources with all schools	M	SL-SF	Further engagement with Successful Futures Cluster Lead. Build in Successful Futures awareness resource as part of all leadership development programmes
22	R	Standards	P2	The Welsh Language Strategy - insufficient capacity and resources to implement the strategy.	M	M	Capacity and resources to implement strategy need to be identified and addressed.	M	MD	Welsh Education sub-group to identify and plan to address shortcomings
23	R	Standards	P2	Recruitment of Quality of leadership at all levels	M / H	M / H	GwE offer professional learning programmes for each milestone noted in the career development pathway for practitioners across sectors throughout the region.	M	AD	Further developmtns regarding the professional learning programme across the region. Collaboration with WG, other consortia and the Leadership Academy focusing on developing future leaders.
24	R	Business	P6	The role of GwE misunderstood on occasion leading to tension with Teachers Unions	M	M/H	Communicate clearly the role and responsibilities of GwE in school improvement with the teaching unions.	M	MD	Continue to engage with the teaching unions on a regular basis.
25	R	Business	P6	Variation in the HR support provided to schools across the region.	M/H	M/H	HR Subgroup & corresponding business plan in place in order to coordinate activity at a regional level. Need to ensure high quality and consistent regional HR support for schools.	M/H	Management Board	Clarify and identify changes needed to current support structure and procedures. Identify regional best practice to adopt on a regional basis.
26	R	All	P4/P5/P6	That the significant scope of Education reform underway to include accountability, professional learning, digital, Welsh language, curriculum development, assessment, leadership and ALN, is not fully embraced & implemented successfully & creates uncertainty in schools.	M	H	Upskilled a team of 11 people from consortia/Pioneer schools in accredited Change Management Foundation training. Engaged with external consultant in Agile Change management to support and advise further. Developed a clear Change Management Delivery Framework with bank of resources for schools to engage and enable the changes. Distributed leadership model within GwE implemented to align Successful Futures.	M/L	SL-SF	Develop a 2 day bespoke training for education with accreditation to be rolled out to all Successful Futures Cluster Leads and Challenge Advisers. Engage further with WG to look at role of change management nationally. Continue to develop change management plan to support schools to assess their readiness for the new curriculum as reform develops
27	R	All	P5	That a Local Authority may wish to withdraw from the Inter Authority Agreement (in its entirety or from certain elements)	L	H	GwE business planning & accountability processes include significant local input. Level 2 & 3 plans include local delivery against regional priorities. Core Lead for primary & secondary in each LA appointed. Inter Authority Agreement under review pending National Model review.	M/L	MD	Value for Money Framework in place to inform future decision making.



## REPORT TO THE JOINT COMMITTEE

20 JULY 2017

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**Report by:** GwE Managing Director

**Subject:** Estyn Recommendations – Progress Report

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### 1.0 Purpose of the Report

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

### 2.0 Considerations

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

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

- **R1:** Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4
- **R2:** Improve the quality of evaluation in the delivery of school improvement services.
- **R3:** Improve the rigour of the arrangements for identifying and managing risk.
- **R4:** Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.
- **R5:** Clarify the strategic role of the regional networks and their accountability to the Joint Committee.
- **R6:** Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.

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

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

### **3.0 Recommendations**

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

### **4.0 Financial Implications**

4.1 There are no financial implications arising from this report.

### **5.0 Equalities Impact**

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

### **6.0 Personnel Implications**

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

### **7.0 Consultation Undertaken**

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

### **8.0 Appendices**

8.1 Estyn Recommendations: Progress Report (July 2017)

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## **OPINION OF THE STATUTORY OFFICERS**

### **Monitoring Officer:**

There are implications to elements of the response to Estyn, in regards to governance arrangements, and the responses will need to be inserted, where relevant, when the framework is finally formalised.

### **Statutory Finance Officer:**

Generally I support the post inspection action plan which is incorporated in the GwE Regional Business Plan. Where necessary I will be supporting the GwE Managing Director to implement, to include Estyn's R6 Recommendation, which includes value for money matters and the mid-term financial plan.

# Estyn Recommendations: Progress Report

## July 2017



**R1: Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4**

Over the last three years GwE relationship with schools has improved as the organisation has found a better balance between the need to support and challenge schools. The *GwE Challenge and Support Programme* has taken full account of Welsh Government's guidelines as outlined in the guidance document '*National Model for Regional Working*' [November 2015]. However, between 2013 and 2016 the pattern of improvement across the region has been inconsistent, and concerns remain over the performance and inspection profiles of a significant percentage of schools in the secondary sector. During 2015-16, the support programme for both sectors was revised and whilst this led to improvements in the resilience and quality of leadership and teaching and learning experiences in the primary sector, little impact was seen on standards and outcomes in a significant number of secondary schools. In general, the pace of improvement in the main indicators at KS4 has been too slow compared to the rest of Wales and improving performance of secondary schools is the consortium's main priority.

The underperformance of too many of the secondary schools clearly highlighted the need to review the challenge and support programme and establish an alternative method for supporting, challenging and securing accountability on all levels. A new secondary challenge and support model has therefore been established. The new model has ensured that better use is made of the expertise and experiences of GwE Senior Leaders, Challenge Advisers and School Senior Leaders so as to provide high quality assistance and support using an approach that is consistent across the region. The 3 hub model has been abolished and a secondary regional team established to ensure greater consistency. The quality of the challenge advisers has also improved with all members having senior leadership experience and a proven track record of improving schools.

Key roles within GwE have been restructured and a Senior Secondary Lead appointed to lead the new regional secondary team. Six Secondary Core Leads have also been appointed each of whom are linked to one of the six Local Authorities. They will be responsible for line managing and quality assuring the work of the Challenge Advisers. The secondary team will be accountable to the GwE Management Board through the *Regional Quality Board*. It will also be accountable on a local level to the *Standards Quality Board* [SQB] in the respective authorities. It will be the responsibility of the SQB to report on the action taken and progress made locally to the Education Department's Management Team, and to respond to any inquiries arising from scrutiny carried out by elected members. The outcomes of local scrutiny in the 6 authorities will then be cascaded to the GwE Joint Committee, who will consider action and progress on regional level. This has clarified and greatly strengthened the accountability lines at all levels.

*Portfolio Leaders* have also been identified to ensure that consistent and high quality guidance and information is provided to all schools in the region. Moving to a distributed leadership model has ensured a more enhanced support model with better ownership of key decisions by team members. Team members are accountable for evaluating developments and progress against their areas of responsibility, again leading to a better ownership of outcomes.

Core subject Challenge Advisers also form part of the team and challenge and support underperforming departments and also offer support for literacy and numeracy development. They have facilitated core subject networks for sharing effective practice across the region. Their work has impacted on the performance of targeted schools and departments as exemplified by the case studies. A comprehensive strategy to improve standards of English, Maths, Science and Welsh across the region has been developed within the Business Plans. Lead practitioners facilitate a range of professional networks to share good practice in non-core subjects. However, support for non-core subjects need to be further developed and best practice more effectively identified and shared across the region.

A risk assessment has been undertaken for each secondary school to identify regional and local needs for

support and development. All secondary schools have received a *Support Programme* highlighting the nature of the assistance and support that they need. In undertaking a structured programme of review and support visits, GwE has more effectively and robustly identified areas for improvement and development in targeted schools. GwE prioritised the Wrexham secondary schools during the Summer Term. There will be an additional expectation on all schools in the *Amber/Red* support category to establish a *Standards Board* to monitor progress towards the expected outcomes. Membership will include the Headteacher, the link CA, the Education Officer and representation from the Governing Body. Progress reports will be presented to the attention of the *Regional Standards Board*.

GwE have also identified partner schools as part of the challenge and support programme using peers to help other schools on their improvement journey. The head teacher is also acting as a Challenge Adviser for the schools. This work has quickly led to substantial changes to structures, systems and processes within these schools which now need to be embedded so that they impact on standards.

The developments described above are providing a more effective structure to challenge and support schools to improve their performance. It is also enabling the school improvement service to use data, target setting and tracking procedures more effectively.

Work is currently being undertaken to develop a school dashboard which will be operational in all schools from September 2017 that will provide current and ongoing data. This will facilitate a higher level of communication, support and challenge between key stakeholders and will allow GwE to more effectively and timely monitor the impact of its work and the progress of the schools against agreed priorities. In addition, GwE are developing a virtual school which will model best practice on all aspects of school life. The information management system will greatly improve the use of data and information received from allowing GwE to make more effective use of 'live' data and up to date progress reports to better target and utilise its resources. It will enable:

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

As part of the recent GwE restructuring, a regional Quality and Data Unit Lead has been appointed. This is a senior post responsible for ensuring more effective use of data and analytics to improve the performance of all learners and schools across the region. An enhanced data capturing process via the Data Unit allows full access to all Challenge Advisers and LA Officers to data on an individual school, LA and regional level. The capacity of the Data Unit has been increased with the appointment of an Assistant Data Manager allowing more effective management and analysis of data. There is a more robust process for target setting and tracking system in place at a regional level for monitoring progress data from all schools throughout the academic year [including the tracking of groups of learners]. This is

been further strengthened for September 2017 onwards. However, there is still a low correlation in many secondary schools between targets, projections and final performance suggesting significant issues in terms of improving target setting, assessment, tracking and intervention programmes. This is an area that is continuing to be addressed within the current Business Plans.

There is also an in depth analysis on the performance of group of learners. In general, the pace of improvement in the performance of eFSM learners in the main indicators at KS4 has been too slow compared to the rest of Wales. Improving the performance of eFSM learners remains a key priority for the region. Issues are addressed through the Level 3 Business Plans and individual LA Business Plans focus on closing the gap between the performances of different groups of learners and improving the achievement of MAT pupils. During GwE challenge and monitoring visits, the Challenge Advisers monitor the use of the Education Improvement Grant (EIG) and Pupil Deprivation Grant (PDG) in all schools. Focus is given to tracking outcomes for eFSM learners to ensure that more 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. However, further work is needed to ensure that all schools set challenging targets for different groups of learners. Schools must also be more robustly challenged on how they use their PDG to improve outcomes for eFSM learners. GwE is also reviewing the use of regional funding for supporting Looked After Children.

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

Schools, Local Authorities and GwE have acknowledged that in the past there was an element of confusion when applying 'best-fit' in teachers' assessment of learners. Schools received mixed messages when awarding a level to a learner at the end of a key stage, thus leading to a lack of clarity. Work plans have been put in place to improve the consistency and reliability of teacher assessments with a guidance document shared with schools to clarify 'best fit' descriptors and judgements. This year, it has impacted positively on the performance of pupils at Key Stage 2. However, further work is needed in the Foundation Phase to improve the quality of provision and accuracy of teacher assessments. This is being addressed within the GwE Business Plans.

Access to and use of data by GwE SLT and Management Board has therefore greatly improved. This is ensuring that regional/LA areas of concern are identified and addressed sooner and more effectively. All secondary schools that underperform in the key indicators have been identified and support plans are in place to improve their performance. Greater emphasis on the use of 'live' data and up to date progress reports will allow the organisation to more effectively allocate resources across the region to ensure an accelerated pace of improvement. GwE is working closely with Bangor University on the "Collaborative Institute for Education Research, Evidence and Impact" (CIEREI) Project to establish more effective systems to evaluate the impact of its work. Evaluative data and analysis will allow the organisation to better judge value for money and inform future developments. Currently, the secondary challenge and support programme and some of the professional learning leadership programmes are being evaluated.

**Progress:**

## **R2: Improve the quality of evaluation in the delivery of school improvement services.**

Self-evaluation and improvement planning is strongly incorporated in GwE and is a fundamental building block in GwE's commitment to sustained improvement. It is a cyclical and ongoing process which enables GwE to identify areas of good performance and areas for development in order to improve the educational experiences and outcomes for learners. It is continuous, embedded and drives improvement planning which contributes to the effective management of individuals and teams in order to achieve

high levels of personal and organisational performance.

Key roles within GwE have been restructured. This has clarified and greatly strengthened the accountability lines at all levels. *Portfolio Leaders* have also been identified to lead on key priority areas. Moving to a distributed leadership model has ensured a more enhanced support model with better ownership of key decisions by team members. Team members are accountable for evaluating developments and progress against their areas of responsibility, again leading to a better ownership and accountability for delivering against outcomes.

The clear and robust accountability framework is an important strength in GwE. Detailed plans at several levels deal with all aspects of the GwE's work. All the plans have nominated designated officers and each of them clearly input to the business plan. There are detailed self-evaluation arrangements that are based on this framework. Challenge Advisers review their plans each quarter and evaluate progress and impact. These reviews steer the evaluation of the business plan that systematically feeds into the quarterly service evaluation so that there is a clear trail of team evaluation in the corporate review. Then, new priorities from the service review are rapidly incorporated in team plans.

It is based on reflection, challenge and support among practitioners and professionals. Through this process, we have set ourselves challenging objectives by 2020 to ensure that we meet our priorities to improve standards, curriculum and assessment, leadership, wellbeing, teaching, business support and make strong progress against Estyn recommendations. The objectives are clearly defined within the Level 1 Business Plan, e.g., for Standards:

- The percentage of learners achieving the L2+ will grow at 1.5 the rate for the rest of Wales
- The percentage of school performing on or above the modelled outcome for the L2+ will increase to 55%
- The percentage of schools performing above the median in the FSM benchmarking for the L2+ will increase to 55%
- The gap between the highest and lowest performing Local Authority in the L2+ will reduce to no more than 7%
- The percentage of learners achieving 5A\*-A GCSE's or equivalent will grow at 1.5 the rate for the rest of Wales
- The percentage of learners achieving the FPI will grow at 1.5 the rate for the rest of Wales
- The percentage of learners achieving the higher outcomes at the end of FP will grow at 1.5 the rate for the rest of Wales
- Standards in literacy will improve so that at least 20% of all pupils achieve standardized scores >115 in national tests in all key stages
- Standards in numeracy will improve so that at least 20% of all pupils achieve standardized scores >115 in national tests in all key stages
- The gap between our eFSM learners and non-FSM learners will be reduced by at least 5% in the L2+ and FPI

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

Work is currently being undertaken to develop a school dashboard which will be operational in all schools from September 2017 that will provide current and ongoing data. This will facilitate a higher level of communication, support and challenge between key stakeholders and will allow GwE to more effectively and timely monitor the impact of its work and the progress of the schools against agreed priorities. The dashboard will allow more effective use of data and analytics to evaluate the quality of delivery and its impact on the performance of all learners and schools across the region. It will also allow

the school improvement service to more effectively target its resources to meet its priorities and rapidly adapt and redirect resources when things are not working.

**Progress:**

### **R3: Improve the rigour of the arrangements for identifying and managing risk.**

The risk management processes has been reviewed.

A review of the arrangements in place to manage risk has led to a new and enhanced process. The GwE Risk Register has been re-developed in partnership with the North Wales Economic Ambition Board and has during its development been discussed by the Advisory Boards and Management Board.

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

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

Effective management of the region's risk will enable us to support the organisation's objectives, make effective use of resources and deliver outcomes as intended.

Quarterly updates are made bringing together the risks of the six LAs and GwE to make sure that the processes are effectively working together rather than avoiding or missing issues.

The Risk Register is a standing item on SLT, Management Board & Joint Committee and is systematically evaluated by the Joint Committee or other groups to which they are assigned.

**Progress:**

### **R4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.**

GwE's planning and performance management structure steers the direction of the Consortium's services. The high level strategy plan links into more detailed team plans, with specific measurable improvement targets and clear success criteria in order to measure progress within the region accurately. All the GwE team's plans follow this pattern and their performance is managed in detail. There are clear lines of accountability between all levels of planning across GwE.

GwE have set themselves challenging and measurable objectives by 2020 to improve standards, curriculum and assessment, leadership, wellbeing and teaching which are incorporated into the business

plans at all levels. The plans contain clear success criteria and milestones for reaching those objectives. There are also robust monitoring processes in place with clear lines of accountability and appropriate scrutiny at both local and regional level.

The clear and robust accountability framework (Appendix 1) is an important strength in GwE. Detailed plans at several levels deal with all aspects of the GwE's work. All the plans have nominated designated officers and each of them clearly input to the business plan. There are detailed self-evaluation arrangements that are based on this framework. Challenge Advisers review their plans each quarter and evaluate progress and impact. These reviews steer the evaluation of the business plan that systematically feeds into the quarterly service evaluation so that there is a clear trail of team evaluation in the corporate review. Then, new priorities from the service review are rapidly incorporated in team plans.

The Challenge Advisers have a good grasp of their responsibility for continuous improvement and accountability for improvement in their fields. Sharing plans and evaluations in a clear manner brings cohesion to teams and drives the strong collaboration that has led to provision of better services and an improvement in school standards and leadership

Self-evaluation is strongly incorporated in GwE. There is a strong focus on accountability and continuous review and a constant emphasis on achieving progress in accordance with priorities. This focus on evaluation and review will lead to significant improvement.

This culture has stemmed from successful practice within GwE. Challenge Advisors must justify underperformance and identify possible risk areas including overspend. There are clearly defined lines of accountability.

#### **Progress:**

#### **R5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.**

The current regional networks have been reviewed – purpose, scope and membership.

Following a review of the current structure, the following recommendations were made:

- Eliminate the concept of 'A sponsoring Director'.
- Change to 'Sub-groups' rather than 'Networks', as follows:
  - Standards:
    - Welsh
    - Digital Framework
    - Well-being
    - ALN
    - Governors
  - Business:
    - Finance / Grants
    - Human Resources
    - ITC – MIS
- The Sub-groups to prepare a Business Plan.
- The Sub-groups to prepare a quarterly monitoring/progress report and analyse the report based on achievement and further risk.
- In accordance with the agreed procedure, matters that require attention will be referred to Regional Quality Board for further consideration.
- The Sub-groups to contribute to planning and recommend implementation measures to the

Regional Quality Board on regional grants and resources.

This accountability framework for all the sub-groups aligns with the new business planning process and accountability model.

It also ensures that the sub-groups fully align with the region's priorities and that appropriate regional structures are in place to deliver all requirements of the National Model.

**Progress:**

**R6: Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.**

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

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

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

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

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

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

**ORGANISATIONAL HEALTH**

**Background**

Organisational Health is a measure of how well an organisation is aligned, able to execute, and renew itself over time – so it can learn from the past & innovate for the future.

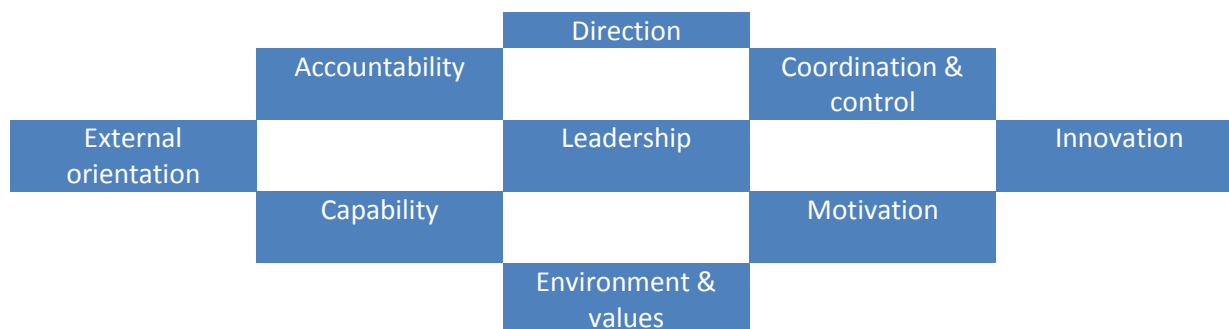
Research has proven that the healthiest companies are more than twice as likely to outperform their peers. Healthy organisations have employees who:

- Understand the big picture – they know the vision and strategy, and how you plan to get there
- Can make it happen – they have the tools, skills, motivation and support to put those plans into action
- Stay ahead of the curve – they are encouraged to innovate and adapt to keep you competitive

**Linking organisation health & performance in GwE**

The Organisational Health Index (OHI) Solution will provide detailed finding for how GwE is performing

on the nine elements of health (see below), related to performance.



This will provide a thorough picture of how healthy the organisation is, and allows the results to be benchmarked against others. It will also allow us to diagnose the organisation's current strengths and development needs, and help understand where we might need to take action to sustain the current levels or improve over time.

#### Moving the organisation toward higher performance

- Assess underlying mindsets and behaviours that impact performance
- Benchmark the organisation's health index against public and private sector benchmarks
- Understand the organisation's archetype to identify the six to seven 'must have' practices for success
- Prioritise intervention programmes needed to improve health
- Periodically track health to ensure ongoing progress and catch potential issues early

#### Proposed Way forward

1. To conduct an OHI survey before the end of this term
2. Evaluate the findings and key learnings
3. Reflect the key learnings in organisational behaviour & use to influence business & workforce planning
4. Conduct an OHI survey periodically in order to track progress & identify new learning.

**Progress:**



# PERFORMANCE MANAGEMENT PLANS

LEVEL 1

REGIONAL BUSINESS PLAN

LEVEL 2

2.1 PRIMARY

2.2 SECONDARY

2.3 SUCCESSFUL FUTURES

2.4 INDIVIDUAL LA  
BUSINESS PLANS

2.5 WELSH

LEVEL 3

3.1 CURRICULUM AND  
ASSESSMENT

3.2 LEADERSHIP

3.3 TEACHING

3.4 WELLBEING

3.5 BUSINESS

3.1.1 Tracking &  
assessment

3.2.1 Developing  
Leadership

3.3.1 Teaching &  
Learning

3.4.1 Wellbeing/  
PDG/ LAC

3.5.1 GwE School

3.1.2. Welsh and  
Literacy

3.2.2 Middle Leaders

3.3.2 Lead  
Subject  
Methodology

3.4.2 ALN/  
Inclusion

3.5.2 Dashboard

3.1.3 English & Literacy

3.2.3 New  
Headteachers

3.3.3 ITE

3.4.3 Health &  
Fitness

3.5.3 GwE Staff  
Professional Development  
& Digital Capacity/The  
Organisation's Health &  
workplace Plans

3.1.4 Mathematics &  
Numeracy

3.2.4 Management /  
Compliance

3.4.4 PRU

3.5.4 Finance

3.1.5 Science

3.2.5 Governor  
Support

3.1.6 Digital Capacity

3.2.6 Small Rural  
Schools

3.1.7 BAC

3.2.7 Assistants

3.1.8 GCSE Project

3.5.6 Communications  
/ Marketing

3.1.9 A Level/Post 16

3.2.8 Evaluation and  
research

3.5.7 Human Resources

3.1.10 Foundation  
Phase

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## REPORT TO THE JOINT COMMITTEE

20/07/2017

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**Report by:** Managing Director  
**Subject:** GwE Operating Arrangements

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### 1.0 Purpose of the Report

To update Joint Committee members on progress made in reviewing and implementing a new operating structure.

### 2.0 Background

2.1 In November 2016 we recommitted to delivering improvements in our schools and to addressing the WAO and Estyn recommendations with rigour and pace. We also committed to reviewing existing school improvement practice, with a particular focus on the secondary phase, identifying key aspects of practice that we need to address as a region.

2.2 The review of GwE operating arrangements presented to the Joint Committee in February 2017 set out the importance of moving to a revised operating model to address weaknesses in provision and outcomes in the secondary sector.

2.3 The following recommendations were approved by the Joint Committee (February 2017):

- Urgently appoint a Managing Director having taken due regard to the options in this report;
- Urgently change the present operating model to ensure that there is a clear focus on improving performance in secondary schools especially at Key Stage 4;
- Individual LAs should review their present capacity and ability to work in partnership with GwE to ensure performance is improved;
- Review the Governance structures alongside the next review of the National Model;
- Implement a service and individual performance management model that will help address the Estyn recommendations;
- Develop a distributive leadership model that will give more staff leadership roles and give them opportunities to develop their own skills;
- Develop clarity between National and Local priorities so that they complement one another and do not compete;
- Develop consistency across the three hubs to ensure equity of provision across the Region;
- Review the business plan so that GwE priorities are understood by all;
- Clarify the roles of staff especially senior staff so that priorities are delivered; and
- Review the operational business support model of GwE.

### 3.0 Considerations

3.1 Significant progress has been made in acting upon the recommendations approved by the Joint Committee:

- A new Managing Director has been appointed & commenced in post at the beginning of June 2017.
- Work is underway to review the governance structures to ensure accountability & sufficient challenge & support is provided at the various levels within the structure.
- Significant work has been completed in aligning national, regional & local priorities via the regional business planning processes & the accountability structure.
- The business plan has been revised along with the accountability structure. The plans at all levels have been developed further & include greater focus down to individual school level. This has allowed greater focus to monitoring meetings and stronger accountability for individual challenge advisers for delivering. The overall monitoring process has been further developed and will ensure a consistent approach across the region.

3.2 Since the creation of GwE in April 2013, the organisational structure has remained in its original format, apart from the creation of 2 Assistant Director roles, 3 roles that were transferred from the North Wales Consortium & another 2 roles that were created with specific priorities, e.g. foundation phase, special schools & PRU's. Little flexibility existed within the original structure to meet new priorities which lead to numerous fixed term contracts & secondment positions to lead on specific areas; mostly in a reactive manner in order to fulfil national priorities. This shows that the size and shape of the team was not fit for purpose & posed challenges & risks in terms of meeting the needs.

3.3 In accordance with the recommendations (February 2017), a revised organisational structure has been introduced to ensure the service has the capacity to provide sufficient focus to deliver against the revised priorities.

- A strengthened secondary team has been created in order to provide a clear focus on improving performance in secondary schools especially at key stage 4. The team includes greater experience & successful track record at senior level in the secondary sector. This greater capacity will ensure the ability of GwE to make immediate impact.
- A distributive leadership model has been developed through the creation of portfolio holders leading on specific priorities within the Business Plan, for example: curriculum; assessment; leadership development; digital competency; teaching & learning; research & evaluation; Bac; Welsh: English; Maths; Science; Literacy etc. This will provide greater strategic lead on educational matters that will benefit the delivery of the consortia and individual LA priorities. The new model will create greater opportunity for Challenge Advisers to develop and will ensure the best use of their expertise. The new model will also assist in developing workforce & succession planning.
- The creation of regional secondary & regional primary teams so as to further develop consistency across the region. The Regional Quality Board will also assist in bringing regional consistency through identifying best practice & sharing across the region.
- A review of the current structure & positions has been completed. This has given greater clarity of roles and accountability in order to ensure sufficient focus is given to priorities areas.
- A review of the operational business support model for GwE is underway.

#### **4.0 Recommendations**

4.1 Joint Committee are recommended to note the progress that has been made to date & recommit their support to continue with implementing the recommendations.

#### **5.0 Financial Implications**

5.1 The new operating model will be funded via existing resources.

**6.0 Equalities Impact**

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

**7.0 Personnel Implications**

7.1 GwE staff have been fully consulted during the process.

**8.0 Consultation Undertaken**

8.1 Consultation has been undertaken with various stakeholders including the GwE Management Board, Local Authority Chief Executives, Headteachers etc.

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**OPINION OF THE STATUTORY OFFICERS**

**Monitoring Officer:**

No comments from a propriety perspective.

**Statutory Finance Officer:**

Part 5 of the report notes that the new structure is to be financed via GwE's existing resources. It should be noted that GwE's current budget includes target savings of £131,967 which was set when agreeing contributions/budget 2016-17, where the Managing Director is expected to present an action plan

# Agenda Item 12

<b>MEETING</b>	GwE Joint Committee
<b>DATE</b>	20 July 2017
<b>TITLE</b>	The Joint Committee's Final Accounts for the year ended 31 March 2017
<b>PURPOSE</b>	To submit – <ul style="list-style-type: none"><li>• The Revenue Income and Expenditure “outturn” report for 2016/17, and</li><li>• The Statement of Accounts, in the ‘statutory’ format, duly certified, but subject to audit.</li></ul>
<b>RECOMMENDATION</b>	To receive and note the information, and confirm the handling of the underspend.
<b>AUTHOR</b>	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 £2.5million, 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 Deloitte, external auditors appointed by the Auditor General for Wales.

## **2. ACCOUNTS FOR 2016/17**

- 2.1 **The Revenue Income and Expenditure Account for 2016/17 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”.
- 2.2 **The Statement of Accounts for 2016/17 (subject to audit) is submitted herewith as Appendix B, duly completed and certified** by Dafydd L Edwards 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 The Statement of Accounts will be subject to imminent audit by Deloitte, Gwynedd Council’s external auditors appointed by the Auditor General for Wales, The Auditor General will then produce an “ISA 260” report, detailing Deloitte’s main findings, for submission to the GwE Joint Committee on 22 September 2017.

## **3. UNDERSPEND**

- 3.1 The final net underspend for 2016/17 is £378,293.
- 3.2 Appendix A details the reasons for the net underspend and outlines the intended use of the balance.

## **4. RECOMMENDATION**

- 4.1 **The GwE 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 2016/17 – Appendix A
  - The Statement of Accounts for 2016/17 (subject to audit) – Appendix B

## **OPINION OF THE STATUTORY OFFICERS**

### **Monitoring Officer :**

No comments from a propriety perspective.

### **Statutory Finance Officer :**

Author of the report.



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

**Performance Report**  
**2016/17**  
**(Out-turn)**

Finance Department  
Gwynedd Council  
[www.gwynedd.llyw.cymru](http://www.gwynedd.llyw.cymru)

# GwE JOINT COMMITTEE

## REVENUE INCOME AND EXPENDITURE ACCOUNT 2016/17

	Budget £	Final Expenditure £	Over / (Under) Spend Net £
<b>Expenditure</b>			
Employees			
Salaries			
- Management, Brokerage, Standards and Administration	839,072	826,148	(12,924)
- System Leader	2,307,003	1,984,627	(322,376)
Training, advertising and other employee costs	33,322	20,956	(12,366)
Building			
Rent (includes services)	99,074	106,825	7,752
Travel			
Travel Costs	122,822	110,239	(12,583)
Supplies and Services			
Furniture, equipment, printing, postage, telephone, room hire etc	30,163	57,440	27,277
Information Technology	15,000	15,000	0
Audit Fees	7,617	7,617	0
Brokerage	276,270	137,333	(138,937)
Gwynedd Council Host Authority Support Service Costs			
Legal	5,206	5,206	0
Human Resources	8,926	8,926	0
Finance	38,604	38,604	0
Information Technology	42,697	42,697	0
Savings to be found	(131,180)		131,180
National Model Commitments	463,004	463,004	0
Use of the GwE Surplus Fund			
GCSE support programme	100,100	100,100	0
Contribution to Pension Requirements Fund	59,938	59,938	0
Specific Projects			
Education Improvement Grant : Commission the Authorities	3,907,324	3,907,324	0
Education Improvement Grant : Direct Schemes	1,005,959	980,894	(25,065)
Education Improvement Grant : Additional Specific Funding	647,500	647,500	0
Supporting Literacy and Numeracy and MFL	23,404	23,404	0
Literacy and Numeracy - WG	5,000	5,000	0
Pupil Deprivation Grant - Looked After Children	673,512	673,486	(26)
Schools Challenge Cymru (SCC)	2,126,136	2,113,607	(12,528)
New GCSEs, PISA and science literacy	1,112,579	1,067,684	(44,894)
Qualification Reform Support	50,000	37,002	(12,998)
Learning in Digital Wales (LiDW)	112,647	112,647	0
Physical Literacy Programme in Schools (PLPS)	181,383	181,383	0
Mentoring & Networking Support to New Head teachers	24,666	24,666	0
Dyfal Donc Courses	6,766	6,766	0
Modern Foreign Language (MFL) Schools Centres of Excellence	120,000	120,000	0
Pioneer Schools	1,928,253	1,635,364	(292,889)
Newly Qualified Teachers	76,211	76,211	0
Literacy and Numeracy Framework (Additional Learning Needs)	25,000	24,162	(838)
Northworts Headsprout Project	55,012	55,012	0
Quality Assurance Tender	31,591	31,591	0
NPQH	129,355	129,355	0
Special Events	4,870	4,870	0
Digital Citizenship	5,000	5,000	0
<b>Total Expenditure</b>	<b>16,569,804</b>	<b>15,847,589</b>	<b>(722,215)</b>

	Budget £	Final Expenditure £	Over / (Under) Spend Net £
<b>Total Expenditure (from page 1)</b>	<b>16,569,804</b>	<b>15,847,589</b>	<b>(722,215)</b>
<b><u>Income</u></b>			
Core Service Contributions			
- Anglesey Council (10.12%)	(414,698)	(414,698)	0
- Gwynedd Council (17.77%)	(728,215)	(728,215)	0
- Conwy Council (15.40%)	(631,089)	(631,089)	0
- Denbighshire Council (15.18%)	(621,918)	(621,918)	0
- Flintshire Council (22.67%)	(928,674)	(928,674)	0
- Wrexham Council (18.86%)	(772,570)	(772,570)	0
Income from Secondments	(99,137)	(99,137)	0
General Fees	(21,236)	(21,236)	0
Miscellaneous Income	0	(1,883)	(1,883)
Use of the GwE Surplus Fund	(100,100)	(100,100)	0
Prosiectau Penodol			
Education Improvement Grant : Commission the Authorities	(3,907,324)	(3,907,324)	0
Education Improvement Grant : Direct Schemes	(1,005,959)	(980,894)	25,065
Education Improvement Grant : Additional Specific Funding	(647,500)	(647,500)	0
Supporting Literacy and Numeracy and MFL	(23,404)	(23,404)	0
Literacy and Numeracy - WG	(5,000)	(5,000)	0
Pupil Deprivation Grant - Looked After Children	(673,512)	(673,486)	26
Schools Challenge Cymru (SCC)	(2,126,136)	(2,113,607)	12,528
New GCSEs, PISA and science literacy	(1,112,579)	(1,067,684)	44,894
Qualification Reform Support	(50,000)	(37,002)	12,998
Learning in Digital Wales (LiDW)	(112,647)	(112,647)	0
Physical Literacy Programme in Schools (PLPS)	(181,383)	(181,383)	0
Mentoring & Networking Support to New Head teachers	(24,666)	(24,666)	0
Dyfal Donc Courses	(6,766)	(6,766)	0
Modern Foreign Language (MFL) Schools Centres of Excellence	(120,000)	(120,000)	0
Pioneer Schools	(1,928,253)	(1,635,364)	292,889
Newly Qualified Teachers	(76,211)	(76,211)	0
Literacy and Numeracy Framework (Additional Learning Needs)	(25,000)	(24,162)	838
Northworts Headsprout Project	(55,012)	(55,012)	0
Quality Assurance Tender	(31,591)	(71,932)	(40,341)
NPQH	(129,355)	(129,355)	0
Special Events	(4,870)	(4,870)	0
Digital Citizenship	(5,000)	(5,000)	0
Interest on Balances	0	(3,094)	(3,094)
<b>Total Income</b>	<b>(16,569,804)</b>	<b>(16,225,882)</b>	<b>343,922</b>
<b>Total Income over Expenditure</b>	<b>0</b>	<b>(378,293)</b>	<b>(378,293)</b>
<b><u>Memorandum -</u></b>			
<b><u>The GwE Surplus Fund</u></b>			
	<b>Fund balance as at 1 April 2016</b>		<b>(460,379)</b>
	Add - Underspend 2016/17		(378,293)
	Less - Use of the Fund		100,100
	<b>Fund balance as at 31 March 2017</b>		<b>(738,572)</b>
<b><u>Information Technology Renewal Fund</u></b>			
	<b>Fund balance as at 1 April 2016</b>		<b>(45,000)</b>
	Add - Contribution 2016/17		(15,000)
	<b>Fund balance as at 31 March 2017</b>		<b>(60,000)</b>
<b><u>Pension Requirement Fund</u></b>			
	<b>Fund balance as at 1 April 2016</b>		<b>(36,157)</b>
	Add - Contribution 2016/17		(59,938)
	<b>Fund balance as at 31 March 2017</b>		<b>(96,095)</b>

## 1. FINANCIAL VARIANCES

### 1.1 **Employees – Management, Brokerage, Standards and Administration:**

**Final: actual underspend (£12,924): (January 2017: projected overspend £31,921).**

The main reason for the overspend reported in January was because of a decision to second an additional member to the data team without additional financial contribution from authorities in the 2016/17 financial year. Authorities will provide an additional permanent financial contribution from 2017/18.

Also, GwE receive a contribution from some of the grants towards their relevant Management/Administration costs. During the 2016/17 financial year, an element of this management/administration work was addressed from within core resources.

Further, difficulties have been experienced in appointing a temporary translator (to cover maternity leave). External translators have been used, but their costs are included under a different heading (see paragraph 1.6 below).

### 1.2 **Employees – Challenge Advisers:**

**Final: actual underspend (£322,376): (January 2017: projected underspend (£133,789)).**

As noted above, GwE receive a contribution from some of the grants towards their Management/Administration costs. During the 2016/17 financial year, an element of this management/administration work was addressed from within core resources.

Staff secondments & contributions of core staff time to new grant funded plans and projects have led to an increased underspend. Due to timescales & priorities, on a one off basis, this work was undertaken within existing resources, producing a significant one-off underspend.

### 1.3 **Employees – Training, advertising and other employee costs:**

**Final: actual underspend (£12,366): (January 2017: no over or under spend was forecast).**

There has been a reduction in costs for advertising posts, due our new communication channels & the success of these, e.g. website, weekly bulletin, social media.

### 1.4 **Building:**

**Final: actual overspend £7,752: (January 2017: no over or under spend was forecast).**

The main reason for the overspend is due to the cost of meeting & training rooms for various activities for larger events, where we do not have the capacity within our own offices. Another reason is the current lack of meeting & training facilities in the Wrexham / Flintshire hub; as a result we are required to hire external facilities for all meetings held there.

- 1.5 **Transport:**  
**Final: actual underspend (£12,583): (January 2017: projected underspend (£10,000)).**  
Historical travel cost trends show that the true annual cost is slightly lower than that estimated in the budget. This pattern has continued during 2016/17.
- 1.6 **Furniture, equipment, printing, postage, telephone, room hire etc:**  
**Final: actual overspend £27,277: (January 2017: no over or under spend was forecast).**  
Due to difficulties in appointing a temporary translator (to cover maternity leave), external translators have been used. Their costs have been included here and have therefore contributed towards an overspend on this heading.  
Grants have funded some additional temporary staff, which has led to increasing the need to spend on ICT resources. These additional ICT costs were not eligible to be funded from the grants.
- 1.7 **Brokerage:**  
**Final: actual underspend (£138,937): (January 2017: projected underspend (£74,000)).**  
Specific plans, including those funded by external grants, have been prioritised by the service, which means an underspend on this heading in 2016/17.
- 1.8 **Savings to be found:**  
**Final: actual overspend £131,180. (January 2017: projected overspend £131,180).**  
There is still no permanent strategy for implementing the savings target yet, therefore there is “overspend” as projected.  
Taking into account the net financial implications of the report for the remaining budget headings, in accordance with what was mentioned in the 24 February 2016 meeting when considering the 2016/17 budget, a part of the reserve fund is used for any slippage in the timetable for implementing the savings target.  
*Joint Committee 24 February 2016*  
*“3.2 An appropriate part of the fund will need to be earmarked for any element of the savings target (see 1.3) that cannot be found by GwE during 2017/18.”*
- 1.9 **Specific projects: actual underspend (£389,239) - No net effect:**  
The service is involved in a number of specific projects which are funded from external sources, including grants. There is significant funding available (£12,252,167 in 2016/17) with tight conditions and a limited spending time frame.

**Comments from GwE managers and the Regional Networks to explain reasons behind the grant underspend:**

**Education Improvement Grant: underspend (£25,065)**

The actual costs of some of the activities funded from the EIG were less than estimated due to historical patterns.

**GCSE: underspend (£44,894)**

The majority of this underspend is due to a knock on effect of 2014/15 & 2015/16 funding that was carried forward & the expenditure was unable to be spent within the timeframe.

**Pioneer Schools Network: underspend (£292,889)**

Four schools decided to withdraw from the programme due to unexpected changes in circumstances leading to lack of capacity to commit in full to the programme.

Various activities / projects within the plan were not completed.

**2 Financial Reserves**

- 2.1 General Reserves stood at £460,379 at the beginning of the 2016/17 financial year, with £100,100 being committed at outset towards a GCSE support programme. The overall net underspend of £378,293 during 2016/17 brings the reserves up to £738,572 at the end of 2016/17.

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

**STATEMENT OF**  
**ACCOUNTS**  
**2016/17**  
**(Subject to Audit)**

Finance Department  
Gwynedd Council  
[www.gwynedd.llyw.cymru](http://www.gwynedd.llyw.cymru)

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# **NARRATIVE REPORT**

## **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 2016/17 are presented here on pages 6 to 32. The Statements of Accounts are prepared in accordance with CIPFA's *Code of Practice on Local Authority Accounting in the United Kingdom 2016/17*.

The Accounts consist of:-

- **Expenditure and Funding Analysis** – Whilst this is not a statutory statement, it shows how annual expenditure is used and funded by authorities in accordance with generally accepted accounting practices.
- **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 2016/17 :

Conwy	15.40%
Denbighshire	15.18%
Flintshire	22.67%
Gwynedd	17.77%
Anglesey	10.12%
Wrexham	18.86%
<b>Total</b>	<b>100%</b>

- **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'.
- **The Balance Sheet** - Sets out the financial position of the Joint Committee on 31 March 2017.
- **The Cash Flow Statement** - This statement summarises the flow of cash to and from the Joint Committee during 2016/17 for revenue and capital purposes.

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

## **REVENUE EXPENDITURE IN 2016/17**

- The Comprehensive Income and Expenditure Statement on page 7 shows that the Joint Committee's gross revenue expenditure on 'Cost of Services' level was £15,720k during 2016/17, with the net position as (£406k).

- The financial out-turn position for 2016/17 was reported to the Joint Committee at its meeting on 20 July 2017. Joint Committee Members' approval was sought to transfer the £378k underspend to an earmarked reserve.
- The Comprehensive Income and Expenditure Statement and the Movement in Reserves Statement on page 7 and 8 detail the 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 £'000	Actual £'000	Variance £'000
Expenditure on Operations	16,570	15,848	(722)
Income			
Council Contributions for the core service:			
Conwy	(631)	(631)	0
Denbighshire	(622)	(622)	0
Flintshire	(929)	(929)	0
Gwynedd	(728)	(728)	0
Anglesey	(415)	(415)	0
Wrexham	(772)	(772)	0
Other Income	(12,473)	(12,129)	344
<b>Net (Underspend)/Overspend</b>	<b>0</b>	<b>(378)</b>	<b>(378)</b>

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

	Performance Report (Out-turn) £'000	*Transposition Adjustment £'000	Net Expenditure Chargeable to the General Fund £'000	Adjustments between Funding and Accounting Basis £'000	Income & Expenditure Statement £'000
Expenditure	15,848	(75)	15,773	(53)	15,720
Income	(16,226)	100	(16,126)	0	(16,126)
<b>Net Cost of Services</b>	<b>(378)</b>	<b>25</b>	<b>(353)</b>	<b>(53)</b>	<b>(406)</b>

\* The adjustments in the transposition column relate to contributions to and from reserves, and the Adjustments between Funding and Accounting Basis column relate to the required technical adjustments for pensions and accumulated absences.

### • Material Items of Income and Expenditure

Related Items include :-

- A movement of £5,244k on pensions, on the remeasurements of the net defined benefit liability/(assets), in line with Gwynedd Pension Fund's Actuary's assessment (Note 16).
- Increase of £2,015k in grants and contributions and equivalent expenditure (Note 21).
- **Other Issues**
  - In recent years there have been unprecedented problems in the worldwide financial situation. Because of this general situation, it has been necessary for the Joint

- Committee to take the circumstances into consideration in its financial plans, whilst maintaining a prudent level of reserves.
- Since the referendum on the UK's membership of the European Union, there has been a degree of economic uncertainty. This is expected to last for some time and may affect some factors and financial decisions made by the Joint Committee in 2017/18 and into the medium term.

## **Provisions and Reserves**

The Joint Committee has provisions of £3k and earmarked reserves of £895k. These are detailed in the Balance Sheet, Movement in Reserves Statement and in Notes 9 a 14.

## **Pension Fund**

The Joint Committee has a net liability from its share of the assets and liabilities of the Gwynedd Pension Fund, which has been calculated in accordance with International Accounting Standard 19. The Balance Sheet contains an assessment by the Fund's Actuary, Hymans, of the Joint Committee's share of the Pension Fund liability. This net liability has increased by £3,714k to £6,945k in 2016/17. Refer to Note 25 for further information.

The net pension liability is a position at one point in time. Market prices can move substantially up or down in the short-term and it is therefore not possible to quantify the long-term effect such movements in market prices will have on the Pension Fund.

## **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 11.

## **Changes in Accounting Policies and to the Statement of Accounts**

There are no changes in the accounting policies during the 2016/17 financial year.

## **FURTHER INFORMATION**

The Statement of Accounts is available on Gwynedd Council's website [www.gwynedd.llyw.cymru](http://www.gwynedd.llyw.cymru).

Further information relating to the accounts is available from:

Ffion Madog Evans  
Senior Finance Manager  
01286 679133

or

Hywyn Lewis Jones  
Senior Accountant  
01286 679145

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 as host authority bears the responsibility for the arrangements and administration of the Joint Committee's financial affairs. Gwynedd Council is required to make arrangements for the proper administration of its financial affairs and to secure that one of its officers has the responsibility for the administration of those affairs. In Gwynedd Council, that "Section 151 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.

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 2017 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**

**28 June 2017**

## EXPENDITURE AND FUNDING ANALYSIS

The Expenditure and Funding Analysis shows how annual expenditure is used and funded from resources in accordance with generally accepted accounting practices. Income and expenditure accounted for under generally accepted accounting practices is presented more fully in the Comprehensive Income and Expenditure Statement.

2015/16				2016/17			
Net Expenditure Chargeable to the General Fund	Adjustments between the Funding and Accounting Basis (see Note 7)	Net Expenditure in the Comprehensive Income and Expenditure Statement		Net Expenditure Chargeable to the General Fund	Adjustments between the Funding and Accounting Basis (see Note 7)	Net Expenditure in the Comprehensive Income and Expenditure Statement	
£'000	£'000	£'000		£'000	£'000	£'000	
3,028	25	3,053	Employees	3,448	(53)	3,395	
41	0	41	Property	204	0	204	
148	0	148	Transport	139	0	139	
1,007	0	1,007	Supplies and Services	1,593	0	1,593	
9,675	0	9,675	Third Party	10,389	0	10,389	
(14,144)	0	(14,144)	Income	(16,126)	0	(16,126)	
<b>(245)</b>	<b>25</b>	<b>(220)</b>	<b>Cost of Services</b>	<b>(353)</b>	<b>(53)</b>	<b>(406)</b>	
0	0	0	Other Operating Expenditure	0	0	0	
0	149	149	Financing and Investment Income and Expenditure	0	113	113	
0	0	0	Taxation and non-specific grant income	0	0	0	
<b>(245)</b>	<b>174</b>	<b>(71)</b>	<b>(Surplus) / Deficit on Provision of Services</b>	<b>(353)</b>	<b>60</b>	<b>(293)</b>	
(297)			Opening General Fund Balance	(542)			
(245)			Less/Plus (Surplus)/Deficit on General Fund in Year	(353)			
<b>(542)</b>			Closing General Fund Balance	<b>(895)</b>			

## COMPREHENSIVE INCOME AND EXPENDITURE STATEMENT

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

2015/16				2016/17			
Gross Expenditure	Gross Income	Net Expenditure		Note	Gross Expenditure	Gross Income	Net Expenditure
£'000	£'000	£'000			£'000	£'000	£'000
3,053	0	3,053	Employees		3,395	0	3,395
41	0	41	Property		204	0	204
148	0	148	Transport		139	0	139
1,007	0	1,007	Supplies and Services		1,593	0	1,593
9,675	0	9,675	Third Party		10,389	0	10,389
0	(14,144)	(14,144)	Income		0	(16,126)	(16,126)
<b>13,924</b>	<b>(14,144)</b>	<b>(220)</b>	<b>Cost of Services</b>		<b>15,720</b>	<b>(16,126)</b>	<b>(406)</b>
0	0	0	Other Operating Expenditure		0	0	0
149	0	149	Financing and Investment Income and Expenditure	10	113	0	113
0	0	0	Taxation and non-specific grant income		0	0	0
<b>14,073</b>	<b>(14,144)</b>	<b>(71)</b>	<b>(Surplus) / Deficit on Provision of Services</b>		<b>15,833</b>	<b>(16,126)</b>	<b>(293)</b>
		(1,578)	Remeasurements of the net defined benefit liability/(assets)	16			3,666
		<b>(1,578)</b>	<b>Other Comprehensive Income and Expenditure</b>				<b>3,666</b>
		<b>(1,649)</b>	<b>Total Comprehensive Income and Expenditure</b>				<b>3,373</b>

## 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	Additional Information		Movement in Reserves Statement			
		Unearmarked General Fund Balance	Earmarked General Fund Reserves	General Fund Balance	Total Usable Reserves	Unusable Reserves	Total Joint Committee's Reserves
		£'000	£'000	£'000	£'000	£'000	£'000
<b>Balance 31 March 2015 carried forward</b>		0	(297)	(297)	(297)	4,697	4,400
<u>Movement in reserves during 2015/16</u>							
(Surplus)/Deficit on provision of services		(71)	0	(71)	(71)	0	(71)
Other Comprehensive Income and Expenditure		0	0	0	0	(1,578)	(1,578)
<b>Total Comprehensive Income and Expenditure</b>		(71)	0	(71)	(71)	(1,578)	(1,649)
Adjustments between accounting basis and funding basis under regulations	8	(174)	0	(174)	(174)	174	0
<b>Net (Increase)/Decrease before Transfers to Earmarked Reserves</b>		(245)	0	(245)	(245)	(1,404)	(1,649)
Transfers to/from Earmarked Reserves	9	245	(245)	0	0	0	0
<b>(Increase)/Decrease in 2015/16</b>		0	(245)	(245)	(245)	(1,404)	(1,649)
<b>Balance 31 March 2016 carried forward</b>		0	(542)	(542)	(542)	3,293	2,751
<u>Movement in reserves during 2016/17</u>							
(Surplus)/Deficit on provision of services		(293)	0	(293)	(293)	0	(293)
Other Comprehensive Income and Expenditure		0	0	0	0	3,666	3,666
<b>Total Comprehensive Income and Expenditure</b>		(293)	0	(293)	(293)	3,666	3,373
Adjustments between accounting basis and funding basis under regulations	8	(60)	0	(60)	(60)	60	0
<b>Net (Increase)/Decrease before Transfers to Earmarked Reserves</b>		(353)	0	(353)	(353)	3,726	3,373
Transfers to/from Earmarked Reserves	9	353	(353)	0	0	0	0
<b>(Increase)/Decrease in 2016/17</b>		0	(353)	(353)	(353)	3,726	3,373
<b>Balance 31 March 2017 carried forward</b>		0	(895)	(895)	(895)	7,019	6,124

## BALANCE SHEET

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 2016 £'000		Note	31 March 2017 £'000
7	Long-term Debtors		3
<b>7</b>	<b>Long -term Assets</b>		<b>3</b>
1,447	Short-term Debtors	11	3,933
1,561	Cash and Cash Equivalents	12	543
<b>3,008</b>	<b>Current Assets</b>		<b>4,476</b>
(2,406)	Short-term Creditors	13	(3,299)
(2)	Short-term Provisions	14	(3)
(127)	Grants Receipts in Advance	21	(356)
<b>(2,535)</b>	<b>Current Liabilities</b>		<b>(3,658)</b>
(3,231)	Pension Liability	25	(6,945)
<b>(3,231)</b>	<b>Long -term Liabilities</b>		<b>(6,945)</b>
<b>(2,751)</b>	<b>Net Assets/(Liabilities)</b>		<b>(6,124)</b>
(542)	Usable Reserves	15	(895)
3,293	Unusable Reserves	16	7,019
<b>2,751</b>	<b>Total Reserves</b>		<b>6,124</b>



## CASH FLOW STATEMENT

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

2015/16 £'000	Note	2016/17 £'000
(71) Net (Surplus) / Deficit on the Provision of Services		(293)
(2,247) Adjustments to net surplus or deficit on the provision of services for non-cash movements ( <i>creditors, debtors and pension</i> )	17	1,314
(2,318) Net cash flows from Operating Activities		1,021
(5) Investing Activities		(3)
(2,323) Net (Increase)/Decrease in cash and cash equivalents		1,018
762 Cash and cash equivalents at the beginning of the reporting period		(1,561)
<b>(1,561) Cash and cash equivalents at the end of the reporting period</b>		<b>(543)</b>

\* Cash Flow position in line with Accounting Policy 1.3.

# **NOTES TO THE ACCOUNTS**

## **NOTE I – ACCOUNTING POLICIES**

### **I.1 General Principles**

The Statement of Accounts summarises the Joint Committee's transactions for the 2016/17 financial year and its position at the year-end of 31 March 2017. The Authority is required to prepare an annual Statement of Accounts by the Accounts and Audit (Wales) Regulations 2014, in accordance with proper accounting practices. These practices primarily comprise the *Code of Practice on Local Authority Accounting in the United Kingdom 2016/17* and the Service Reporting Code of Practice 2016/17, supported by International Financial Reporting Standards (IFRS) and statutory guidance issued in the 2014 Act.

The Joint Committee's practice is to operate on the basis that all items of expenditure are treated as revenue in the first instance. Should any items of a capital nature (e.g. IT equipment, furniture) prove to have a material significance on the true and fair presentation of the financial position then the items would be treated according to proper practices.

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

### **I.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.
- 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.

### **I.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.

### **I.4 Employee Benefits**

#### **I.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 I – ACCOUNTING POLICIES (continued)**

### **I.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 service 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.

### **I.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.

### **I.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 2.6% 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 I – 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 IAS 19.

### 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 I – 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. 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.

An exception to this principle relates to electricity and similar quarterly payments which are charged at the date of meter reading rather than being apportioned between financial years, and certain annual payments. This policy is consistently applied each year and therefore does not have a material effect on the year’s accounts.

### **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 2016/17 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 requires the expected impact of any accounting standards that have been issued but not yet adopted be disclosed.

The related accounting standards in the 2017/18 affect statements within the Pension accounts.

The Code requires implementation from 1 April 2017 and there is therefore no impact on the 2016/17 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 relating to complex transactions, those involving uncertainty about future events and also 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 current proper practices, historical experience and other factors, including historical, professional assessment, current trends, local factors and actual future projections and assumptions that are considered to be relevant.

In recent years there has been some uncertainty about future levels of funding from Welsh Government relating to grants. This issue forms an important part of the Joint Committee's continually revised financial strategy, and where all known and forecasted factors are given due consideration.

All available and related information is sourced and applied in assessing and determining the position, which is particularly critical when considering such matters as actuarial valuation of pension fund assets and liabilities, earmarked reserves, provisions and contingent liability. However, because these issues cannot be determined with certainty, 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 2017 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 and varying profiles such as discount rate used, projected salary levels, changes in retirement ages, mortality rates and expected returns on pension fund assets, as provided by Actuaries engaged by the Gwynedd Pension Fund. Further details are contained in Notes 24 and 25.

## **NOTE 6 – MATERIAL ITEMS OF INCOME AND EXPENSE**

Related items include:-

- A movement of £5,244k on pensions, on the remeasurements of the net defined benefit liability/(assets), in line with Gwynedd Pension Fund's Actuary's assessment (Note 16).
- Increase of £2,015k in grants and contributions and equivalent expenditure (Note 21)

## NOTE 7 – NOTE TO THE EXPENDITURE AND FUNDING ANALYSIS

ADJUSTMENTS BETWEEN FUNDING AND ACCOUNTING BASIS				
2016/17				
Adjustments from General Fund to arrive at the Comprehensive Income and Expenditure Statement amounts	Adjustments for Capital Purposes £'000	Net change for the Pensions Adjustments (i) £'000	Other Differences (ii) £'000	Total Adjustments £'000
Employees	0	(65)	12	(53)
Property	0	0	0	0
Transport	0	0	0	0
Supplies and Services	0	0	0	0
Third Party	0	0	0	0
Income	0	0	0	0
<b>Cost of Services</b>	<b>0</b>	<b>(65)</b>	<b>12</b>	<b>(53)</b>
Other Operating Expenditure	0	0	0	0
Financing and Investment Income and Expenditure	0	113	0	113
Taxation and non-specific grant income	0	0	0	0
<b>(Surplus) / Deficit on Provision of Services</b>	<b>0</b>	<b>48</b>	<b>12</b>	<b>60</b>

ADJUSTMENTS BETWEEN FUNDING AND ACCOUNTING BASIS				
2015/16				
Adjustments from General Fund to arrive at the Comprehensive Income and Expenditure Statement amounts	Adjustments for Capital Purposes £'000	Net change for the Pensions Adjustments (i) £'000	Other Differences (ii) £'000	Total Adjustments £'000
Employees	0	16	9	25
Property	0	0	0	0
Transport	0	0	0	0
Supplies and Services	0	0	0	0
Third Party	0	0	0	0
Income	0	0	0	0
<b>Cost of Services</b>	<b>0</b>	<b>16</b>	<b>9</b>	<b>25</b>
Other Operating Expenditure	0	0	0	0
Financing and Investment Income and Expenditure	0	149	0	149
Taxation and non-specific grant income	0	0	0	0
<b>(Surplus) / Deficit on Provision of Services</b>	<b>0</b>	<b>165</b>	<b>9</b>	<b>174</b>



## NOTE 7 – NOTE TO THE EXPENDITURE AND FUNDING ANALYSIS (continued)

### (i) Net Change for the Pensions Adjustments

Net change for the removal of pension contributions and the addition of IAS 19 *Employee Benefits* pension related expenditure and income:

- For **Services**, this represents the removal of the employer pension contributions made by the authority as allowed by statute and the replacement with current service costs and past service costs.
- For **Financing and investment income and expenditure** – the net interest on the defined benefit liability is charged to the Comprehensive Income and Expenditure Statement.

### (ii) Other Differences

Other differences between amounts debited/credited to the Comprehensive Income and Expenditure Statement and amounts payable/receivable to be recognised under statute:

- For **Services**, this represents an adjustment for accumulated absences earned but not taken during the year.
- For **Financing and investment income and expenditure**, the other differences column recognises adjustments to the General Fund for the timing differences for premiums and discounts.

## 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.

<b>2016/17</b>		
<b>ADJUSTMENTS BETWEEN ACCOUNTING BASIS AND FUNDING BASIS UNDER REGULATIONS</b>	<b>Usable Reserve General Fund Balance</b>	<b>Movement in Unusable Reserves</b>
	<b>£'000</b>	<b>£'000</b>
<b>Adjustments primarily involving the Pensions Reserve:</b>		
Reversal of items relating to retirement benefits debited/credited to the Comprehensive Income and Expenditure Statement (Note 25)	(734)	734
Employer's pensions contributions and direct payments to pensioners payable in the year	686	(686)
<b>Adjustment primarily involving the Accumulated Absences Account</b>		
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	(12)	12
<b>Total Adjustments</b>	<b>(60)</b>	<b>60</b>

<b>2015/16</b>		
<b>ADJUSTMENTS BETWEEN ACCOUNTING BASIS AND FUNDING BASIS UNDER REGULATIONS</b>	<b>Usable Reserve General Fund Balance</b>	<b>Movement in Unusable Reserves</b>
	<b>£'000</b>	<b>£'000</b>
<b>Adjustments primarily involving the Pensions Reserve:</b>		
Reversal of items relating to retirement benefits debited/credited to the Comprehensive Income and Expenditure Statement (Note 25)	(741)	741
Employer's pensions contributions and direct payments to pensioners payable in the year	576	(576)
<b>Adjustment primarily involving the Accumulated Absences Account</b>		
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	(9)	9
<b>Total Adjustments</b>	<b>(174)</b>	<b>174</b>

## 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

	<b>GwE Joint Committee Reserves</b>
	<b>£'000</b>
<b>Balance 31 March 2016</b>	<b>542</b>
<u>Transfers:</u>	
Between Reserves	0
In	453
Out	(100)
<b>Balance 31 March 2017</b>	<b>895</b>

## NOTE 10 – FINANCING AND INVESTMENT INCOME AND EXPENDITURE

<b>2015/16</b>		<b>2016/17</b>
<b>£'000</b>		<b>£'000</b>
149	Net interest on the net defined benefit liability/(asset)	113
<b>149</b>	<b>Total</b>	<b>113</b>

## NOTE 11 – SHORT-TERM DEBTORS

	<b>31 March 2016</b>	<b>31 March 2017</b>
	<b>£'000</b>	<b>£'000</b>
Welsh Government	1,218	2,697
Central Government Bodies	54	67
Other Local Authorities	125	1,081
Other Entities and Individuals	50	88
<b>Total</b>	<b>1,447</b>	<b>3,933</b>

## NOTE 12 – 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. The figure shown in the table each year is the net cash sum or bank overdraft held on behalf of the Joint Committee within the Gwynedd Council amounts.

	31 March 2016 £'000	31 March 2017 £'000
Cash in Hand	1,561	543
<b>Cash and Cash Equivalents</b>	<b>1,561</b>	<b>543</b>
Bank Overdraft	0	0
<b>Total</b>	<b>1,561</b>	<b>543</b>

## NOTE 13 – SHORT-TERM CREDITORS

	31 March 2016 £'000	31 March 2017 £'000
Welsh Government	88	113
Other Central Government Bodies	65	76
Other Local Authorities	1,704	2,563
Other Entities and Individuals	549	547
<b>Total</b>	<b>2,406</b>	<b>3,299</b>

## NOTE 14 – 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.

	Balance at 31 March 2016 £'000	(Addition) / Reduction / Transfer £'000	Used during the year £'000	Balance at 31 March 2017 £'000
<b><u>Short-term Provisions</u></b>				
Green Car Scheme Provision	(2)	(1)	0	(3)
	(2)	(1)	0	(3)

**Green Car Scheme Provision** – provision for staff leased car scheme requirements.

## NOTE 15 – USABLE RESERVES

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

## NOTE 16 – UNUSABLE RESERVES

<b>31 March 2016</b>		<b>31 March 2017</b>
<b>£'000</b>		<b>£'000</b>
(3,231)	Pensions Reserve	(6,945)
(62)	Accumulated Absences Account	(74)
<b>(3,293)</b>	<b>Total Unusable Reserves</b>	<b>(7,019)</b>

### 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.

<b>2015/16</b>		<b>2016/17</b>
<b>£000</b>		<b>£000</b>
<b>(4,644)</b>	<b>Balance 1 April</b>	<b>(3,231)</b>
1,578	Remeasurements of the net defined benefit (liability) / assets (Note 25)	(3,666)
(741)	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	(734)
576	Employer's pensions contributions and direct payments to pensioners payable in the year	686
<b>(3,231)</b>	<b>Balance 31 March</b>	<b>(6,945)</b>

## NOTE 16 – 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.

2015/16 £000	2016/17 £000
(53) Balance 1 April	(62)
(9) 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	(12)
(62) Balance 31 March	(74)

## NOTE 17 – CASH FLOW STATEMENT: ADJUSTMENTS TO NET SURPLUS OR DEFICIT ON THE PROVISION OF SERVICES FOR NON-CASH MOVEMENTS

2015/16 £'000	2016/17 £'000
1,873 (Increase)/Decrease in Creditors	(893)
(3,951) Increase/(Decrease) in Debtors	2,485
(164) Pension Liability	(48)
(5) Other non-cash items charged to net surplus/deficit on the provision of services	(230)
(2,247)	1,314

## NOTE 18 – EVENTS AFTER THE BALANCE SHEET DATE

There are no known post balance sheet events.

## NOTE 19 – OFFICERS’ REMUNERATION

**19a.** 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 officers who are directly employed by GwE is as follows:

2015/16				Chief Officers	2016/17			
Employer's		Other	Total		Employer's		Other	Total
Pension	Employer	Costs			Pension	Employer	Costs	
Salary	Contribution				Salary	Contribution		
£	£	£			£	£	£	
85,482	22,062	0	107,544	Chief Officer <sup>1</sup>	50,118	12,937	0	63,055

1) Holder in post to end of October 2016

2) Since 1 November 2016, the Head of Education for Gwynedd Council has operated as temporary Managing Director for the GwE on a part time basis. He has been formally employed by Gwynedd Council, and GwE is recharged 80% of his salary and other remuneration to the amount of £43k (including employer National Insurance contributions).

**19b.** 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. Termination benefits are to be included in the figures, however there were no cases in 2015/16 or 2016/17.

Number of other employees who received more than £60,000 and includes remuneration and termination benefits:			
Number in 2015-16		Number in 2016-17	
Total		Total	
3	£60,000 - 64,999	2	
1	£65,000 - 69,999	2	

## NOTE 20 – EXTERNAL AUDIT COSTS

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

2015/16		2016/17
£'000		£'000
8	Fees payable to auditors appointed by the Auditor General for Wales with regard to external audit services	8

In 2015/16, Deloitte were appointed by the Auditor General for Wales as Gwynedd Council’s, and subsequently GwE’s, external auditors.

## NOTE 21 – GRANT INCOME

**21a.** The Joint Committee credited the following grants, contributions and donations to the comprehensive Income and Expenditure Statement:

	2015/16		2016/17	
	£'000	£'000	£'000	£'000
<b>Grants and Contributions Credited to Services</b>				
Welsh Government -				
Schools Challenge Cymru (SCC)	1,291		2,108	
GCSE, PISA and Science Literacy	710		1,058	
NPQH - National Professional Qualification for Headship	93		129	
Pupil Deprivation Grant - Looked After Children *	586		672	
Pioneer Schools Network	338		1,608	
Supporting Literacy & Numeracy and Modern Foreign Languages	250		23	
Modern Foreign Language (MFL) Centres of Excellence	137		120	
Learning in Digital Wales (LiDW)	102		113	
Other	173		114	
		<b>3,680</b>		<b>5,945</b>
Other Government Grants and Contributions -				
Sports Council for Wales	205		181	
Education Workforce Council	0		76	
		<b>205</b>		<b>257</b>
Other Grants and Contributions -				
Councils' Contributions towards the Core Service				
Conwy	640		631	
Denbighshire	628		622	
Flintshire	929		929	
Gwynedd	734		728	
Anglesey	418		415	
Wrexham	778		772	
		<b>4,127</b>		<b>4,097</b>
Education Improvement Grant (EIG) * :				
Match funding from Councils				
Conwy	67		67	
Denbighshire	363		346	
Flintshire	88		87	
Gwynedd	579		551	
Anglesey	307		293	
Wrexham	98		0	
Welsh Government	4,350		4,120	
		<b>5,852</b>		<b>5,464</b>
Other		<b>209</b>		<b>325</b>
		<b>10,188</b>		<b>9,886</b>
<b>Total Grants and Contributions Credited to Services</b>		<b>14,073</b>		<b>16,088</b>

\* Does not include grants distributed directly to schools.



## NOTE 21 – GRANT INCOME (continued)

**21b.** The Joint Committee has received grants that has yet to be recognised as income as it has conditions attached that could require the monies to be returned to the provider. The balance at the year end is as follows:

	<b>31 March 2016 £'000</b>	<b>31 March 2017 £'000</b>
<b>Grants and Contributions Received in Advance</b>		
<b><u>Short-term</u></b>		
Sports Council for Wales	127	46
Pioneer Schools Network	0	112
Newly Qualified Teachers Program	0	198
<b>Total</b>	<b>127</b>	<b>356</b>

## NOTE 22 – 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 in companies or businesses which may have dealings with the Joint Committee. A breakdown of the payments and balances at 31 March 2017 made to these companies under this heading during 2016/17 is as follows:

<b>Payments made</b>	<b>Amounts owed by the Joint Committee</b>	<b>Amounts owed to the Joint Committee</b>
<b>£'000</b>	<b>£'000</b>	<b>£'000</b>
16	1	0

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

### Officers

The Joint Committee's Senior Officer has declared as required and where appropriate an interest or relationship in companies, voluntary, charitable, or public bodies which receive payments from the Joint Committee. No payments have been made to these companies during 2016/17, and no amounts is owed by the Joint Committee or to the Joint Committee from the companies named.

## NOTE 23 – 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.

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	
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
£	Number	Number	Number	Number	Number	Number	£'000	£'000
0 – 20,000	0	3	0	0	0	3	0	4
<b>Total</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>4</b>

## NOTE 24 – 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 the purposes of this Statement of Accounts, it is therefore accounted for on the same basis as a defined contribution scheme.

In 2016/17 the Joint Committee paid £11k (2015/16: £11k) in respect of teachers' pension costs, which represented 15.65%, on average, 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 2016/17 and 2015/16. These costs are accounted for on a defined benefits basis and are included in Note 25.

## NOTE 25 – 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 scheme based on final salary for service up to 31 March 2014 and based on a career average salary from 1 April 2014. The Joint Committee and the employees pay contributions into the 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 (via the Councils' contributions) 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 25 – PENSION COSTS (continued)

Change in the Fair Value of Plan Assets, Defined Benefit Obligation and Net Liability	Period ended 31 March 2016			Period ended 31 March 2017		
	Assets	Liabilities	Net (liability) /asset	Assets	Liabilities	Net (liability) /asset
	£'000	£'000	£'000	£'000	£'000	£'000
Fair Value of Employer Assets	12,910	0	12,910	13,529	0	13,529
Present Value of Funded Liabilities	0	(17,554)	(17,554)	0	(16,760)	(16,760)
Present Value of Unfunded Liabilities	0	0	0	0	0	0
<b>Opening Position at 31 March</b>	<b>12,910</b>	<b>(17,554)</b>	<b>(4,644)</b>	<b>13,529</b>	<b>(16,760)</b>	<b>(3,231)</b>
Service Cost						
Current Service Cost*	0	(592)	(592)	0	(621)	(621)
Past Service Costs(including curtailments)	0	0	0	0	0	0
<b>Total Service Cost</b>	<b>0</b>	<b>(592)</b>	<b>(592)</b>	<b>0</b>	<b>(621)</b>	<b>(621)</b>
Net interest						
Interest Income on Plan Assets	418	0	418	482	0	482
Interest Cost on Defined Benefit Obligation	0	(567)	(567)	0	(595)	(595)
<b>Total Net Interest</b>	<b>418</b>	<b>(567)</b>	<b>(149)</b>	<b>482</b>	<b>(595)</b>	<b>(113)</b>
<b>Total Defined Benefit Cost Recognised in Profit/(Loss)</b>	<b>418</b>	<b>(1,159)</b>	<b>(741)</b>	<b>482</b>	<b>(1,216)</b>	<b>(734)</b>
Cashflows						
Plan participants contributions	166	(166)	0	195	(195)	0
Employer contributions	540	0	540	624	0	624
Contributions in respect of unfunded benefits	0	0	0	0	0	0
Benefits Paid	(416)	416	0	(334)	334	0
Unfunded Benefits Paid	0	0	0	0	0	0
<b>Expected Closing Position</b>	<b>13,618</b>	<b>(18,463)</b>	<b>(4,845)</b>	<b>14,496</b>	<b>(17,837)</b>	<b>(3,341)</b>
Remeasurements						
Change in demographic assumptions	0	0	0	0	50	50
Change in financial assumptions	0	1,596	1,596	0	(2,295)	(2,295)
Other experience	0	107	107	0	(1,565)	(1,565)
Return on Assets excluding amounts included in net interest	(89)	0	(89)	206	0	206
<b>Total remeasurements recognised in Other Comprehensive Income (OCI)</b>	<b>(89)</b>	<b>1,703</b>	<b>1,614</b>	<b>(206)</b>	<b>(3,810)</b>	<b>(3,604)</b>
Fair Value of Employer Assets	13,529	0	13,529	14,702	0	14,702
Present Value of Funded Liabilities	0	(16,760)	(16,760)	0	21,647	(21,647)
Present Value of Unfunded Liabilities**	0	0	0	0	0	0
<b>Closing Position at 31 March</b>	<b>13,529</b>	<b>(16,760)</b>	<b>(3,231)</b>	<b>14,702</b>	<b>(21,647)</b>	<b>(6,945)</b>

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

\*\* For unfunded liabilities as at 31 March 2017, it is assumed that all unfunded pensions are payable for the remainder of the member's life. It is further assumed that 90% of pensioners are married (or cohabiting) at death and that their spouse (cohabitee) will receive a pension of 50% of the members pension at the date of the member's death.

## NOTE 25 – 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 2016. The split is shown in the table above. The actuary estimates the bid value of the Fund's assets as at 31 March 2017 to be £1,843m 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 2016				At 31 March 2017			
	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	
<b>Equity Securities</b>								
Consumer	430	0	430	3	504	0	504	3
Manufacturing	0	0	0	0	455	0	455	3
Energy and Utilities	74	0	74	1	82	0	82	1
Financial Institutions	221	0	221	2	282	0	282	2
Health and Care	780	0	780	6	726	0	726	5
Information Technology	448	0	448	3	591	0	591	4
Other	539	0	539	4	40	0	40	0
<b>Debt Securities</b>								
Other	0	1,808	1,808	13	0	1,837	1,837	12
<b>Private Equity</b>								
All	0	550	550	4	0	664	664	5
<b>Real Estate</b>								
UK Property	258	1,139	1,397	10	323	803	1,126	8
Overseas Property	0	26	26	0	0	30	30	0
<b>Investment Funds and Unit Trusts</b>								
Equities	2,746	3,981	6,727	50	3,143	4,472	7,615	52
Bonds	0	0	0	0	0	0	0	0
Infrastructure	0	112	112	0	0	197	197	1
<b>Derivatives</b>								
Inflation	0	0	0	0	0	0	0	0
<b>Cash and Cash Equivalents</b>								
All	417	0	417	3	553	0	553	4
<b>Total</b>	<b>5,913</b>	<b>7,616</b>	<b>13,529</b>	<b>100</b>	<b>6,699</b>	<b>8,003</b>	<b>14,702</b>	<b>100</b>

## NOTE 25 – 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 were based on the latest full valuation of the scheme as at 31 March 2016. The significant assumptions used by the actuary in the following table have had a significant impact on the values of the assets and liabilities as follows:-

	31 March 2016	31 March 2017
<b>Financial Assumptions</b>	<b>% p.a.</b>	<b>% p.a.</b>
Pensions Increase Rate	2.2	2.4
Salary Increase Rate*	4.2	2.4
Inflation Rate	2.2	2.4
Discount Rate	3.5	2.6
Long-term expected rate of return on all categories of assets	3.5	3.2
<b>Take-up option to convert annual pension into retirement lump sum</b>		
for pre-April 2008 service	50	50
for post-April 2008 service	75	75
<b>Mortality assumptions</b>	<b>Years</b>	<b>Years</b>
Longevity at 65 for current pensioners		
Men	22	22.0
Women	24	24.2
Longevity at 65 for future pensioners		
Men	24.4	24.0
Women	26.6	26.4

\*For unfunded liabilities as at 31 March 2017, it is assumed that all unfunded pensions are payable for the remainder of the member's life. It is further assumed that 90% of pensioners are married (or cohabiting) at death and that their spouse (cohabitee) will receive a pension of 50% of the member's pension at the date of the member's death.

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 2017 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).

## NOTE 25 – PENSION COSTS (continued)

The figures in the table below have been derived based on the membership profile of the Joint Committee as at 31<sup>st</sup> March 2016, 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.

<b>Impact on the Defined Benefit Obligation in the Scheme</b>		
<b>Change in assumption</b>	<b>Approximate increase to Employer</b>	<b>Approximate monetary amount</b>
	<b>31 March 2017</b>	<b>31 March 2017</b>
	<b>%</b>	<b>£'000</b>
0.5% decrease in real discount rate	11	2,330
0.5% increase in the salary increase rate	3	600
0.5% increase in the pension increase rate	8	1,683

### 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 2016), or at any other time as instructed to do so by the Administering Authority. The contributions payable over the period to 31 March 2020 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 2016 actuarial report dated 31 March 2017.

### Information about the Defined Benefit Obligation

	<b>Liability Split</b>		<b>Duration</b>
	<b>£'000</b>	<b>%</b>	
Active Members	14,745	68.1	23.1
Deferred Members	486	2.2	32.9
Pensioner Members	6,416	29.7	14.0
<b>Total</b>	<b>21,647</b>	<b>100.0</b>	<b>20.0</b>

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 2016.

### 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 2018 is £823,000.

As the Actuary's report is based on estimates and due to timing issues, there is a variance of £61,892 in 2016/17 (£35,950 in 2015/16) 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.



## REPORT TO THE JOINT COMMITTEE

20 JULY 2017

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**Report by:** GwE Managing Director

**Subject:** Annual Governance Statement for the Joint Committee

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### **1.0 Purpose of the Report**

1.1 To accept and approve the Annual Governance Statement.

### **2.0 Background**

2.1 The Accounts and Audit (Wales) 2014 Regulations sets fixed requirements on public bodies that operate partnership management arrangements through formal joint committees.

2.2 Section 5 requires the Joint Committee to review and approve annually a statement of internal control. To comply with this requirement the Annual Governance Statement has been prepared. The document has been produced to offer a framework to the Joint Committee's operation.

### **3.0 Recommendations**

3.1 The Joint Committee is asked to accept and approve the Annual Governance Statement.

### **4.0 Financial Implications**

4.1 There are no financial implications arising from this report.

### **5.0 Equalities Impact**

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

## **6.0 Personnel Implications**

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

## **7.0 Appendices**

7.1 Annual Governance Statement 2016/17

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### **OPINION OF THE STATUTORY OFFICERS**

#### **Monitoring Officer:**

This statement is an appropriate reflection of GwE's governance arrangements. It is noted that the work of updating these arrangements are currently ongoing. There is now a need to move ahead to finalise the revision to the inter-authority arrangements.

#### **Statutory Finance Officer:**

The service review by Estyn and the Wales Audit Office in January 2015, followed by a further review by Estyn in April 2016, has helped GwE to review the effectiveness of its governance arrangements, and there is a commitment to respond to these reports. I am satisfied that this statement is a fair reflection of GwE's governance arrangements for 2016/17.

Nevertheless, Joint Committee members [particularly Councillors and Chief Education Officers of the 6 local authorities in Wales, together with the Service Managing Director] have a crucial role and significant challenge to collaborate to ensure that GwE undertakes its responsibilities effectively, for the benefit of the region's schools and pupils, and makes positive progress to ensure the continuity of the agreement between the 6 authorities.

**ANNUAL GOVERNANCE STATEMENT**

This statement meets the requirement to produce a Statement of Internal Control pursuant to Section 5 of the Accounts and Audit (Wales) Regulations 2014.

**Part 1: SCOPE OF RESPONSIBILITY**

GwE was established as a Joint Committee to be a regional school effectiveness and improvement service by the 6 north Wales local authorities in 2013 by undertaking the functions that are detailed in an agreement between the Joint Committee and the authorities. In the agreement, the Councils have agreed to work together in a partnering relationship to establish a Regional School Effectiveness and Improvement Service to be accountable to, and undertake the statutory functions of the Councils in respect of school improvement and effectiveness.

The Councils' vision was 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.

GwE is responsible for ensuring that its business is conducted in accordance with the law and proper standards, and that public money is safeguarded and properly accounted for, and used economically, efficiently and effectively.

In discharging this overall responsibility, GwE is also responsible for putting in place proper arrangements for the governance of its affairs, facilitating the effective exercise of its functions, and which includes arrangements for the management of risk and adequate and effective financial management.

**Part 2: THE PURPOSE OF THE GOVERNANCE FRAMEWORK**

The governance framework comprises the systems and processes, and culture and values, by which GwE is directed and controlled and its activities through which it accounts to, engages with and leads the community. It enables the authorities that are part of the GwE to monitor the achievement of its strategic objectives and to consider whether those objectives have led to the delivery of appropriate, cost effective services.

The system of internal control is a significant part of that framework and is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of GwE's policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically.

The governance framework described above has been in place at GwE for the year ended 31 March 2017 and up to the date of approval of the statement of accounts.

## **Part 3: THE GOVERNANCE FRAMEWORK**

### **3.1 Membership**

The Councils have entered into an Agreement to establish and implement GwE pursuant to the powers conferred on them by Section 9 of the Local Government Wales Measure 2009, Section 2 of the Local Government Act 2000 Sections 101 and 102 of the Local Government Act 1972 and associated Regulations.

Membership of the Joint Committee includes one member each from Isle of Anglesey County Council, Gwynedd Council, Conwy County Borough Council, Denbighshire County Council, Flintshire County Council, and Wrexham County Borough Council with voting rights.

The Statutory Chief Education Officers, one from each local authority in north Wales, are currently officer members without voting rights.

One Diocese Representative, one Primary Schools Representative, one Secondary Schools Representative, one Special Schools Representative and one Governor Representative are co-opted non-voting members.

### **3.2 Functions**

The Councils have signed an agreement on 13 February 2013 to formalise each of their roles and responsibilities in respect of the Service, and have appointed Gwynedd Council the Host Authority for operating and maintaining the Service in accordance with the terms of the agreed Final Business Case.

The agreement is comprehensive, and includes information on governance and administrative aspects of the Joint Committee. The agreement is the foundation of GwE's governance framework.

### **3.3 Principles**

By signing the agreement, the Councils have agreed that they would maintain their relationship in accordance with the following principles of good governance:

- **Openness and Trust**

In relation to the Agreement the Councils will be open and trusting in their dealings with each other, make information and analysis available to each other, discuss and develop ideas openly and contribute fully to all aspects of making the joint working successful;

- **Commitment and Drive**

The Councils will be fully committed to working jointly, will seek to fully motivate employees and will address the challenges of the Service with drive, enthusiasm and a determination to succeed;

- **Skills and Creativity**

The Councils recognise that each brings complementary skills and knowledge which they will apply creatively to achieving the Councils' objectives, continuity, resolution of difficulties and the development of the joint working relationship and the personnel working within it;

- **Effective Relationships**

The roles and responsibilities of each Council will be clear with relationships developed at the appropriate levels within each organisation with direct and easy access to each other's representatives;

- **Developing and Adaptive**

The Councils recognise that they are engaged in what could be a long term relationship which needs to develop and adapt and will use reasonable endeavours to develop and maintain an effective joint process to ensure that the relationship develops appropriately and in line with these principles and objectives;

- **Reputation and Standing**

The Councils agree that, in relation to this Agreement and the Service generally, they shall pay the utmost regard to the standing and reputation of one another and shall not do or fail to do anything which may bring the standing or reputation of any other Council into disrepute or attract adverse publicity to any other Council;

- Reasonableness of Decision Making

The Councils agree that all decisions made in relation to this Agreement and the Service generally shall be made by them acting reasonably and in good faith;

- Necessary Consents

Each Council hereby represents to the other Councils that it has obtained all necessary consents sufficient to ensure the delegation of functions and responsibilities provided for by this Agreement; and

- Members and Officers' Commitments

Each Council shall use its reasonable endeavours to procure that their respective members and officers who are involved in the Service shall at all times act in the best interests of the Service, and respond in a timely manner to all relevant requests from the other Councils.

## **Part 4: EFFECTIVENESS OF THE GOVERNANCE FRAMEWORK**

GwE has responsibility for conducting, at least annually, a review of the effectiveness of its governance framework including the system of internal control.

Gwynedd Council is the Host Authority of the Joint Committee. As a result, therefore, reviews of the effectiveness of the Local Code of Governance, the Constitution and the system of internal control of that authority will also incorporate the basis of the Joint Committee's governance.

Following the review conducted by Wales Audit Office & Estyn in January 2015, Welsh Government asked Estyn to follow up their review by inspecting and reporting on each consortium individually. The Estyn Regional Inspection took place during the two weeks commencing 18 April 2016. The report on the quality of school improvement services provided by the North Wales Consortium was produced on 30 June 2016.

[https://www.estyn.gov.wales/sites/default/files/documents/GwE\\_1.pdf](https://www.estyn.gov.wales/sites/default/files/documents/GwE_1.pdf)

The report was presented to the Joint Committee on the 6<sup>th</sup> of July 2016 with further discussions along with the presentation of the Regional Business Plan & Post Inspection Action Plan to the Joint Committee on the 22<sup>nd</sup> of September 2016.

<http://www.gwegogledd.cymru/Content/Uploaded/Downloads/GWE/360c646b-bb14-49c2-b26a-0328fcbf69fe.pdf>

### **Objectives**

A Full Business Case has been provided for the Service, dated March 2012, with the business case showing evidence that clear objectives have been established and are SMART and that an appropriate work programme is in place.

A 3 Year Business Plan is in place for the service which has been approved by the Joint Committee & Welsh Government. The Business Plan ensures an appropriate work programme is in place & monitoring reports are presented to the Joint Committee at their meetings.

### **Structure, Roles and Responsibilities**

The Joint Committee has been established, with appropriate membership.

There is a clear organisational structure for the service, but after receiving the new national model, there will be changes to the structure in the future due to changes in expectations on the part of the Service.

The terms of reference of the Joint Committee set out some of its responsibilities together with a list of members of the Joint Committee and voting rights. The role of the Authorities has been identified in the Agreement.

As a result of the adoption of the National Model For Regional Joint Working the governance structure of GwE has been the subject of a review. This has involved creating an Advisory Board and a Management Board and review of the structure of the Joint Committee. Elements of the structure are already functioning and will be fully adopted once approved by the Executives of all Partners and lead to a revised Inter Authority Agreement.

The agreement is in the process of being review following changes due to the National Model.

### **Leadership**

The Joint Committee met on the following dates:

- 06/07/16
- 22/09/16
- 25/11/16
- 01/02/17
- 08/03/17

## **Risk Management**

GwE's risk register is regularly updated. The relevance of the risk register will be kept under review.

## **Performance Management Systems**

Under the agreement, the Service's Managing Director will report annually to the Joint Committee and to each individual Council on the performance of the Service in undertaking Functions and achieving Key Service Objectives.

The Annual Report for 2015/16 was presented to the Joint Committee at their meeting on 08/03/17.

## **User Needs and Complaints**

The Service follows Gwynedd Council complaints procedure. During 2016/17 no complaints have been received.

In addition, it is possible for schools to provide feedback via the User Group that has been established to provide support to the Joint Committee as well as challenge. Appropriate representatives from secondary and primary schools of the 6 authorities belong to the user group.

The User Group is operating effectively because:

- It has the right to report and make recommendations to the Joint Committee on any matter within the scope of functions of the Service.
- The group met on the following dates:
  - 10/05/2016
  - 05/07/2016
  - 27/09/2016
  - 06/12/2016
  - 07/03/2017
- The group includes:
  - 6 Secondary representatives, one from each Authority
  - 6 Primary representatives, one from each Authority
  - 1 representatives of Special Schools
  - School Governors - 1 representative per Council.

## **Corporate Policies**

At the balance sheet date, GwE function under the corporate policies of the host authority.

We have been advised on the implications of the result of the **review of the effectiveness of the governance framework** by GwE, and that the arrangements **continue to be regarded as fit for purpose in accordance with the governance framework**.

## **Part 5: SIGNIFICANT GOVERNANCE ISSUES**

The processes outlined in previous sections of this statement describe the methods used by GwE to identify the most significant governance issues that need to be addressed.

GwE does not believe that any such issues have arisen during the assessment of its governance arrangements that warrant attention in this Annual Governance Statement.

Following the Estyn Regional Inspection in April 2016, the report on the quality of school improvement services provided by the North Wales Consortium was presented to the Joint Committee on 6 July 2016.

[https://www.estyn.gov.wales/sites/default/files/documents/GwE\\_1.pdf](https://www.estyn.gov.wales/sites/default/files/documents/GwE_1.pdf)

The Regional Business Plan & Post Inspection Action Plan was presented to the Joint Committee on the 22<sup>nd</sup> of September 2016.

<http://www.gwegogledd.cymru/Content/Uploaded/Downloads/GWE/360c646b-bb14-49c2-b26a-0328fcbf69fe.pdf>

Reports detailing the progress made against the business plan and post inspection action plan were presented to the Joint Committee on the 25<sup>th</sup> of November 2016 & the 8<sup>th</sup> of March 2017.

<http://www.gwegogledd.cymru/Content/Uploaded/Downloads/GWE/dd449e4e-0d42-4c85-a8e4-15319310bf18.pdf>

<http://www.gwegogledd.cymru/Content/Uploaded/Downloads/GWE/4672dd05-d500-4987-9245-622d24d3848c.pdf>

## **Part 6: OPINION**

The agreement is in the process of being review following changes due to the National Model.

Over the coming year GwE will be preparing to respond to the next review of the National Model & will implement changes as required.

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**GwE Lead Officer**

**GwE Chairman**

**Date :** \_\_\_\_\_

**Date:** \_\_\_\_\_

ARWYN LLOYD THOMAS

GwE MANAGING DIRECTOR





## REPORT TO THE JOINT COMMITTEE

20 JULY 2017

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**Report by:** GwE Managing Director

**Subject:** Education Improvement Grant – Outcomes Framework

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### 1.0 Purpose of the Report

1.1 To present the Education Improvement Grant – Outcomes Framework 2017-18 to the Joint Committee for approval.

### 2.0 Background

2.1 There is a requirement in the 2017-18 Education Improvement Grant (EIG) award for consortia to complete the Outcomes Framework.

2.2 The aim of the Framework is to articulate what the national outcomes are; demonstrate how through the EIG, regional consortia strategies contribute to the delivery of these outcomes and ensure the EIG is having a positive impact on learner outcomes.

### 3.0 Considerations

3.1 The total core Education Improvement Grant 2017-18 for the GwE region is £29,186,163 with match funding of £2,486,280 giving a total of £31,672,443.

3.2 A delegation rate to schools of 86% has been achieved for 2017/18.

3.3 The EIG framework sets out the overarching outcomes Welsh Government want to achieve for all learners across Wales. The EIG will contribute to each of these outcomes and the framework

recognises the EIG's contribution is not in isolation of other inputs. The ambitions for this framework are therefore clear, that it will support:

- Improved outcomes for all learners and reduced performance variation across a school;
- Improved learner wellbeing;
- Accelerated progress of those schools in amber and red support categories and formal Estyn category;
- Schools and settings are providing a broad and appropriate curriculum;
- Schools and settings being supported and challenged to implement the Successful Futures agenda;
- Improved quality of teaching learning and leadership;
- Schools and settings being enabled to grow as learning organisations, working in collaboration and sharing expertise for the benefit of all learners;
- The related outcomes and their supporting key performance indicators will be embedded in consortia business plan and the level 2/3 plans.

3.4 For each outcome, there are a number of performance measures / indicators; these will be a key feature in the regional consortia business plans (level 1) and more detailed operational plans (levels 2 & 3).

3.5 The Review & Challenge process will include a focus on how the EIG is being used:

- April/May: challenge & provide support on the delivery of the level 1 business plan;
- October: influence & challenge the content of the draft business plan.

#### **4.0 Recommendations**

4.1 The Joint Committee is asked to approve the Outcomes Framework for 2017-18.

#### **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 framework.

## **9.0 Appendices**

### **9.1 Outcomes Framework 2017-18.**

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#### **OPINION OF THE STATUTORY OFFICERS**

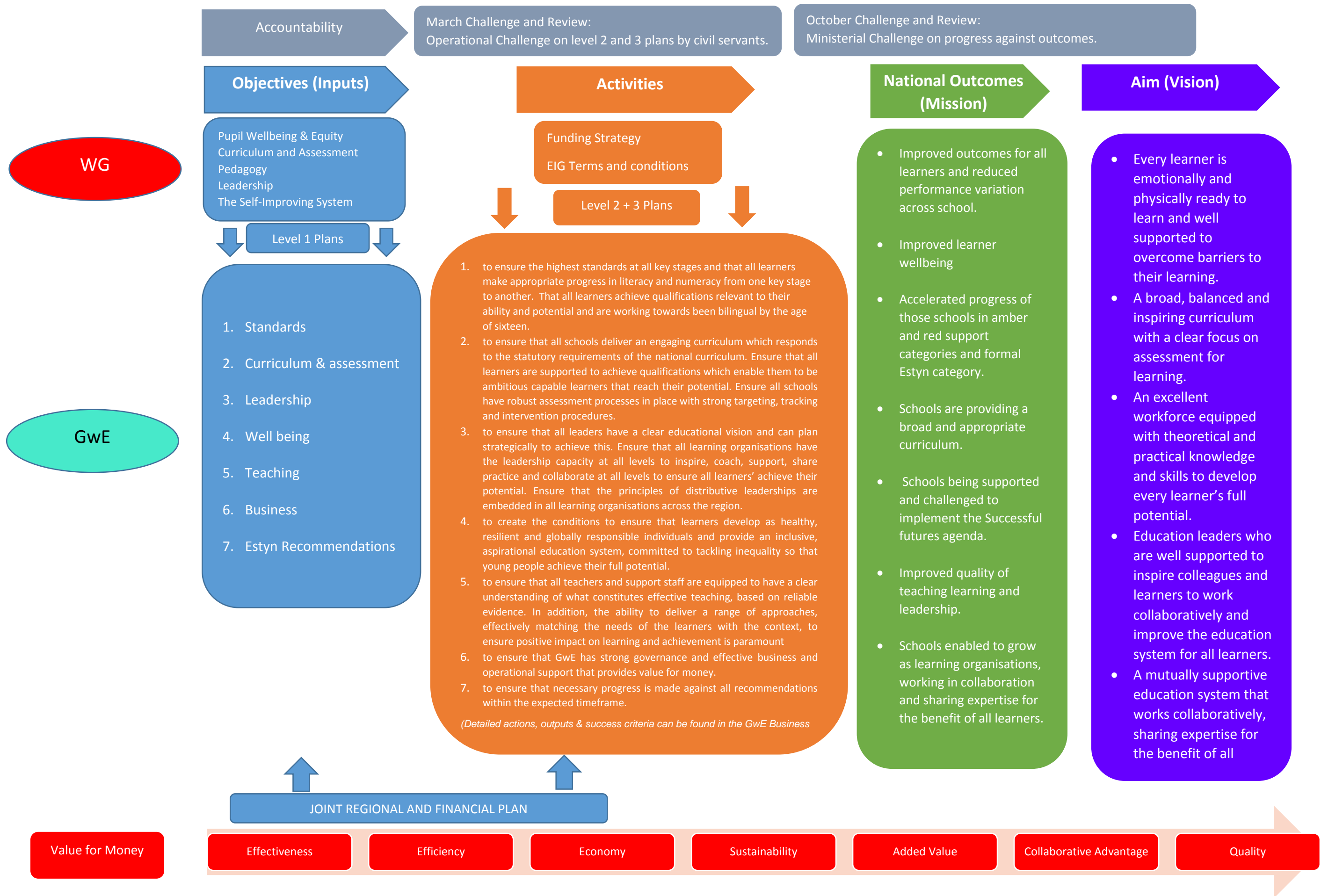
##### **Monitoring Officer:**

Nothing to add from a propriety perspective

##### **Statutory Finance Officer:**

Nothing to add from a financial propriety perspective

School Improvement  
EIG Outcomes Framework





## REPORT TO THE JOINT COMMITTEE

20 July 2017

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**Report by:** Business Manager

**Subject:** Calendar of Meetings

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### **1.0 Purpose of the Report**

1.1 To request the Joint Committee to agree the meeting programme for the coming year.

### **2.0 Background**

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

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

### **3.0 Considerations**

3.1 Proposed Meeting dates for the 2017/18 are included as Appendix 1.

3.2 If alterations to the calendar are required, it is proposed that the Chair be authorised to make changes following appropriate consultation.

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

### **4.0 Recommendations**

4.1 The Joint Committee is requested to:

4.1.1 Approve the meetings as proposed within Appendix 1.

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

## **5.0 Financial Implications**

5.1 There are no financial implications arising from this report.

## **6.0 Equalities Impact**

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

## **7.0 Personnel Implications**

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

## **8.0 Consultation Undertaken**

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

## **9.0 Appendices**

Appendix 1: Proposed GwE Joint Committee Meetings 2017/18

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## **OPINION OF THE STATUTORY OFFICERS**

### **Monitoring Officer:**

No comments from a propriety perspective

### **Statutory Finance Officer:**

The proposed dates for the GwE Joint Committee meetings are fit for purpose. Specifically, the 22<sup>nd</sup> of September 2017 will be timely in order to receive & approved the independent auditors report on 2016/17 accounts, which is a statutory requirement before 30 September 2017. Another Joint Committee meeting will be required in July 2018, in order to receive the pre-audit accounts for 2017/18.

## Appendix 1

### Proposed GwE Joint Committee Meetings 2017/18

MEETING	DATE	TIME	VENUE
GwE Joint Committee	22/09/2017	9.30am	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	22/11/2017	9.30am	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	14/02/2018	9.30am	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	23/05/2018	9.30am	GwE Offices, Bryn Eirias, Colwyn Bay