GwE

Tuag at Ragoriaeth
Towards Excellence

Cyfarfod / Meeting

CYD-BWYLLGOR GwE

GwE JOINT-COMMITTEE

Dyddiad ac Amser / Date and Time

9.30 am DYDD IAU, 12 TACHWEDD 2015

9.30 am THURSDAY, 12 NOVEMBER 2015

Lleoliad / Location
Swyddfeydd GwE Offices, Bryn Eirias, Ffordd Abergele, Bae Colwyn, LL29 8BF

**** Nodwch y lleoliad ogydd / Please note venue ****

Pwynt Cyswllt / Contact Point

BETHAN ADAMS

(01286) 679020

BethanAdams@gwynedd.gov.uk

AELODAETH Y CYDBWYLLGOR/MEMBERSHIP OF THE JOINT COMMITTEE

Aelodau â phleidlais/ Voting Members

Cynghorydd/Councillor Kenneth P. Hughes – Cyngor Sir Ynys Môn/Isle of Anglesey County Council
Cynghorydd/Councillor Gareth Thomas – Cyngor Gwynedd Council
Cynghorydd/Councillor Wyn Ellis Jones – Cyngor Bwrdeistref Sirol Conwy/Conwy County Borough Council
Cynghorydd/Councillor Eryl Williams – Cyngor Sir Ddinbych/ Denbighshire County Council
Cynghorydd/Councillor Chris Bithell – Cyngor Sir y Fflint/Flintshire County Council
Cynghorydd/Councillor Michael Williams – Cyngor Bwrdeistref Sirol Wrecsam/Wrexham County Borough Council

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

Esgobaeth Wrecsam/Wrexham Diocese – Rita Price
Cynrychiolydd Ysgolion Cynradd/Primary Schools Representative – Diane Chisholm
Cynrychiolydd Ysgolion Uwchradd/Secondary Schools Representative – Annwen Morgan
Cynrychiolydd Ysgolion Arbennig/Special Schools Representative – Jonathan Morgan
Cynrychiolydd Llywodraethwr/Governor Representative – Alison Fisher

Swyddogion heb Bleidlais/Non-voting Officers

Delyth Molyneux – Cyngor Sir Ynys Môn/Isle of Anglesey County Council
Arwyn Thomas – Cyngor Gwynedd Council
Richard E. Owen – Cyngor Bwrdeistref Sirol Conwy/Conwy County Borough Council
Karen Evans – Cyngor Sir Ddinbych/Denbighshire County Council
Ian Budd – Cyngor Sir y Fflint/Flintshire County Council
John Davies – Cyngor Bwrdeistref Sirol Wrecsam/Wrexham County Borough Council

Swyddogion yn bresennol/Officers in attendance

Iwan Evans a Dafydd Edwards – Awdurdod Lletyol/Host Authority
Geraint Rees – Llywodraeth Cymru/Welsh Government
Huw Foster Evans – Rheolwr Gyfarwyddwr GwE/GwE Managing Director
Susan Owen Jones – Rheolwr Busnes a Chyllid GwE/GwE Business & Finance Manager
Mohammed Mehmet – Cyngor Sir Ddinbych/Denbighshire County Council

AGENDA

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATION OF PERSONAL CONNECTION

To receive any declaration of personal interest.

3. URGENT ITEMS

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

4. MINUTES OF THE PREVIOUS MEETING 23/9/15
(copy enclosed)

5. GwE ANNUAL REPORT 2014-15
(copy enclosed)

6. PUPIL OUTCOMES REPORT 2015
(copy enclosed)

7. ESTYN RECOMMENDATIONS 2015 – PROGRESS UPDATE REPORT (JUNE – OCTOBER 2015)
(copy enclosed)

8. REGIONAL BUSINESS PLAN 2015-18
(copy enclosed)

9. SCRUTINY ARRANGEMENTS
(copy enclosed)

10. REGIONAL NETWORKS
(copy enclosed)

11. GwE STAFFING STRUCTURE - DECISION MAKING
(copy enclosed)

GwE JOINT COMMITTEE
23.09.15

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

Councillors: Kenneth P. Hughes, Wyn Ellis Jones and Gareth Thomas.

Co-opted Members with no vote: Annwen Morgan (Secondary Schools Representative), Jonathan Morgan (Special Schools Representative) and Rica Price (Wrexham Diocese)

Officers with no vote: Ian Budd (Lead Director – Chair of Management Board (Flintshire County Council), John Davies (Wrexham County Borough Council), Karen Evans (Denbighshire County Council), Delyth Molyneux (Isle of Anglesey Council), R. Ellis Owen (Conwy County Borough Council) and Arwyn Thomas (Cyngor Gwynedd).

Also present: Huw Foster Evans (GwE Managing Director), Susan Owen Jones (GwE Business and Finance Manager), Rhys Howard Hughes (GwE Assistant Director (Support and Brokerage), Alwyn Jones (GwE Assistant Director (Standards), Geraint Rees and Claire Rundle (Welsh Government representatives), Dafydd L. Edwards (Host Authority Head of Finance - Cyngor Gwynedd), Amanda Hughes (Wales Audit Office), Siôn Huws (Host Authority Senior Solicitor – Cyngor Gwynedd) and Glynda O'Brien (Host Authority Members Support Officer - Cyngor Gwynedd)

Apologies: Councillor Chris Bithell (Flintshire County Council), Diane Chisholm (Primary Schools Representative), Alison Fisher (Governor representative) and Iwan Evans (Host Authority Head of Legal Services - Cyngor Gwynedd).

1. WELCOME

The Chair extended a welcome to Mrs Rita Price of Wrexham Diocese to her first Joint Committee meeting

2. DECLARATION OF PERSONAL INTEREST

No declaration of personal interest was received by any Members present

3. MINUTES

The Chair signed the minutes of this meeting, held on 15 July 2015, as a true record.

4. FINAL ACCOUNTS OF JOINT COMMITTEE FOR THE YEAR ENDING 31 MARCH 2015 AND RELEVANT AUDIT

A report by the Head of Finance, Cyngor Gwynedd outlined a statement of the post-Audit Accounts, a report by the Wales Audit office along with a representation letter.

The Wales Audit Office representative reported that the context for the accounts is set out in the report and attention was drawn to a summary of amendments made to the draft financial statements. The attention of the Joint Committee should be drawn to these.

Details were provided on the accounts and Joint Committee Members had an opportunity to ask questions

It was decided to: (a) accept, note and approve the information in the

(i) ISA260 report by the Wales Audit Office
(ii) Statement of 2014/15 accounts (post-audit)

(b) ask the Chair and the Cyngor Gwynedd Head of Finance (as the statutory GwE Financial Officer) to certify the Representation Letter

5. GwE PROGRESS REPORT

Statistics were presented to the Joint Committee outlining results, main outcomes and issues for consideration

The GwE Managing Director led the Joint Committee through the report, noting as follows:

(a) Foundation Phase

- **GwE performance is the lowest of all the regional consortia. However, national steer has highlighted the need for a plateau in performance along with a robust process of standardisation and verification across Wales.**
- **teacher assessment continues to be a matter of concern**
- **there has been progress in the performance of FSM pupils in 4 authorities since 2014, significantly so in Gwynedd and Môn.**
- **there has been progress in performance since 2014 across all indicators on the higher level. However, regional progress in Welsh is less than national progress.**
- **some schools have performed below the median of FSM benchmarks in key indicators over a rolling three year period and these schools need to be robustly challenged**

In response to a query, it was confirmed that the above issues are expected.

(b) Key Stage 2

- **there has been progress in GwE's performance; however, as in the Foundation Phase, national steer has highlighted the need for a plateau in performance across Wales and a robust process of standardisation and verification**
- **teacher assessment continues to be a matter of concern**

- **there has been progress in the performance of FSM pupils; however, there was a slight decline in performance in Gwynedd and Môn**
- **there has been progress in performance since 2014 across all indicators on the expected level, and progress is above the national average for every core subject**
- **the above is in line with expectations, but, again, some schools are performing below the national average and need specific attention as part of the system of challenge**

The following points were highlighted during the subsequent discussion:

(i) how firm is Welsh Government regarding inconsistency in teacher assessment and do the Teachers' Unions challenge the Government on this?

In response, Mr Geraint Rees, Welsh Government explained that an agreement was put in place for the 4 regions to work together this year as the process is in place for the first time. It was noted there is considerable variance between the 4 regions in Key Stage 2. With regard to KS4, it was reported that the gap is closing. It was further noted that the categorisation process requires strong implementation and the next step would be to tighten moderation of teacher assessment. The process must take place and, as a result, lack of confidence will have to be eradicated.

(ii) Are Unions in agreement and are some Counties facing problems? If so, would a discussion with the Minister for Education be beneficial?

In response, it was noted that a meeting with the Trade Unions is imminent so as to gather input on how things are progressing. In addition, there will be an opportunity for the Chair of the Joint Committee to raise the matter with the Minister in a meeting arranged for 16 October.

(iii) Lack of confidence creates uncertainty amongst learners and teachers and there needs to be a discussion on the importance of consistency with regard to moderation.

The GwE Managing Director noted that the final report would be available in November, providing comparative figures with other Counties; nevertheless, the sample is small and, as a result, will not provide the full picture. Categorisation of primary schools is a national process and is proving to be a challenge this year as Phase 1 of the categorisation highlights variances.

(iv) More time to analyse the statistics presented would have been appreciated. Whilst acknowledging that there is concern regarding teacher assessment, authorities setting targets is questioned, as school targets can be very different in other Counties.

In response, the Managing Director explained that the process will have an impact and that a target setting process is operational regionally.

Mr Ian Budd (Lead Director – Chair of Management Board) noted that an early indicative analysis of KS4 performance is useful, but it will be possible to analyse further by the next Joint Committee meeting in November.

So as to be able to focus on consistency, it was added that a clear message must be conveyed to Welsh Government of the need for training, as it is clear there is much room for improvement.

(v) Is there confidence in the tracking process as this is important in order to identify pupils' strengths and weaknesses? Pupils should be encouraged to fulfil their potential and those who are not achieving as well should also be encouraged.

(c) Key Stage 3

- **GwE performance is the highest of all the consortia**
- **However, in the context of KS4 performance, concern arises about the reliability of teacher assessment**

(ch) Key Stage 4

- **a slight improvement of +0.2% in the key indicator when compared to 2014. However, progress was significantly less than national progress of between +2>3% ; this is not acceptable**
- **on average, a +3.5% improvement in red/amber category schools when compared to 2014. Individual schools have seen significant improvements. This is indicative of the effectiveness of the intervention programmes in place in those schools. However, a small percentage of these schools are not performing as expected.**
- **disappointing performance in green and yellow category schools with significant underperformance in individual schools where performance has been historically good.**
- **the majority of north Wales schools have seen an oscillation in performance this year, with significant variance in some schools. Internal tracking processes are not robust enough in too many schools.**
- **performance in English and Mathematics continues to be a significant concern in schools across the region**
- **concern about performance in GCSE Science in the future as the BTEC will no longer be a measure of performance in 2017.**

The GwE Managing Director noted there had been no progress on 2014 results and that the region is not keeping up with the pace of progress nationally. Whilst acknowledging that the cohort varies in individual schools and that progress cannot be expected every year, appropriate actions must be considered.

The following points were highlighted during the subsequent discussion:

(i) thanks were expressed for the data and it was agreed that inconsistency with regard to teacher assessment must be addressed, but there is no certainty of what is intended with regard to the moderation process.
(ii) should the business plan be adapted? And would it be possible to have information as to why there is progress in some regions and what happens in local schools?
(iii) are the current model and resources suitable and appropriate
(iv) prompt action must be ensured so as to address KS4 performance in Mathematics and English
(v) there needs to be a much more robust analysis of the factors arising from KS4 performance. From the dialogue with schools, threatening schools needs to be stopped and there needs to be clarity on what happens in north Wales. A dialogue with Headteachers would be useful so that they can elaborate on the difficulties.
(vi) on considering the messages of page 16/17 of the data, there is concern whether there is enough capacity to fill in gaps, especially when good teachers are lost to central posts and, as a result, lack of Headteacher/teacher recruitment.
(vii) it was noted that some SCC schools have made astonishing progress and that progress in some schools has deteriorated
(viii) using colours to indicate school categorisation is not useful to schools
(ix) the standard of education must be the best possible for pupils and if schools are in difficulties then early support must be ensured for them

In response to the above comments, it was noted that the analysis process is underway along with the regional overview; but, it was acknowledged that the analysis needs to be authority specific and that, in this respect, the support will perhaps vary between one authority and another. A further report will be presented to the Joint Committee in November.

It was decided to: (a) Accept and note the statistics presented along with the above comments

(b) Approve receipt of a further report in the next Joint Committee meeting in November

6. GwE 2015-16 BUDGET REPORT – SUMMER TERM

A report by the GwE Managing Director and the Host Authority Head of Finance on the latest financial review of GwE budget for 2015-16 financial year was presented.

Reference was made to Appendix 1 of the report that includes full financial information

Attention was drawn to the two underspend headlines:

(i) "building", which refers to the new GwE offices in Caernarfon and Conwy, due to a change in the date of moving to the new locations; and

(ii) "travel", which refers to the decision to reduce the budget for travelling costs to be closer to that of actual expenditure

It was noted that the report does not include consideration of possible savings in the management and administration element of some specific grants.

With regard to the underspend fund, the fund total at the start of the 2015/16 financial year was £266,829, with the GwE Joint Committee having already committed £135,000 to specific plans. On adding the 2015/16 underspend of £29,903, the estimated non-committed fund is £161,732.

Joint Committee members had an opportunity to question any elements of the report

The GwE Managing Director confirmed that the deprivation grant has been allocated to schools

It was decided to: Accept and note the report

7. DATES OF 2015-16 MEETINGS

A calendar of GwE 2015-16 Joint Committee meetings was presented

Ian Budd (Lead Director – Chair of Management Board) (Flintshire County Council) noted that the frameworks are operational and there would be further reporting on feedback and supplying information in the next Joint Committee meeting in November.

It was decided to: Approve the following dates for 2015-16:

DATE	TIME	LOCATION
12 November 2015	**am**	**Conwy**
24 February 2016	**am**	**Conwy**
6 July 2016	**am**	**Conwy**

The meeting started at 1.30 p.m. and concluded at 3.00 p.m.

CHAIR

REPORT TO THE JOINT COMMITTEE

12 NOVEMBER 2015

Report by: GwE Managing Director

Subject: GwE Annual Report 2014-15

1.0 Purpose of the Report

1.1 To present the GwE Annual Report for 2014-15.

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.

3.0 Considerations

The priority outcomes for 2014-15 were identified in the GwE Annual Business Plan and agreed by the Joint Committee and the individual local authorities. They were as follows:

Section 1: Key priorities for improving learner outcomes

1. *Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4*
2. *Raise standards for learners eligible for FSM*
3. *Raise standards for learners in the national reading and numeracy tests across the region*
4. *Increase the uptake of, and raise standards in, Welsh as a First Language across the region in line with the WESP in individual LAs*

5. *Increase the proportion of 16 year old learners who achieve at least 5 A* or A grades by the end of KS4*
6. *Establish and promote an effective regional model for school>school support*
7. *Develop quality leadership and teaching and learning at all levels*
8. *Support schools to develop more robust and effective assessment, standardisation and moderation processes*

Section 2: Key priorities for developing the business capacity and functions of GwE as an organisation

1. *Develop leadership and business capacity to effectively fulfil key functions.*
2. *Ensure the effective governance of GwE*
3. *Ensure robust scrutiny and quality assurance at all levels*
4. *Ensure that GwE becomes a sustainable and effective leading partner within the educational community*

The Annual report provides detail on the progress achieved against these priority outcomes.

4.0 Recommendations

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

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

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

9.0 Appendices

9.1 GwE Annual Report 2014-15

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Observations will be given in the meeting.

Statutory Finance Officer:

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

Gwasanaeth Effeithiolrwydd a Gwella Ysgolion Rhanbarthol Gogledd Cymru
Regional School Effectiveness & Improvement Service for North Wales

GwE
Tuag at Ragoriaeth
Towards Excellence

GwE Joint Committee

Annual Report

2014-2015

Foreword

GwE, the fully bilingual regional School Effectiveness and Improvement Service for North Wales, works alongside and on behalf of the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region and to improve outcomes for pupils by ensuring effective leadership at all levels and quality teaching and learning in all classrooms. By providing focused and supportive challenge and challenging support, GwE's fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. At best, close collaboration between schools can be extremely challenging and leads us to the realisation that perhaps what we perceived as being excellent practice is not in fact excellent. Schools need to improve themselves for the sake of the learners in their care; it is up to GwE to ensure that this happens.

Governance

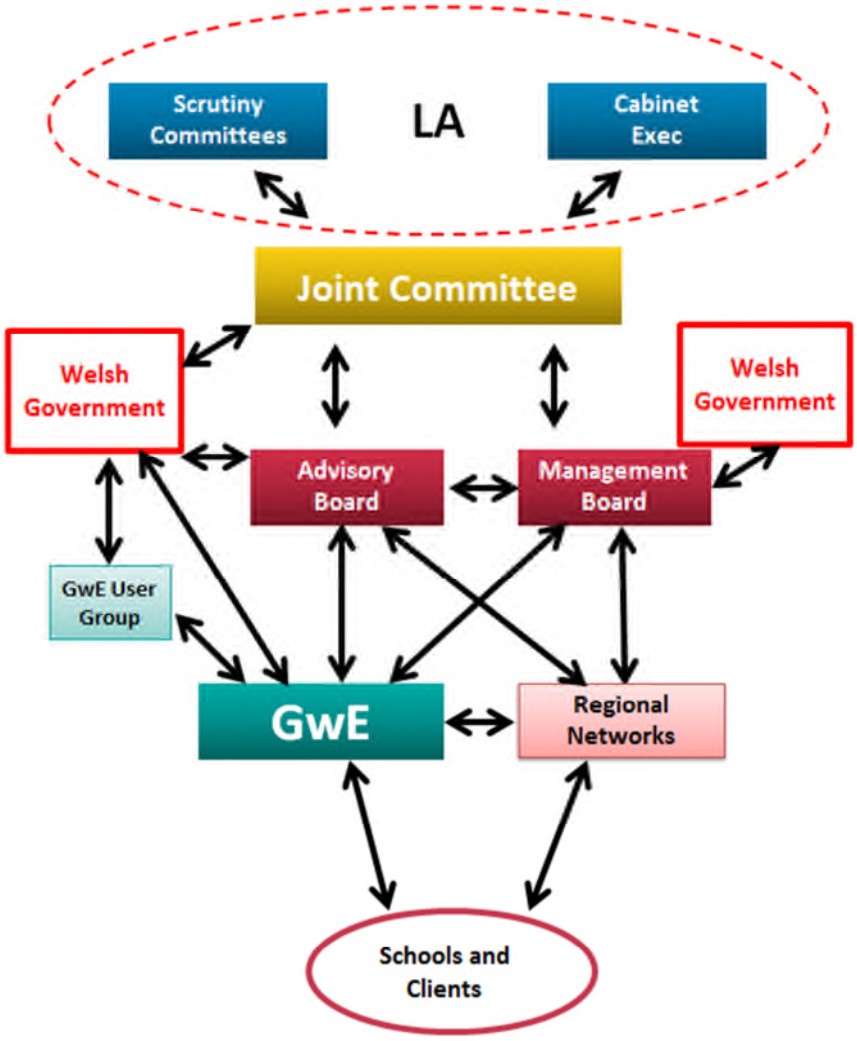
The Inter Authority Agreement between the six North Wales Authorities defines the governance arrangements for the GwE Joint Committee, including its Terms of Reference and Delegated Powers. In doing so it also identifies which matters are specifically reserved to the individual partner authorities to determine. The terms of reference and delegated powers of the Joint Committee are:

i. to promote joint working in the delivery of the Service through:
ii. facilitating constructive partnership working;
iii. engaging with key interested bodies and stakeholders when appropriate; and
iv. carrying out such other activities calculated to facilitate, or which are conducive to the successful delivery of the Service; and
v. to oversee the management of the Service and ensure that the Service is provided and performs in accordance with the expectations of the Partner Authorities as reflected in the Full Business Case, Inter Authority Agreement and agreed Annual Business Plan;
vi. to approve the budget for the Service on an annual basis';
vii. to approve the business plan for the Service on an annual basis;
viii. to monitor and manage the risks associated with the Service;
ix. to ratify requests from the Service for additional budget funding from individual Councils;
x. to approve the staff structure of the Service;
xi. to appoint the Managing Director of the Service;
xii. to decide on disciplinary action against the Managing Director; and
xiii. where required, to determine or arrange for the determination of appeals in relation to Human Resources matters.

The following matters are specifically reserved for individual Cabinet decision:

i. approval of inter-Council partnership governance arrangements;
ii. increase of budget over agreed Council contributions;
iii. procuring the necessary audit and assurance checks; and
iv. termination of the Partnership.

Governance Structure



Membership of the Joint Committee

Voting Members	**Officer Members –Non Voting**
6x Education Portfolio Members *one from each NW LA*	6x Statutory Chief Education Officers (*one from each NW LA)*
Co-opted Non-voting Members*	**Officers in Attendance**
1x Diocese Representative *nominated from across the Wrexham, St Asaph and Bangor Diocese, on a rotating bi-annual term* 1x Primary Schools Representative	1x Legal Representative 1x S151 Representative

1x Secondary Schools Representative 1x Special Schools Representative	
1x Governor Representative	Other specialists as requested

Vision

Our vision is to develop a world class system of education where every pupil within the region will be able to access consistently high quality teaching in all classrooms and where all schools, wherever their geographical location, will be led by excellent leaders. To achieve our vision, GwE will work with all stakeholders to robustly and effectively support, challenge and monitor performance at all levels and ensure that the categorisation framework is used consistently to target support in proportion to the need that is identified.

The national improvement plan, "Qualified for Life" is an indication of a commitment to the concept of a self-improving education system, and encapsulates the vision of school leaders working together, taking charge of their future and development. Whilst those within our schools must take responsibility for raising standards within their own establishments, GwE is trying to nurture a mentality of mutually celebrating the achievements of an entire system - ***"I want every school to be a good school, but I want my school to be that little bit better".***

Priority Outcomes for 2014-15

The priority outcomes for 2014-15 were identified in the GwE Annual Business Plan and agreed by the Joint Committee and the individual local authorities. They were as follows:

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1. *Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4*
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4. *Increase the uptake of, and raise standards in, Welsh as a First Language across the region in line with the WESP in individual LAs*
5. *Increase the proportion of 16 year old learners who achieve at least 5 A* or A grades by the end of KS4*
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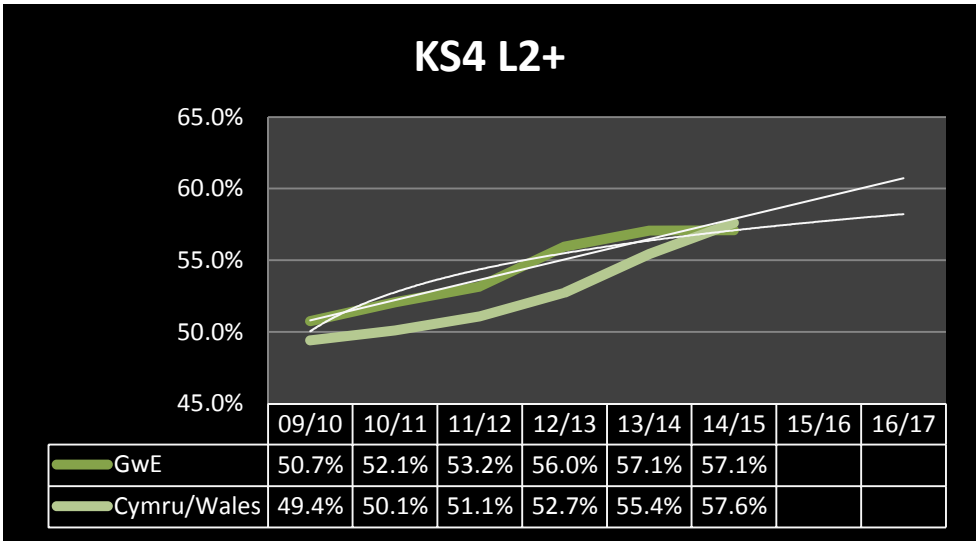
Progress against priority outcomes

Section 1: Key priorities for improving learner outcomes

1. *Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4*



	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
GwE	50.7%	52.1%	53.2%	56.0%	57.1%	57.1%		
Cymru/Wales	49.4%	50.1%	51.1%	52.7%	55.4%	57.6%		

GwE's core function has been to robustly support and challenge underperforming schools [specifically those identified through the categorisation process] and ensure that they have effective strategic improvement plans for raising achievement which clearly outline how they will make effective use of GwE commissioned support and national grants [especially SEG/PDG during 2014/15]. GwE SLT have quality assured this process within and across hubs and have instigated further discussions and support where inconsistency has been detected. This quality assurance of the work of all Challenge Advisers is to ensure that all schools receive the highest level of challenge and support. As a result, targeted schools now have more robust strategic improvement plans in place.

GwE has also further developed the regional capacity of the service to support underperforming and coasting school via secondment opportunities and discrete commissioning to respond to situations of concern, and is able to do so in a consistent and co-ordinated manner. Effective use has been made of the commissioning budget, school to school support and Headteacher secondment for targeted schools. Stakeholder response in relevant surveys and case studies confirm the strong impact and appreciation of GwE targeted support.

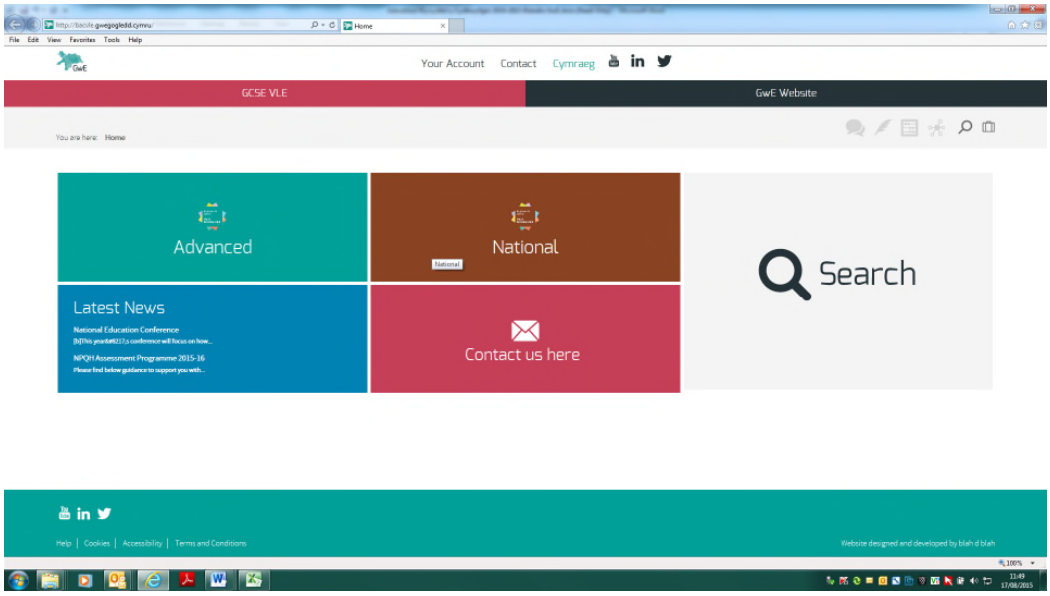
GCSE 2015/PISA Project:

Lead Schools (and Lead Practitioners) for all four core subjects have been identified and confirmed [Welsh: Ysgolion Botwnnog, Dyffryn Ogwen, Tryfan/English:Ysgol Bryn Elian/Maths Ysgol Eirias and Ysgol Glan Clwyd /Science : Ysgol Alun and Ysgolion Môn]. Exemplar materials have been produced by Lead Schools which have undergone a two tier quality assurance process via GwE subject leads and an external consultant. Workshops were held in February (for Welsh, English and Mathematics) and June (Welsh and English) – school attendance and feedback was very good. All exemplar materials have been placed on the GwE website and are available to Schools. Schools receive a 'GCSE 2015/PISA' bulletin every half term to inform them of developments. Leading Practitioners (for Mathematics and Science) have attended Heads of Mathematics/Science meetings in many LAs. A National Conference was held on 26 March to showcase good practice with regard to GCSE. Nearly 300 attended and feedback was very positive.

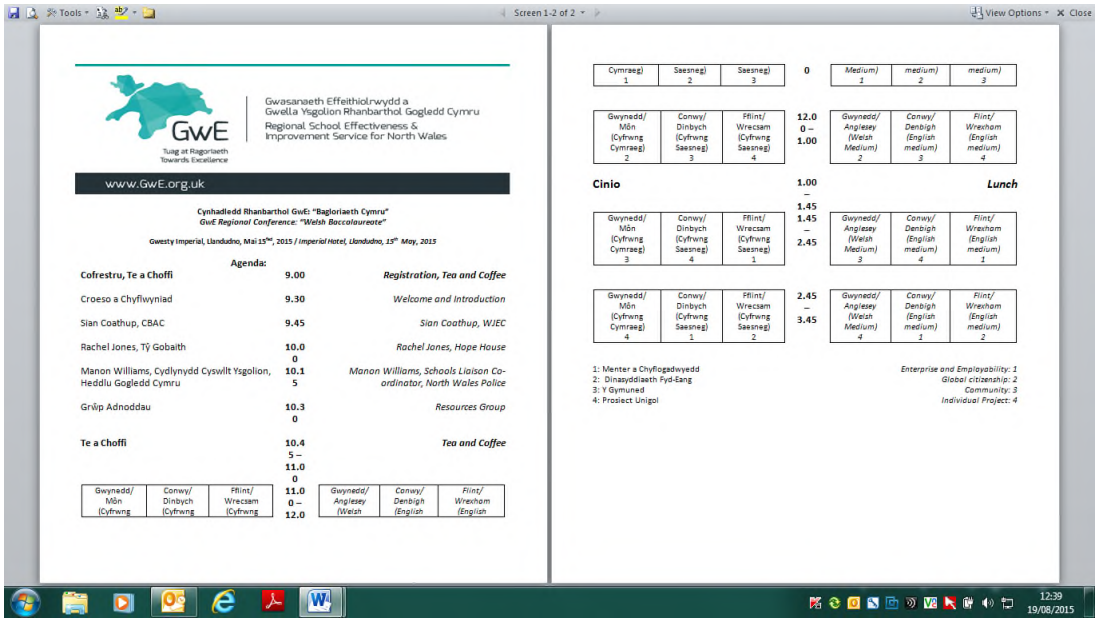
Welsh Baccalaureate:

A £75,000 grant was received to support the development of the Welsh Baccalaureate in the region during 2014-15 Four Leading Practitioners have been identified – and have led four Development Groups (one for each of the three challenges and one for the individual project) and produced Teaching and Learning resources to support the development of skills within the Challenges/Individual Project.

All materials have been placed on the GwE website and are available to schools.



A Regional Conference was held on 15 May 2015 to share resources. Over 100 attended and the feedback was very positive.



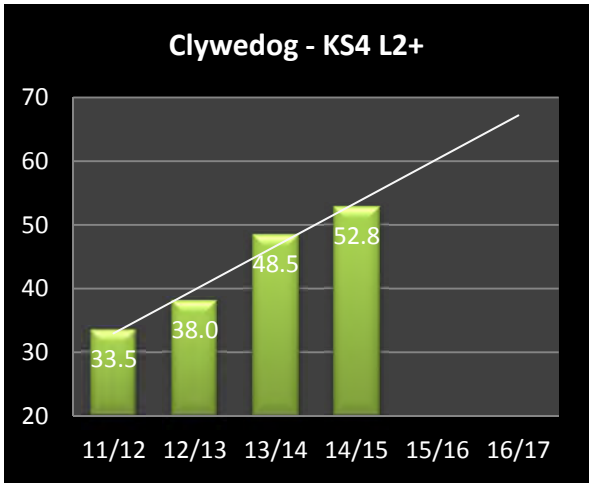
The formation of Welsh Baccalaureate Co-ordinator groups in every LA was facilitated and a regional Welsh Baccalaureate group has been created.

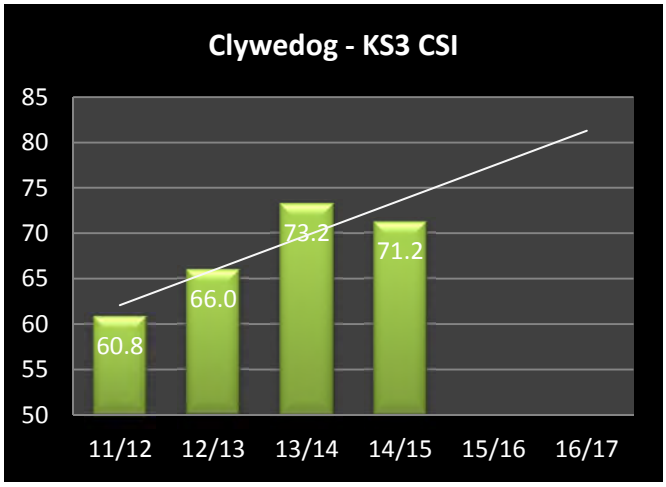
An application for a £50,000 grant to support the development of the Welsh Baccalaureate in the region during 2015-16 has been approved

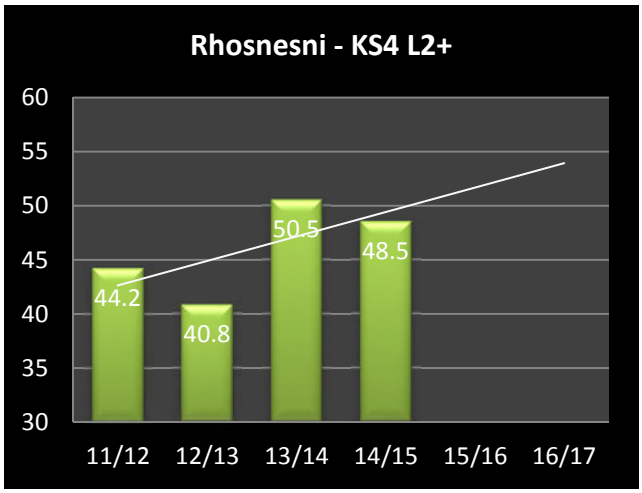
Schools Challenge Cymru:

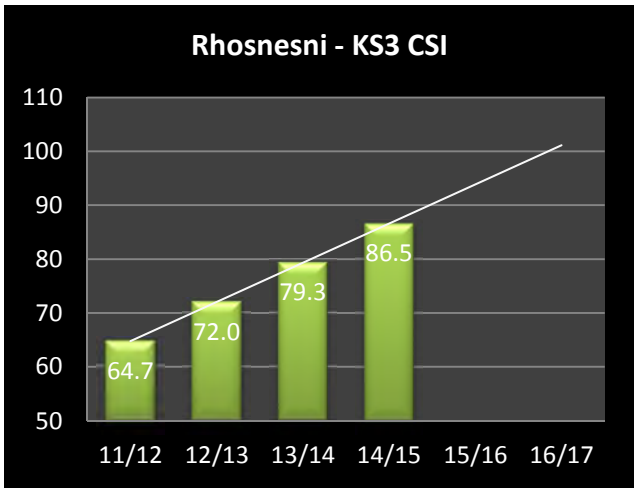
Single Development Plans for all five SCC schools has been approved and funding confirmed. 2014-15 Individual Development Plans for each of the five SCC schools have been implemented . 2015-16 Individual Development Plans for each of the five SCC schools have been submitted to WG. Capital Spending has been confirmed and funding drawn down via LA. Capacity Building plans submitted and approved and all partner schools informed.

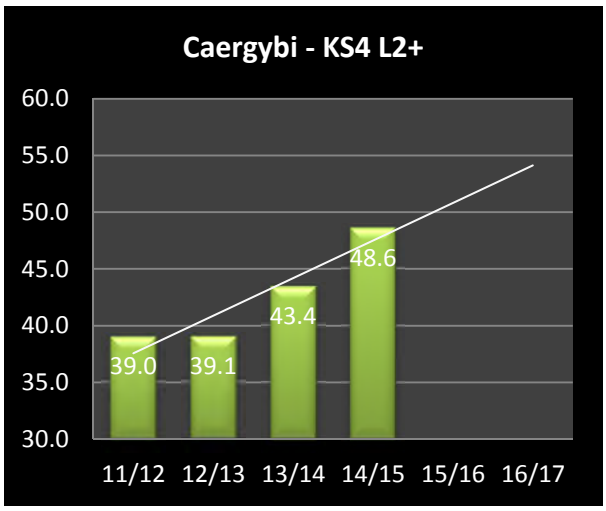
School	Capacity Building	Revenue	Capital
Caergybi	£13,260	£149,298	£199,876
Holywell	£16,025	£159,202	£12,500
Rhosnesni	£15,525	£138,700	£110,000
Bryn Alyn	£71,125	£180,300	£140,000
Clywedog	£71,875	£162,500	£180,000

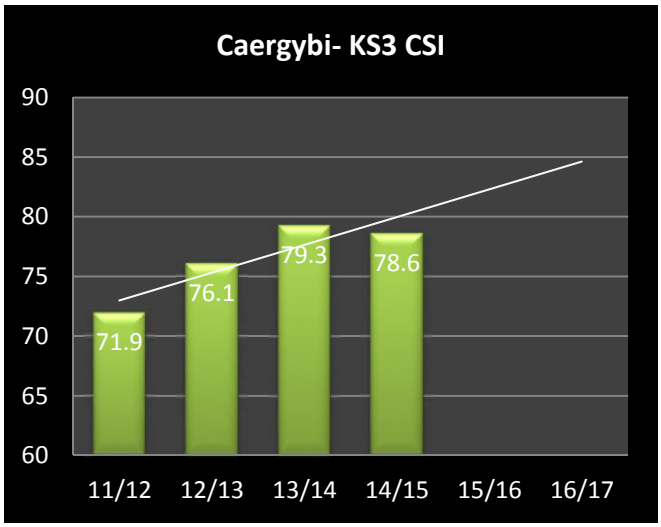


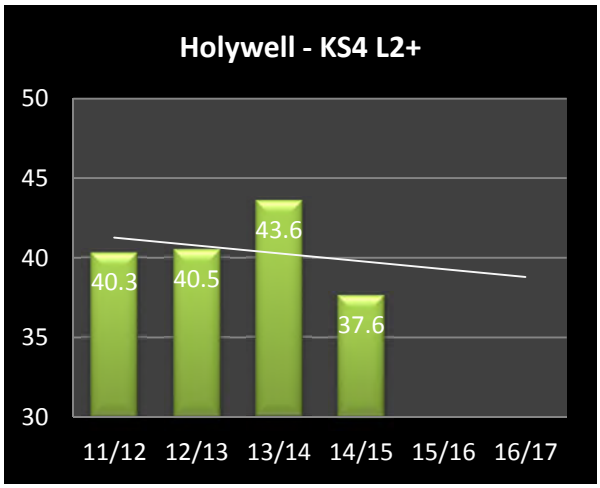


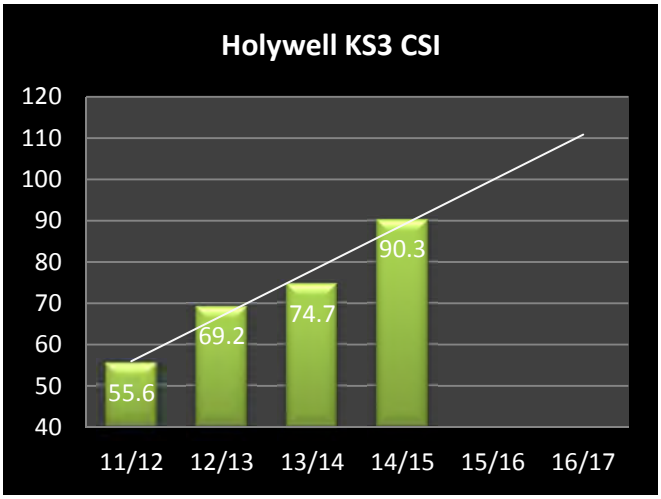

Rhosnesni - KS4 L2+
60
55
50
45
40
35
30
44.2
40.8
50.5
48.5
11/12
12/13
13/14
14/15
15/16
16/17

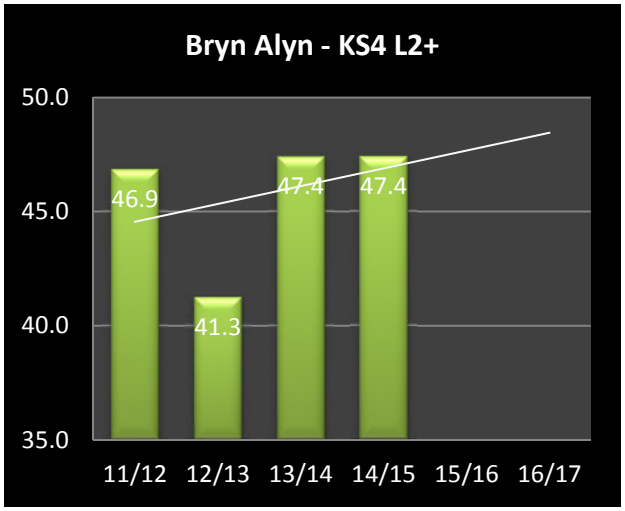

Rhosnesni - KS3 CSI
110
100
90
80
70
60
50
64.7
72.0
79.3
86.5
11/12
12/13
13/14
14/15
15/16
16/17

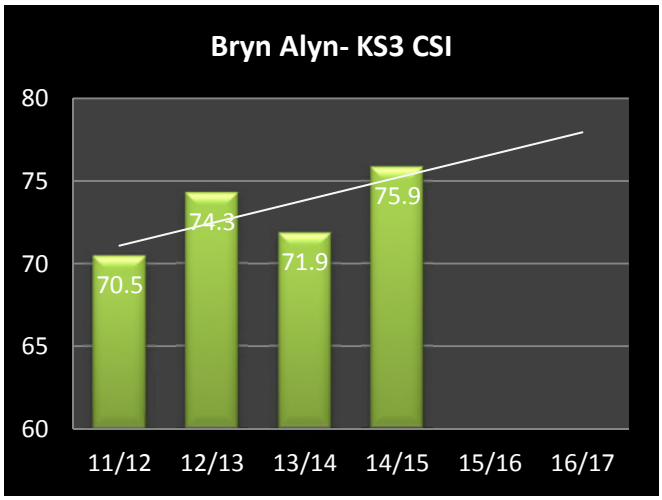

Caergybi - KS4 L2+
60.0
55.0
50.0
45.0
40.0
35.0
30.0
39.0
39.1
43.4
48.6
11/12
12/13
13/14
14/15
15/16
16/17


Caergybi- KS3 CSI
90
85
80
75
70
65
60
71.9
76.1
79.3
78.6
11/12
12/13
13/14
14/15
15/16
16/17

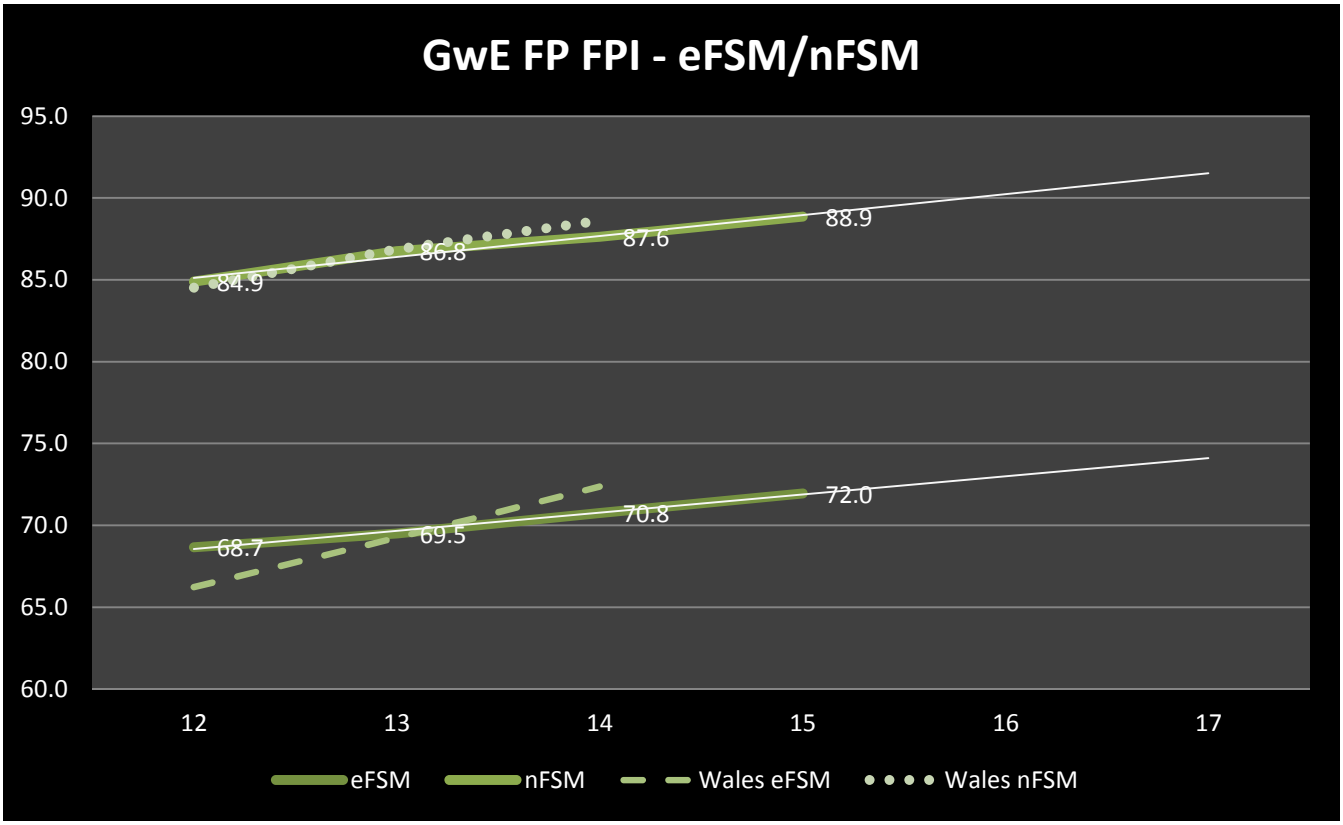

Holywell - KS4 L2+
50
45
40
35
30
40.3
40.5
43.6
37.6
11/12
12/13
13/14
14/15
15/16
16/17

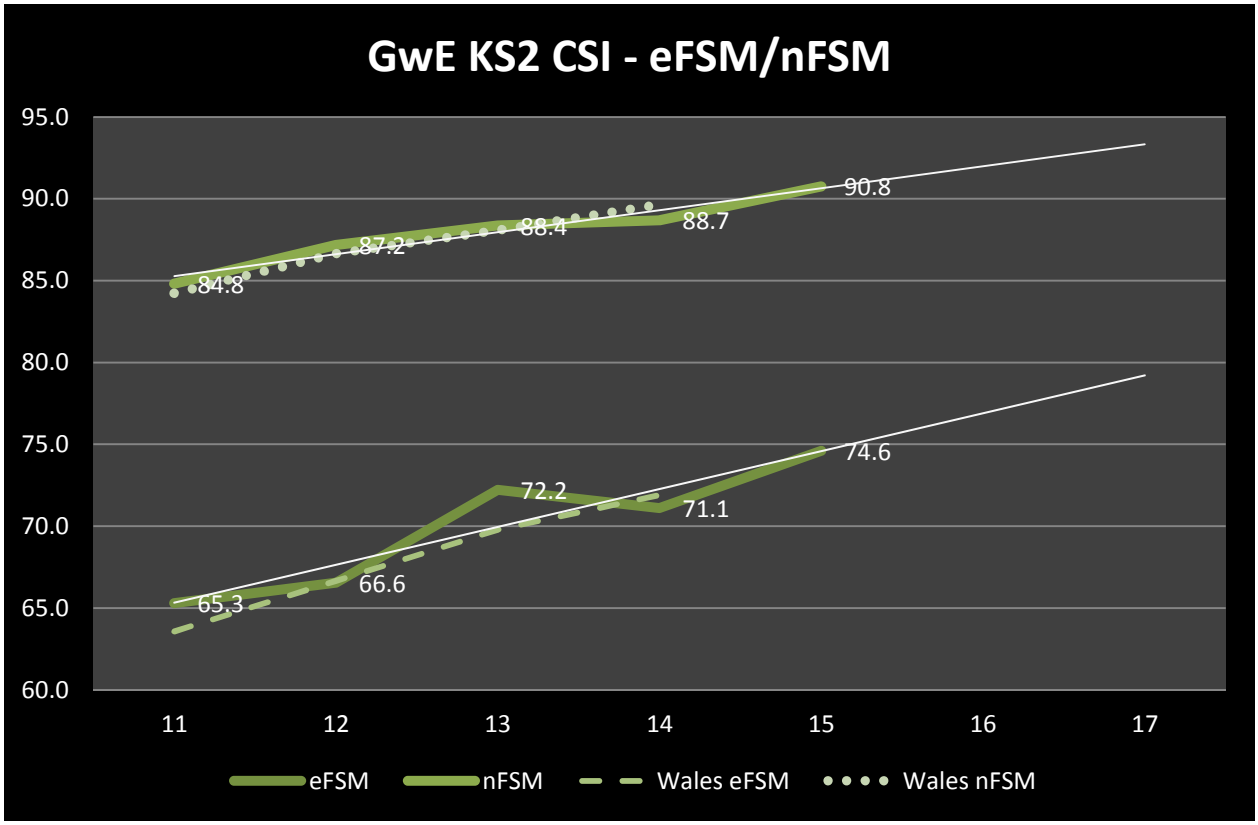

Holywell KS3 CSI
120
110
100
90
80
70
60
50
40
55.6
69.2
74.7
90.3
11/12
12/13
13/14
14/15
15/16
16/17

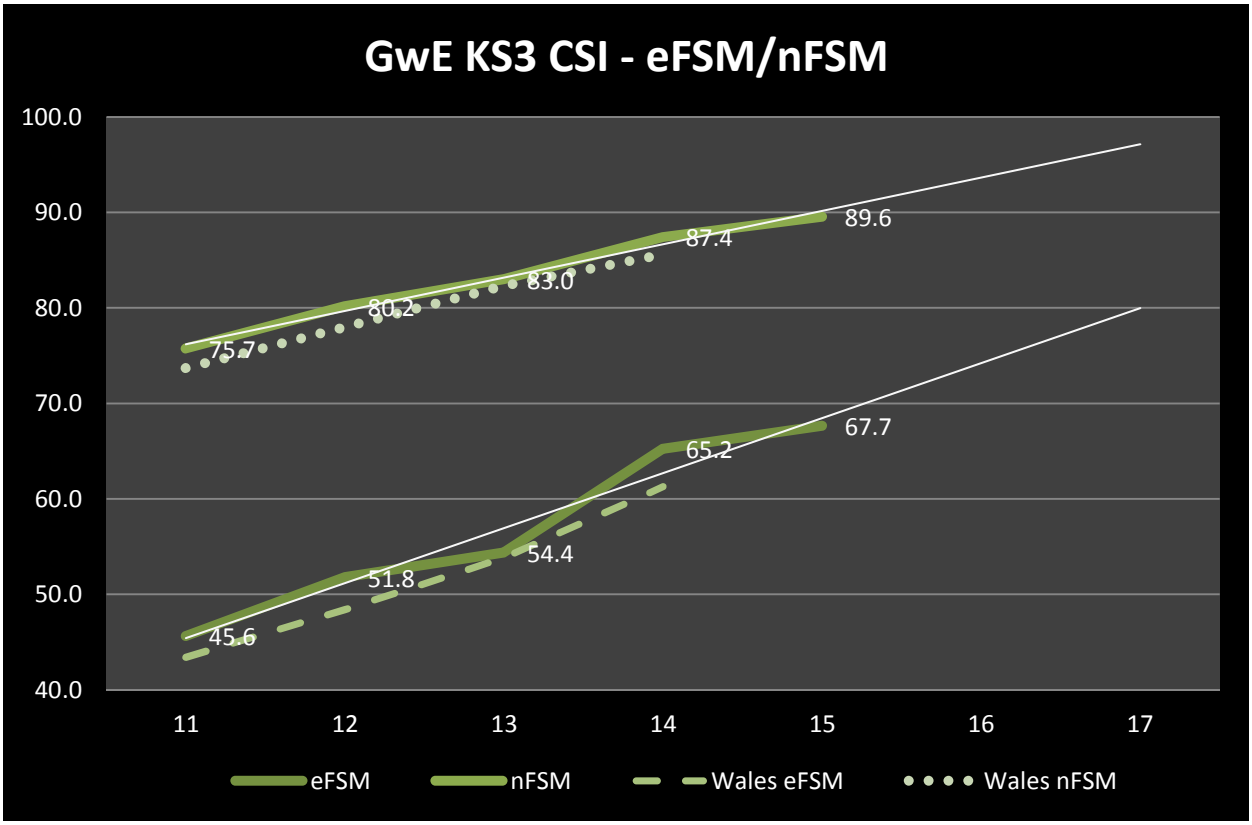


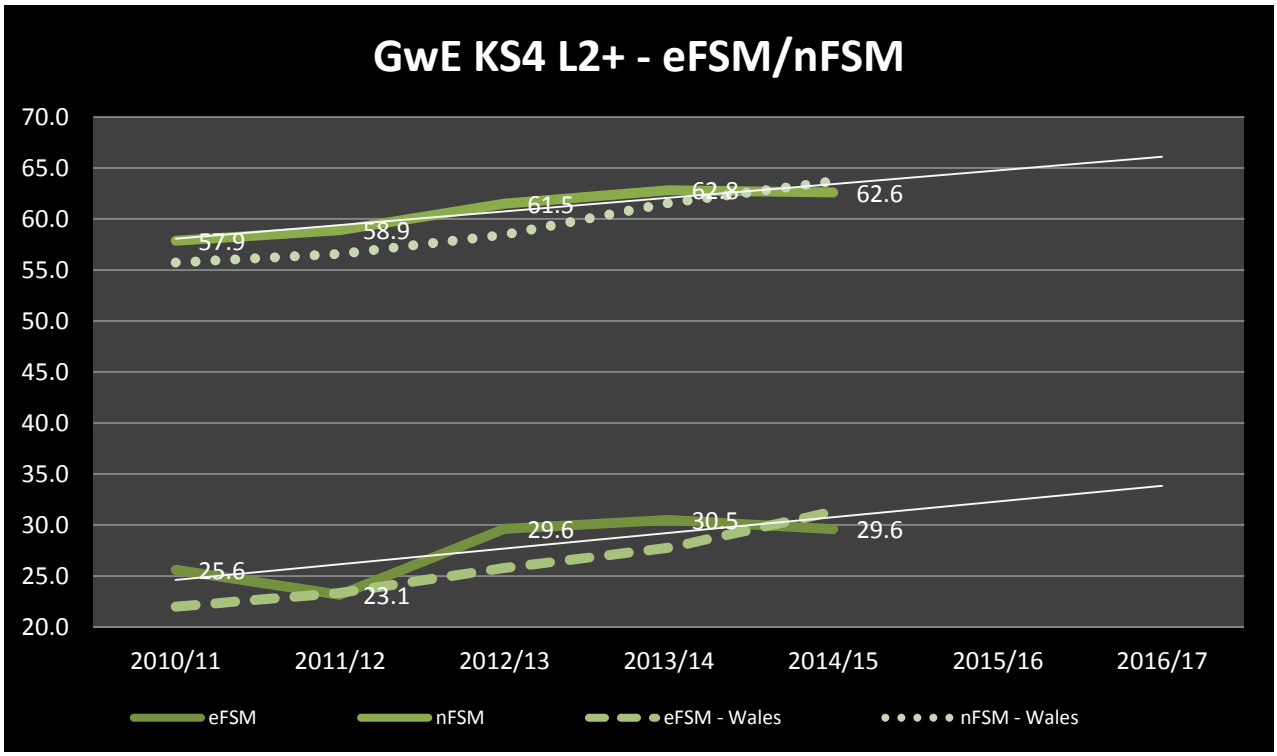


2. Raise standards for learners eligible for FSM




GwE KS2 CSI - eFSM/nFSM
95.0
90.0
85.0
80.0
75.0
70.0
65.0
60.0
11
12
13
14
15
16
17
84.8
87.2
88.4
88.7
90.8
65.3
66.6
72.2
71.1
74.6
eFSM
nFSM
Wales eFSM
Wales nFSM


GwE KS3 CSI - eFSM/nFSM
100.0
90.0
80.0
70.0
60.0
50.0
40.0
11
12
13
14
15
16
17
75.7
80.2
83.0
87.4
89.6
45.6
51.8
54.4
65.2
67.7
eFSM
nFSM
Wales eFSM
Wales nFSM



GwE has sought to ensure that every school has a clearly designated lead for FSM pupils and that schools have appropriate plans for effective deployment of Pupil Deprivation Grant (PDG) funding [as part of a wider strategy to raise standards for this cohort of learners].

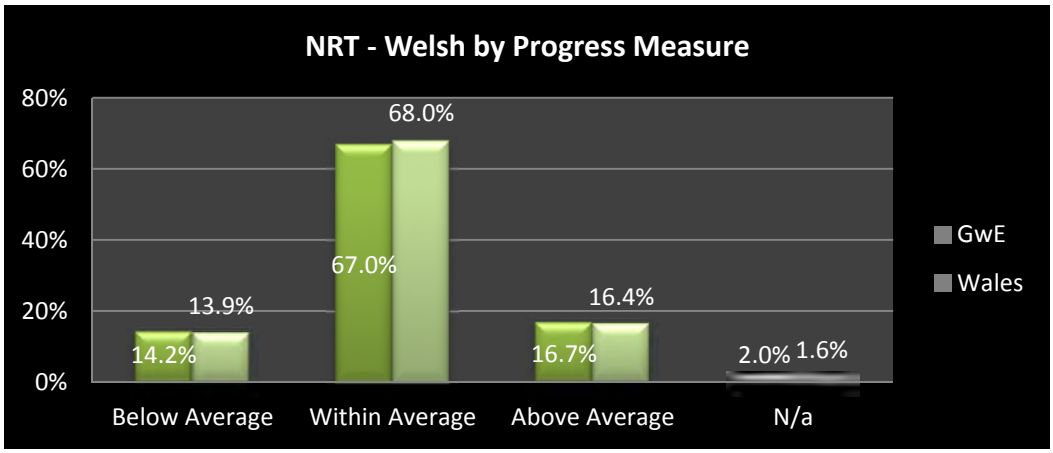
A session was held for Challenge Advisers on 23 April on the requirements of PDG planning for 2015/16. Relevant documents were shared with schools via the GwE website, which include many case studies of successful practice. All Visit 1 sessions with schools required the Challenge Adviser to focus specifically on outcomes for FSM learners. The quality assurance visits carried out by Senior Challenge Advisers and an audit of Visit 1 reports confirmed that this was being carried out as planned. In most cases the Advisers also discussed with schools the new requirements for School Development Plans and the future PDG funding arrangements.

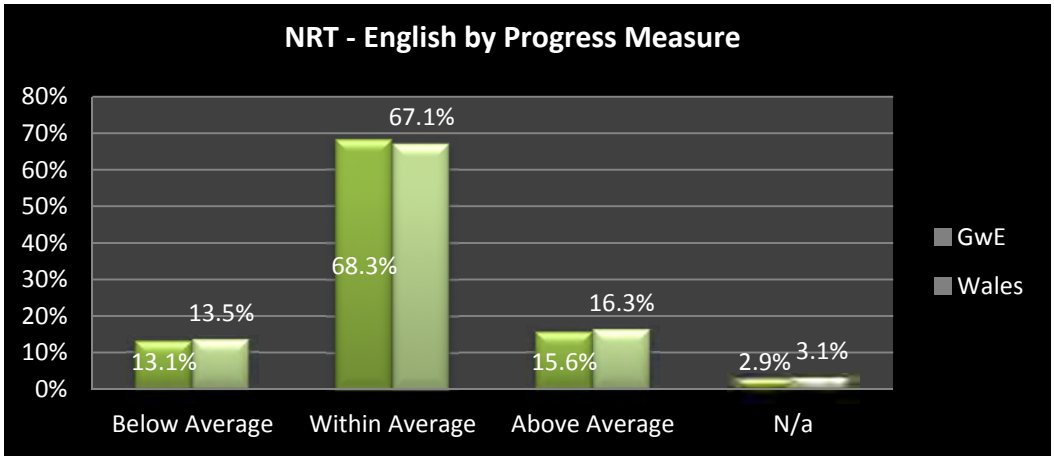
During the school-to-school conference held on 2 June 2015, eight lead schools delivered workshops in which they shared their effective practice with regard to raising the attainment of FSM learners.

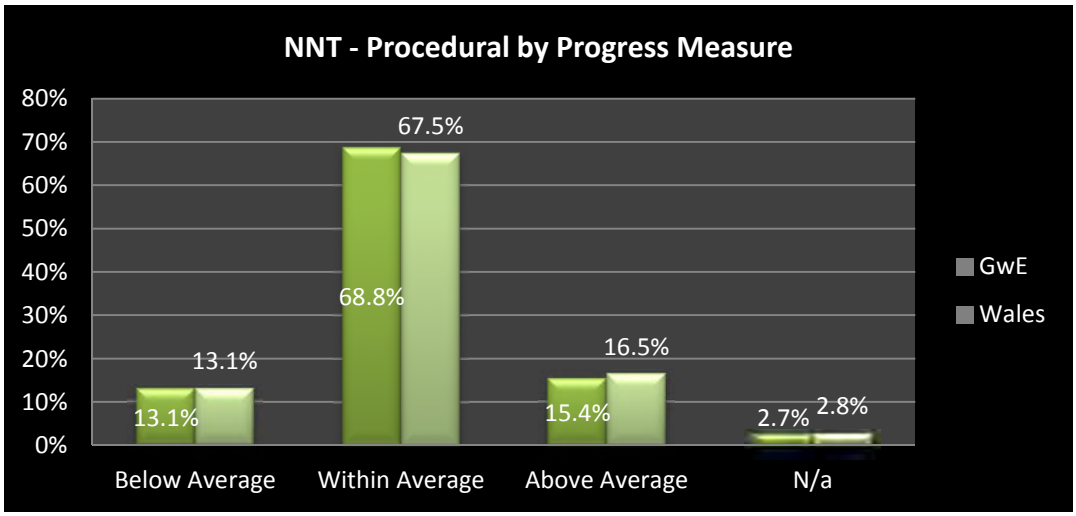
A regional lead was seconded to co-ordinate the LAC regional strategy, who started in post on 1/6/15. Sessions to share information and plan support for vulnerable learners were held on 9/10 July 2015. This gave an opportunity for vulnerable learner leaders/coordinators in every school within the region to attend (211 attended in total).

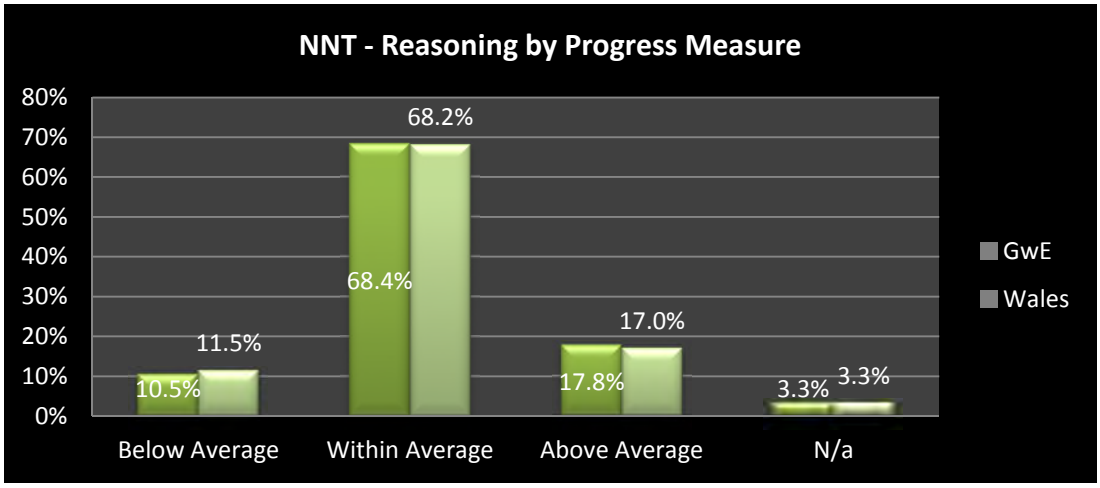
GwE is arranging a National Conference on reducing the impact of deprivation on education attainment, to be held on 9th November 2015 at Venue Cymru, Llandudno. The minister has been invited.

3. Raise the literacy and numeracy standards of learners









A Senior Challenge Advisor (SCA) has been in post to lead on this work since September 2014. This has significantly increased capacity and the pace of action with regards to this priority area.

Regional Strategy has been developed under the leadership of the SCA, working with a *Task and Finish Group* with representatives from schools, LAs and the NSP.

Strategy has been shared with stakeholders together with SCA follow-up to headteachers' strategic meetings by invitation. Autumn term actions have been 'RAG'ed by the SCA and this was scrutinised and challenged by the Regional Strategic Group on 11/2/15

Implementation of the strategy for 2014/15 has been evaluated and areas for development for the forthcoming year have been identified. A meeting was held on 23 June to report to LA officers.

Due to the increased capacity (see above) there have been more regular meetings between the SCA and the NSP Senior Partner. This has resulted in a more coordinated approach to the support being offered to schools, and less duplication, although this has not been totally eradicated. An agreement between the NSP and GwE with regards to partnership working has also been established and shared with all stakeholders. These meetings have also resulted in a faster response to support requests from schools. There has also been reduced duplication at local level; however this continued to be a concern at a national level.

The NSP will come to an end in July 2015 and the focus has more recently been on the transfer of information to GwE, which will take on the responsibility of supporting schools with literacy and numeracy from September onwards. The SCA has continued to attend National meetings with CfBT so as to ensure there is no duplication in the support offered to schools.

GwE's Associate Partners (AP) have provided support for leaders of literacy and numeracy in schools this term through:

- network meetings for literacy and numeracy leaders in secondary schools
- training for numeracy co-ordinators in primary schools on developing numerical reasoning
- training for literacy leaders in Flintshire LA on developing extended writing in their primary schools

Secondary school networking sessions have been very successful this year, with very positive feedback from a high percentage of schools that attended. However, literacy and numeracy leaders in secondary schools not having enough non-contact time to take action on the recommendations of these meetings is still a cause for concern, as is lack of time to share the information with colleagues and to support other staff.

During the spring and summer term 2015, the following training for literacy and numeracy leaders took place:

Numerical Reasoning (Primary) – 84 schools

Procedural Numeracy (Primary) – 62 schools

Higher Order Reading Skills (Primary) - 166 schools

Numerical Reasoning (Secondary) – 14 schools

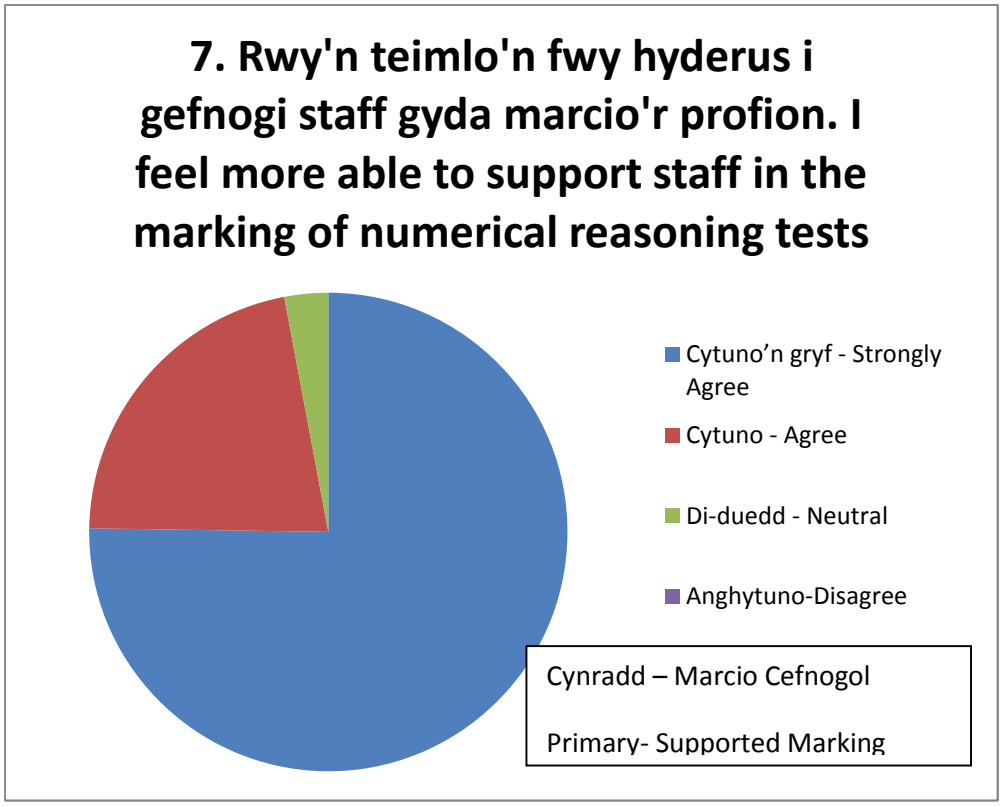
Developing Whole School Literacy (Secondary) – 21 schools

Revised Areas of Learning and Programmes of Study (Primary and Secondary) –321 schools

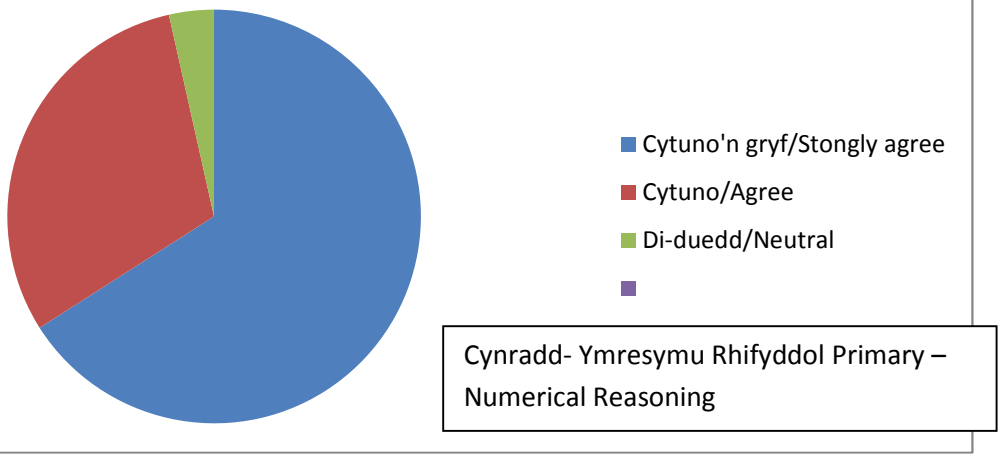
Supported Marking – Numerical Reasoning (Primary and Secondary) – 133 schools

The feedback for all these sessions was very positive indeed.

Evaluations of Primary Training 2014/2015

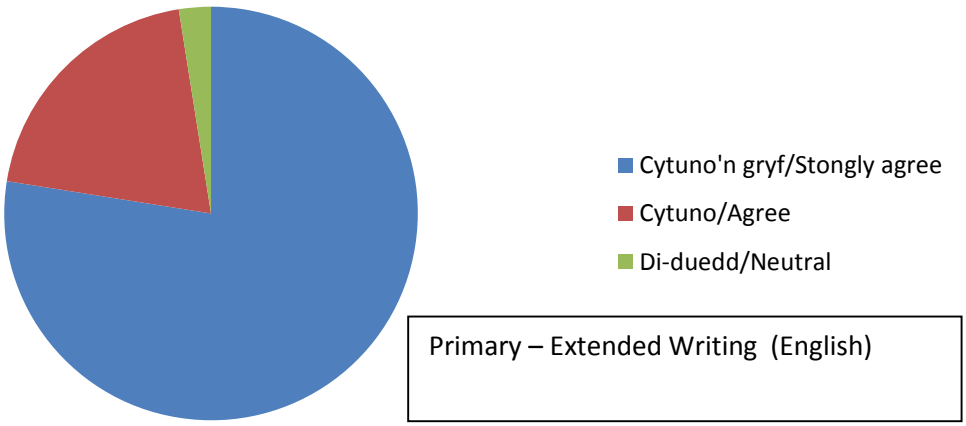


6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work



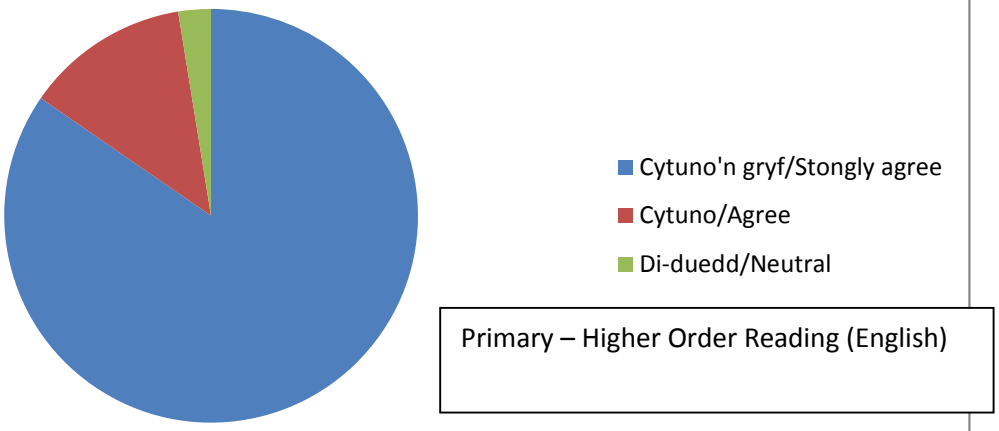
Cynradd- Ymresymu Rhifyddol Primary – Numerical Reasoning

6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work

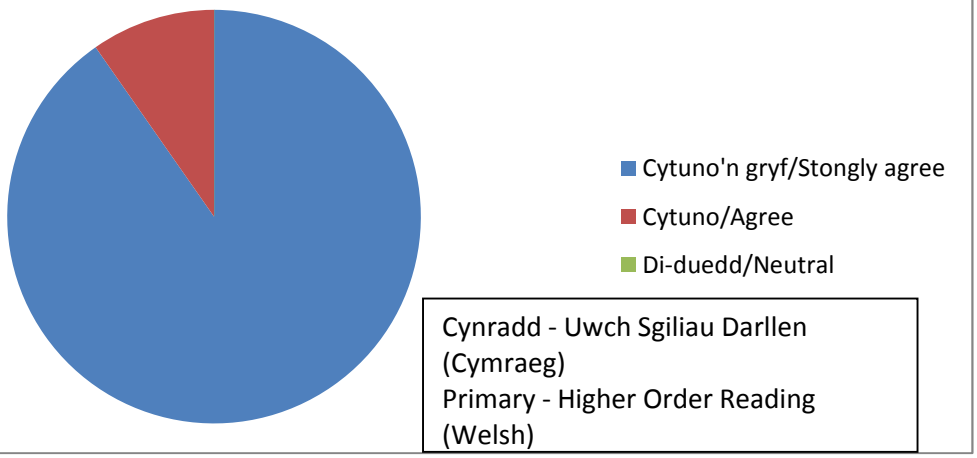


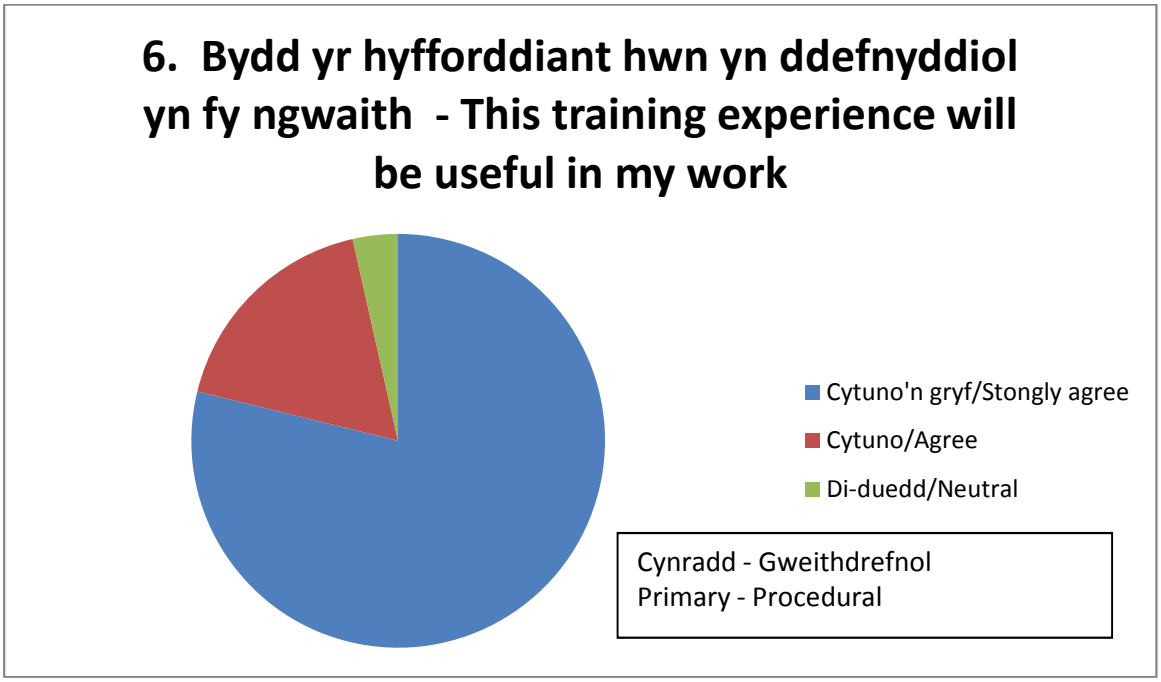
Primary – Extended Writing (English)

6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work

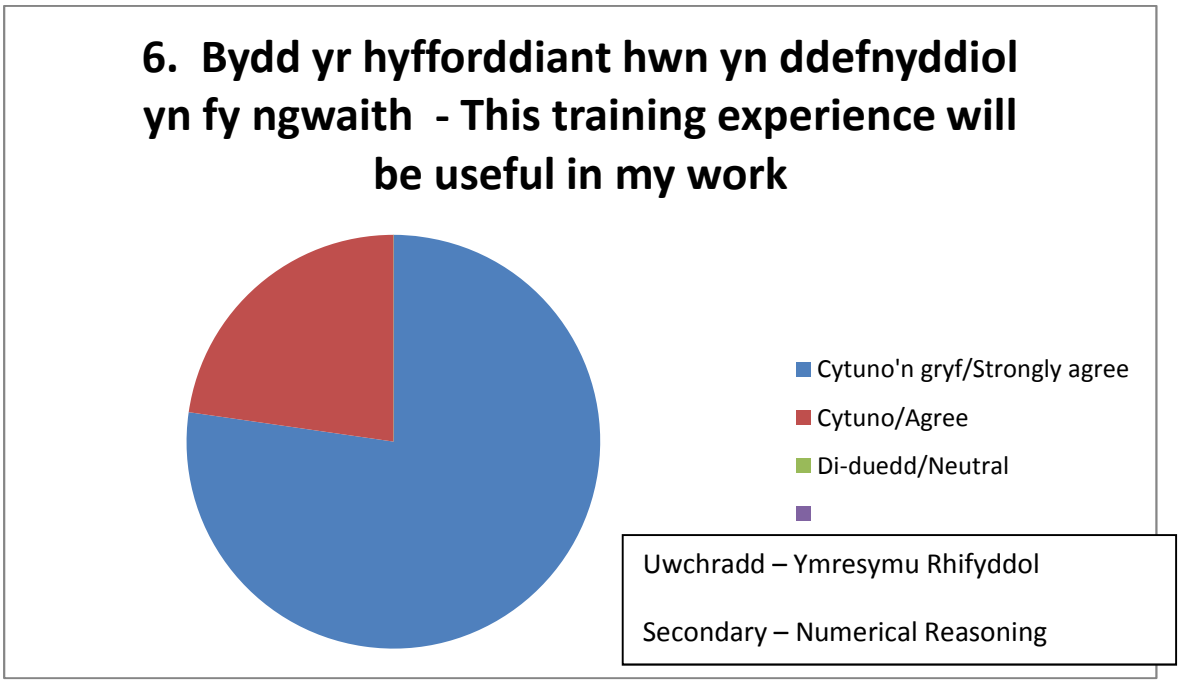


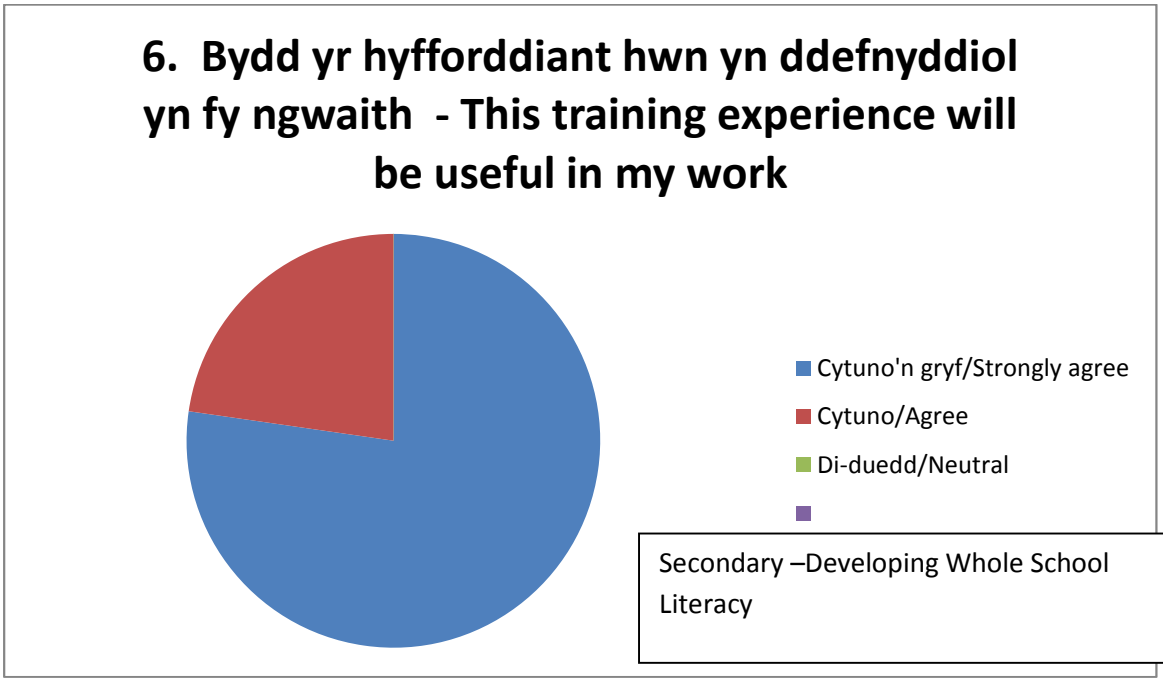
6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work





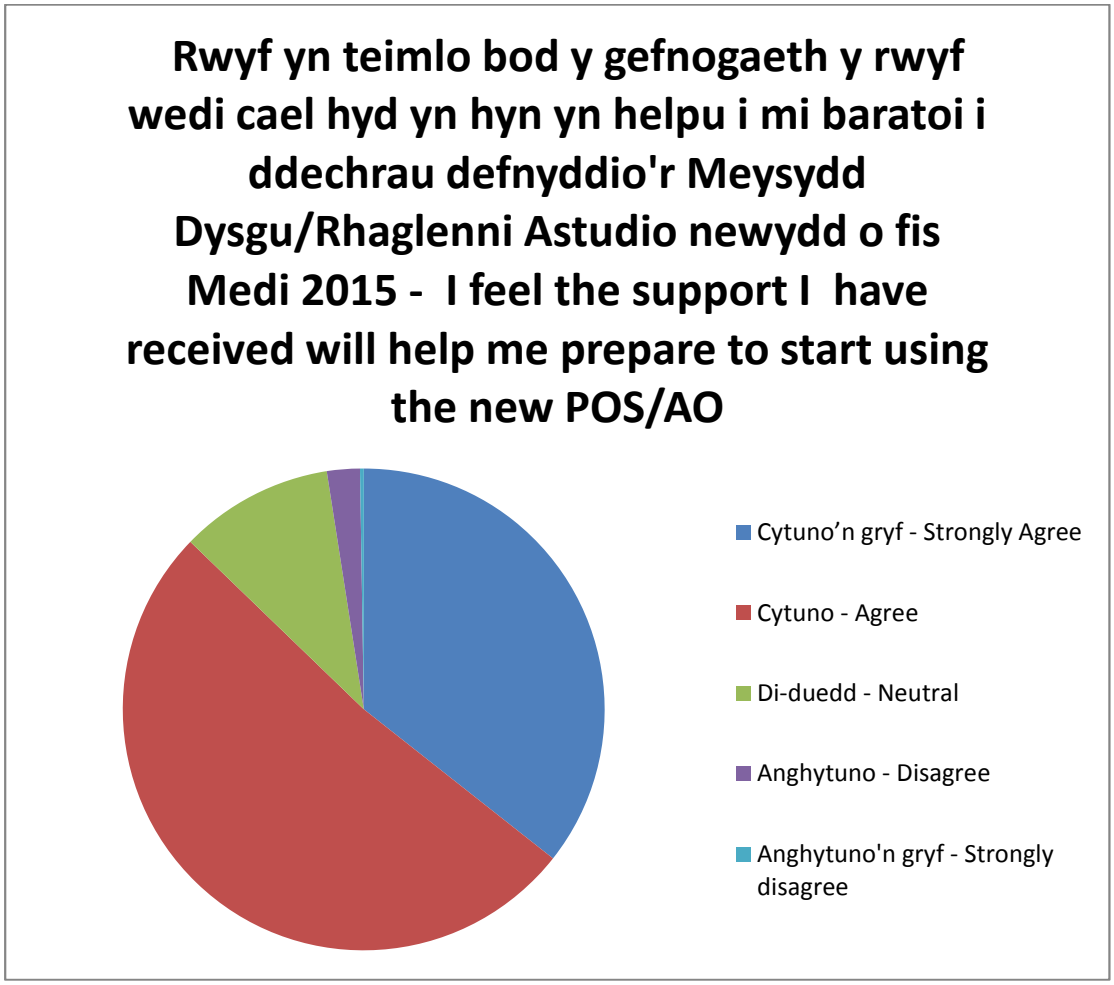
Evaluations of Secondary Training 2014/2015





Support for Phase 1 of the revised AoL and PoS

	Cytuno'n gryf - Strongly Agree	Cytuno - Agree	Di-duedd - Neutral	Anghytuno - Disagree	Anghytuno'n gryf - Strongly disagree
Rwyf yn teimlo bod y gefnogaeth y rwyf wedi cael hyd yn hyn yn helpu I mi baratoi I ddechrau defnyddio'r Meysydd Dysgu/Rhaglenni Astudio newydd o fis Medi 2015 - 7. I feel the support I have received will help me prepare to start using the new POS/AOL from September 2015	145	210	42	9	1



Through the NSP, all schools have had the opportunity to access support in analysing test data by including it as one of their five support priorities. At the end of this term, the NSP will transfer to GwE all the information about their support to schools in the region; following this, there will be an opportunity to analyse exactly what training each school has had during the existence of the NSP.

SCA shared key regional messages about the national test data at a full CA team meeting, thus making all CAs aware of the regional improvement priorities for 2015.

Sessions were held for Gwynedd Headteachers during the summer term 2015 on monitoring and managing intervention programmes. Similar input will be included as part of the training for literacy and numeracy leaders during the autumn term.

Overall, most of the requests for support for individual schools were made by the CA rather than the NSP.

Secondary literacy and numeracy network meetings held in each LA area during the Autumn Term. Effective practice and key developments shared. A literacy and numeracy bulletin was published every half term during the year. They are all now available on the GwE website.

Numeracy co-ordinators from 243 primary schools attended training provided by GwE's AP team on Numerical Reasoning in November. This was a 'train the trainer' session. Numerical Reasoning was the main support request identified by the NSP in GwE schools. Numeracy co-ordinators in secondary schools in Gwynedd and Ynys Mon also received training in this area.

Satisfaction levels were high for this course, with 96% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing numerical reasoning in their school.

Literacy co-ordinators from 40 Flintshire primary schools attended training provided by GwE's AP team on Extended Writing across the curriculum in November. A higher % of primary schools had requested support on literacy than any other LA in GwE.

Satisfaction levels were high for this course, with 98% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing extended writing in their school.

GwE facilitated and delivered the National Literacy Trust's Premier League Reading Stars training in November/December. This pilot is funded by WG and has successfully improved boys' motivation and standard in reading in England. Around 120 schools have attended this training. In every LA in GwE girls outperform boys in SS115+ in the reading test, both Welsh and English. The AP who delivered this training on behalf of the National Literacy Trust is supporting schools who have requested follow-up to this training.

Individual APs have supported over 100 schools in total during the Autumn Term. These have been targeted according to need identified by the CA, or through the schools' own request for support via the NSP.

The region's lowest performing schools in the national tests have been identified and those not already supported by the APs were then offered training and support in the Spring term.

Higher order reading skills training offered to schools in 5 LAs in the spring term (2 days in English and 3 days inWelsh)

Procedural Numeracy training offered to schools in 3 LAs in the spring term (2 days in English and 1 day inWelsh)

A spreadsheet of all the schools in the region was prepared, which notes what literacy and numeracy support each school has received from GwE during this academic year. This was shared with LA officers and with the GwE SMT. There are 7 schools in the region that have not received any support or training.

3 training sessions delivered for volunteers to support pupils with reading and basic numeracy skills – a total of 24 volunteers were deployed to their local schools in the new year.

75 teachers and teaching assistants were trained in Catch Up Literacy or Catch Up Numeracy during the Autumn term.

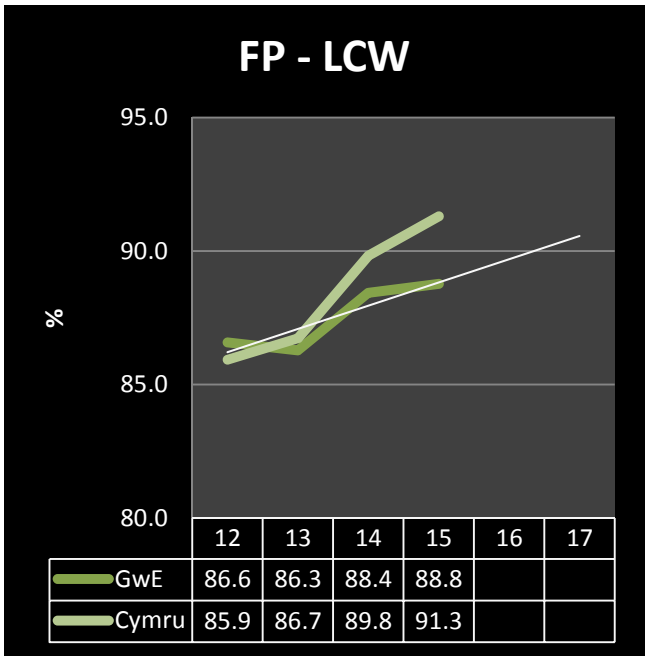
Follow up sessions in Dyfal Donc literacy and numeracy were held during the summer term 2015. 38 members of staff attended the numeracy sessions and 52 attended the literacy sessions, which were an

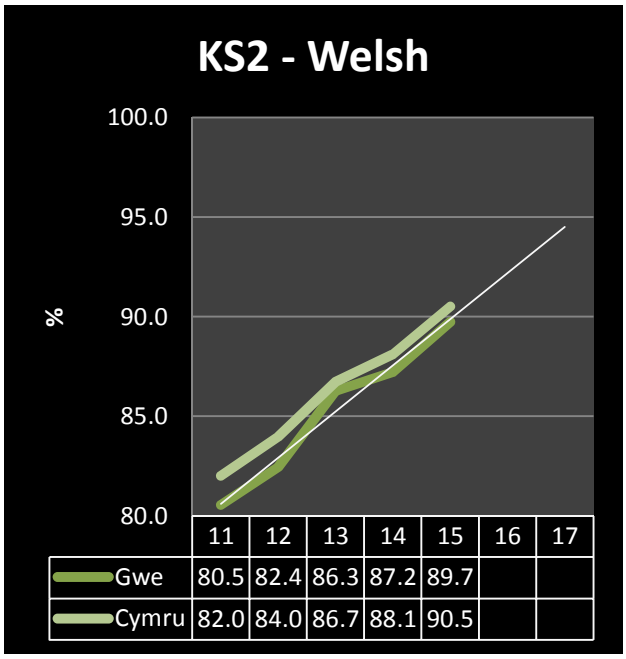
opportunity for those who are already implementing the intervention programme to reinforce and evaluate.

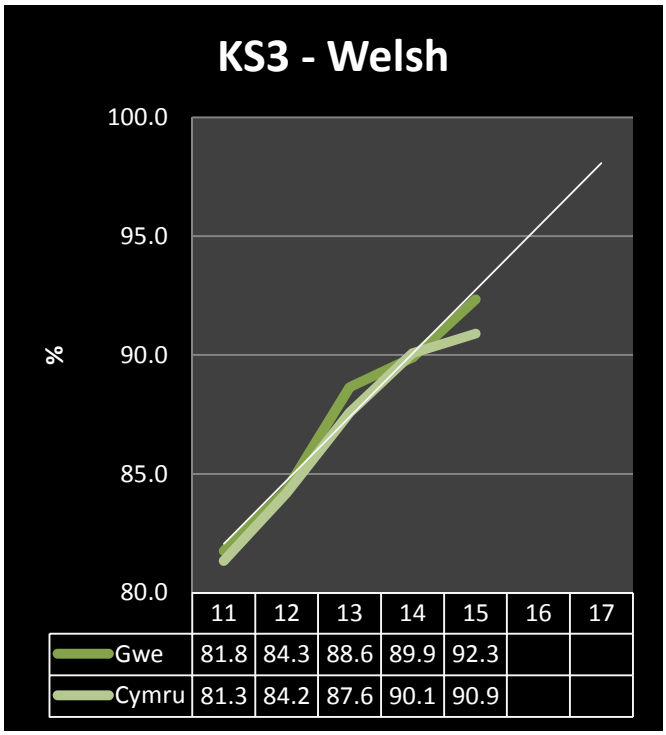
Schools who are interested in receiving training during the autumn term were given an opportunity to express interest by 26 June. This will be arranged in response to need.

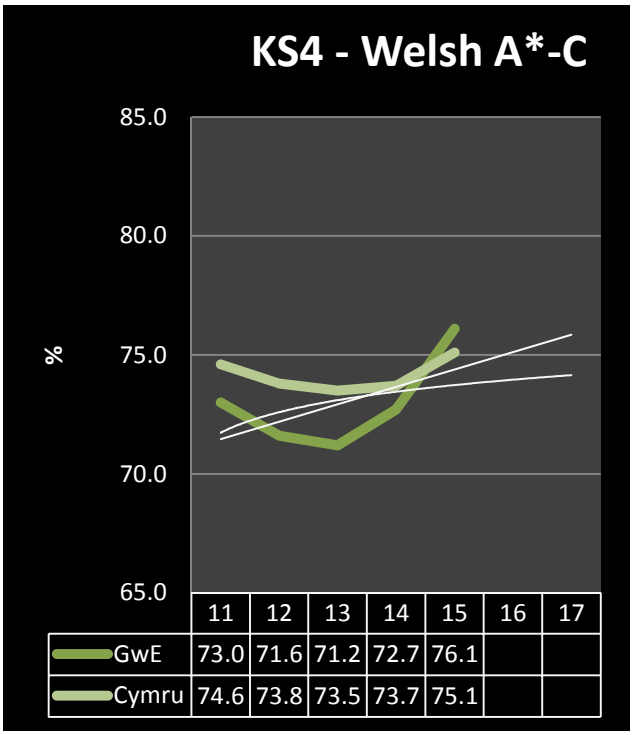
4. Increase the uptake of, and raise standards in, Welsh as a First Language across the region.

GwE has been working with Welsh Government colleagues to develop national and regional data sets which will enable progress in Welsh to be tracked [to include identifying and challenging the reduced cohort who study Welsh as a First Language as a proportion of the total cohort for all other core subjects]. In addition, the standards achieved within that reduced cohort have to be identified and challenged.









A full-time SMT member was appointed on a two-term secondment to lead on this priority (January2015) and preliminary discussions were held with Welsh Government (2.12.14)

LA Strategic Welsh Education Plans have been collated and analysed (February 2015)

A report was prepared on standards in Welsh First Language in KS4, which includes recommendations that focus on raising standards and improving progression and continuity between key stages

There was GwE representation on a WG working group, discussing the informal use of the Welsh language by children and young people.

The strategic regional lead for Welsh, as well as the allocation of the Welsh in Education Grant, is offered by the Building Capacity Welsh Medium Subgroup of NW ADEW and is chaired by Gwynedd LA. GwE is represented on this group.

Welsh was identified as a priority for discussion during 2015 Spring Term challenge and monitoring visit. This included discussions on:

- standards and provision for Welsh, and to gather information and good practice on a regional basis
- school's actions for the development of Welsh as a subject and medium
- extent to which the school responds to the Authority's policy and Welsh in Education Strategic Plan
- extent to which the school responds to Welsh Government policy, objectives and guidelines
- school's self-evaluation for performance indicators 1.1.5 (Standards in the Welsh Language) and 2.1.3 (Provision of Welsh and Welsh Dimension)

All CAs informed and briefed on the focus for the Spring Term challenge and monitoring visit.

Headteachers were informed of the focus for the termly challenge and monitoring visits. Discussions with Headteachers have also taken place in strategic forum meetings and in User Group meetings.

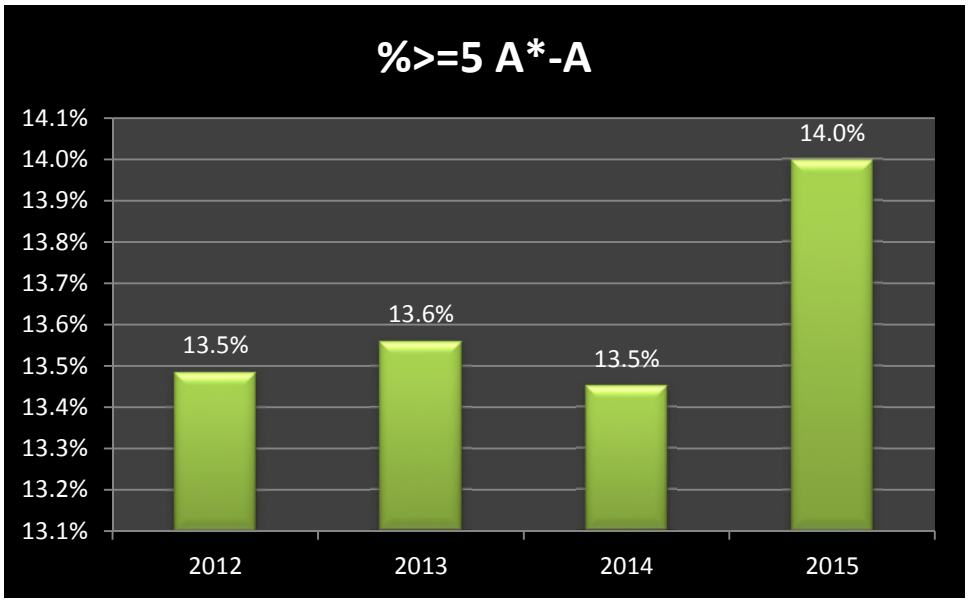
The information gathered during the spring term's monitoring and challenging visits has been collated and shared.

Leading practitioners have produced exemplar learner profiles to support the moderation of Teacher Assessment at the end of KS2 and KS3 and delivered training for schools.

Discussions were held with *Athrawon Bro* (Conwy, Denbighshire and Flintshire) on developing exemplar learner profiles for Welsh Second Language

Leading schools have delivered workshops on the new Welsh First Language GCSE (February and July 2015). The workshops focus on the methodology required to successfully implement the new specification.

5. Increase the proportion of 16 year old learners who achieve at least 5 A or A grades [including language and mathematics] by the end of KS4*



Discussions between WG and the 4 consortia have led to the inclusion of a new indicator as part of the national categorisation system based on 5+ A*/A grades or equivalent. However, this measure does not include language/mathematics. Awareness-raising has had the effect of ensuring this measurement is known to all.

Effective practice has been disseminated via school to school and co-leading practitioner approaches and discussion on A*/A performance has been challenged in all secondary monitoring visits.

In the majority of Local Authorities the A*/A indicator had previously been included in the target-setting processes but has now been included in the revised target-setting processes provided by GwE for all secondary schools.

6. Establish and promote an effective regional model for school>school support

GwE has established a regional strategy for school to school support which has been developed and shared with all stakeholders. All GwE Challenge Advisers have been briefed and updated.

School to school collaboration was discussed and challenged during Visit 1.

A financial incentive was given to all schools within the GwE region based on an agreed formula with all Las and an information and application details sent to all schools with closing date noted.

9 effective cross-authority collaboration projects are now operational across the GwE region. Many key areas are addressed. Workshops were presented in the School to School Conference to share good practice.

Schools have also been notified of GwE's intention to create Co-leading Schools (CLS) across the region. These were initially referenced within the GwE school to school strategy. GwE Challenge Advisers were also briefed on the intention of creating co-leading schools and asked to start identifying potential schools, departments, lead practitioners and leaders.

Headteachers were also briefed on GwE's intention to create CLS through Headteacher forums and meetings and information and application details sent to all schools with closing date noted.

Part 1 of GwE's Co-leading Strategy is currently operational with 19 Co-leading Literacy/Numeracy/MFL schools having been identified

GwE is also working with Welsh Government to promote the Co-leading Schools in the Arts programme.

A National School to School Conference was held on 2 June 2015, organised by GwE, with Professor Mel Ainscow as the keynote speaker. The conference showcased effective collaboration and over 300 attended. The feedback was very positive.

GwE is also in the process of working with Welsh Government to promote the '*Pioneer Schools New Deal'*, the '*Pioneer Schools Successful Futures* 'and the '*Pioneer Schools Digital Competence'* as a result of the Donaldson and Furlong reviews.

7. Develop quality leadership and teaching and learning at all levels

An audit to determine the current provision for leadership development across North Wales has taken place and a report written detailing this provision across the six local authorities.

The key features of programmes required have been determined and presented in a report to GwE SLT. The report includes '*high level principles*' for proposed programmes. As a consequence, the **Prospectus for a Middle Leadership Programme** was drafted and discussed with stakeholders. The prospectus contains the vision, aim and objectives, strategic intention, details of target audience, funding information, process, timings and programme content. As a result, GwE's Middle Leadership Development Programme is developing effectively. 60 individuals have completed the training with a further 32 part of the development of Middle Leadership/Physical Literacy at present. A further 60 individuals will commence the programme at the end of September 2015. The programme is currently being externally evaluated after being massively welcomed by participants and their headteachers.

GwE's **Experienced Headteachers Development Programme** is also operational – 19 individuals have successfully taken part in the programme and are assisting GwE in amending the programme for September 2015 onwards.

An example of the quotes from some of the participants are included below:

Last week was the most pleasurable experience I have had in a long time and I'm glad that I engaged openly from the beginning. It opened my eyes and changed my outlook on a lot of things. The first day back yesterday was one of the best days I've had so far in the job.

What an amazing four days we had! My only wish is that this kind of experience was available 10 years ago for us. I thought the whole programme throughout the four days was very cleverly thought out. Felt very emotional at the end of the experience and never thought for a minute the impact my four days experience would have on my role as a school leader. I know look at my staff in a different way. Have I successfully managed a couple of my under-performing members of staff? Have I delegated the correct tasks to the correct people on my team? I have already thought out some different ways of approaching certain areas we need to develop in my school following my new experience. I`m feeling really excited about the future. I very much so appreciate the fact that I had this enlightening experience.

I had an absolutely great experience over the four days last week and I met some amazing people (including you). Team Sky are regularly in touch and we have some collaborative projects planned, which is another positive off-shoot of last week's experience. We are going to meet up again before the end of term. My staff all think I have been 'Body-snatched' as I am breezing around the place gripping the team and they are all smiling and laughing, almost hysterically. They all want to have the same training now!!

I just want to say a personal thank you for the past week. I can honestly say that I was completely out of my comfort zone for most of it, but that's what I loved about the experience.
I truly believe I've made some friends for life. Thank you for stepping in & guiding me on the last quest in particular. .. your calm manner steered me through and helped the team climb back!

GwE's **Leadership Development Programme** includes Continued Professional Development for every part of the developing leadership pathway for practitioners in North Wales. The programme has been discussed with Welsh Government and approved as good practice.

Welsh Government and the other three consortia are interested in adopting specific elements of the GwE programme and GwE is currently in discussions about taking a national role in leadership development at all levels.

Discussions and evaluationsare also taking place regarding external providers that could be commissioned to provide training in a number of areas.

Effective external providers have been identified and commissioned to provide two programmes as part of GwE's Leadership Development Programme

GwE have successfully tendered to deliver the **NPQH** regionally and have arranged and facilitated the selection process for the 2014/2105 process. GwE is also collaborating with Welsh Government and the other three consortia on planning and implementing the new NPQH.

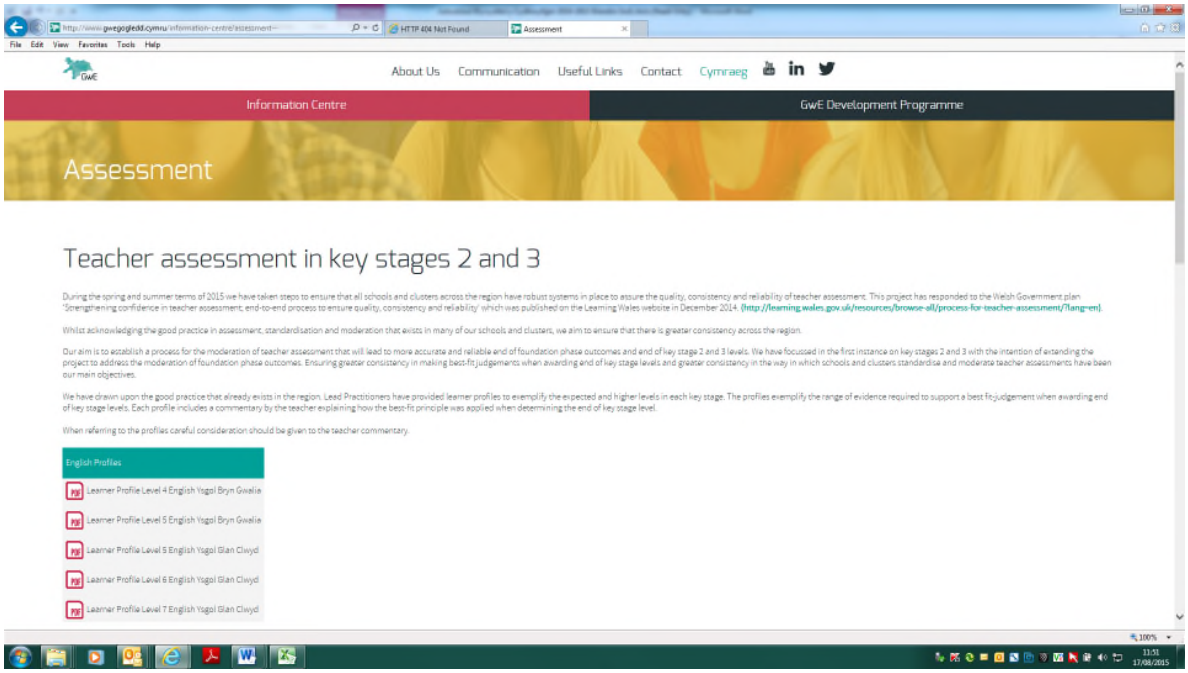
Pedagogy training events have also been implemented with initial focus on effective assessment and moderation procedures.

A number of hub based training events have taken place during the autumn term e.g. what works best in the classroom, assertive Mentoring training, moving learners to the next level, ICT etc.

Moderation training taking place through *GwE Teacher Assessment Working Group.*

During March, training on the assessment and moderation of Teacher Assessment at the end of KS2 and KS3 in Welsh First Language, English, Mathematics and Science was held. Every cluster was invited to send a primary and a secondary representative for each subject to the training sessions. There were 11 sessions held in locations across the three hubs. Although concern had been expressed about insufficient warning of the training dates, the feedback on the content of the course and the quality of the training material was very encouraging. 91% of clusters ensured representation in each ofthe subject sessions.

All the training material was published on the GwE website, including the exemplar Learner Profiles.



Reports were received on cluster moderation meetings. Following the training, it seems that the moderation process has been strengthened, and clusters that have not ensured that consistent moderation meetings have taken place during recent years have now ensured that this occurs.

8. Support schools to develop more robust and effective assessment, standardisation and moderation processes

GwE is now represented at national level on WG working groups looking at ensuring consistency in Teacher Assessment across Wales. The GwE Representative is leading a regional working group made up of Challenge Advisers who have expertise in this area.

GwE has identified eight expert practitioners (representing primary x1 and secondary x1 from each core subject) to create a regional portfolio of standardised work for each subject in all three Key Stages. High quality portfolios have been distributed to all schools across the region to be used as part of school's own CPD on teacher assessment. GwE staff have quality-assured the resources and published materials on GwE website.

GwE has also identified sixteen 'deputy' expert practitioners (2 people per subject per phase). Practitioners have been trained by the expert practitioner in the delivery of the training resources. GwE staff have quality-assured the training.

Lead practitioners have attended Headteacher forums to present guidance and profiles. Training sessions were held in March. Positive comments were received on the content of the course and the quality of the training materials, including the learner profiles, although there was concern that not

much notice was given of the sessions and that the timetable for the moderation process is tight. All the training materials has also been made available on the GwE website.

Trainers held cluster training sessions attended by one secondary and one primary representative from each cluster. Identified cluster leads weree expected to disseminate the resources to all schools in cluster meetings. Register of attendance at cluster meetings were taken and non- attenders were required to attend a subsequent one off *mop-up* training session. Challenge Advisors sampled a selection of these sessions. Consequently, clusters have sent minutes and Challenge Advisers have completed reports on moderation meetings in which they were present.

Cluster meetings took place by end of Spring Term to undertake cross phase moderation. Standards were informed by regional training and the agreed resource. Cluster schools' work required to be signed off by a Headteacher from cluster. Hub Challenge Advisors were expected to attend at least one moderation meeting within hub to quality assure the process. It was intended that summer cluster moderation meetings were held to confirm judgements of learner profiles at the expected and higher level for pupils at point of transfer – Years 2, 6 and 9. However, these second cluster meetings were not timetabled in most clusters, but the moderation process has been considerably strengthened across the region this year.

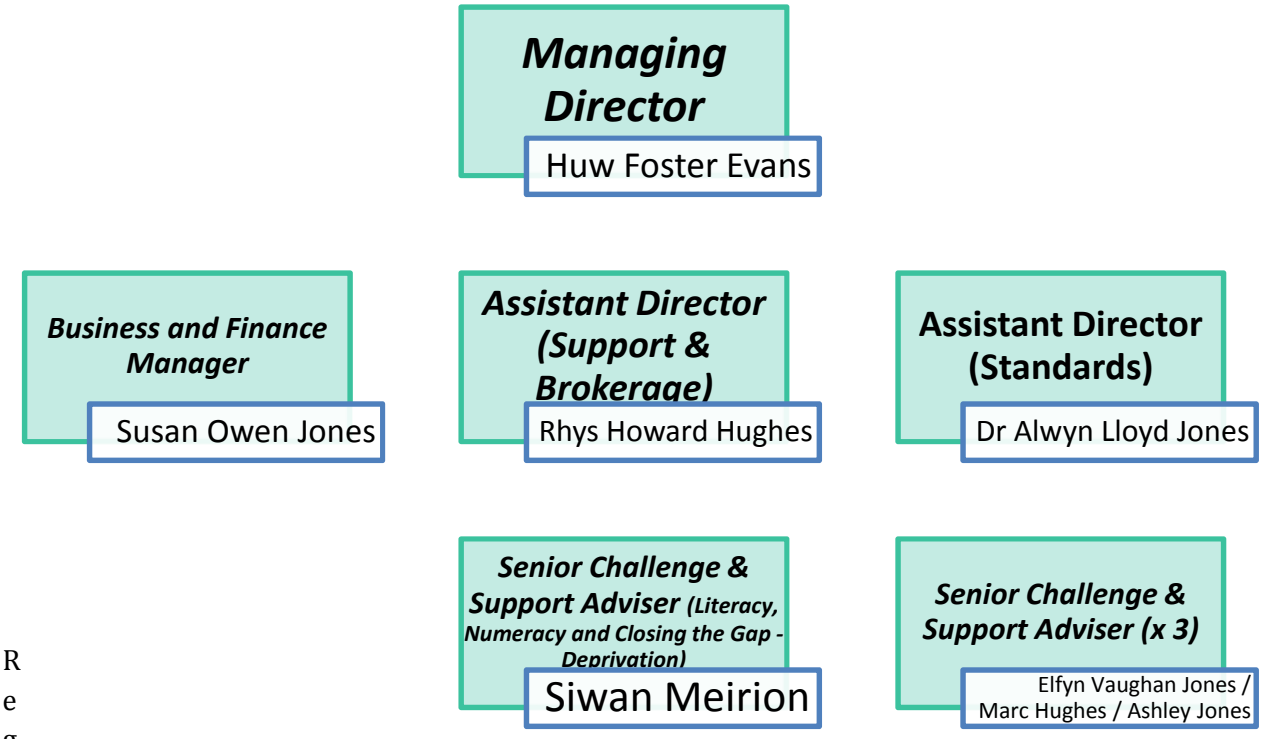
Every school is aware of WG guidance on Strengthening Teacher Assessment and has been advised to plan a standardisation and moderation programme for the next academic year.

A sample of schools across the region were part of the **National Verification Programme** to strengthen teacher assessment. GwE was successful, in partnership with the other three consortia, in tendering for this national contract. A team of verifiers within GwE have been part of verifying teacher assessment in other regions (ERW mainly). The team will meet with the national working group to discuss the outcomes of the process this year and to identify priorities for next year. There will be a briefing session for Headteachers on the outcomes of this year's external verification programme and to plan for meeting the statutory requirements for 2016.

Section 2: Key priorities for developing the business capacity and functions of GwE as an organisation

1. Develop leadership and business capacity to effectively fulfil key functions.

The Assistant Director (Brokerage and Support) and the Senior Challenge Adviser Literacy/Numeracy have taken up full-time post since September 2014. We have also appointed a Headteacher secondment to lead on national projects [Schools Challenge Cymru/PISA Project] and have increased the cadre of seconded Headteachers within each hub. This has significantly increased capacity and has allowed GwE to respond much more effectively to the breadth of responsibilities and expectation. The Assistant Director (Standards) has been in post full time since April 2015 and completes the Senior Leadership Team.



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The regional consortium *Data and Information Manager* has transferred to GwE in April 2015 and is line managed by Assistant Director (Standards). LA historical data is being collated at regional level and data sharing protocols agreed. This will allow for a more effective and efficient system for analysing data and targeting resources.

GwE is developing and publishing reports on a regional, authority and school level as well as developing the ability to publish them so that users can self service.

GwE is also investing in Fisher Family Trust (FFT)data at a consortium level.

The former consortium support staff have transferred to GwE and roles and line management structure have been confirmed. This increased business capacity allows for a more cohesive approach to budget planning and monitoring. In addition, more robust financial monitoring systems and arrangements have been implemented between the GwE Business Manager and host LA Finance Department. The monitoring of budget and any under/overspend is undertaken in all GwE SLT meetings, as well as at appropriate meetings of the Management Board.

All Challenge Advisers participated in the national training provided by WG [October 2014]. Effective and rigorous Performance Management procedures are operational across all three hubs. All Challenge Advisers are expected to participate in specific Estyn training.

There are robust QA procedures operational for all termly visits.

A **GwE Challenge Adviser Development Programme**, with a specific focus on the core elements of the post, is now operational. Challenge Advisers have attended specific training:

- three days developing coaching skills

- training on effective use of tracking systems and target setting

The Development Programme will continue, with the next step focussing on the specific skills required for responding to the needs of schools in different colour categories.

Challenge Advisers are regularly briefed and updated on regional developments and expectations re: promoting and facilitating more effective collaboration between schools. CA Performance Management objectives are aligned with this key priority.

GwE's new model of working with schools from 2015-2016 will also ensure a mature programme of school to school support. Specific training has been developed for CAs and is to be held early in September 2015.

2. Ensure the effective governance of GwE.

The Joint Committee and User Group membership/terms of reference currently align with NM expectations.

There is an agreement in place to establish Executive Advisory Board with initial membership and terms of reference. The group will have advisory and reporting powers which correspond to the functions set out in the National Model, along with delegated decision powers. The GwE MD will have access to the EAB along with the 6 Chief Education Officers. Membership has been confirmed, and 2 meetings of the (shadow)Advisory Board were held in April and July

A summary of decisions/discussions at the EAB to be shared with the Joint Committee, for information

A governance model has been agreed which outlines clearly the extent of delegated authority to directors and/or the MD and his team.

A report outlining the changes to the GwE governance structure (in response to the National Model) has been presented and approved by the 6 local authorities and the Joint Committee. The report includes membership/terms of reference of the various groups as well as the authorised delegation levels to the various tiers.

The six Local Authorities intend to re-visit the original Inter Authority Agreement and Service Level Agreement to include additions as a result of the National Model during the autumn term 2015.

3. Ensure robust quality assurance, scrutiny and accountability at all levels

Robust Performance Management procedures are now being applied consistently and national training programmes for up-skilling Challenge Advisers are being underpinned and reinforced by regional support.

Full self-evaluation against regional performance, leadership and governance aspects and quality of provision and support by GwE were completed for Estyn thematic inspection. 5 stakeholder surveys were undertaken during period between April 2013>December 2014. Key strengths and areas for further improvement have been identified and included within revised Business Plan.

GwE now ensures that Senior Challenge Advisers (SCA) attend SLT meetings of LA home team to report on progress against key priorities [including performance of targeted schools].

SCA evaluates respective LA performance in the Autumn Term and presents annual report to scrutiny committee and LA Senior Officers. LA Lead Members/Portfolio Holder/Cabinet Member report on findings of individual scrutiny processes to Joint Committee.

MD evaluates GwE regional performance in the Autumn Term and presents :

i. annual report for scrutiny to Advisory Board and Joint Committee

ii. updates on progress against key priorities at timetabled meetings

4. Ensure that GwE becomes a sustainable and effective partner within the educational community

GwE has developed a high level of brand identification across the region so that all professionals know what GwE can/will deliver. GwE has commissioned an external "branding company" to assist, advise and implement developments.

Challenge Advisers and key stakeholders have been briefed and updated regarding developments

Prospectus of GwE activities re. support, bespoke and generic training which will be available to schools is being developed.

GwE website/moodle/VLE platform to inform and share best practice across the region is also developing and the GwE User Group has been advising, assisting and evaluating developments.

GwE

Tuag at Ragoriaeth
Towards Excellence

Report to GwE Joint Committee

Pupil Outcomes 2015

November 2015

Performance Appraisal 2014-15

Raising standards and improving the quality of education for our children is the most important priority for GwE and its partners, in order to have a positive impact on the experiences and outcomes for children and young people.

In GwE's opinion, standards across FP, KS2, KS3 and KS5 are generally sound, and that recent trends suggest things have reached a plateau in FP and KS2, with further improvements in KS3. However, the performance in KS4 was only adequate in 2015.

Further progress has been made at the national level between 2013>2015 across key indicators at all key stages [except KS3] and there are still variations in performance between schools in both sectors, across the region. There are too many individual schools with a rolling performance in the main indicators of performance which are lower than the median in terms of FSM national benchmarks. Specific strategies have been implemented with establishments who have a history of underperformance [including the adoption of quality improvement plans and agreeing on a tight timetable and regular monitoring and challenge] that have led to good improvements with a significant percentage of them. With a minority of those schools making unsatisfactory progress, the Authority, in full collaboration with GwE, has acted in accordance with the powers and responsibilities defined in the Partnership Agreement between School and the LA [Section 197 Education Act 2007].

The biggest challenge remains to improve performance in a number of target secondary schools, and to consolidate the recent improvement seen in a number of other schools, as well as ensuring that standards and leadership improve across the primary schools that are underperforming. The intense and resolute action in these schools since 2013 reflects the commitment of the authorities and the GwE SMT to achieve improvements for all learners, wherever they are located in the region.

Performance in the main indicator at the end of each key stage:

Indicator	2014		+/-	2015		+/-	Progress 2013>2015		Progress 2014>2015	
	GwE	Wales		GwE	Wales		GwE	Wales	GwE	Wales
FPI	84.5	85.2	-0.7	85.9	86.8	-0.9	2.4	3.8	1.4	1.6
CSI KS2	85.7	86.1	-0.4	88.2	87.7	0.5	0.1	1.8	2.5	1.6
CSI KS3	83.8	81	2.8	86.1	83.9	2.2	5.1	4	2.3	2.9
TL2+	57.1	55.4	1.7	57.1	58	0.7	1	2.4	0	2.6

Based on the above statistics, and the comparison with the national situation, the performance of GwE regions in the main indicator is good in KS2 and KS3, but adequate only in the FP and KS4. By 2015, the main indicator is above the national average in KS2 and KS3 and the increase in 2014>2015 is good. The main FP indicator remains below the Welsh average and KS4 performance is lower than that of Wales for the first time in three years. In addition, the progress on the national level exceeds the local improvement rates.

However, the national direction has highlighted the need for a period in which there is little change in Teacher Assessment moderation across Wales, and a more powerful standardization and validation process. Teacher assessment accuracy remains a national concern, and this is an area which still requires attention throughout the region.

FOUNDATION PHASE

[TEACHER ASSESSMENTS]

Summary opinion about FP:

Statistics suggest adequate performance only in the Foundation Phase as the percentage of success remains below the national average. The local improvement rates are also lower than the national increase. However, there is national concern about the accuracy of teacher assessments and further work is needed to strengthen assessment, standardization and moderation locally and nationally.

FOUNDATION PHASE INDICATOR (FPI)

FPI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
GwE	83.5%	84.5%	85.9%	2.4%	1.4%
CSC	81.9%	84.1%	87.6%	5.7%	3.5%
EAS	86.2%	88.2%	88.0%	1.8%	-0.2%
ERW	82.4%	85.7%	87.1%	4.7%	1.4%
Wales	83.0%	85.2%	86.8%	3.8%	1.6%

FPI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	82.8%	85.2%	86.8%	4.0%	1.5%
Anglesey	85.8%	84.6%	86.2%	0.4%	1.6%
Conwy	80.4%	84.5%	82.9%	2.5%	-1.6%
Denbigh	84.9%	86.1%	86.4%	1.5%	0.3%
Flint	84.4%	84.5%	87.0%	2.6%	2.5%
Wrexham	83.4%	82.9%	85.5%	2.1%	2.6%
GwE	83.5%	84.5%	85.9%	2.4%	1.4%
Wales	83.0%	85.2%	86.8%	3.8%	1.6%

FPI : FSM PUPILS

FPI - FSM	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	70.2%	71.0%	75.4%	5.2%	4.4%
Anglesey	71.3%	67.4%	77.1%	5.8%	9.7%
Conwy	67.3%	71.7%	69.0%	1.7%	-2.7%
Denbigh	74.7%	75.9%	73.4%	-1.3%	-2.5%
Flint	67.8%	69.3%	71.2%	3.4%	1.9%
Wrexham	67.4%	68.9%	69.2%	1.8%	0.2%
GwE	69.5%	70.8%	72.0%	2.5%	1.2%
Wales	69.2%	72.4%	x	x	x

Foundation Phase Indicator (FPI)

- There has been a further increase in the percentage of pupils achieving the FPI in 2015 (85.9% - an increase of 2.4% since 2013), but the percentage is still the lowest among the regional consortia (range 85.9% to 88.0%). There was an increase across all Local Authorities (+0.4% to +4.0%) during the period 2013>2014, but in all cases except Gwynedd, this increase is lower than the Welsh average.
- Between 2013>2015 there was a significant increase in the percentage of pupils achieving the FSM indicator in Gwynedd (+5.2%) and Anglesey (+5.8%) but progress is uneven across the region, with 4 LAs showing an increase and 2 showing a decline between 2014>2015.
- The percentage of pupils achieving the expected level (Outcome 5+) in Welsh, English and Mathematical Development continues to improve, and there was positive progress in each of the indicators between 2014 and 2015. This increase is similar to that seen across the regional consortia.
- Higher level (Outcome 6+) - further progress was seen across the regional indicators compared to 2014, although the increase in Welsh and English is slightly lower than the Welsh average. A significant increase was seen in the percentage of Outcome 5+ in English in Gwynedd (+13.5%) but a decrease in the percentage of Outcome 6+ (-8.7%).
- The performance of the girls exceeds that of boys across all indicators although the gap is smaller in Mathematical Development both regionally and nationally. The gap for the FPI (8.3% in 2015) reflects the position nationally (8.5% in the period 2013-2015). This early gap remains a cause for concern.
- In terms of the main FSM indicators and benchmarks, several schools are constantly in quartiles 3 and 4. They need to be challenged, supported and monitored regularly to ensure improvements.

KEY STAGE 2

[TEACHER ASSESSMENTS]

Summary opinion about KS2:

The increase in the percentage for the regional CSI, which is almost 2% higher than the average for Wales in 2015, represents a good performance in KS2. The increase is consistent across authorities in the region and the statistics for FSM pupils are also good in comparison to other regions, and the Welsh average. The same positive messages emanate from the success percentages in core subjects at KS2. However, as with the Foundation Phase, there is national concern about the accuracy of teacher assessment and further work is needed to strengthen assessment, standardization and moderation, both locally and nationally.

KS2: CORE SUBJECT INDICATOR (CSI)

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
GwE	85.5%	85.7%	88.2%	2.7%	2.5%
CSC	83.3%	85.8%	87.8%	4.5%	2.0%
EAS	85.7%	87.0%	88.1%	2.4%	1.1%
ERW	84.5%	87.3%	88.3%	3.8%	1.0%
Wales	84.3%	86.1%	87.7%	3.4%	1.6%

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	86.6%	86.0%	89.5%	2.9%	3.5%
Anglesey	88.0%	87.8%	91.8%	3.8%	4.0%
Conwy	83.1%	84.3%	85.8%	2.7%	1.6%
Denbigh	86.0%	86.6%	87.9%	1.9%	1.3%
Flint	85.0%	86.1%	87.9%	2.9%	1.8%
Wrexham	85.4%	84.2%	87.7%	2.3%	3.5%
GwE	85.5%	85.7%	88.2%	2.7%	2.5%
Wales	84.3%	86.1%	87.7%	3.4%	1.6%

KS2: CSI : FSM PUPILS

CSI - FSM	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	70.4%	76.6%	75.7%	5.3%	-0.9%
Anglesey	78.5%	79.3%	78.7%	-0.6%	-0.7%
Conwy	68.9%	66.7%	69.9%	1.0%	3.3%
Denbigh	77.1%	73.0%	79.0%	1.9%	6.0%
Flint	71.5%	71.6%	72.0%	0.5%	0.4%
Wrexham	68.5%	65.8%	74.3%	5.8%	8.6%
GwE	72.2%	71.1%	74.6%	2.4%	3.5%
Wales	69.8%	71.9%	x	x	x

Core Subject Indicator

- Further increase was seen in the percentage achieving the CSI of 2.5% between 2014>2015 ensuring that the regional success percentage (GwE) of 88.2% was higher than the average for Wales (87.7%) and the second best among the regions in Wales. There was an increase of 2.7% during the period 2013>2015 (Wales 3.4%)
- Significant progress across all the region's Authorities between 2014 and 2015, ranging from 1.3% (Denbigh) to 4.0% (Anglesey). This increase is higher than the average for Wales in every Authority, except Denbigh.
- CSI for FSM pupils has increased to 74.6% in 2015, which compares favourably with the average for Wales (71.9% in 2014). The significant increase in the authorities of Wrexham (+8.6%) and Denbigh (+6.0%) is good.
- The gap between the performance of girls and boys (5.6%) is lower than the average for Wales (5.8%) and is the lowest but one among the regions.

Core Subjects

In general, the success percentages at L4+ and L5+ have improved for all core subjects during the period from 2013 to 2015, and this increase compares favourably with the national situation. There is a need to continue with the appropriate challenge to the individual schools that consistently perform below the national median in terms of FSM benchmarks.

- **Welsh** - the percentage attaining L4+ by the end of KS2 has risen to 89.7% by 2015 (Wales- 90.5%), an increase of 6.8% since 2013 (Wales - 7.6%). Among the Authorities, the largest increase this year has been in Anglesey (+6.2%) and Denbigh (+5.5%) and the largest decrease in Flint (-3.6%). At Level 5+, the success rate of 38.4% represents an increase of 6.8% since 2013 and the L5+ percentages have been higher than the averages for Wales for the past three years.
- **English** - the L4+ percentage increased to 90.0% by 2015 and this result is far above the average for Wales for the third year in a row. This increase is fairly consistent across the Region's Authorities, with each Authority showing an increase during the period 2013-2015. At Level 5+, the percentage continued to increase in all regional authorities and the increase from 2014 to 2015 (+3.6%) is above the average for Wales (+2.8%). Nevertheless, the percentage of L5+ (40.2%) is lower than the percentage for Wales (40.8%). There has been a significant increase in the results of Gwynedd and Anglesey this year.

- **Mathematics** - the percentage of L4+ increased to 90.8% 2015 (an increase of +2.4% since 2014), the highest among the regions in Wales. This increase is consistent across the Authorities in the North, and there was also a significant increase in the numbers reaching Level 5+ by the end of KS2 (+2.8% since 2004 and +4.2% in the period between 2013 and 2015). The gap between the performance of boys and girls is less in mathematics, at 3.3% in 2015 (3.7% - across Wales).
- **Science** - 92.1% of KS2 pupils reached L4+ in 2015, the highest among the regions of Wales. The progress was consistent across the Authority, although there was more variety in the numbers achieving L5+. The percentage for the region (40.8%) is slightly lower than the average for Wales (41.1%). The gap between the performance of girls and boys at L4+ and L5+ is very similar to mathematics, and is lower than the average for Wales.

KEY STAGE 3

[TEACHER ASSESSMENTS]

Summary opinion on KS3:

The statistics are very robust and suggest a good performance across the region. The CSI is higher than the average for Wales in every authority in the GwE region for the third year running. However, in light of the outcomes at the end of Key Stage 4, there is concern about the reliability of assessments at the end of the key stage.

CORE SUBJECT INDICATOR (CSI)

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
GwE	78.60%	83.80%	86.10%	7.50%	2.30%
CSC	76.10%	80.30%	83.60%	7.50%	3.30%
EAS	75.70%	79.00%	82.20%	6.50%	3.20%
ERW	78.10%	81.70%	84.30%	6.20%	2.60%
Wales	77.00%	81.00%	83.90%	6.90%	2.90%

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	85.4%	89.1%	91.3%	5.9%	2.2%
Anglesey	81.5%	83.6%	84.5%	3.0%	0.9%
Conwy	78.5%	83.7%	87.2%	8.7%	3.5%
Denbigh	75.0%	83.2%	84.3%	9.3%	1.1%
Flint	80.0%	84.3%	87.1%	7.1%	2.8%
Wrexham	72.2%	78.4%	80.9%	8.7%	2.5%
GwE	78.6%	83.8%	86.1%	7.5%	2.3%
Wales	77.0%	81.0%	83.9%	6.9%	2.9%

KS3: CSI : FSM PUPILS

CSI - FSM	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	65.4%	74.6%	78.3%	12.9%	3.6%
Anglesey	61.2%	70.2%	71.3%	10.1%	1.1%
Conwy	56.0%	70.5%	70.1%	14.1%	-0.4%
Denbigh	47.7%	66.3%	63.2%	15.5%	-3.1%
Flint	58.2%	65.1%	71.6%	13.4%	6.5%
Wrexham	45.2%	50.5%	56.0%	10.8%	5.5%
GwE	54.4%	65.2%	67.7%	13.3%	2.5%
Wales	53.8%	61.3%	x	x	x

Core Subject Indicator

- Good results were seen across the GwE region in 2015 and, for the third consecutive year, the success percentage of CSI (86.1%) was the highest among the regions of Wales. The increase during the rolling period 2013-2015 (+7.5%) was also the highest in Wales.
- The percentages for CSI varied within the region, from Wrexham (80.9% in 2015) to Gwynedd (91.3%) but, without exception, the increase across the region, ranging from +3.0% in Anglesey to 9.3% in Denbigh, is very strong.
- There was also good progress in the percentage of FSM pupils who achieved the indicator during the period 2013-2015; ranging from +10.1% in Anglesey to 15.5% in Denbigh. By 2015, the success percentages are higher than for Wales in all the region's Authorities.
- The gap between the performance of boys and girls was 8.2% by 2015, and although this reflects the situation nationally, the increase in the gap between KS2 and KS3 remains a concern.

Core Subjects

In general, the success percentages at L5+ and L6+ have improved for all core subjects during the period from 2013 to 2015, and this increase compares favourably with the national situation. There is a need to continue with an appropriate challenge to the individual schools that consistently perform below the national median in terms of FSM benchmarks.

- **Welsh** - The percentage of L5+ in the GwE region in 2015 (92.3%) is the highest in Wales and the increase of 3.7% since 2013 is the second highest. The success percentage among the Authorities in the North is higher than the average for Wales in all cases, except Flint (80.0%, compared with 90.9% in Wales and 92.3% in the GwE region). Nevertheless, the increase of +24.0% this year in Flint is encouraging although the numbers are low, and there has been significant progress in each of the authorities during the rolling period 2013 to 2015 (except Conwy). On L6+, the success percentage in the GwE region (59.8%) exceeds the average for Wales (56.1%) and the increase of 12.2% since 2013 is also higher than for Wales. In 2015, the gap between girls and boys was 4.9% compared with 7.0% across Wales.
- **English** - The L5+ percentage (89.5%) is again the highest among regions of Wales and the increase during the period 2013-2015 was fairly consistent across the authorities in the North. By 2015 the L5+

percentage was above Wales in all authorities except Wrexham. Nevertheless, the increase of +7.0% in Wrexham in the period 2013-2015 is higher than the average for Wales (+5%). On L6+ the percentage is 54.5% in the GwE region, an increase of 11.1% since 2013, compared with 52.6% across Wales. This increase is consistent across the Authority, with the largest increase in Conwy (+14.6%) and the smallest in Gwynedd (+5%) during the rolling period 2013-2015. In 2015 the gap between girls and boys was 8.8%, which is slightly higher than Wales (8.2%) and is a cause for concern.

- **Mathematics** – In each of the last three years, the percentage achieving L5+ in Mathematics in the GwE region has been higher than every other region in Wales. This is also true at L6+ (GwE - 62.1% and Wales - 59.5% by 2015). The increase at L5+ and L6+ has been significant in each of the Authorities in the North since 2013 e.g. the increase in L6+ ranging from +4.8% (Conwy) to +8.0% (Gwynedd). The gap between girls and boys at L5+ is less in mathematics, and very similar to the picture nationally.
- **Science** - the situation is very similar to Mathematics with 93.7% of pupils achieving L5+ 2015 (Wales - 91.8%), the highest among the regions for three consecutive years. L6+ was also higher than the average for Wales during the period 2013-2015. Performance was consistently good across the Authorities in the North, and there was significant progress at L5+ and L6+ in each authority in the period 2013-2015. The gap between girls and boys (4%) was very similar to the rest of Wales.

KEY STAGE 4 [INTERIM RESULTS]

Summary opinion on KS4:

In general, performance is adequate in KS4. There has been no increase in the headline indicator (TL2 +) in 2014>2015. This does not correspond to the national improvement and progress in each of the other regions, and is unacceptable.

- On average, schools in the amber/red category have improved +3.5% since 2014 and there is a significant improvement in the results of some individual schools. This reflects the effectiveness of the intervention programmes that were put in place at the relevant schools. Nevertheless, we have not seen the expected increase in a small percentage of those schools.
- The performance of a number of schools in the green and yellow categories was generally disappointing. There was underperformance in many individual schools, and this was unexpected in view of their historical performance and progress.
- There was significant variation in the performance of a significant number of schools over a three year period. This is a concern, especially in relatively large schools.
- There was a significant difference between the targets/estimates and actual final performance in many schools. This is unacceptable.
- There are significant differences in the performance of the Authorities within the GwE region, including variations in terms of the increase between 2013>2015 and 2014>2015. The highest TL2+ performance was in Gwynedd (63.1% in 2015) and the largest increase in 2014>2015 in Anglesey (+2.8%). Nevertheless, the performance of some individual schools in Gwynedd and Anglesey is a concern. In Denbighshire we found little progress in TL2+ between 2014 and 2015 and, although some individual schools within the Authority have made good progress, the results for the county as a whole are disappointing. Some schools have underperformed in 2015, especially in view of the improvement seen in 2014. Flintshire has historically performed well but, in 2015, there was a significant decrease in the performance of a number of schools in the county. In Conwy, TL2+ has fallen -1.6% due to the disappointing performance of most of the county's schools. Although there were some further increases in TL2+ (0.5%) in Wrexham in 2015, the performance of some individual schools remains a major concern.
- FSM pupils' performance in 2015 was disappointing in most of the Authorities in the North, and it was only in Conwy (5%) and Denbigh (4%) that we saw any increase in TL2+ between 2014 and 2015. This raises questions about the use of the Deprivation Grant.
- Concern remains regarding the results of GCSE English and Mathematics at several schools across the GwE region. A significant number of pupils do not achieve grades A*-C in these two core subjects.
- The content of the BTEC qualification has resulted in success percentages that appear to be very good in Science. Nevertheless, the success percentages in GCSE Science in many schools across the Authorities in the North are not as positive. From 2017 onwards, the BTEC qualification will not contribute towards the key indicators - this is likely to create a huge challenge for many schools if they wish to maintain the current perceived performance.

KS4 – SUMMARY

	2012/13					2013/14					2014/15					CYNNYDD					
																TL2+		TL2		TL1	
	Nifer	% L1	% L2	% L2+	% DPC	Nifer	% L1	% L2	% L2+	% DPC	N	% L1	% L2	% L2+	% DPC	2013 >15	2014 >15	2013 >15	2014 >15	2013 >15	2014 >15
CYMRU	36617	93	78	52.7	49.2	35168	94	82	55.4	52.6	x	94	83	58	54	5.3%	2.6%	5.2%	0.7%	0.8%	0.0%
GwE	7747	95	81	56	52.9	7450	95	84	57.1	54.8	x	96	81	57.1	54.9	1.1%	0.0%	-0.4%	-3.2%	1.1%	0.6%
Ynys Môn	727	97	83	54.2	50.6	653	96	86	53.8	52.5	x	97	83	56.6	54	2.4%	2.8%	-0.2%	-2.6%	-0.9%	0.5%
Gwynedd	1409	97	82	58	57.3	1329	97	88	61.1	60.5	x	98	89	63.1	62	5.1%	2.0%	7.5%	1.3%	0.9%	0.8%
Conwy	1267	95	85	56	52.6	1208	96	86	55.5	52.7	x	96	83	53.9	51	-2.1%	-1.6%	-1.6%	-2.8%	0.7%	0.4%
Dinbych	1254	94	86	53.4	49	1251	95	89	55.6	54	x	95	86	55.7	52	2.3%	0.1%	0.3%	-2.8%	1.4%	-0.2%
Fflint	1810	94	80	62.2	59	1736	94	83	61.9	58.3	x	94	81	60	58	-2.2%	-1.9%	1.4%	-1.7%	0.0%	0.2%
Wrecsam	1280	91	73	48.4	44.8	1273	93	74	51	47.8	x	93	71	51.5	48	3.1%	0.5%	-2.4%	-2.9%	2.1%	-0.1%
ERW	10102	95	81	55.6	52.4	9770	96	86	57.9	55.1	x	x	x	60.7	x	5.1%	2.8%				
CSC	10646	93	76	49.4	46.8	10212	94	81	54.1	52.2	x	x	x	58.2	x	8.8%	4.1%				
EAS	7119	92	73	49	45.8	6712	94	80	52.2	50	x	x	x	54.7	x	5.7%	2.5%				

KS4 – TL2+

Region	TL2+ 2014	TL2+ 2015	+/-
GwE	57.1%	57.1%	0%
CSC	54.1%	58.2%	4.1%
EAS	52.2%	54.7%	2.5%
ERW	58.0%	60.7%	2.7%

LA	TL2+ 2014	TL2+ 2015	+/-
Anglesey	53.8%	56.6%	2.8%
Gwynedd	61.10%	63.1%	2.0%
Conwy	55.5%	53.9%	1.6%
Denbigh	55.6%	55.7%	0.1%
Flint	61.9%	60.0%	1.9%
Wrexham	51.0%	51.5%	0.5%

KS4 FSM PUPILS

LA	FSM L2+ 2014	FSM L2+ 2015	+/-
Anglesey	41.40%	35.90%	-5.50%
Gwynedd	32.00%	31.80%	-0.20%
Conwy	25.30%	30.30%	5.00%
Denbigh	25.90%	29.90%	4.00%
Flint	37.30%	35.20%	-2.10%
Wrexham	26.70%	19.60%	-7.10%
GwE	30.50%	29.60%	-0.90%
Wales	27.20%	x	x

Threshold Level 2+ (TL2+)

- An increase of 1.1% was seen in the GwE region over the period 2013>2015 (to 57.1%) but no increase between 2014 and 2015. The increase in other consortia was significantly higher and the average across Wales was +5.2% (2013>2015) and +2.6% (2014>2015). The percentage achieving this key indicator in the GwE region (57.1% in 2015) places GwE third among the 4 regions, and also lower than the average for Wales (58%) for the first time in 3 years. The standards are sufficient only in terms of TL2+.
- **Authorities in the GwE region** - The increase of +2.8% (2014>2015) in Anglesey to 56.6% is robust, with an increase also in Gwynedd (+2.0% to 63.1%) and to a lesser extent in Wrexham (+0.5% to 52.4%). In Denbigh in 2015, the TL2+ (55.7%) was very similar to that seen in 2014. The decrease in Conwy (-1.6% to 53.9%) and Flint (-1.9% to 60.0%) is very disappointing. During the rolling period 2013>2015, the increase/decrease varied between -2.2% (Flint) to +5.1% (Gwynedd) but the resulting increase in any Authority in the GwE region is not higher than the average for Wales (+5.3%).
- The percentage of girls reaching Threshold Level 2+ is significantly higher than boys and, within the GwE region in 2015, the gap ranged from 2% in Gwynedd to 12% in Conwy. In 2015, the gap in the whole of Wales was 7%.
- There was a decrease of 0.9% in the percentage of FSM pupils who achieve TL2+ (2014>2015) in the GwE region. This percentage is lower than the average for Wales. The largest increase was seen in Conwy (+5.0% to 30.3%) and the largest decrease in Wrexham (-7.1% to 19.6%). It was only in the authorities of Conwy and Denbigh that we saw an increase in FSM learner performance in TL2+ between 2014>2015.
- The statistics for the Core Subject Indicator shows the same trends as TL2+. The percentages for the CSI are 2-3% lower than TL2+ across the region.

Threshold Level 2 (TL2)

- During the rolling period 2013>2015, only Gwynedd showed significant increases in the percentage of pupils achieving the requirements of Level 2 Threshold (+7.5% to 89.0%) compared to the increase in Wales (+5.2% to 83.0%). Except for Gwynedd and Denbigh (an increase of +0.3% to 86.0%) the TL2 percentage in all other authorities in the North are equal to or lower than the average for Wales. The decrease in 2014>2015 in Anglesey (-2.6%), Flint (-1.7%), Conwy (-2.8%) and Wrexham (-2.9%) was disappointing.
- The gap between the performance of girls and boys reflects the national gap in 2015 (7% in favour of the girls).

Threshold Level (TL1)

- By 2015 the percentage achieving Level 1 threshold was higher than the average for Wales (94.0%) in all of the Authorities in the North except Wrexham (increase of +2.1% in 2013>2015 to 93.0%). This increase is good and reflects the inclusive nature of the schools in the region, as well as the fact that over 99% of pupils in the region were registered for at least one qualification in 2015.

Capped Points Score

CPS	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	353.4	362.2	362.0	8.6	-0.2
Anglesey	358.5	357.2	351.0	-7.5	-6.2
Conwy	339.9	346.0	339.0	-0.9	-7.0
Denbigh	345.3	351.8	344.0	-1.3	-7.8
Flint	337.1	341.5	338.0	0.9	-3.5
Wrexham	323.5	329.3	325.0	1.5	-4.3
GwE				0.0	0.0
Wales	333.1	340.8	342.0	8.9	1.2

- With the exception of Wrexham, the average score of every Authority in the GwE region has been higher than the Wales average in 2013 and 2014. There was a decrease in every Authority in 2015, and by now only Gwynedd, Anglesey and Denbigh are above the Wales average.
- The decrease in Anglesey, Conwy and Denbigh in 2015 was disappointing, and the data reflects adequate performance across the GwE regions in 2015.
- In 2015, the gap between the performance of boys and girls varied from 13 points (Anglesey) to 27 points (Wrexham). The gap across Wales in 2015 was 23 points.

Core Subjects - Key Stage 4

Welsh First Language

	WELSH A*-C				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	66.4%	71.6%	72.0%	5.6%	0.4%
Gwynedd	72.8%	73.3%	79.0%	6.2%	5.7%
Conwy	71.2%	79.0%	72.0%	0.8%	-7.0%
Denbigh	69.7%	73.0%	72.0%	2.3%	-1.0%
Flint	71.3%	59.7%	72.0%	0.7%	12.3%
Wrexham	80.0%	69.0%	77.0%	-3.0%	8.0%
GwE	71.2%	72.7%	x	x	x
Wales	73.5%	73.7%	75.0%	1.5%	1.3%
ERW	74.7%	73.2%	x	X	X
CSC	76.1%	75.4%	x	X	X
EAS	74.0%	76.1%	x	X	X

% SITTING WELSH FIRST LANGUAGE			
	2013	2014	2015
Anglesey	68%	70%	x
Gwynedd	80%	84%	x
Conwy	16%	16%	x
Denbigh	20%	18%	x
Flint	6%	4%	x
Wrexham	8%	10%	x
GwE	29%	29%	x
Wales	15%	16%	x
ERW	18%	19%	x
CSC	10%	11%	x
EAS	5%	6%	x

- The statistics for the Welsh are based on the number of candidates rather than all pupils of relevant age. There is great variation in the percentage sitting GCSE in Welsh First Language (rather than as a second language) within the GwE region as well as across Wales as a whole. The percentage taking the first language exam in the GwE region has remained relatively stable during the period 2013 to 2015.

- During the period 2013>2015 the percentage of pupils gaining A*-C qualification in Welsh First Language has increased 6.2% in Gwynedd to 79%, and increased 5.6% in Anglesey to 72%. The success percentage in Wales increased by 1.5% over the same period to 75%. The number of applicants from other counties in the North is much smaller and, in 2014, it ranged from 4% of pupils in Flint to 18% in Denbigh. There was an 8% increase in the number of candidates achieving A*-C in Wrexham between 2014>2015 and an increase of 12.3% in Flint
- The gap between the performance of boys and girls in 2015 ranged from 12% in Wrexham and Conwy to 25% in Denbigh. The gap in Wales in 2015 was -17%.
- **We need to continue to maintain the standards in Welsh at Key Stage 4 and increase the number of pupils, especially boys, earning a First Language qualification.**

English

	ENGLISH A*-C				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	61.5%	65.2%	63.0%	1.5%	-2.2%
Gwynedd	66.6%	69.2%	72.0%	5.4%	2.8%
Conwy	64.1%	65.5%	66.0%	1.9%	0.5%
Denbigh	64.4%	66.6%	66.0%	1.6%	-0.6%
Flint	72.7%	73.3%	72.0%	-0.7%	-1.3%
Wrexham	58.4%	61.8%	64.0%	5.6%	2.2%
GwE	65.4%	67.5%	x	x	x
Wales	62.9%	66.1%	68.0%	5.1%	1.9%
ERW	64.7%	67.6%	x	X	X
CSC	60.5%	65.2%	x	X	X
EAS	60.1%	64.7%	x	X	X

- In 2015, the percentage of A*-C in English is above the Wales average (68%) in two authorities in the GwE region, namely Gwynedd (72%) and Flint (72%) and is lower than the national average in the other authorities.
- During the period 2013>2015 the increase of +5.6% in Wrexham and +5.4% in Gwynedd was good in comparison to the increase of +5.1% in Wales over the same period. The increase in the other Authorities in the GwE region was less than the Wales average.
- The girls performed significantly better than boys by the end of KS4 and, in the GwE region, the gap ranged from 14% in Anglesey to 25% in Conwy. The gap in Wales in 2015 was -17%.
- **There is a need to continue with the priority given to English standards in the GwE region. There is evidence of improvement in a number of schools in Wrexham and Gwynedd, but the standards in the GwE region are inconsistent. The gap between the performance of boys and girls remains a concern. The standards in English in Key Stage 4 are sufficient.**

Mathematics

	MATHEMATICS A*-C				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	62.2%	60.1%	64.0%	1.8%	3.9%
Gwynedd	62.2%	65.0%	67.0%	4.8%	2.0%
Conwy	66.4%	63.0%	62.0%	-4.4%	-1.0%
Denbigh	61.5%	62.8%	63.0%	1.5%	0.2%
Flint	68.5%	68.4%	69.0%	0.5%	0.6%
Wrexham	57.7%	57.3%	57.0%	-0.7%	-0.3%
GwE	63.5%	63.4%	x	x	x
Wales	60.3%	61.7%	64.0%	3.7%	2.3%
ERW	63.5%	64.4%	x	X	X
CSC	56.3%	60.2%	x	X	X
EAS	56.6%	57.7%	x	X	X

- In 2015 the percentage achieving A*-C in maths qualification was higher than the Wales average (64%) in Flint (69%), Gwynedd (67%) and Anglesey (64.5%) but lower than Wales in Denbigh (63%), Conwy (62%) and Wrexham (57%).
- During the rolling period 2013>2015 there was an increase in Flint (+0.5%), Denbigh (+1.5%), Anglesey (+1.8%) and Gwynedd (+4.8%). There was a decrease in Wrexham (-0.7%) and Conwy (-4.4%). The A*-C percentage in Wales in 2015 was 64% (an increase of 3.7% since 2013).
- There is no significant difference between the performance of boys and girls in mathematics across the GwE region.
- **The above statistics show that the performance in the GwE region is sufficient only in Mathematics and that there is a need to challenge this, and provide intensive support to a number of schools in this key area.**

Science

	SCIENCE LEVEL 2				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	79.2%	88.2%	91.0%	11.8%	2.8%
Gwynedd	84.7%	93.7%	94.0%	9.3%	0.3%
Conwy	81.4%	85.1%	84.0%	2.6%	-1.1%
Denbigh	77.3%	88.1%	81.0%	3.7%	-7.1%
Flint	78.0%	84.0%	83.0%	5.0%	-1.0%
Wrexham	66.9%	77.8%	76.0%	9.1%	-1.8%
GwE	77.9%	85.9%	x	x	x
Wales	74.8%	82.3%	83.0%	8.2%	0.7%
ERW	74.7%	81.5%	X	X	X
CSC	75.0%	83.3%	X	X	X
EAS	74.4%	82.5%	X	X	X

- In 2015 the percentage achieving Level 2 qualification in Science was higher than the average for Wales (83%) in every authority in the GwE region except for Wrexham (76%) and Denbigh (81%).
- During the rolling period 2013>2015, good progress was made in each of the authorities in the North, ranging from +2.6% in Conwy to +11.8% in Anglesey. The increase in Wales during the same period was +8.2%.
- The girls perform slightly better than boys (1-3%) in the Authorities in the North. The national gap in 2015 was 3%.
- **There has been a significant increase in the percentage of those who gain a Level 2 qualification both locally and nationally, and statistically, it can be deduced that the standards in the subject are good. Nevertheless, it should be recognized that a large number of pupils have achieved level 2 qualifications in vocational courses rather than traditional GCSEs, and there is concern about the performance in GCSE Science in several schools within every LA.**

ISSUES FOR ACTION

There is a need to strongly challenge all schools that perform consistently below the median FSM benchmarks in key performance indicators.

Agree on specific actions:

- target common aspects at regional level [with a specific focus on Maths and English at key stage 4 - see also below].
- target schools and departments that are coasting and underperforming within each LA [with a specific focus on Maths and English at key stage 4 - see also below].

Ensure that all secondary schools have access to specialist subject support in Mathematics, Science and English at key stage 4. This will involve subject secondments/commissioning to:

- formulate and implement a regional strategy to improve standards of achievement in the core subjects
- improve leadership skills in coasting and underperforming departments
- improve the quality of learning and teaching
- improve and sharpen departments' understanding of assessment, and assessment for learning
- improve tracking and early intervention strategies and effective methods of preparing learners for examinations
- coordinate a network of Heads of Departments to tackle common issues and share good practice
- ensure that all core subjects are effectively implementing the new GCSE specifications

Improve systems and tracking procedures and early intervention in secondary schools to address underperformance at key stage 4 by allocating a portfolio role for a lead Challenge Advisor to:

- examine how strong are the target-setting procedures, assessment and tracking, especially in those schools where there is a significant gap between targets, final performance estimates and actual performance.
- challenge and support schools to ensure that early intervention procedures are used effectively.
- ensure that every Head, especially Heads of schools that are coasting and underperforming, strongly challenge performance assessments.

Ensure that all schools use their Pupil Deprivation Grant (PDG) appropriately to enhance the performance of FSM pupils and in particular at the highest levels through:

- challenging and monitoring schools on their use of PDG and its impact on FSM pupil performance.
- identifying and sharing good practice in order to improve the performance of FSM pupils

Improve the quality of the challenge and support offered to schools by Challenge Advisors and, consequently, ensure greater consistency in quality and impact across the hubs by:

- ensuring robust internal Performance Management, and quality assurance procedures and accountability, and their consistent implementation within and across hubs.
- assessing the establishment's current level of skills and knowledge and determining what additional training/development is needed to build and maintain these skills.
- designing and developing a strategic training and development programme for Challenge Advisors 2015>2018.
- presenting a developmental programme to enhance learning and professional development of a target group of Challenge Advisors within GwE who challenge and support secondary schools.
- promoting and sharing current best practice more effectively across hubs
- using experienced secondary Heads, with a successful track record in secondary schools that are underperforming, to target improvement at key stage 4.

Review the recruitment strategy in order to ensure that the regional service can attract high quality effective secondary practitioners to key roles.

Further develop the data management system to allow regional schools early and effective use of performance data and targets within schools/LAs and regional consortia to:

- strongly challenge schools on their targets and performance
- gather KPI estimates termly against targets
- challenge and support schools in terms of data analysis and evaluation

Ensure that the revised operating model between GwE and regional schools creates the capacity to:

- operate at a level of challenge and support that is appropriate for schools in the amber/red category, to prevent the school from being placed in an Estyn statutory category from 2016 onwards.
- ensure appropriate support and challenge to all schools within the a more powerful self-improvement system.

Strengthen procedures to improve the consistency and reliability of teacher assessment in FP, KS2 and KS3 by:

- providing training and continuing to promote exemplary Learner Profiles
- continuing to ensure the moderation quality of clusters, reviewing the outcomes of external validation processes and briefing schools to tackle:
    - the Wales Government's guidance on Reinforcing Confidence in Teacher Assessments.
    - the recommendations of the regional report on the outcomes of external validation processes and examples of good practice that have been identified.
- establishing a group of leading practitioners to compile exemplary FP profiles for Outcome 5 and Outcome 6, producing guidance on moderation and information sharing with schools.

Explore the relationship between teacher assessment and reading/numeracy test results in order to be able to better target support for literacy and numeracy.

Appoint a Senior Challenge Advisor with particular responsibility for leading development and raising standards in the Foundation Phase.

REPORT TO THE JOINT COMMITTEE

12 NOVEMBER 2015

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

Subject: Estyn Recommendations 2015 – Progress Update Report (June – October 2015)

1.0 Purpose of the Report

1.1 To update Joint Committee members on progress against the recommendations made by Estyn (June 2015).

2.0 Background

2.1 In June 2015, Estyn (at the request of Welsh Government) published a report on the progress being made by regional education consortia to provide school improvement services. In 2014, the Welsh Government published a guidance document 'National Model for Regional Working', which outlines the government's vision of regional consortia

2.2 Estyn and Wales Audit Office staff carried out fieldwork visits to each regional consortium in partnership and evidence was shared between the two organisations. The fieldwork visits involved interviews with key staff from each consortium and its related local authorities. The visit to GwE took place in January 2015. The survey also involved scrutiny of a wide range of evidence from schools, local authorities, diocesan authorities, regional consortia and the Welsh Government.

2.3 The following recommendations were identified:

- R1 Improve performance management arrangements by:
  - planning for the medium term to ensure a strategic approach to school improvement
  - ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery
  - capturing, sharing and using data (from pupil level up) efficiently and effectively
  - monitoring the progress of pupils and schools regularly

  - taking a more robust approach to identifying and managing risks
  - realistically self-evaluating their strengths and shortcomings
  - tightly managing the individual performance of their staff
- R2 Secure greater consistency in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership
- R3 Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose
- R4 Improve the quality and range of support for schools and in particular:
  - develop clearer strategies for maximising the potential of school-to-school support
  - provide or broker better support for teaching and learning in non-core subject areas
- R5 Involve diocesan authorities effectively in the strategic planning and evaluation of regional services

Local authorities should:

- R6 Support their regional consortium to develop medium-term business plans and ensure that all plans take account of the needs of their local schools
- R7 Develop formal working arrangements between scrutiny committees in their consortium in order to scrutinise the work and impact of their regional consortium

3.0 Considerations

3.1 The Progress Update Report details the following against each recommendation:

- Action taken;
- Evidence of impact
- Further actions needed (including by who & when);
- Risk assessment based on the following colour indicators

	Completed/ahead of schedule		Needs attention		Requires urgent attention

4.0 Recommendations

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

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

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

9.0 Appendices

9.1 Estyn Recommendations 2015 – Progress Update (June – October 2015)

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No observations from propriety perspective.

Statutory Finance Officer:

Generally, I support the further actions proposed, such as putting the Business Plan priorities into a revised formal risk register and appropriate monitoring, which makes sense.

GwE

Tuag at Ragoriaeth
Towards Excellence

Estyn Recommendations 2015

Progress Update: June-October 2015

Estyn recommendations for Consortia

R1 Improve performance management arrangements by:

- **planning for the medium term to ensure a strategic approach to school improvement**
- **ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery**
- **capturing, sharing and using data (from pupil level up) efficiently and effectively**
- **monitoring the progress of pupils and schools regularly**
- **taking a more robust approach to identifying and managing risks**
- **realistically self-evaluating their strengths and shortcomings**
- **tightly managing the individual performance of their staff**

Progress against recommendation:

Action taken:

- The business plan includes 3 year milestones where detailed action steps, outcomes and costings are identified for each priority.
- Enhanced data capturing via Data Unit and SMS in place with full access to all CA's and LA Officers. SMS captures key indicator targets from all schools and aggregates them on a regional and individual authority basis. Targets will be monitored and challenged during the Autumn Term on a regional, authority and individual school basis. System now in place allows monitoring of progress data against targets on a termly basis. Captured data will be at macro level with individual Challenge Advisers privy to pupil level data and tracking. SMS also facilitates more effective management and analysis of data across schools.
- Clear structures and guidelines for performance management of staff are in place. There is a performance management hierarchy with all staff receiving PM meeting during the autumn term and progress against objectives are reviewed during the year. Each Challenge Advisor including the SLT has current objectives. These objectives fall into three categories:-
  - A Regional objective that derives from the Business Plan
  - An objective that derives from one of the CA's schools or group of schools
  - An objective that derives from the CA's self-assessment / peer assessment

  Performance Management objectives for 2015-16 will be closely aligned with Business Plan priorities. All Challene Advisers will receive objectives which are aligned with quantitative improvement targets for link schools.
- Training and developmental programmes in place for all Challenge Advisers [see Recommendation 2 below]. Current programme has included:
  - 4 days coaching and team development sessions [George Telfer];
  - Lessons learnt from School Challenge Cymru [David Mountfort School Challenge Cymru Adviser];
  - Working with schools in need of intensive support [Andy Hawkins former HMI];
  - Working with schools to move them from good to excellent; Values and behaviour; Effective questioning [Helen Morgan Rees ERW].
- Paired working/shadowing is operational.
- Monitoring procedures updated with more robust structures in place to monitor the quality, impact and consistency of the challenge and support offered to schools [see Recommendation 2 below].
- Capability procedures agreed and training provided for Senior Leadership Team.
- Revised model buiding capacity for a self-improving school system is operational. Model allows for peer challenge, support and evaluation and more autonomy for the best schools, releasing added Challenge Adviser capacity to operate at a more detailed level with underperforming schools.

Evidence of Impact:

- The Business Plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified for each priority, ensuring a more strategic approach to school improvement across the

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region. However, the priorities identified need to be more formally risk assessed for monitoring by the SLT, Management Board, Joint Committee and Advisory Board on a rotational basis.

- The enhanced data capturing via Data Unit and SMS has ensured that targets and progress data can be challenegd more effectively. However, it is much too early to assess the impact of the new system on regional performance indicators. The regional service needs to ensure that the Data Unit has the capacity to effectively manage all regional data requirements and to successfully identify all areas that need improvements.
- The progress of schools in amber and red categories is robustly and regularly monitored. The targeted challenge and support to these schools has been effective. In 2015, the secondary schools in amber/red categories improved on average by 3.5% in the Level 2 inclusive. The challenge and support to the green and strong yellow schools has been revised to ensure that the support is more rigorous with peer challenge and evaluation focusing on improvement. However, it is much too early to measure its impact on provision and performance.
- Self-evaluation processes clearly identify strengths and key areas for improvement. However, self evaluation processes need to be further honed to make more effective use of performance data to target resources and improvement.
- Senior Challenge & Support Advisers for each hub are more effective in quality assuring the work of each of their Challenge Advisers with more robust procedures now in place to monitor the quality of reports and visits. More robust internal quality assurance and accountability procedures has lead to a higher level of consistency in the work of Challenge Advisers. However, there are a minority of Challenge Advisers who need to improve their skills further and support programmes are in place to address this [see Recommendation 2].
- Performance management is clearly aligned to regional priorities and individual needs of GwE staff. The majority of Challenge Advisers are successfully utilising perfromance management to hone their skills and knowledge [examples available]. Portfolio briefs [such as for teacher assessment moderation, Literacy and Numeracy, leadership development, NQT's, digital, etc] are allowing Challenge Advisers to utilise and develop expertise which is also been disseminated to the wider GwE teams providing better support to schools in specific areas. However, the SLT need to ensure that internal Performance Management procedures are implemented robustly and impacting on all staff performance and the quality of service provided.

Further actions needed	**Who**	**When**
• Ensure that priorities identified in the Business Plan are fed into a revised formal risk register and monitored by SLT, Management Board, Joint Committee and Advisory Board on a rotational basis	MD Advisory Board Joint Committee Management Board	Autumn
• Ensure effective lines of reporting and accountability for QA processes between MD/Assistant Director [Standards] and GwE Joint Committee and Management Board.	MD/AD Joint Committee Management Board	Autumn
• Continue to hone self evaluation processes and ensure more effective use of performance data.	GwE SLT	Autumn
• Ensure that the Data Unit has the capacity to effectively manage all regional data requirements.	GwE SLT Management Board	Autumn
• Ensure internal Performance Management procedures are implemented robustly.	GwE SLT	Autumn / Spring

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R2 Secure greater consistency in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership			
Progress against recommendation:			

Action taken:

- Current level of skills and knowledge within the organisation undertaken and additional training and developments agreed.
- Training programme delivered on categorisation procedures to ensure alignment with national expectations and cross-hub consistency of approach.
- Monitoring programme in place to verify categorisation judgements with Senior Challenge & Support Advisers sampling categorisation reports for every Challenge Adviser and sampling quality of school visits/meetings in line with national expectations.
- Arrangements in place for regional moderation of categorisation [November 17-19, 2015] to be carried out by Regional Moderation Board comprising of the senior leaders in the consortium overseeing the work with each local authority, a representative Director / Chief Education Officer from within the region and a headteacher representative from primary, infant, junior and secondary schools.
- Monitoring procedures updated with more robust structures in place to monitor the quality, impact and consistency of the challenge and support offered to schools.
- Challenge Advisers' reports are scrutinized through hub line management arrangements and SLT/ regional team meetings.
- Each Senior Challenge & Support Adviser monitors up to 6 meetings/visits per term to evaluate rigour and consistency of challenge and support provided by the Challenge Advisers.
- Each Senior Challenge & Support Adviser has 3 formal termly meeting with Challenge Advisers to quality assure the reporting process and the nature and impact of the challenge/support identified. Meetings also facilitate the cascading and sharing of best practice. Meetings prioritise :
  - Green/strong yellow schools
  - Yellow schools
  - Amber/red schools
- Each Senior Challenge & Support Adviser to formulate termly reports disseminating areas of best practice and aspects to be addressed. Mechanisms in place to ensure best practice is cascaded regionally.
- Challenge Advisers share case studies of best practice and impact in hub and full team meetings.[eg September 2015 presentations on: *Initiating and coordinating the work of schools to provide support for each other*; *Promoting effective collaboration between schools amalgamating to establish a new school; Supporting and monitoring progress against PIAP recommendations, including the development of teaching and learning and School to School support*].
- Formal termly meetings held between Senior Challenge & Support Adviser and Assistant Director (Standards) to:
  - ensure full accountability for performance of individual Senior Challenge & Support Advisers and Challenge Advisers;
  - challenge judgements and findings;
  - ensure best practice is adopted and replicated across hubs;
  - agree on up-skilling/further training requirements of individual Challenge Advisers.
- Managing Director meets with Assistant Director (Standards) to challenge findings and performance.
- Enhanced data capturing via Data Unit and SMS in place with full access to all CA's and LA Officers.
- All reports can be accessed by all Challenge Advisers, with excellent practice tagged.

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- Successful senior leaders from high performing schools seconded and deployed effectively as Challenge Advisers.
- Portfolio briefs are been developed and Challenge Advisers are trained in specialist roles which will include developing best practice in pedagogy and leadership.
- Training and developmental programmes in place for all Challenge Advisers. Current programme has included:
  - 4 days coaching and team development sessions [George Telfer];
  - Lessons learnt from School Challenge Cymru [David Mountfort School Challenge Cymru Adviser];
  - Working with schools in need of intensive support [Andy Hawkins former HMI];
  - Working with schools to move them from good to excellent; Values and behaviour; Effective questioning [Helen Morgan Rees ERW].
- External Training and Developmental Lead Adviser appointed to work with the GwE SLT :
  - to assess the current level of skills and knowledge within the organisation and determine what additional training/development is needed to grow and retain these skills;
  - coordinate, deliver and evaluate the impact of a pilot programme for 2015-16 to enhance the learning and professional development of a target group of Challenge Advisors within GwE who challenge and support amber/red secondary schools.
- Programme in place for 2015-16 to enhance the learning and professional development of a target group of Challenge Advisors within GwE who challenge and support amber/red secondary schools.
- Programme includes a *train-the-trainers* package for designated CA's to develop a support package for Challenge Advisers working in the primary sector.

Evidence of Impact:

- More robust monitoring procedures has ensured a greater consistency in the categorisation of schools. The full impact of these procedures will be evaluated following the regional moderation of categorisation in mid November.
- Senior Challenge & Support Advisers for each hub are more effective in quality assuring the work of each of their Challenge Advisers with robust procedures now in place to monitor the quality of reports and visits. More robust internal quality assurance and accountability procedures has lead to a higher level of consistency in the work of Challenge Advisers within and across hubs especially in the primary sector. However, it is too early to fully assess its impact on the performance of individual Challenge Advisers and recent findings by SCA have highlighted some areas that still need improvement. Most of the Challenge Advisers working in the primary sector are well equipped with the knowledge, practical skills and confidence to carry out their work effectively and training programmes are addressing the needs where improvements are called for. Some issues remain about the skill level and ablity of a minority of CA's working in the secondary sector to address all the improvements needed. The regional service needs to revise its recruitment strategy to ensure that it is able to attract high quality and effective secondary practitioners to key roles. The service also needs to ensure that all secondary schools have access to specialist subject support for Maths, English and Science at Key Stage 4, particularly in relation to improving teaching and leadership within these key deparments across the region.
- Successful senior leaders seconded from high performing schools are deployed effectively as Challenge Advisers. This has ensured an enhanced capacity and effectiveness within the regional team for challenging and supporting all schools. All amber/red schools are receiving a higher level of challenge and support with an increased resilience within each Hub to move these schools forward. However, the service needs to deploy more Secondary Heads with a proven track record in underperforming secondary schools to target improvment at Key Stage 4.
- Support programmes for Challenge Advisers to ensure short and mid-term improvement of skills and knowledge are in place. Challenge Advisers working in the secondary sector will have access from the Autumn Term onwards to regular mentoring support and consultation from the Training and Development Lead Advisor. However, it is too early to evaluate its impact on individual or school improvement.

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- The best and most effective practice is been shared across all 3 hubs and recent evidence suggest that the quality of challenge and support to amber/red schools including those in Estyn categories are having a significant positive effect on these schools ability to improve. There is also evidence of a higher level of consistency in the support offered across the region. [% schools taken out of category etc]
- Portfolio briefs [such as for teacher assessment moderation, Literacy and Numeracy, leadership development, NQT's, digital etc] allow Challenge Advisers to disseminate their expertise to the wider GwE teams and provide better support to schools in specific areas. However, this element needs to be further developed to ensure that schools have access to best practice in pedagogy.
- There has been a reduction in number of primary schools in Data Category Groups 3 and 4 by 12% in 2015 and a reduction of xx% of those in red and amber support category.

Further actions needed	Who	When
• Independent evaluation of quality of challenge and support to be undertaken with a sample of schools in each support category.	Independent Adviser	December 2015
• Carry out stakeholder survey with all schools to assess consistency of provision.	GwE SLT	December 2015
• Ensure effective lines of reporting and accountability for QA processes between MD/Assistant Director [Standards] and GwE Joint Committee and Management Board.	MD/AD Joint Committee Management Board	Autumn
• Formulate and deliver a strategic three year development programme for the service to further improve the challenge and support delivered by CA's.	GwE SLT	Autumn / Spring
• Ensure internal Performance Management procedures are implemented robustly	GwE SLT	Autumn
• Ensure that quality assurance and accountability procedures are applied consistently and robustly across all three hubs	SCA and AD	Autumn
• Deploy experienced Secondary Heads with a proven track record to work in underperforming secondary schools.	GwE SLT	Autumn / Spring
• Revise recruitment strategy to ensure that regional service is able to attract high quality and effective secondary practitioners to key roles.	MD/AD Joint Committee Management Board	Autumn / Spring

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R3 Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure all actions are coherent in this purpose			
Progress against recommendation:			

Action taken:

- **GwE has developed a regional strategy for reducing the impact of poverty**, which has as its basis 'Rewriting the Future' (WG 2014) and 'Rewriting the future – a year on (WG 2015). The strategy outlines the actions that GwE and its schools will take to remove the barriers to success of our most vulnerable learners, and how we will embrace the challenge set by the Minister for Education and Lifelong Learning and the Welsh Government. The strategy document will be finalised following consultation with GwE's Management Board and user group during the coming weeks. Progress against the actions in the strategy will be reviewed and RAG'd on a termly basis by GwE's SLT, with a report subsequently submitted to the Management Board.
- **Challenge Advisors (CA) received training** from the Senior Challenge & Support Advisor (SCSA) with responsibility for deprivation in April 2015 on the WG refreshed guidance on the PDG
- **A focus group of CAs is being established**. They will meet on a half termly basis with the SCSA and the Regional LAC lead for updates on information, events and training, and disseminate to colleagues at hub meetings. The establishment of this group aims to secure a more consistent message and approach to supporting schools across the region.
- **A section of the GwE website has been developed which focusses on deprivation**. It includes key documents from Estyn, WG and the Wales Centre for Equity in Education, and links to case studies and resources.
- During their visits to individual schools **CAs continue to discuss the use of the PDG, the performance of FSM/LAC** and other vulnerable groups of learners, referring headteachers and senior leaders to examples of good practice and useful resources and links.
- **Schools where there is effective practice**, recognised by the CA, Estyn and the LA Inclusion team, (4 schools to date) have **been identified and invited to apply for Co-Leading School (CLS) status.**
- **A GwE regional conference** on removing the barriers of deprivation will be held on November 9th at Venue Cymru, Llandudno. The Minister was invited to give a keynote speech but, unfortunately has other commitments and was unable to attend. Following a presentation by Sir John Jones, there will be 16 workshop sessions, 13 by GwE schools, 2 from CSC schools and 1 from an ERW school, on their work with vulnerable learners and their effective use of the PDG to raise attainment of FSM pupils. The presentations from the schools will be available on the GwE website following the conference for those who were unable to attend to access.
- In addition to the regular work of the CA, **GwE has commissioned two of the region's successful secondary headteachers to undertake a piece of remit work on their behalf, visiting 14 secondary schools identified on the basis of their strong/poor performance in the L2+ of FSM pupils.** One will focus on the effective schools, compiling a best practice case study which will be shared widely within, and beyond the region. The other will focus on the schools with the lowest percentage of successful FSM pupils, exploring those schools' planning for the use of their PDG, their monitoring of the delivery of interventions and their evaluations. This remit work will be completed by the end of November.

- **Regional LAC plan developed** in collaboration with the LAC co-ordinators from each of the 6 LAs. The plan has been shared and approved by GwE's Management Board. The group meet monthly to review progress.
- **A regional LAC lead has been seconded** and started in post in June.
- **Information sessions for schools were held in July**, where they had the opportunity to identify and prioritise whole school training needs.

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- **LAC area has been developed on the GwE website**. Training events and key support documentation are available for schools, foster parents, adoptive parents and governors.
- **Training started in September and will be rolled out across the 6 LAs**. The areas covered will include: behaviour support; mental health in schools; attachment; Stonewall; and the Unearthing Box. These programmes, once established in schools, will support teachers and other staff to develop the potential of all vulnerable learners, therefore benefitting not only LAC, but former/potential LAC.

Evidence of Impact:

- Too early to impact as yet, as all the above are very recent developments that are unlikely to be measurable until the summer term and beyond.
- Progress against the actions within GwE's Poverty Strategy will be monitored regularly by the MD, AMD and full SLT, as well as the Management Board and Joint Committee. It also forms part of the PM targets of the SCA.
- Schools' progress against the actions in their SDP is monitored during CA visits.

Further actions needed	Who	When
• To finalise and share the regional strategy with stakeholders, and to implement it in line with the action plans and targets contained within it.	Lead responsibility lies with the SCSA, reporting to the ADs and MD.	Completed and shared by November Implementation period until July 2016

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R4 Develop clearer strategies for maximising the potential of school-to-school support			
Progress against recommendation:			

Action taken:

- Business plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified.
- Revised Strategy Implemented.
- Senior Challenge and Support Adviser allocated to take a strategic lead role in order to ensure consitence and effective implementation.
- Financial assistance to schools in order to promote and develop effective collaboration.
- Developed the Challenge Adviser role in supporting / facilitating / monitoring evaluating effective collaboration.
- Good / effective practice showcase being developed on the GwE web site.
- Cross Authority collaboration developing effectively (financial assistance given to promote effective cross authority collaboration). 9 lead schools with numerus partner schools focusing on a variety of areas. Case studies being developed to be located on the GwE website in order to share effective practice. Effective workshops also presented in the GwE School to School conference in June 2015.
- Co-Leading schools initiative - This involved inviting schools to apply for Co-Leading School status in three areas - Literacy and Numeracy across the curriculum and Modern Foreign Languages.:
- GwE invited applications for Co-Leading school status for Literacy, several schoools applied, x17 schools appointed (x10 Primary / x6 Secondary / x1 Special).
- GwE invited applications for Co-Leading school status for Numeracy, several schoools applied, x9 schools appointed (x7 Primary / x2 Secondary)
- GwE invited applications for Co-Leading school status for MFL, several schoools interested, one appointed (Ysgol Eirias) - leads on a specific project that is part of the Global Futures initiative with WG.
- Effective school to School Collaboration National Conference - June 2nd, 2015 with Professor Mel Ainscow as the key note speaker showcased the numerous effective projects and collaboration currently on going in the GwE region. Also provided an opportunity to share effrective practice with other consortia.
- GwE Challenge and Support Programme. A revised model buiding capacity for a self-improving school system is operational focusing on developing school to school collaboration. Model allows for peer challenge, support and evaluation and more autonomy for the best schools, releasing added Challenge Adviser capacity to operate at a more detailed level with underperforming schools.
- Sub group established in order to ensure effective collaboration / sharing good practice between Schools Challenge Cymru Challenge Advisers and GwE.
- Mel Ainscow will be conducting a Master Class – Promoting inclusive practices in schools, focusing on collaboration in order to improve practice – November 2015.
- Leadership Development Programme operational across the region offering effective CPD for practitioners. Reflects direction of NLDB and WG. Co-operation with other Consortia in relation to developing effective CPD for every stage of the Leadership Pathway.
- GCSE / BAC initiatives –Lead schools are Eirias – Maths – Bryn Elian – English – Yr Alun & Anglesey schools Science – Dyffryn Ogwen / Botwnog / Tryfan – Welsh. All resources etc located on the GwE website. VLE established also in order to share the effective practice.
- Individual seconded into GwE in order to lead BAC initiatives
- GwE fully engaged and committed in implemeting the Pioneer and Lead schools initiatives with the other Consortia and W.G:
- Lead arts and creative Schools
- Pioneer Schools Digital
- Pioneer Schools Successful Futures
- Pioneer Schools New Deal

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- Managing Director meets with Assistant Director (Support & Brockerage) to challenge findings and performance.

Evidence of Impact:

- Variety of evidence available regarding the effective impact of various school to school collaboration work. The School to School confernece showcased this, e.g, regarding literacy developments, deprivation developments, IT developments.
- The performance of amber / red schools have shown a marked improvement across the region as result of commissioned school to school working that encorporated challenge and support to individual schools.
- Cross authority collaboration projects have been succcessful and case studies of excellent practice are being collated and shared.
- Numerous initiatives are however at the early stages of implementation. It is therefore too early at present to measure the full impact on standards and performance, e.g – GwE Challenge and Support Programme, and the Co-leading Schools initiative.

Further actions agreed	**Who**	**When**
• See R5 • Evaluate impact of various school to school strategies, and revise models as appropriate.	GwE SLT Independent external adviser.	January 2016 July 2016

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R5 Provide better support, either directly or through brokerage, for teaching and learning in non-core subject areas

Progress against recommendation:			

Action taken:

The current main priority regarding non-core subjects is to ensure the development of Literacy and Numeracy across the curriculum, to raise awarness of SMT members, L+N Co-Ordinators and Heads of subject (in Secondary schools) of the importance of incorporating Literacy and Numeracy into Teaching and Learning strategies, schemes of work and lesson plans

The main focus during recent months has been developing GwE's School-to-School support programme. The first phase of which was launched in June 2015. This involved inviting schools to apply for Co-Leading School status in three areas - Literacy and Numeracy across the curriculum and Modern Foreign Languages:

- GwE invited applications for Co-Leading school status for Literacy, several schoools applied, x17 schools appointed (x10 Primary / x6 Secondary / x1 Special)
- GwE invited applications for Co-Leading school status for Numeracy, several schoools applied, x9 schools appointed (x7 Primary / x2 Secondary)
- GwE invited applications for Co-Leading school status for MFL, several schoools interested, one appointed (Ysgol Eirias) - leads on a specific project that is part of the Global Futures initiative with WG.

A key feature of GwE's school support programme is to raise awareness of Literacy and Numeracy in KS3 – specifically in non-core subjects. Two lead practitioners from two schools (Ysgol John Bright and Ysgol Dyffryn Conwy and Ysgol John Bright) have been appointed to lead in these areas.

GwE has also been active in inviting (and identifying and supporting) schools to apply for Pioneer School status (Digital, Creative and Successful Futures-Curriculum):

- x18 schools (x9 Primary / x9 Secondary) – supported by GwE - successful in their applications to become 'Creatrive Pioneer Schools'
- x3 schools (x2 Primary / x1 Secondary) – supported by GwE - successful in their applications to become 'Creatrive Pioneer Schools'
- x11 schools (x5 Primary / x5 Secondary / x1 Special) – supported by GwE – short-listed for 'Successful Futures Curriculum Pioneer Schools'

Evidence of Impact:

It is too early at present to measure the impact of these initatives, many of which are in the early stages of implementation.

Co-Leading schools for Literacy, Numeracy and MFL are only now engaging with schools, early indications show a willingness by schools to engage, however there is as yet no evidence of impact.

Lead practitioners for Literacy and Numeracy across KS3 have held meetings across the region. Attendance at these meetings has been excellent, however although there is a willingness to engage and feedback from these meetings is very good, again there is no 'hard' evidence of impact as yet.

Pioneer Schools have only recently been appointed and, dsupported by GwE, will be working in "clusters" with other schools. At present it is two early to gauge impact of the Pioneer School programme

Further actions agreed	**Who**	**When**

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Continue to develop GwE's School-to-School support programme. Role out of the second phase to include specified curricular areas. To monitor and evaluate the effectiveness of the work carried out by: • Literacy, Numeracy and MFL Co-Leading schools • KS3 Literacy and Numeracy Lead Practitioner Implement the Pioneer School initiative.	Assisstant Director – (Support & Brokerage) SM PM	Continuous July 2016 January 2016

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R6 Involve diocesan authorities effectively in the strategic planning and evaluation of regional services			
Progress against recommendation:			
Action taken: • Diocesan directors of education attending GwE Joint Committee on an agreed rota, reporting back to each other in between meetings. • Diocesan directors challenging GwE work with schools at Joint Committee level			
Evidence of Impact: • Attendance register, GwE Joint Committee meetings • Minutes, GwE Joint Committee meetings.			
Further actions agreed	**Further actions agreed**	**Further actions agreed**	
• Continued involvement of diocesan directors at regional level • Consideration to be given to the particular needs of faith schools in the context of GwE's business plan and service level agreement.	GwE MD with Diocesan Directors	November 2015	

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Estyn recommendations for Local Authorities

Local authorities should: **R7 Support their regional consortium to develop medium-term business plans and ensure that all plans take account of the needs of their local schools**			
Progress against recommendation:			
Action taken: • Business plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified. • Business plan includes annexes where detailed action steps and outcomes are identified for each authority. • Enhanced data capturing via Data Unit and SMS in place with full access to all CA's and LA Officers. SMS captures key indicator targets from all schools and aggregates them on a regional and individual authority basis. Targets will be monitored and challenged during the Autumn Term on a regional, authority and individual school basis. System now in place allows monitoring of progress data against targets on a termly basis. Captured data will be at macro level with individual Challenge Advisers privy to pupil level data and tracking. SMS also facilitates more effective management and analysis of data across schools. • Each Challenge Advisor has current objectives. These objectives fall into three categories:- • A Regional objective that derives from the Business Plan • An objective that derives from one of the CA's schools or group of schools • An objective that derives from the CA's self-assessment / peer assessment • Performance Management objectives for 2015-16 will be closely aligned with Business Plan priorities. All Challene Advisers will receive objectives which are aligned with quantitative improvement targets for link schools.			
Evidence of Impact: • The Business Plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified for each priority, ensuring a more strategic approach to school improvement across the region. However, the priorities identified need to be more formally risk assessed for monitoring by the SLT, Management Board, Joint Committee and Advisory Board on a rotational basis. • The enhanced data capturing via Data Unit and SMS has ensured that targets and progress data can be challenegd more effectively. However, it is much too early to assess the impact of the new system on regional performance indicators. The regional service needs to ensure that the Data Unit has the capacity to effectively manage all regional data requirements and to successfully identify all areas that need improvements. • The progress of schools in amber and red categories is robustly and regularly monitored. The targeted challenge and support to these schools has been effective. In 2015, the secondary schools in amber/red categories improved on average by 3.5% in the Level 2 inclusive. The challenge and support to the green and strong yellow schools has been revised to ensure that the support is more rigorous with peer challenge and evaluation focusing on improvement. However, it is much too early to measure its impact on provision and performance. • Self-evaluation processes clearly identify strengths and key areas for improvement. However, self evaluation processes need to be further honed to make more effective use of performance data to target resources and improvement.			
Further actions agreed	**Who**	**When**	
• Individual Authority 2015 school performance stocktake	Chief Executives, Directors and Hub Leads.	November 2015	
• Individual Authority Business Plan Annexes Revised	Directors & Hub Leads	December 2015	

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• Regional stocktake with Chief Executives completed	Chief Executives, MD & LD	December 2015

Local authorities should: R8 Develop formal working arrangements between scrutiny committees in their consortium in order to scrutinise the work and impact of their regional consortium			
Progress against recommendation:			
Action taken: • Scrutiny forms an integral part of the work of the Management Committee, Advisory Board, Joint Committee, Regional Leadership Board, Ministerial Stocktakes as well as formal Scrutiny Arrangements. Alongside inspection work, there is a strong argument for accountability and scrutiny arrangements to be streamlined over time. • Work has been undertaken to coordinate formal scrutiny arrangements across the region, reported to Joint Committee. There is scope for more collective learning and innovation to take place across the region from greater coordination and sharing of scrutiny work programmes and thematic outcomes.			
Evidence of Impact: • It is too early at present to measure the impact of these initatives, many of which are in the early stages of implementation.			
Further actions agreed	**Who**	**When**	
• Adoption of Joint Scrutiny Protocol	Joint Committee MD, LD,	November 2015	
• Meeting of Regional Scrutiny Chairs	Scrutiny Chairs & Officers	December 2015	
• Annual Joint Scrutiny Cycle Commences	Scrutiny Chairs, Officers and Directors	January 2015	

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Tuag at Ragoriaeth
Towards Excellence

REPORT TO THE JOINT COMMITTEE

12 NOVEMBER 2015

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

Subject: Regional Business Plan 2015-18

1.0 Purpose of the Report

1.1 To present the draft Business Plan 2015-18 to the Joint Committee.

2.0 Background

2.1 The Regional Business Plan 2015-18 sets out the 3 year vision, aims and priority areas for improvement across the region.

3.0 Considerations

3.1 The Business Plan also includes detail on the outcome measures and the key milestones in order to measure progress.

3.2 Detailed workstreams for each of the priorities are in place for 2015/16 & are an appendix to the Business Plan. The workstreams identify the actions, lead responsibility & monitoring responsibility within GwE.

3.3 Individual workstreams, coordinated regionally by LA Directors through the regional network structure are also in place for the following:

Specialist HR Support
Foundation Phase
Governor Support & Training
Welsh in Education Grant / WESP

14-19 Learning Pathways
Regional ICT Strategy

3.3 Progress against the Business Plan will be reported upon at future Joint Committee meetings.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the Business Plan for 2015-18.

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 & Advisory Board have been consulted during the development of the document.

9.0 Appendices

9.1 GwE Business Plan 2015-18

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Observations will be given in the meeting

Statutory Finance Officer:

I understand that any financial implications contained within the Business Plan will be funded from existing resources and/or specific grants. In the current financial climate, the Joint Committee should note that there may well be a requirement from the funding local authorities for GwE to identify efficiency savings during 2015/16 and beyond, and any impact on the business plan should be outlined

GwE
Tuag at Ragoriaeth
Towards Excellence

Business Plan

2015-2018

GwEGogledd.Cymru | GwENorth.Wales

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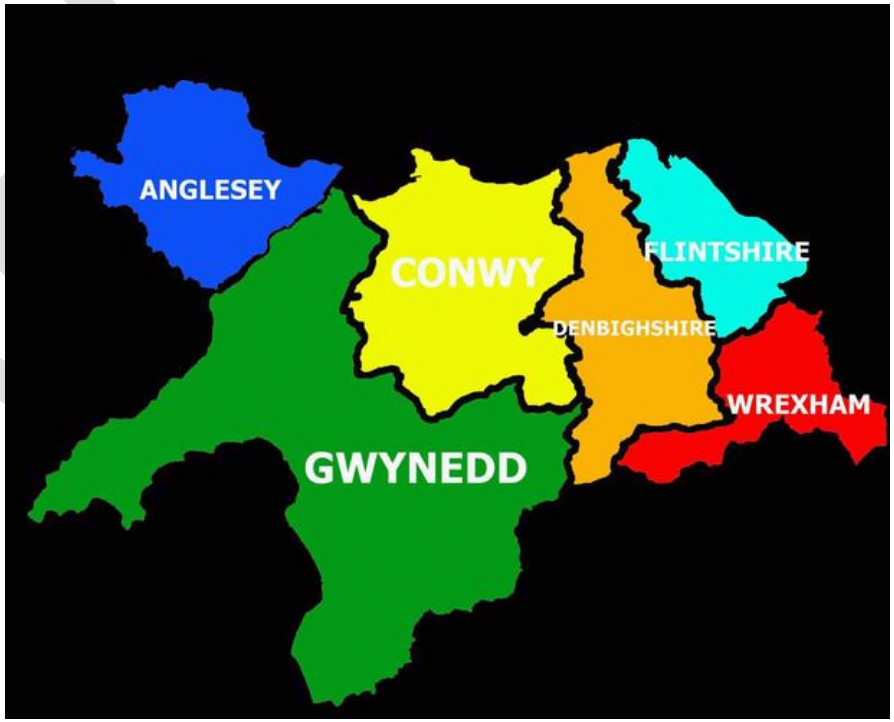
GwE: Foreword

GwE, the fully bilingual regional School Effectiveness and Improvement Service for North Wales, works alongside and on behalf of the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region and to improve outcomes for pupils by ensuring effective leadership at all levels and quality teaching and learning in all classrooms. By providing focused and supportive challenge, GwE's fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. At best, close collaboration between schools can be extremely challenging and leads us to the realisation that perhaps what we perceived as being excellent practice is not in fact excellent. Schools need to improve themselves for the sake of the learners in their care; it is up to GwE to ensure that this happens.



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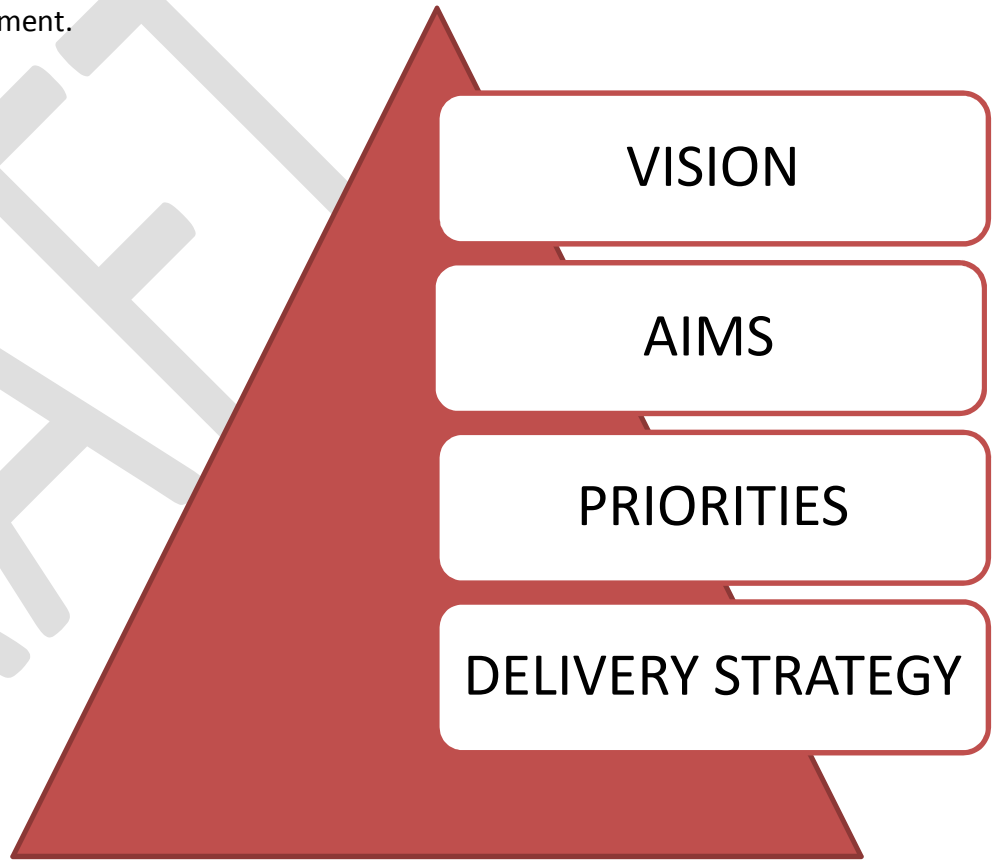
GwE: Introduction

The business plan sets out our 3 year vision, aims and priority areas for improvement. It also includes detail on the outcome measures and the key milestones in order to measure progress.

Detailed workstreams for each of the priorities are in place for 2015/16 & are an appendix to the Business Plan.



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GwE: The Vision

Our vision is to develop a world class system of education where every pupil within the region will be able to access consistently high quality teaching in all classrooms and where all schools, wherever their geographical location, will be led by excellent leaders.

To achieve our vision, GwE will work with all stakeholders to robustly and effectively support, challenge and monitor performance at all levels and ensure that the categorisation framework is used consistently to target support in proportion to the need that is identified.

The national improvement plan, "Qualified for Life" is an indication of a commitment to the concept of a self-improving education system, and encapsulates the vision of school leaders working together, taking charge of their future and development. Whilst those within our schools must take responsibility for raising standards within their own establishments, GwE is trying to nurture a mentality of mutually celebrating the achievements of an entire system.

In order to do this, GwE will work towards a clear set of educational aims, whilst also improving its organisational structures so that it is better able to offer sustainable support to schools across the region.

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Aims - Educational

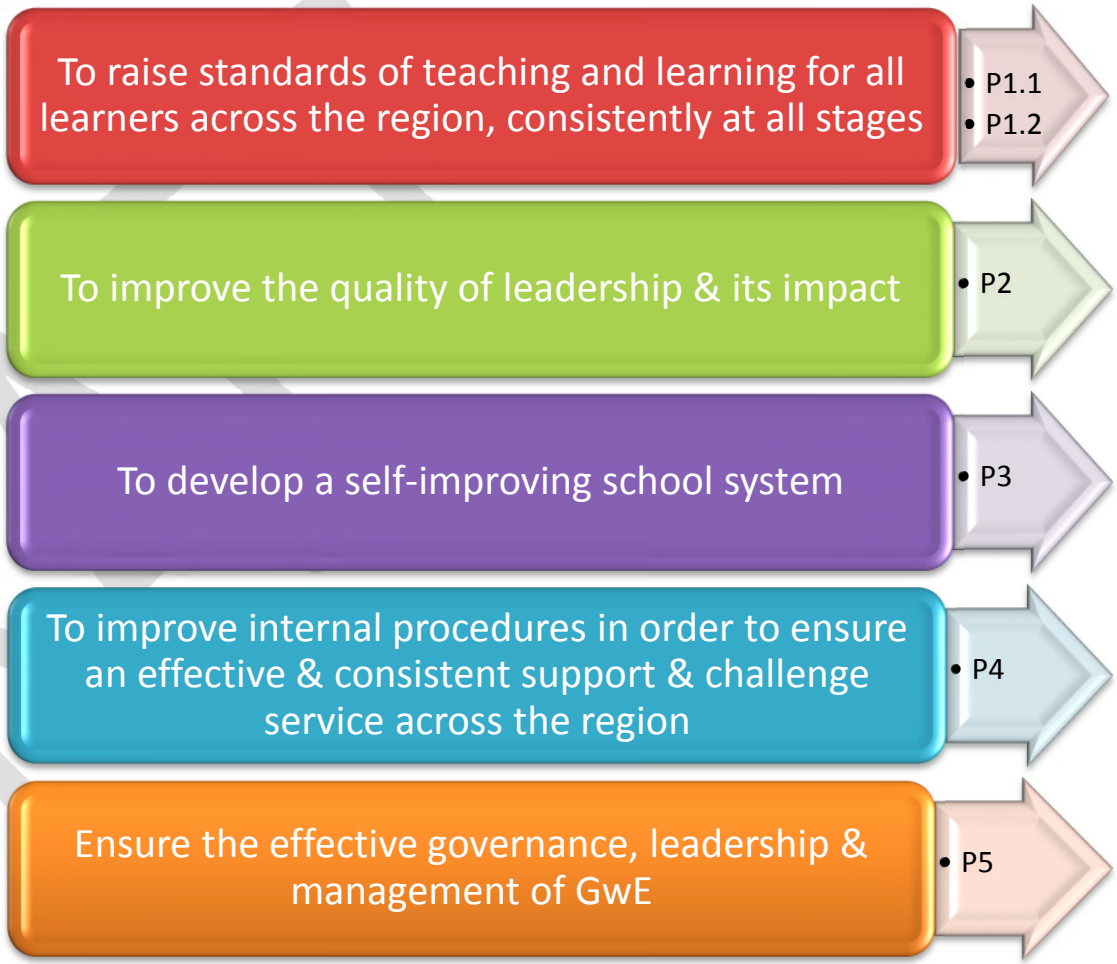
- Improve outcomes at Level 2 + to 62% by summer 2016 and exceed 65% by summer 2017
- Improve outcomes at Level 2 + for learners eligible for FSM to 36% by summer 2016
- Raise standards at KS4 in the core subjects to each 68% (Maths), 77% (Cymraeg) and 72% (English) by summer 2016
- Improve outcomes for children and young people in the FP, KS2 & KS3 and ensure that the end of phase teacher assessment is an accurate reflection of individual learner standards in 2016
- Improve outcomes for children and young people eligible for FSM in the FP, KS2 & KS3 and ensure that the end of phase teacher assessment is an accurate reflection of individual learner standards in 2016

Aims - Internal Organisational Structures

- Improve the quality and range of support to schools (school to school strategies)
- Develop more collaborative relationships for the school improvement system
- Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose
- Secure greater consistency in the quality of Challenge Advisers' evaluations of schools, particularly in relation to teaching & learning
- Improve performance management arrangements
- Improve the effectiveness of governance and management including risk management
- Develop formal working arrangements between scrutiny committees in order to scrutinise the work and impact of the regional consortium

Priority Areas

The priority areas have been agreed by all 6 constituent local authorities and they reflect the region's commitment to addressing national and local priorities. They will direct the work of GwE and demonstrate how we will implement the expectations of the National Model and the requirements of the North Wales Partnership Agreement. They also reflect the findings of the WAO/Estyn thematic reports, published in June 2015. There is a clear emphasis in our approach and methodology on developing a self-improving system where Challenge Advisers, LA Officers, leaders and schools will robustly support, challenge and share best practice. Rigorous quality assurance procedures will be applied to ensure effective delivery across and within the three geographical hubs.



Delivery Strategy

The delivery strategy details the outcome measures and the key milestones in order to measure progress in achieving the priorities.

A detailed workstream is in place for each of the 5 priority areas of improvement.
The workstreams identify the actions, lead responsibility & monitoring responsibility within GwE.

Individual workstreams, coordinated regionally by LA Directors through the regional network structure are also in place for the following:

- Specialist HR Support
- Foundation Phase
- Governor Support & Training
- Welsh in Education Grant / WESP
- 14-19 Learning Pathways
- Regional ICT Strategy

The workstreams are included as an appendix to the Business Plan.

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To raise standards of teaching and learning for all learners across the region, consistently in the primary sector (P1.1)

Priority	Outcome measures 2015-16
• Identify areas of underperformance through a detailed analysis of end of phase and progressive data so that resources and expertise is targeted appropriately • Ensure effective strategic documentation which clearly outlines how schools will make effective use of resources to raise standards • Improve internal tracking and procedures so as to ensure effective and appropriate intervention for all groups of learners • Develop the processes that lead to an improved evidence base that will result in more reliable end of phase teacher assessment	• Improved end of phase assessment outcomes at the expected and higher levels for all groups of learners • Improved reading & numeracy test results for all groups of learners • End of phase teacher assessment is an accurate reflection of individual learners standards

MILESTONES 2015-16

All schools have strategic documentation which focusses on raising standards

Areas of underperformance identified and resources allocated to target schools.

All schools part of robust teacher assessment moderation procedures

2016-17

All schools have effective tracking & targetting systems & are using successful & proven interventions

Schools to respond to changes in expectation of learners attaining the higher levels

2017-18

Outcomes in Summer 2017 inform further planning for this year.

To raise standards of teaching and learning for all learners across the region, consistently in the secondary sector (P1.2)

Priority	Outcome measures 2015-16
• Increase the proportion of learners [including those entitled to FSM] who achieve the Level 2+ Threshold at the end of KS4 • Maximise the achievement of all KS4 learners across all subjects at all levels • Improve consistency and reliability of assessment, target setting, tracking and intervention and the effective use of data to target improvement • Ensure support for core subjects and the Welsh Baccalaureate in introducing the new specifications - in particular to target improvement in English and Maths • Strengthen procedures to improve consistency and reliability of teacher assessments at KS3	• Increase the % achieving L2+ to 62% in 2016, • Increase the % of eFSM pupils achieving L2+ to 36% in 2016 • Increase the percentage achieving L2: ➢ Maths to 68% in 2016 ➢ English to 72% in 2016 • Increased understanding and reliability of Teacher Assessment Levels at KS3

MILESTONES 2015-16

Curriculum design and assessment models are fit for purpose.

Schools have access to appropriate support networks for core subjects operational – including Lead schools, Co-Leading schools

2016-17

Bespoke support available for English and Maths across the region

Established self-supporting networks fully operational across the region

2017-18

Outcomes of revised Performance Indicators in 2017 inform further planning

To improve the quality of leadership and its impact (P2)

Priority	Outcome measures 2015-16
Improving Leadership - improve the quality of leadership and its impact on improving outcomes across the region	• All school practitioners, at all levels across the GwE region, possess the relevant effective leadership skills • The distributed leadership mindset is established in all schools across the region so as to strengthen the capacity for robust and rapid intervention with schools causing most concern. • Relevant effective leadership development is an entitlement for all practitioners in all schools across the GwE region • All Challenge Advisers possess the relevant effective leadership skills • The aims in Qualified For Life are fully met for all learners in all settings.

MILESTONES 2015-16

First, second and third cohort of middle leaders

First cohort of the Physical Literacy Middle Leaders, participated in the relevant development programme

First cohort of Expert Headteacher's participated in the relevant development programme (20 in total)

Specific CLS identified and active in developing leadership across the region

GwE to continue to actively engage with WG and Consortia's to develop an effective National Leadership Development Programme

All Challenge Advisers participated in the relevant bespoke development programme

2016-17

The full GwE LDP will be available for all schools across the GwE region

In accordance with WG policy GwE to develop an effective Leadership Development Programme for Aspiring and Middle Leaders, Practicing / Expert / Executive Headteachers, and Consultant Leaders to be shared nationally.

2017-18

Extend the GwE LDP locally and nationally according to the needs identified.

GwE to incorporate effective Leadership Development developed by other Consortia's

Developing a self-improving school system (P3)

Priority	Outcome measures 2015-16
Develop a self-improving school system	• Improved performance in the main indicators at all key stages, including eFSM pupils and those from economically disadvantaged backgrounds • Improved performance in National Reading and Numeracy Tests. • A reduction in the number of schools going into Estyn statutory categories. • An increase over the period 2014-2017 in the number of green and yellow category schools across the region. • Moving towards an embedded and sustainable culture and ethos of co-challenge and support across the region.

MILESTONES 2015-16

A significant growing involvement of school leaders in designing and coordinating strategies to promote a self-improving system.

An established model of working across the region that builds the capacity within our schools to move to a sustainable self-improving school system within the next two years.

GwE has greater capacity to provide more intensive support for amber and red schools.

2016-17

A culture of co-challenge and co-support embedding across the region.

A more effective service that fully utilises the expertise of its Challenge Advisers within the core team and provides a high level of challenge and support to schools.

2017-18

Embedded and sustainable culture of co-challenge and co-support across the region.

Sustainable self-improving school system embedded across the region.

High level of confidence in quality of service across all key stakeholders.

To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region (P4)

Priority	Outcome measures 2015-16
Ensure greater consistency in the quality of challenge and support to schools by developing the role of the Challenge Adviser within the regional service	• Robust internal quality assurance and accountability procedures operational which leads to higher level of consistency within and across hubs. • Robust Performance Management procedures applied consistently and procedures for individual Challenge Advisers promotes personal professional development. • Robust procedures operational for regional moderation of categorisation. • Seconded SLT members from schools deployed effectively as CA's. • Regional programmes for up-skilling Challenge Advisers and seconded SLT members effectively delivered. • No school that is categorised as yellow or better going into Estyn monitoring category. • Increase the percentage of yellow and green schools across the region. • Senior Challenge Advisers for each hub quality assure the work of each of their Challenge Advisers to ensure consistency within and across hubs. • GwE training programmes are designed and delivered to build greater capacity within teams. • Portfolio briefs across the GwE region allow Challenge Advisers to be trained in specialist roles and disseminate their expertise to the wider GwE teams. • Senior Challenge Advisers for each hub commission appropriately qualified persons to engage in Challenge Adviser work and thus ensure system-wide building of capacity.

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MILESTONES 2015-16

Performance and accountability framework operational.

AD [Standards] monitors the framework to build on best practice and ensure continued development of the model.

Enhanced level of challenge and accountability for Challenge Advisers from Senior Challenge Advisers.

AD [Standards] engages with national cross-regional work to ensure that GwE teams perform in line with the expectations of the national model.

Progress against commissioned work is quality assured by Senior Challenge Advisers and monitored by the AD [Standards]

Robust procedures for regional moderation of categorisation in place.

Robust Performance Management procedures fully operational across respective hubs.

Relevant CA training programme delivered and impact evaluated.

Seconded SLT Members from within schools up-skilled and effectively deployed and utilised as CA's.

New working model of peer review operational and evaluated.

2016-17

Higher level of consistency in quality of support and challenge by CA's.

Higher level of confidence in the consistency of the national categorisation process.

Robust procedures embedded for scrutiny and accountability of CA's.

Model of peer review, co-challenge and co-support embedding across the region.

Review of the Challenge Adviser development programme for 2015-16 informs current and future planning.

2017-18

High level of confidence in quality of service across all key stakeholders.

High level of confidence in the consistency of the national categorisation process.

Clear and efficient accountability and reporting processes embedded and fully operational.

Leaders of education at every level working together in a self-improving system, providing mutual challenge and support to raise standards in all schools.

High level review of the Challenge Adviser role to ensure continued fitness for purpose.

Ensure the effective governance, leadership and management of GwE (P5)

Priority	Outcome measures 2015-16
Ensure the effective governance, leadership and management of GwE	• Effective governance and leadership which is in keeping with the expectations of the National Model, Estyn and WAO requirements. • Clear decision making protocols and procedures in place for Joint Committee. • Advisory Board able to operate effectively in advisory/critical-friend role • Clarity of role for Directors of Education in relation to GwE management and oversight.

MILESTONES 2015-16

The GwE Management Board and Senior Leadership Team work with the relevant local authority scrutiny committees to operate a co-ordinated work programme in relation to school improvement.

Review the Inter Authority Agreement in relation to the National Model.

Advisory Board developing its critical friend role.

2016-17

Work programme in place & operational.

Inter Authority Agreement reviewed.

Advisory Board fully developed as a critical friend.

2017-18

Review success of work programme & identify areas of improvement.

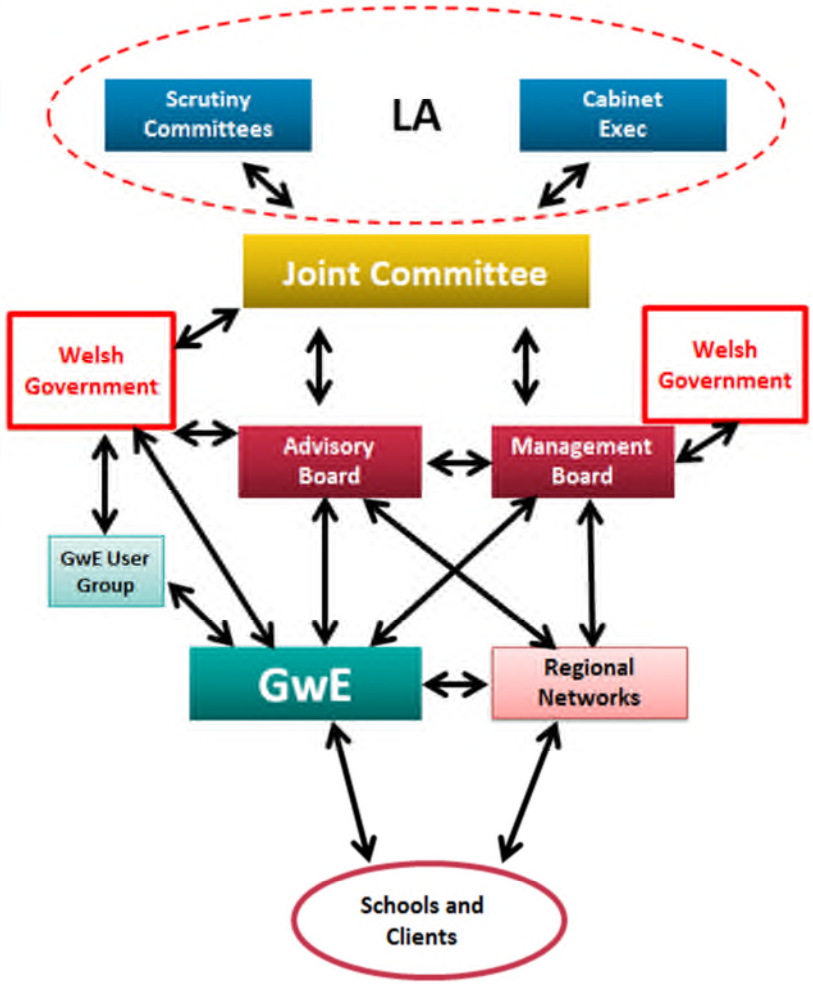
GwE: Governance

The service, established in April 2013, is accountable to the six North Wales Local Authorities and is responsible for undertaking statutory responsibilities with regards to duties to monitor, challenge and provide support services. In addition, it provides services that can be commissioned by schools, local authorities and Welsh Government.

Membership of the Joint Committee comprises the 6 Cabinet Members for Education from the North Wales Local Authorities as the voting members. Non-voting members include Headteacher & Governor representation.

The terms of reference and delegated powers of the Joint Committee are:

i. to promote joint working in the delivery of the Service through:
ii. facilitating constructive partnership working;
iii. engaging with key interested bodies and stakeholders when appropriate; and
iv. carrying out such other activities calculated to facilitate, or which are conducive to the
successful delivery of the Service; and
v. to oversee the management of the Service and ensure that the Service is provided and
performs in accordance with the expectations of the Partner Authorities as reflected in the Full Business Case, Inter Authority Agreement and agreed Annual Business Plan;
vi. to approve the budget for the Service on an annual basis';
vii. to approve the business plan for the Service on an annual basis;
viii. to monitor and manage the risks associated with the Service;
ix. to ratify requests from the Service for additional budget funding from individual Councils;



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x. to approve the staff structure of the Service;
xi. to appoint the Managing Director of the Service;
xii. to decide on disciplinary action against the Managing Director; and
xiii. where required, to determine or arrange for the determination of appeals in relation to Human Resources matters.

The following matters are specifically reserved for individual Cabinet decision:

i. approval of inter-Council partnership governance arrangements;
ii. increase of budget over agreed Council contributions;
iii. procuring the necessary audit and assurance checks; and
iv. termination of the Partnership.

There are a minimum of 3 meetings per year (one per term) & the calendar of meetings for 2015-16 are:

- 15 July 2015
- 23 September 2015
- 12 November 2015
- 24 February 2016
- 6 July 2016

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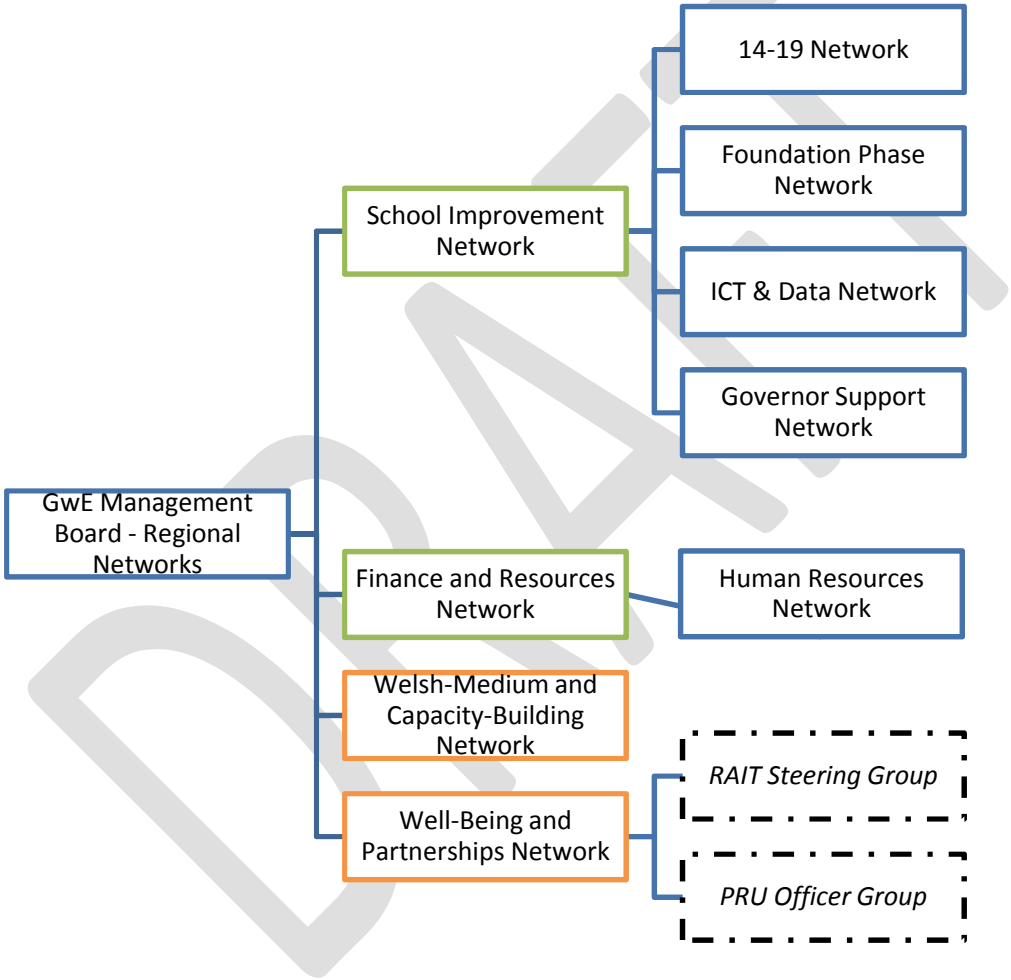
Regional Networks



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School Improvement Network
This network monitors and challenges the effectiveness of the networks below & GwE. It looks at policies and practices and agrees on priorities, in order to meet the demands of raising standards and improving school performance for all categories of pupils.
Chair: Delyth Molyneux (Isle of Anglesey)
Membership: Senior Officer from each LA; GwE Senior Challenge Advise

- **14-19 Network** – this Network will provide an overview of the regional 14-19 offer, including allocation of resources to programmes in line with Welsh Government priorities. This will include: support for planning the use of grants; ensuring schools and provider provision are in line to deliver the expected impact inherent in these grants; working with local authorities to provide a strategic overview to challenge and support all providers, including FE colleges and private training providers, to ensure equality of access to the development opportunities; administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.
  Chair: John Gambles (Denbighshire)
  Membership: representatives of Local Area Networks (LAN), representative from GwE

- **Foundation Phase Network –** this Network brings together the senior office holders for Foundation Phase in order to provide a strategic overview of developments within the Foundation Phase including maintained and funded non-maintained settings. It provides leadership and direction in this key area, supports good working relationships between individual LAs and GwE and can act as a facilitator to support the transition of Foundation Phase into the Regional Service (as per the National Model) when the Directors consider it to be appropriate. The Network can also develop networks of good practice and joint approaches to training across the region, particularly in light of changes to the Foundation Phase grant structure and recent modifications to the curriculum structure, as well as those anticipated through the Foundation Phase Stocktake and Donaldson Review.
  Chair: Claire Homard (Flintshire)
  Membership: Senior Officers with responsibility for Foundation Phase from each LA, representative from GwE

- **ICT and Data Network –** this Network oversees the creation of common software platforms and databases for the education service in the region with a view to enhancing and sustaining joint working.
  Chair: Simon Billington (Wrexham)
  Membership: Officers from each LA, GwE Information Manager

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- **Governor Support Network -** The network meets at least termly sharing best practice and provides coordination and joint delivery of the regional training programme including the delivery of the Wales Government statutory governor training content; it provides direction and support for an annual governors conference aligned to national, regional and local priorities; it has developed in conjunction with Cynnal an e.elearning toolkit for governors. This toolkit has now been rolled out to other consortia areas with the group continuing to take the lead on its development.
  Chair: Ray Wells, Regional Development Officer Governors Wales
  Membership: Governor Support officer from each Local Authority and GwE representative

Finance and Resources Network
This network addresses issues relating to regional Grants, school finances, provision of places, capital programmes etc in the context of developing joint-working arrangements, coherence in policies and practices and joint-commissioning cost agreements. In future, it will also look at other areas where the six LAs might wish to collaborate.
Chair: John Davies (Wrexham)
Membership: Finance Officer from each LA; GwE Business Manager

- **Human Resources Network -** This network promotes greater collaboration to develop HR services that ensure consistent high-quality advice and support to school leaders, leading to improved capacity and the development of a self-improving school system (contributing to Qualified for Life Strategic Objective 4) across the region. Key to this being the development and promotion of regional model procedures to manage staff attendance, performance management and capability and ensure consistency of advice and practice.
Chair: Julie Worrall (Denbighshire)
Membership: HR Managers/ Business Partners from each LA

Welsh-Medium and Capacity Building Network – this Network promotes greater collaboration and sharing of expertise in Welsh-medium education to meet the diverse needs of the region. It seeks to improve equality of provision and coherence and to develop policies and practices to share specialisms in other activity areas.
Chair: Garem Jackson (Gwynedd), on behalf of Arwyn Thomas
Membership: Officers from each LA, representative from GwE

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Well-Being and Partnerships Network - this Network addresses issues relating to enabling pupils to partake fully and equitably of the education service's provision in order to improve standards. It comprises the identified specialists in these areas of activity from each authority.
Chair: Richard Ellis Owen (Conwy)
Membership: Inclusion and Social Inclusion Officers from each LA, representative from GwE

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GwE: Budget 2015/16

The Budget for 2015-16 was approved by the Joint Committee at their meeting on 15/07/15.

EXPENDITURE	BUDGET 2015/16 £
Employee costs	3,070,352
Premises	92,997
Transport	122,822
Supplies & Services	95,134
Commissioning	259,400
Support Services	52,547
National Model – LA's Commissioned (Regional Networks)	463,004
TOTAL EXPENDITURE	**4,156,256**

Local Authority contributions are as follows:

LOCAL AUTHORITY	CONTRIBUTION 2015/16 £
Isle of Anglesey	421,410
Gwynedd	739,138
Conwy	644,348
Denbighshire	632,512
Flintshire	935,531
Wrexham	783,317
TOTAL	**4,156,256**

Local authority contributions are based on the appropriate indicator based assessments (IBAs) published by the Welsh Government as part of the 2015/16 revenue budget settlement.

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GwE: Reporting

	Autumn Term	Spring Term	Summer Term
Joint Committee	Annual Report on performance	Proposals for the new business plan priorities & targets	Annual report against budget
		Budget setting proposals	
	Termly budget monitoring		
	Termly progress monitoring against the Business Plan		

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REPORT TO THE JOINT COMMITTEE

12 NOVEMBER 2015

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

Subject: Scrutiny Arrangements

1.0 Purpose of the Report

Report on proposed scrutiny arrangements in response to the recommendation from Wales Audit Office "develop joint scrutiny arrangements of the overall consortia as well as scrutiny of performance by individual authorities, which may involve establishment of a joint scrutiny committee or co-ordinated work by local authority scrutiny committees".

2.0 Background

2.1 In their June 2015 report "achieving improvement in support to schools through regional education consortia – an early view" the Wales Audit Office concluded that scrutiny and audit functions are developing but are not yet fully established.

2.2. The report concluded that "each local authority undertakes scrutiny of the regional consortia in relation to their individual local authority's performance. The level of scrutiny between local authorities, both within each regional consortium and nationally, is inconsistent. Scrutiny has typically been high-level, had little focus on financial information and value for money and in most cases has been on a reactive rather than proactive basis. However, some regional consortia are developing common scrutiny processes. For example, ERW is working with Scrutiny Officers from each local authority to establish a timetable detailing a set of mutual topic areas for each local authority to scrutinise, and the related data that the consortium will provide. This should provide reassurance to each local authority that they are scrutinising the key areas, and enable the consortium to better plan its use of resources.

2.3 None of the regions is undertaking scrutiny on each regional consortium as a whole. Chairs of the relevant local authority scrutiny committees were unlikely to have met each other. Regional working is intended to spread best practice across each region. An effective joint scrutiny function could consider the overall impact of regional working and whether the performance of individual authorities and the region as a whole is improving".

2.4 WAO's subsequent recommendation was that Consortia "develop joint scrutiny arrangements of the overall consortia as well as scrutiny of performance by individual authorities, which may involve establishment of a joint scrutiny committee or co-ordinated work by local authority scrutiny committees".

2.5 Scrutiny forms an integral part of the work of the Management Committee, Advisory Board, Joint Committee, Regional Leadership Board and Ministerial Stocktakes as well as formal Scrutiny Arrangements. Alongside inspection work, there is a strong argument for accountability and scrutiny arrangements to be streamlined over time.

2.6 Work has been undertaken to coordinate formal scrutiny arrangements across the region, reported to Joint Committee. Given the clear statutory responsibility of each Local Authority for securing school improvement it is important that there is clear accountability for this within each Authority. There is a key role for scrutiny functions in each Authority for ensuring that children and young people's learning entitlement is secured and that local provision offers value for money. Individual Chief Education Officers are the key accountable officers on school improvement responsibilities to local authority and are able to represent the work of GwE in their role as members of the GwE Management Board. However, they may also be supported as appropriate by members of the GwE leadership teams on generic or thematic reports where there is a key contribution to developing practice to be made.

2.7 There is scope for more collective learning and innovation to take place across the region from greater coordination and sharing of scrutiny work programmes and thematic outcomes. Scrutiny chairs and officers are forming a new network to share learning

3.0 Model

Example reports to be considered in all Authorities' forward work programmes (with outcomes and learning shared across Authorities)

Autumn	Spring	Summer
Learning from School Improvement Interventions	Learner Outcomes (including Attendance & Exclusions)	Local Improvement Plan
	Self-evaluation of LAESCYP	
	Self-evaluation of GwE	
	Individual LA Commissioning document for GwE	

Areas of work identified for scrutiny by an individual Authority's scrutiny function (with outcomes and learning shared across all Authorities:

- work of the GwE Associate Partners;
- GwE Development Programmes;
- challenge & Support offered to Amber and red schools/process/impact;
- budgeting/risk management of the service;
- new model of working; and

- pioneer school implementation.

4.0 Recommendations

4.1 That the GwE Management Board and Senior Leadership Team work with the relevant local authority scrutiny committees to operate a co-ordinated work programme in relation to school improvement.

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

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

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

The report recommends the establishment of formal scrutiny arrangements with individual authorities to provide for an overview of the performance of the service. In developing such arrangements it is also of importance that channels for reporting back on the conclusions of individual scrutiny committees are established. This should serve to assist and support the Joint Committee and Officers in their own role of leading and contributing to the management of the service and their own overview of the performance of GwE.

Statutory Finance Officer:

Although the new scrutiny arrangements will mean additional work, I understand that the intention is to fulfil those arrangements within existing resources.

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REPORT TO THE JOINT COMMITTEE

12 NOVEMBER 2015

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

Subject: Regional Networks

1.0 Purpose of the Report

1.1 To update members on the Regional Networks structure & agree on the cyclical reporting from the networks to the Joint Committee.

2.0 Background

2.1 Following the publication of the National Model for Regional Working by Welsh Government (February 2014) a business case detailing the additional elements that are included in the National Model that GwE's core staffing does not currently undertake was presented and agreed by the Joint Committee (15 July 2015).

These elements included:

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

2.2 It was agreed that the Local Authorities remain responsible for the planning & delivery of these elements, with the existing Regional Networks continuing to work collaboratively in leading on a regional basis.

2.3 £463,004 (11.5% of the GwE Core Budget of £4.186m) is retained by Local Authorities to deliver elements a), e) and f) above via the Regional Networks.

The remaining elements b), c), and d) above together with a variety of other school improvement functions are funded through the non-delegated element of the Education Improvement Grant, a total of £5.48m. This funding is distributed as follows:

Regional Networks : £4.6m

GwE : £860k

The total funding allocation to include National Model functions and non-delegated EIG is therefore :

	National Model	Non-delegated EIG	TOTAL
GwE	£3.69m	£0.8m	£4.49m
Regional Networks	£0.46m	£4.68m	£5.14m
	£4.156m	£5.486m	£9.64m

3.0 Considerations

3.1 The full networks exist as follows (the structure is included as appendix 1):

3.1.1 School Improvement Network

This network monitors and challenges the effectiveness of the networks below & GwE. It looks at policies and practices and agrees on priorities, in order to meet the demands of raising standards and improving school performance for all categories of pupils.

Sponsoring Director / Chair: Delyth Molyneux (Isle of Anglesey)

Membership: Senior Officer from each LA; GwE Senior Challenge Advisers

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

  Sponsoring Director: Karen Evans (Denbighshire)

  Chair: John Gambles (Denbighshire)

  Membership: representatives of Local Area Networks (LAN), representative from GwE

- **Foundation Phase Network –** this Network brings together the senior office holders for Foundation Phase in order to provide a strategic overview of developments within the Foundation Phase including maintained and funded non-maintained settings. It provides leadership and direction in this key area, supports good working relationships between individual LAs and GwE and can act as a facilitator to support the transition of Foundation Phase into the Regional Service (as per the National Model) when the Directors consider it to be appropriate. The Network can also develop networks of good practice and joint approaches to training across the region, particularly in light of changes to the Foundation Phase grant structure and recent modifications to the curriculum structure, as well as those anticipated through the Foundation Phase Stocktake and Donaldson Review.
  Sponsoring Director: John Davies (Wrexham)
  Chair: Claire Homard (Flintshire)
  Membership: Senior Officers with responsibility for Foundation Phase from each LA, representative from GwE

- **ICT and Data Network –** this Network oversees the creation of common software platforms and databases for the education service in the region with a view to enhancing and sustaining joint working.
  Sponsoring Director: John Davies (Wrexham)
  Chair: Simon Billington (Wrexham)
  Membership: Officers from each LA, GwE Information Manager

- **Governor Support Network -** The network meets at least termly sharing best practice and provides coordination and joint delivery of the regional training programme including the delivery of the Wales Government statutory governor training content; it provides direction and support for an annual governors conference aligned to national, regional and local priorities; it has developed in conjunction with Cynnal an e.elearning toolkit for governors. This toolkit has now been rolled out to other consortia areas with the group continuing to take the lead on its development.
  Sponsoring Director: John Davies (Wrexham)
  Chair: Ray Wells, Regional Development Officer Governors Wales
  Membership: Governor Support officer from each Local Authority and GwE representative

3.1.2 Finance and Resources Network - This network addresses issues relating to regional Grants, school finances, provision of places, capital programmes etc in the context of developing joint-working arrangements, coherence in policies and practices and joint-commissioning cost agreements. In future, it will also look at other areas where the six LAs might wish to collaborate.
Sponsoring Director / Chair: John Davies (Wrexham)
Membership: Finance Officer from each LA; GwE Business Manager

- **Human Resources Network -** This network promotes greater collaboration to develop HR services that ensure consistent high-quality advice and support to school leaders, leading to improved capacity and the development of a self-improving school system (contributing to Qualified for Life Strategic Objective 4) across the region. Key to this being the development and promotion of regional model procedures to manage staff attendance, performance management and capability and ensure consistency of advice and practice.
  Sponsoring Director: John Davies (Wrexham)
  Chair: Julie Worrall (Denbighshire)

Membership: HR Managers/ Business Partners from each LA

3.1.3 Welsh-Medium and Capacity Building Network – this Network promotes greater collaboration and sharing of expertise in Welsh-medium education to meet the diverse needs of the region. It seeks to improve equality of provision and coherence and to develop policies and practices to share specialisms in other activity areas.
Sponsoring Director: Arwyn Thomas (Gwynedd)
Chair: Garem Jackson (Gwynedd)
Membership: Officers from each LA, representative from GwE

3.1.4 Well-Being and Partnerships Network - this Network addresses issues relating to enabling pupils to partake fully and equitably of the education service's provision in order to improve standards. It comprises the identified specialists in these areas of activity from each authority.
Sponsoring Director / Chair: Richard Ellis Owen (Conwy)
Membership: Inclusion and Social Inclusion Officers from each LA, representative from GwE

3.2 Reporting – the following reporting process is proposed:

- Each of the networks reports to the GwE Management Board.
- The minutes of the network meetings are shared with the GwE Management Board.
- Joint Committee members are given a progress report from one of the networks at their termly meetings. It is proposed that the first report is presented at the next meeting of the Joint Committee & will be made by the Welsh-Medium and Capacity Building Network.

4.0 Recommendations

4.1 The Joint Committee is asked to:

4.1.1 Note the content of the report

4.1.2 Agree to the proposed reporting process.

5.0 Financial Implications

5.1 There are no new 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 structure has been agreed by the GwE Management Board.

9.0 Appendices

9.1 Networks Structure

OPINION OF THE STATUTORY OFFICERS

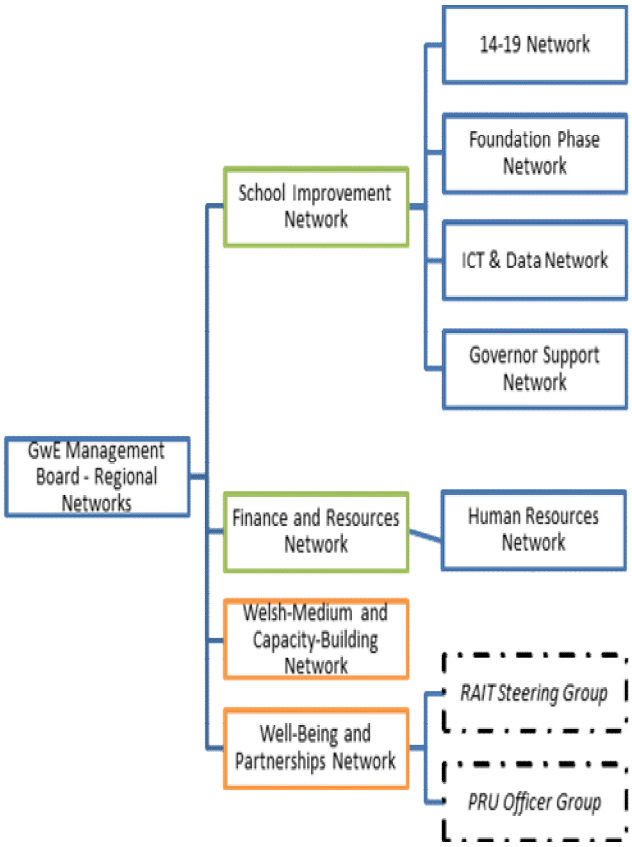
Monitoring Officer:

Observations will be made in the meeting.

Statutory Finance Officer:

I've been assured that any relevant financial implications will be funded from GwE's existing resources and/or specific grants.

Appendix 1: Networks Structure



Tuag at Ragoriaeth
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REPORT TO THE JOINT COMMITTEE

12 NOVEMBER 2015

Report by: GwE Managing Director

Subject: GwE Staffing Structure - Decision Making

1.0 Purpose of the Report

1.1 To report on the current decision making process regarding the staff structure in GwE, the procedure within local authorities & the proposed delegation of decisions.

2.0 Background

2.1 Schedule 2 of the current Inter Authority Agreement (18/02/13) states that the Joint Committee is to approve the staff structure. As a result, any new positions need to be presented to & agreed by the Joint Committee.

2.2 As the meetings of the joint Committee are held on a termly basis only, the process can cause delays in the appointments process.

3.0 Considerations

3.1 Within local authorities, any changes to staffing structures are decided upon by the relevant Head of Department / Director in consultation with the Heads of Finance & Human Resources.

3.2 The specific matters noted below must be addressed by the relevant cabinet member, relevant committee or cabinet:

- Appointment of a new Head of Department or Corporate Director;

- Every application for new money;
- All changes to the structure which involve diverting more than £200,000 between finance headings;
- Matters that are likely to affect the service's performance.

3.3 It is proposed that the Joint Committee delegates the decision making to the Managing Director of GwE in line with the same decision making powers as the Directors / Heads of Department within the host authority (the proposed procedure is included as appendix 1).

3.4 It is proposed that the GwE Managing Director will report on the structure within the GwE Business Plan & the GwE Annual Report.

4.0 Recommendations

4.1 The Joint Committee is asked to:

4.1.1 Note the content of the report

4.1.2 Agree to delegate the responsibility of making amendments to the GwE structure to the GwE Managing Director (in accordance with the processes used within the host LA and included as appendix 1).

5.0 Financial Implications

5.1 There are no new 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 proposal has been agreed by the GwE Management Board.

9.0 Appendices

9.1 Procedure for changing the staffing establishment within the host LA.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

The proposed delegation process appears to be appropriate with suitable provision for managing the process.

Statutory Finance Officer:

This report's recommendation to delegate the responsibility of making amendments to the GwE structure to the Managing Director appears reasonable and adopts existing processes and controls used within the host local authority. For clarity, I note that the 'Guidelines' appended to the report make it clear that staffing matters must go before the Joint Committee for decision if they would commit any budget exceeding GwE's existing resources (new money to create or upgrade a post).

Appendix 1:

CHANGES TO THE STAFFING ESTABLISHMENT FORM

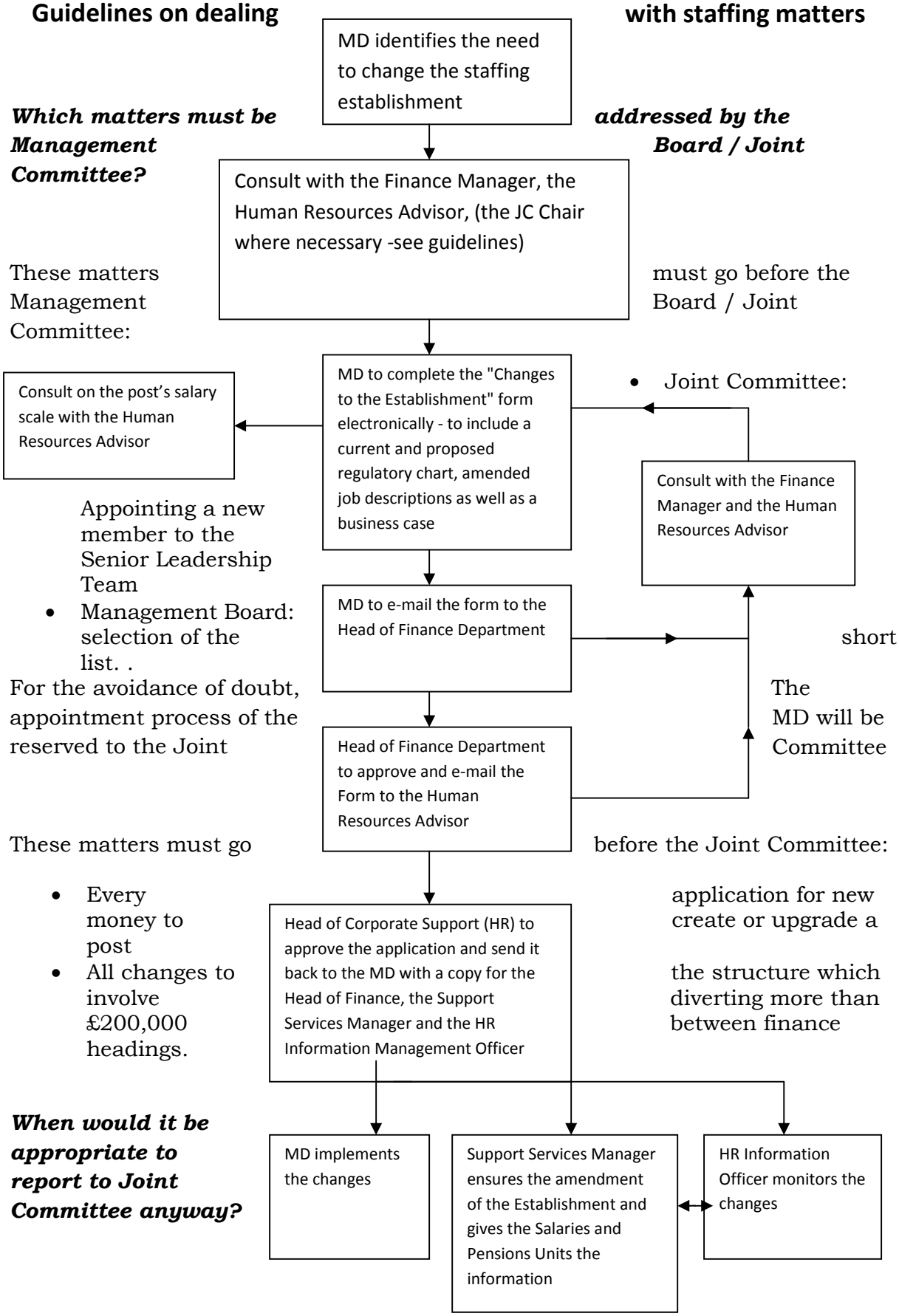
AUTHOR:	
DATE OF FORM:	
SECTION:	
SERVICE:	
POST(S) TO BE CHANGED:	
DATE OF IMPLEMENTATION:	

1.	A description of the changes made (**a report or staff structure chart and a job description along with consultation with the Human Resources Advisor must be attached**)
2.	Reason for the change (the business case). (**The Human Resources Advisor must be consulted with**)
3.	Financial details (**The Finance Manager must be consulted**)

3 a	The cost of changes (or savings) on the maximum of the relevant scales.		
3 b	Funding resource (note the financial code and the exact amounts to be moved)		
		Financial Code	**£**
4.	The following's approval must be sought **prior** to implementing the changes.		
			Date of Approval
	GwE Managing Director		
	Head of Finance Department		
	Head of Corporate Support Department (HR)		

PROPOSED PROCEDURE FOR CHANGING THE STAFFING ESTABLISHMENT

Guidelines on dealing with staffing matters



Which matters must be addressed by the Management Board / Joint Committee?

These matters must go before the Management Board / Joint Committee:

- Appointing a new member to the Senior Leadership Team
- Management Board: selection of the short list. .

For the avoidance of doubt, The MD will be appointment process of the Committee reserved to the Joint

These matters must go before the Joint Committee:

- Every application for new money to create or upgrade a post
- All changes to the structure which involve diverting more than £200,000 between finance headings.

When would it be appropriate to report to Joint Committee anyway?

If there is a doubt that the proposed changes are likely to attract public attention or affect employees/employer relations e.g. substantial changes to working terms and conditions of a group of workers, a situation that could lead to compulsory redundancies due to excess, etc. The Head of Corporate Support (Human Resources) in the host authority and the Chair of the Joint Committee should be consulted with in order to decide whether or not to refer the matter to the Joint Committee.

When should the Chair of the Joint Committee be consulted with?

The Chair of the Joint Committee must be consulted when:

- When there is doubt whether or not a report should be submitted to the Joint Committee [see above]
- When a report on staffing matters is submitted to the Joint Committee [see above]

What changes require the submission of the "Changes to the Staffing Establishment" form?

The form must be completed for the following changes;

- All permanent changes to the staffing structure [i.e. that last for more than 12 months]
- All permanent changes to the scale of a post
- Any temporary changes to the staffing structure that have been in force for 12 months

There is no need to complete a form for the following changes;

- Temporary appointments [less than 12 months]
- Temporary secondments
- Allowing additional increments within a scale
- Award an honorarium in accordance with the policy on honorariums

What happens to individual applications for regarding?

Every application like this should be referred to the Host Authority Head of Corporate Support who will process it in line with the Procedure for dealing with Individual Applications for Re-grading (Section 3.4 of the Terms of Employment).