



Cyfarfod / Meeting

**CYD-BWYLLGOR GwE**  
**GwE JOINT-COMMITTEE**

Dyddiad ac Amser / Date and Time

**1.30 pm DYDD IAU, 6 TACHWEDD 2014**

**1.30 pm THURSDAY, 6 NOVEMBER 2014**

Lleoliad / Location

**VENUE CYMRU**  
**LLANDUDNO**

Pwynt Cyswllt / Contact Point

**GLYNDA O'BRIEN**

**(01341) 424301**

[GlyndaOBrien@gwynedd.gov.uk](mailto:GlyndaOBrien@gwynedd.gov.uk)

## **AELODAETH Y CYDBWYLLGOR/MEMBERSHIP OF THE JOINT COMMITTEE**

### **Aelodau â phleidlais/ Voting Members**

Cynghorydd/Councillor Ieuan Williams – 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 Llanelwy/St Asaph Diocese – Rosalind Williams  
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**

Dr Gwynne Jones – Cyngor Sir Ynys Môn/Isle of Anglesey County Council  
Owen Owens – 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

## **RHAGLEN**

### **1. YMDDIHEURIADAU**

Derbyn unrhyw ymddiheuriadau am absenoldeb.

### **2. DATGAN BUDDIANT PERSONOL**

Derbyn unrhyw ddatganiad o fuddiant personol.

### **3. MATERION BRYS**

Nodi unrhyw eitemau sy'n fater brys ym marn y Cadeirydd fel y gellir eu hystyried.

### **4. COFNODION Y CYFARFOD DIWETHAF 29/9/14**

(copi'n amgaeedig)

### **5. CYNLLUN BUSNES GwE 2014/15**

(copi'n amgaeedig – copi Saesneg yn unig)

### **6. TREFNIADAU LLYWODRAETHU GwE**

(copi'n amgaeedig)

### **7. CYLLIDEB GWE 2014/15 – ADOLYGIAD AIL CHWARTER**

(copi'n amgaeedig)

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**CYD-BWYLLGOR GwE  
29.09.14**

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**Yn bresennol:** Y Cyng. Eryl Williams (Cadeirydd)  
Y Cyng. Michael Williams (Is-gadeirydd)

Y Cynghorwyr: Ieuan Williams, Gareth Thomas, Wyn Ellis Jones.

**Aelodau Cyfetholedig heb bleidlais:** Mr Jonathan Morgan (Cynrychiolydd  
Ysgolion Arbennig)

**Swyddogion Heb bleidlais:** Mr John Davies (Cyngor Bwrdeistref Sirol  
Wrecsam), Mr Owen Owens (Cyngor Gwynedd), Dr Gwynne Jones (Cyngor Ynys  
Môn), Mr R Ellis Owen (Cyngor Bwrdeistrefol Sirol Conwy), Karen Evans (Cyngor Sir  
Dinbych)

**Hefyd yn Bresennol:** Mr Elfyn Vaughan Jones (Rheolwr Gyfarwyddwr Dros Dro  
GwE), Mrs Susan Owen Jones (Rheolwr Busnes a Chyllid GwE) Mr Iwan Evans  
(Pennaeth Gwasanaethau Cyfreithiol yr Awdurdod Lletyol - Cyngor Gwynedd), Mr  
Dafydd Edwards (Pennaeth Cyllid yr Awdurdod Lletyol - Cyngor Gwynedd), Mr  
Mohammed Mehmet (Cyngor Sir Dinbych), Ms. Amanda Hughes (Swyddfa  
Archwilio Cymru), Miss Eiliw Alwyn (Rheolwr Prosiect yr Awdurdod Lletyol – Cyngor  
Gwynedd), Mr Geraint Rees (Cynrychiolydd Llywodraeth Cymru) a Glynda O'Brien  
(Swyddog Cefnogi Aelodau'r Awdurdod Lletyol - Cyngor Gwynedd)

**Ymddiheuriadau:** Cyng. Chris Bithell (Cyngor Sir y Fflint), Mrs Annwen Morgan  
(Cynrychiolydd Ysgolion Uwchradd), Mr Huw Foster Evans (Rheolwr Gyfarwyddwr  
GwE)

**1. DATGAN BUDDIANT PERSONOL**

Ni dderbyniwyd datgan o fuddiant personol gan unrhyw Aelod oedd yn  
bresennol

**2. COFNODION**

Llofnododd y Cadeirydd gofnodion o'r pwyllgor hwn a gynhaliwyd ar y 9  
Gorffennaf 2014 fel rhai cywir.

**4. CYFRIFON TERFYNOL Y CYD-BWYLLGOR AM Y FLWYDDYN A DDAETH I  
BEN 31 MAWRTH 2014 AC ARCHWILIAD PERTHNASOL**

Cyflwynwyd adroddiad Pennaeth Cyllid, Cyngor Gwynedd yn cyflwyno  
datganiad o'r Cyfrifon ôl-Archwiliad, adroddiad Swyddfa Archwilio Cymru  
ynghyd â llythyr cynrychiolaeth.

Adroddodd cynrychiolydd Swyddfa Archwilio Cymru bod yr adroddiad yn  
gosod allan cyd-destun y cyfrifon a thynnwyd sylw at ddau fater o bryder

ynghlŷn ag agweddau ansoddol ar arferion cyfrifyddu a'r broses o gyflwyno adroddiadau ariannol. Anogwyd i sicrhau bod y wybodaeth yn cael ei ddarparu'n amserol ac i ddarparu trywydd archwilio clir i'r dyfodol.

**Penderfynwyd: (a) Derbyn, nodi a chymeradwyo'r wybodaeth yn**

- (i) Adroddiad "ISA260" gan Swyddfa Archwilio Cymru**
- (ii) Datganiad o'r Cyfrifon 2013/14 (ôl-archwiliad)**

**(b) Gofyn i'r Cadeirydd a'r Pennaeth Cyllid Cyngor Gwynedd (fel Swyddog Cyllid Statudol GwE), ardystio'r Llythyr Cynrychiolaeth.**

## **5. ADRODDIAD CYNNYDD GwE**

(a) Diweddarwyd y Cyd-bwyllgor ar ddatblygiadau GwE gan Mr Elfyn Vaughan Jones, Rheolwr Gyfarwyddwr Dros Dro GwE, gan nodi bod Mr Huw Foster Evans wedi dechrau ail-gydio yn yr awenau yn raddol, yn dilyn cyfnod o'r swydd oherwydd gwaeledd.

(b) Tynnwyd sylw at y pwyntiau canlynol:

- Staffio - yn dilyn penodiadau diweddar a nifer o secondiadau o Benaethiaid bod y tîm wedi ehangu a'r Uwch Dim Rheoli wedi ei gyfoethogi. Bwriedir hysbysebu am swydd Pennaeth Safonau yn yr wythnosau nesaf.
- Prosiect gwaith - hysbysebwyd GwE y bydd yn rhan o ymweliad Arolygiad Thematig ESTYN a Swyddfa Archwilio Cymru ym mis Ionawr.
- Hyfforddiant – bod holl Dîm GwE wedi mynychu dau ddiwrnod buddiol o hyfforddiant yng Nghaerdydd
- Safonau Cenedlaethol ar gyfer Ymgynghorwyr Her - bod y rhain wedi eu cyhoeddi ac y cant eu defnyddio fel sail i brosesau Rheoli Perfformiad GwE
- O dan awenau'r Pennaeth Cefnogaeth Broceru byddir yn rhoi sylw i ddelwedd marchnata gyda'r bwriad i ddatblygu Gwefan ar gyfer rhannu deunyddiau
- Cynhaliwyd awdit o'r rhaglenni proffesiynol ym maes arweinyddiaeth gyda'r bwriad i gyhoeddi arlwy o gyrsiau fydd ar gael i ysgolion ynghyd â rhaglen i uwch sgilio a phedagogiaeth
- Enillwyd y tendr i ddarparu rhaglen ar gyfer y cymhwyster CPCP
- Lluniwyd strategaeth ar gyfer hyrwyddo cydweithio ysgol-i-ysgol a thrwy y prosiect TGAU 2015 adnabuwyd ysgolion arweiniol penodol [Ysgol Alun, Eirias, Bryn Elan, Dyffryn Ogwen, Tryfan a Botwnnog] a fydd yn sicrhau cefnogaeth i ysgolion eraill yn y pynciau craidd
- Cyflwynwyd bid am gyllid cenedlaethol i gefnogi ysgolion yn y gwaith o gyflwyno Bagloriaeth Addysg Cymraeg ar ei ffurf newydd
- Mireiniwyd trefn ymweliadau tymhorol yn dilyn canfod barn rhanddeiliaid

(c) Yn ystod y drafodaeth ddilynol, amlygwyd y pwyntiau isod:

- (i) Cymerwyd y cyfle fel Cyd-bwyllgor i ddiolch i Mr Elfyn Vaughan Jones am ei holl waith dros y misoedd diwethaf yn absenoldeb Rheolwr Gyfarwyddwr GwE.
- (ii) Mewn ymateb i ymholiad ynglŷn â sut bu i'r ysgolion enwyd uchod gael eu dewis, esboniwyd mai ar ffurf cyflwyno bidiau a bu i swyddogion GwE gwrdd â hwy cyn hynny i amlygu disgwyliadau
- (iii) Yr angen am ddull o ffocws gyda'r Bagloriaeth Gymreig oherwydd bod derbyniad cymysg ymysg disgyblion 6ed dosbarth ynglŷn â gwerth y cymhwyster. Nododd y Cadeirydd ymhellach bod y mater wedi ei grybwyll wrth y Gweinidog dros Addysg yn enwedig pan fo myfyrwyr yn mynd i golegau dros y ffin ac nad yw y Bagloriaeth Cymreig yn cael yr un statws â'r Fagloriaeth Saesneg.
- (iv) Tra'n croesawu bod Uwch Dim Rheoli GwE yn cryfhau, nodwyd pryder ynglŷn â'r adnoddau ariannol. Tanlinellwyd yr angen i unrhyw arian o'r tanwariant gael ei ddefnyddio i godi safonau nid yn unig yr ysgolion gwanaf ond hefyd y rhai sydd ar y brig.
- (v) Mewn ymateb i'r sylw uchod, esboniwyd , nad oedd y tanwariant yn cael ei ddefnyddio i gyfoethogi Uwch Dim Rheoli GwE . Nodwyd hefyd y byddai'r strategaeth ysgol-i-ysgol yn rhan greiddiol o gynllun busnes GwE ac yn gwarantu bod cynhaliaeth ac arweiniad yn rhychwantu'r ystod ysgolion.
- (vi) Ychwanegodd Rheolwr Gyfarwyddwr Dros Dro GwE y byddir yn gweld y gwelliannau drwy'r gyfundrefn ac atgoffwyd y Cyd-bwyllgor y sefydlwyd GwE fel gwasanaeth ar gyfer targedu ysgolion a oedd yn perfformio ar ddangosyddion oren a choch. Nodwyd ymhellach bod nifer o strategaethau ar waith fyddai'n caniatáu i GwE gyd-weithio gydag ysgolion eraill gyda rôl gwbl ganolog i sicrhau bod ysgolion yn rhoi sylw i'r hyn y dylent. Rhaid cofio, mai tîm bychan iawn o Ymgynghorwyr Her sy'n bodoli ac er mwyn cael cyfundrefn fwy brathog fe fyddai'n ofynnol cael strategaeth fyddai'n gwirio bwriadau ysgolion ac i ganfod pa gynnydd a wneir.
- (vii) Mewn ymateb i ymholiad ynglŷn â phryderon am ganlyniadau arholiad Saesneg ddechrau'r flwyddyn ddiwethaf, esboniodd Rheolwr Gyfarwyddwr Dros Dro GwE ar lefel rhanbarthol bod cynnydd o 1% yng nghanlyniadau TL2+ o'i gymharu â llynedd a oedd yn llai na'r cynnydd cenedlaethol. Fodd bynnag, braf ydoedd nodi bod cynnydd sylweddol yn yr ysgolion gafodd eu targedu.
- (viii) Byddai'n ddefnyddiol i ALLau gytuno ar ddull cyson ar gyfer cyfrifo data canlyniadau
- (ix) Mynegwyd pryder ynglŷn â chanlyniadau flwyddyn yma. Nodwyd bod tair ysgol wan yn ardal Wrecsam ac na welwyd llawer iawn o welliant. Awgrymwyd y dylai GwE nodi targed ar gyfer pob awdurdod a gweithio gyda'r ALLau wedyn i drosi'r darged yn dargedau heriol i ysgolion unigol . Dylid wedyn sicrhau bod gweithdrefnau tracio miniog yn weithredol ar draws pob ysgol.
- (x) Esboniwyd bod disgwyliadau uchel ar GwE gan Lywodraeth Cymru o safbwynt mynychu cyfarfodydd rheolaidd.
- (xi) Mewn ymateb i'r uchod, esboniodd cynrychiolydd Llywodraeth Cymru bod trefn wedi ei gytuno i neilltuo dau ddiwrnod y mis ar gyfer cyfarfodydd rhwng y gweision sifil a'r Rheolwr Gyfarwyddwyr
- (xii) O safbwynt GwE yn darparu rhaglen ar gyfer cymhwyster CPCP nodwyd yr angen i ofalu na fyddir yn dargyfeirio o'r gwaith craidd i ganolbwyntio ar greu mwy o incwm

- (xiii) Nodwyd ymhellach bod angen sicrwydd bod gweithdrefnau GwE yn plethu gyda rhai'r awdurdodau fel nad oedd dyblygu adnoddau yn digwydd ac yn creu gwastraff

**Penderfynwyd: Derbyn, nodi a diolch am yr adroddiad uchod.**

## 6. TREFNIADAU LLYWODRAETHU GwE

- (a) Cyflwynwyd adroddiad y Pennaeth Gwasanaethau Cyfreithiol, Cyngor Gwynedd, ynglyn â threfniadau llywodraethu arfaethedig GwE gan ofyn i'r Cyd-bwyllgor rhoi ystyriaeth i sefydlu Bwrdd Ymgynghorol i ymateb i'r ddogfen ganllawiau Model Cenedlaethol ar gyfer gweithio'n rhanbarthol.

- (b) Atgoffwyd yr Aelodau o'r strwythur llywodraethu cyfredol ac amlinellodd y Pennaeth Gwasanaethau Cyfreithiol y prif ganllawiau ar gyfer sefydlu Model Cenedlaethol sy'n cynnwys creu Bwrdd Gweithredol a fyddai'n Is-bwyllgor ffurfiol o'r Cyd-bwyllgor. Aelodaeth yr Is-bwyllgor fyddai:

- Un cynrychiolydd o'r Cyd-bwyllgor
- Enwebai o Lywodraeth Cymru (statws sylwedydd)
- Cyfarwyddwr Addysg Arweiniol
- Rheolwr Gyfarwyddwr
- Dim mwy na 5 unigolyn a fydd yn cael eu penodi, gyda chymeradwyaeth y cydbwyllgor, am eu harbenigedd mewn addysg, arweinyddiaeth a llywodraethu corfforaethol a fydd yn cael eu dewis o bwl o unigolion cymeradwy wedi'i dynnu ynghyd gan Gymdeithas Llywodraeth Leol Cymru a Llywodraeth Cymru. Bydd y sawl a enwebir yn cynnwys o leiaf un pennaeth sy'n gweithio ar hyn o bryd mewn ysgol yn ardal y consortiwm

- (c) Ymhelaethwyd ar y model drafft arfaethedig fel amlinellir yn Atodiad C i'r adroddiad sy'n cynnig sefydlu grŵp cynghori sy'n seiliedig ar gysyniad y Bwrdd Gweithredol. Byddai gan y grŵp hwn hawliau cynghori ac adrodd sy'n cyfateb i swyddogaeth y swyddogaethau a amlinellir yn y Model Cenedlaethol ar gyfer y Bwrdd ynghyd â phwerau dirprwyedig penodol. Fe fyddai gan Reolwr Gyfarwyddwr GwE fynediad i'r corff ynghyd â'r 6 Prif Swyddog Addysg yr awdurdodau yn ymwneud â'r grŵp.

- (ch) Gofynnwyd i'r Cyd-bwyllgor ystyried y materion canlynol ymhellach:

- (i) Cynllun dirprwyo manwl
- (ii) Aelodaeth y Bwrdd Cynghori
- (iii) Cynnwys llais y defnyddwyr yn y strwythur

- (d) Nodwyd ymhellach bod anawsterau o ganlyniad i ofynion y Cyd-bwyllgor am gworwm uchel ac felly fel rhan o'r adolygiad awgrymir mabwysiadu Rheolau Sefydlog Gwynedd sy'n golygu bod rhaid i 3 aelod gyda phleidlais fod yn bresennol i ffurfio cworwm.

- (dd) Nododd Mr Geraint Rees, Llywodraeth Cymru, y byddai angen dau gynrychiolydd o'r Bwrdd Gweithredol i gwrdd gyda'r Gweinidog dros Addysg ar 9 Hydref 2014 o 12.00 – 3.30 p.m. ym Mhrifysgol Bangor.

- (e) Awgrymwyd yr enwau canlynol fel rhai i'w gwahodd i wasanaethu ar y Bwrdd Gweithredol fel rhai sydd ag arbenigedd mewn addysg, arweinyddiaeth a llywodraethu corfforaethol:

Mr Iwan Trefor Jones (Cyfarwyddwr Corfforaethol Gwynedd)  
Mr Iwan Thomas (Bwrdd Uchelgaais Economaidd Gogledd Cymru)  
Yr Athro Mel Ainscow (arbenigedd ar lefel cenedlaethol)  
Mr Gareth Williams (Ynys Môn)

Mr Elwyn Davies	(a fu'n ynghlwm â sefydlu GwE }	enwau
Mr Dewi Jones	(cyn Bennaeth Addysg Gwynedd }	wrth gefn
Mr Geraint James	(cyn Bennaeth Addysg Conwy }	

**Penderfynwyd: (a) Derbyn, nodi cynnwys yr adroddiad a chymeradwyo mewn egwyddor Atodiad C fel strwythur llywodraethu.**

**(b) Gofyn i'r Rheolwr Busnes a Chyllid GwE / Mr John Davies i gysylltu â'r enwebai a enwir uchod i ganfod eu diddordeb mewn gwasanaethu ar y Bwrdd Ymgynghorol.**

**(c) Cymeradwyo i Gadeirydd ac Is-gadeirydd y Cyd bwyllgor gwrdd â'r Gweinidog dros Addysg fel a nodir yn (dd) uchod.**

## **7. ALINIO TREFNIADAU GWEITHIO RHANBARTHOL GYDA MODEL CENEDLAETHOL LLYWODRAETH CYMRU**

- (a) Cyflwynwyd adroddiad Rheolwr Prosiect, ynglyn a threfniadau gweithio rhanbarthol gyda Model Cenedlaethol Llywodraeth Cymru.
- (b) Tywyswyd yr Aelodau drwy gynnwys yr adroddiad gan dynnu sylw at y cynnydd a wnaed yn narpariaeth achosion busnes manwl ac amlinellwyd camau'r prosiect. Cyfeiriwyd at y pedwar prif faes gwaith i'w cyfarch gan y Rheolwr Prosiect sef:
- (i) Cyngor a Chefnogaeth Llywodraethwyr
  - (ii) Trefniadau 14 – 19
  - (iii) Cyfnod Sylfaen
  - (iv) Cynlluniau Strategol a Grant y Gymraeg mewn Addysg
- (c) Cyfeiriwyd ymhellach at y gwaith eisoes sy'n mynd rhagddo yn y meysydd canlynol:
- Cefnogaeth AD effeithiol
  - System casglu Data Rhanbarthol
  - Bwrdd Gweithredol
  - Adnabod a phenodi Ymgynghorwyr Her o safon uchel
  - Cryfhau tîm canolog GwE
  - Goruchwyllo'r adnoddau sydd ar gael a gwariant yn effeithiol

- (d) Mewn ymateb i ymholiad ynglyn â chapasiti GwE i gydymffurfio â'r uchod, esboniodd Mr Geraint Rees y byddai'n fater o sicrhau cydweithio cydlynus ar draws y chwe awdurdod drwy geisio cysoni fel ei bod yn haws i swyddogion GwE gydweithio gyda sustemau a gweithdrefnau cyson. Disgwyliad y Llywodraeth fyddai gwneud penderfyniad ar y cynllun busnes yn y Gwanwyn gyda'r bwriad o'i weithredu erbyn yr haf.
- (dd) Atgoffodd Aelod bod gan bob un awdurdod gyfrifoldeb ar gyfer yr hyn sy'n fanteisiol a buddiol i'r dysgwyr.
- (e) Ychwanegwyd mai prif bwrpas GwE ydoedd codi safonau ac y byddai'n ofynnol i'r trefniadau uchod ffitio gyda'u hamserlen.

**Penderfynwyd: Derbyn a nodi cynnwys yr adroddiad.**

## 8. DEFNYDD O'R TANWARIANT 2013/14

- (a) Cyflwynwyd adroddiad gan Reolwr Gyfarwyddwr GwE yn amlinellu'r defnydd arfaethedig o danwariant cyllideb 2013/14.
- (b) Atgoffwyd y Cyd-bwyllgor o'r tanwariant o £776,662 yn ystod blwyddyn ariannol 2013/14 a rhestrowyd y blaenoriaethau isod a adnabuwyd gan Uwch Dim Rheoli GwE ar gyfer defnydd o'r tanwariant:
- |   |            |
|---|------------|
| (i) Gweithgaredd Marchnata a Brandio                                      | (£35,000)  |
| (ii) Cefnogaeth Ysgol i Ysgol   | (£490,300) |
| (iii) Profion PISA yn yr ysgol  | (£30,000)  |
| (iv) Hyfforddiant Cenedlaethol – Ymgynghorwyr Her                         | (£15,000)  |
| (v) Cynhadledd – Arddangos Rhagoriaeth                                    | (£21,000)  |
| (vi) Creu Swyddfa Rhanbarthol i GwE, adleoli 2 hwb ac adnoddau ychwanegol | (£80,000)  |
| (vii) Cymorth ychwanegol – Data   | (£9,000)   |

(c) Yn ystod y drafodaeth ddilynol, amlygwyd y sylwadau canlynol:

- (i) O safbwynt cefnogaeth ysgol i ysgol nodwyd bod angen:
- sicrwydd bod yr arian yn mynd i ysgolion
  - ystyriaeth i ddyraniad ar gyfer Ysgolion Arbennig fel sector yn ogystal ag Unedau Cyfeirio Disgyblion
  - gosod meini prawf cadarn ac ymwybyddiaeth o'r deilliannau rhag i'r arian gael defnydd i dalu athrawon llanw
- (ii) Mewn ymateb i'r uchod, sicrhodd Rheolwr Gyfarwyddwr Dros Dro GwE y byddir yn trafod gydag ysgolion i sicrhau ar brif flaenoriaethau o fewn cynllun datblygu ysgol. Roedd yn awyddus i weld ysgolion yn cymryd elfen o berchnogaeth a bod unrhyw flaenoriaeth yn cael ei yrru o'r gwaelod i fyny.
- (iii) Cyfeiriwyd at enghraifft o ymarfer dda a welwyd yn Ynys Môn o dair /pedair ysgol gynradd yn cydweithio yng Nghyfnod Allweddol 2 ar Fathemateg. O ganlyniad i'r cydweithio roedd ansawdd dysgu

Mathemateg wedi gwella yn yr ysgolion. Gall syniadau cychwynnol yn arwain at ddeilliannau cadarnhaol

- (iv) O safbwynt pryder amlygwyd ynglyn â gwario £35k ar weithgaredd y We / marchnata a brandio, esboniodd Rheolwr Gyfarwyddwr Dros Dro GwE y derbyniwyd adborth o sawl cyfeiriad a'i fod yn arf i rannu rhaglenni hyfforddiant, yn creu cyswllt gydag ysgolion ac yn gyfle da i berthnasu hefo ysgolion o ystyried bod GwE yn cydweithio gyda dros 400 ohonynt.
- (v) Amlygwyd pryder ynglyn â'r gost o sefydlu 2 swyddfa ac oni fyddai modd defnyddio ysgolion fel swyddfeydd lle mae llefydd gweigion fel bo Timau yn agos i'r ysgolion.
- (vi) Mewn ymateb i'r uchod, esboniodd Rheolwr Gyfarwyddwr Dros Dro GwE mai'r rhesymeg dros y bwriad arfaethedig oedd i ymateb i'r cynnydd mewn staff llawn amser / rhan amser gyda'r sefyllfa gyfredol yn un anfoddhaol. Ar hyn o bryd nodwyd bod Uwch Swyddogion yn gorfod rhannu ystafelloedd, bod diffyg ystafelloedd ar gyfer cyfarfodydd a hyfforddiant [oedd yn arwain at gostau uwch oherwydd yr angen i logi] ac mai dim ond 28 desg oedd ar gael i dros 87 unigolyn. Ceir sefyllfaoedd yn codi lle mae unigolion yn cyrraedd y swyddfa a dim lle iddynt weithio.
- (v) Nodwyd ymhellach bod y Rheolwr Busnes a Chyllid yn gwneud ymholiadau yn ardaloedd Bryn Eirias, Bae Colwyn ynghyd ag adeiladau gan Gyngor Conwy

**Penderfynwyd: (a) Derbyn a nodi cynnwys yr adroddiad.**

**(b) Cymeradwyo**

- (i) **defnydd o'r tanwariant fel amlinellir yn yr adroddiad**
- (ii) **bod yr amrywiadau mewn gwariant a'r defnydd o'r gweddill yn cael eu cytuno gan Reolwr Gyfarwyddwr GwE mewn ymgynghoriad â'r Cyfarwyddwr Arweiniol**
- (iii) **mewn egwyddor i sefydlu swyddfeydd ond yn nodi ystyriaeth o'r pryderon amlygwyd yn (v) uchod.**

## **9. DYDDIAD Y CYFARFOD NESAF**

Cynhelir cyfarfod nesaf y Cyd-bwyllgor dydd Iau, 6 Tachwedd 2014 yn Venue Cymru, Llandudno.

Dechreuodd y cyfarfod am 2.00 p.m. a daeth i ben am 4.00 p.m.

**CADEIRYDD**

DRAFT



GwE

***Regional Business Plan  
'Towards Excellence'***

***2014-15***

## Foreword

GwE is the regional school effectiveness service for North Wales and is commissioned by the six local authorities [Ynys Mon, Gwynedd, Conwy, Denbighshire, Wrexham and Flintshire] to improve outcomes for pupils by ensuring effective leadership at all levels and quality teaching and learning in all classrooms. 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 priority outcomes identified in this document 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. There is a clear emphasis in our approach and methodology on developing a *self-improving system* where Challenge Advisors, 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.

## Delivering on Priority Outcomes

GwE will improve learner outcomes through :

- providing effective support and challenge to schools [through the deployment of Challenge Advisers, seconded Headteachers/SMT members, Associate Partners and expert practitioners]
- facilitating and promoting effective school to school partnership support
- delivering a training programme to promote and develop effective leadership, teaching and learning
- supporting the different strands of the national programme to develop literacy and numeracy skills across the age range
- collaborating and supporting the LA's in triggering formal interventions in schools where performance does not meet the required standards

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

The Business Plan for 2014-15 outlines the action, timescale and outcomes for our key priorities.

## 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

## **Section 3 : Individual LA Commissioning**

1. Mon
2. Gwynedd
3. Conwy
4. Denbighshire
5. Flint
6. Wrexham

*Annex 1 : Operational Structure for Governance and Leadership*

*Annex 2 : 2014-2015 Regional Resource Commitment*

*Annex 3 : 2014-2015 Budget*

*Annex 4 : Regional Support for Literacy and Numeracy*

*Annex 5 : Regional Support for Leadership Development*

*Annex 6 : Regional Support for School>School Collaboration*

*Annex 7 : Overview of 2014 regional performance [GwE on a page]*

Learner Outcomes Priority 1	Outcome measures 2014-15	Context
<p>Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4</p>	<p>Aim for a further increase from 56.0% in 2013 and 57.0% in 2014 to 64.5% by 2015 <i>[Are these targets sufficiently specific? Do we need to disaggregate down to target for each LA?]</i></p> <p>Continue to close the gap between mathematics and language results and by so doing ensuring more learners gain A*-C grades in both areas.</p> <p>Aim for a further increase in the KS4 Core Subject indicator from 54.4% in 2014 to better match the L2+ Threshold performance for 2015 and 2016.</p>	<p>The L2+ in North Wales has increased from 46.9% in 2009 to 57.0% in 2014, an increase of 10.1% compared to an increase of 9.1% across Wales over the same period.</p> <p>The banding profile of secondary schools in North Wales shows a positive picture when compared to the rest of Wales, with a significantly higher proportion of schools in the higher bands.</p> <p>1.6% more learners gained an A*-C in language than in mathematics in 2012, 1.9% in 2013 and 4.6% in 2014. This compares to a national gap of 3.8% in 2012, and 2.6% in 2013.</p> <p>There is a concern that science as a subject is being increasingly marginalised in schools as a result of the increased focus on the L2+ indicator. This is contrary to the STEM and regional skills agenda and misses an opportunity to prepare learners effectively for a core element of the next PISA assessments in 2015. However, there was a significant increase this year in the % of pupils gaining a L2 qualification – a regional increase of 7.4% to 85.4%.</p>
Actions and arrangements in place to deliver outcomes	Lead/Timescale	Resources identified to support activity
<p>Robustly support and challenge underperforming schools [specifically those identified through the categorisation process] and ensure that they have :</p> <ol style="list-style-type: none"> <li>effective strategic improvement plan for raising achievement which clearly outline how they will make effective use of GwE commissioned support and national grants [SEG/PDG]</li> <li>prompt and timely access to specialist, bespoke quality support.</li> </ol> <p>Quality assure the work of all Challenge Advisers to ensure that all schools receive the highest level of challenge and support.</p>	<p>Lead : Head of Standards/Senior Challenge Advisers.</p> <p>Timescale :</p> <p>Categorisation completed by end of October 2014 and support package agreed.</p> <p>Termly monitoring visit to evaluate progress and impact [and which includes evaluation of school strategic plan for improvement]</p> <p>Annual national and regional training programme for Challenge Advisers developed before end of November 2014.</p> <p>Quality assurance structures agreed and operational from Autumn Term 2014</p>	<p>75.0% of commissioning budget.</p> <p>Time of SLT to quality assure work of Challenge Advisers</p>
<p>Ensure support and development programmes for :</p> <ul style="list-style-type: none"> <li>effective leadership at senior and middle leader level which includes specific focus on securing effective and consistent use of self-evaluation to challenge and improve standards</li> <li>improving the quality of teaching and learning</li> </ul> <p>Best practice across the region will be utilised as lead schools/lead departments/lead practitioners to raise standards.</p>	<p>Lead : Head of Brokerage and Support</p> <p>Timescale :</p> <p>Audit and evaluation of current regional best practice completed by end of September 2014.</p> <p>Agreement on regional training package/prospectus and identification of providers, partners and contributors by end of November 2014.</p> <p>First delivery from Spring 2015.</p>	<p>20.0% of commissioning budget.</p> <p>Training prospectus produced.</p> <p>Minimum delivery of training courses per hub agreed for primary and secondary in 2015 [6 courses per hub @ £27,000 from commissioning budget]</p>
<p>Further develop 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 to be able to do so in a consistent and co-ordinated manner.</p>	<p>Lead : Head of Standards/Senior Challenge Advisers</p> <p>Timescale :</p>	<p>Staffing – full quota of Challenge Advisers in all 3 hubs.</p> <p>£76,000 grant funding to support secondment.</p>

	Full quota of Challenge Advisers available to each hub by September 2014. Seconded Headteacher to coordinate KS4 key projects in post by 1 September 2014. Training and support programme agreed by September 2014.	75% commissioning budget / £15,000 from underspend to support training programme
<p>Establish a more flexible and effective school&gt;school support programme [implementing a 'ladder of learning' principle where appropriate] which will encourage all schools to become even better and the best schools to support others.</p> <p>At KS4, the deployment of lead individuals and the development of Lead Departments in GwE will take shape from early September 2014 to be fully in place by November 2014. These will provide:</p> <ul style="list-style-type: none"> <li>• seconded Headteacher to co-ordinate programme of support across region</li> <li>• designated expert Challenge Advisers lead for all 4 core subject within GwE</li> <li>• designated 4 lead schools who will work closely with lead Challenge Advisers</li> <li>• support programme for improvement available to all schools for GCSE 2015 and beyond and in improving PISA skills</li> <li>• from September 2014 additional schools will be asked to provide bespoke support for schools included in the <i>Schools Challenge Cymru</i> project. GwE will tailor all programmes to ensure wider capacity and legacy building.</li> <li>• GwE led national conference to showcase excellence</li> </ul>	<p>Lead : Head of Brokerage and Support</p> <p>Timescale :</p> <p>S&gt;S regional strategy shared with stakeholders before end of October 2014.</p> <p>Agreement on use of underspend to facilitate and promote collaboration by end of September 2014</p> <p>Seconded Headteacher to coordinate KS4 key projects in post by 1 September 2014.</p> <p>GwE leads for all 4 core subjects identified by July 2014.</p> <p>Multi layered approach operational from September 2014.</p> <p>Monitoring and quality assurance structures for all layers agreed and operational from Autumn Term 2014.</p> <p>National showcase events to be arranged for Spring/Summer 2015.</p>	<p>£500,000 [2013-2014 underspend].</p> <p>£76,000 [national grant to support central capacity building].</p> <p>£1,513,000 [national grant to enhance support to all schools re: GCSE 2015/PISA and to further develop capacity to support SCC participants].</p> <p>£21,000 to support national showcase from 2013-2014 underspend.</p>
Sharpen the focus on tracking, self-evaluation and improvement planning across all monitoring visits and placing a much greater emphasis on aspects which schools need to address more effectively.	<p>Lead : Head of Standards/ Senior Challenge Advisers</p> <p>Timescale :</p> <p>Sharper focus for termly monitoring visits agreed with stakeholders before September 2014.</p> <p>Pre-visit guidance and support to all CA by 3 October 2014</p> <p>Quality assurance procedures agreed by SLT by 2 October 2014 and fully operational over all termly visits.</p>	Time of SLT to quality assure work of Challenge Advisers
<b>TOTAL COSTS</b>		<b>£2,367,250</b>

Learner Outcomes Priority 2	Outcome measures 2014-15	Context
Raise standards for learners eligible for FSM	<p>Aim to increase the performance of FSM learners in the L2+ from 23.2% in 2012, 29.8% in 2013, 30.0% [unverified] in 2014 to 35.0% by 2015.</p> <p>For 2015 we should also target a 60.0% attainment at L2+ Threshold for FSM pupils who are not SEN.</p>	<p>FSM Performance : between 2009 and 2013 there was a significant increase in the performance of FSM learners across the region [+9.4% in comparison to a national increase of 5.7%]. The increase between 2012&gt;2013 was also significant [6.6% in comparison to 2.4% national] and reflected the targeted support in a number of LA's. 2012&gt;2013 improvements in individual LA's were as follows - Wrexham +6.5%; Mon 14.6%; Gwynedd +5.8%; Conwy +5.7% and Flintshire +9.7%. Performance in Denbighshire, however, decreased slightly by 0.7%. Unverified data for 2014 suggest that the regional performance shows a further slight improvement from 2013 at 30.0%.</p> <p>FSM/Non-FSM gap : during the period between 2008 and 2012 there was a steady increase in the attainment of learners not eligible for FSM placing the region above the national figure for the fourth consecutive year. This increase of 4.5% is higher than the national increase. As a result, the performance gap between these learners and their FSM peers was higher in the region in 2012 than was seen nationally. However, in 2013 there was a significant increase of 6.6% in the performance of FSM learners in this indicator with a corresponding increase of 2.5% for non-FSM learners. The FSM/non-FSM gap reduced by 4.1% and was 1.0% lower than the national figure of 32.7%. No data is available for 2014 at this stage.</p>
Actions and arrangements in place to deliver outcomes	Lead/Timescale	Resources identified to support activity
Seek to ensure that every school has a clearly designated lead for FSM pupils and that schools have appropriate plans for effective deployment of PDG funding [as part of a wider strategy to raise standards for this cohort of learners].	<p>Lead : Senior Challenge Advisers</p> <p>Timescale :</p> <p>Focus area for 2014 Autumn Term Monitoring Visit to include performance of FSM pupils, tracking of current cohort of FSM pupils and deployment of PDG. Aspects to be further monitored in Spring/Summer termly visits</p>	Challenge Adviser time
Continue to ensure a firm focus on tracking outcomes for FSM learners in all GwE challenge and monitoring visits and that effective and timely use is made of available funding streams to support the development of effective teaching and learning strategies that is differentiated to meet the needs of the pupils.	<p>Lead : Senior Challenge Advisers</p> <p>Timescale :</p> <p>As above - focus area for 2014 Autumn Term Monitoring Visit to include performance of FSM pupils, tracking of current cohort of FSM pupils and deployment of PDG. Aspects to be further monitored in Spring/Summer termly visits</p>	Challenge Adviser time
<p>Organise an effective approach to the sharing of the most effective practice for all schools in GwE in relation to promoting the achievement of FSM pupils by :</p> <ul style="list-style-type: none"> <li>• arranging annual conference to showcase best practice [this should involve working with the other regions in Wales, and practitioners from beyond Wales]</li> <li>• development of website to share best practice</li> <li>• work with stakeholders to recognise lead regional schools</li> <li>• promote and facilitate visits to lead schools</li> <li>• promote cluster of school&gt;school collaboration to address underperformance of FSM pupils</li> </ul>	<p>Lead : Head of Brokerage and Support and Head of Standards</p> <p>Timescale :</p> <p>Conference to be arranged for Spring/Summer 2015</p> <p>Lead regional schools to be identified before November 2014 as part of S&gt;S strategy.</p> <p>Promotion/facilitation of visits to lead</p>	<p>4% of commissioning budget and</p> <p>3% of 2013/14 underspend</p> <p>Targeting 95% of national grant to enhance support to all schools re: GCSE 2015/PISA and to further develop capacity to support SCC participants.</p> <p>% of £500,000 [2013-2014 underspend].</p>

	schools undertaken from November 2014. Promotion/facilitation of S>S to be undertaken by Challenge Advisers from September 2014.	Challenge Adviser time
<b>TOTAL COSTS</b>		<b>£35,200 [with additional sum included as part of total for P1]</b>

<b>Learner Outcomes Priority 3</b>	<b>Outcome measures 2014-15</b>	<b>Context</b>
Raise standards for learners in the national reading and numeracy tests across the region	<p>Increase in the % scoring &gt; 115 Reduction in the % scoring &lt; 85 Reduction in the % of dis-applied learners Positive progress scores, when these become available from WG.</p> <p><i>[Are these targets sufficiently specific? Do we need to disaggregate down to targets for individual LA s?]</i></p>	<p>In 2014, across all four national tests, GwE's performance was above the Wales average on the SS &gt;85 indicator. Any direct comparison with 2013 results would be unreliable due to the re-standardisation process undertaken by WG. However, disapplication rates can be compared, and in 2014, whilst the national figure increased slightly in the Numeracy test to 1.7%, and remained the same at 1.9% for reading, the % of GwE learners dis-applied fell below the Welsh average this year [1.6% and 1.7% respectively] .</p> <p>Literacy : despite having a higher % of learners scoring between 85-115 in both the English and Welsh Reading test, the % of learners scoring &gt;115 was below the Wales average [0.4% below in both tests] The LA that scored highest on Welsh Reading SS&gt;85 [Denbighshire], scored lowest on the English reading, and the LA that had the highest scores on the English Reading [Anglesey] had the lowest scores on the Welsh reading. There was less variation in the performance of individual LAs in the English Reading than in the Welsh Reading, although this has to be interpreted within the linguistic context of the region.</p> <p>Numeracy : whereas, in the other three regions, performance in the Procedural Test was lower than in the Reasoning Test, the opposite was true in GwE schools. Scores of &gt;115 were also higher on the Reasoning Test in each of the 6 LAs. Overall, GwE's position is similar to its position in the Reading Test i.e. above the Wales average in SS&gt;85, but behind Erw's. The strongest performance in the Numeracy tests within the region was in Gwynedd/Môn.</p>
<b>Actions and arrangements in place to deliver outcomes</b>	<b>Lead/Timescale</b>	<b>Resources identified to support activity</b>
<p>Ensure high quality co-ordination and support across region by :</p> <ul style="list-style-type: none"> <li>identifying Senior Challenge Adviser for Literacy &amp; Numeracy</li> <li>develop regional strategy for Literacy and Numeracy</li> <li>coordinate and align the work of GwE Challenge Advisers, Associate Partners, with the National Support Programme in order to ensure consistent messages and high quality support for schools from all partners and avoid duplication of support or any gaps in provision</li> <li>develop regional strategy to improve the quality of senior and middle leadership in the field of literacy and numeracy, as part of the wider programme of developing middle leadership</li> <li>ensure all schools have access to guidance and training re: analysing national test data, developing SMART development plans, monitoring the implementation, progress and</li> </ul>	<p>Lead: MD/Senior Challenge Adviser for Literacy and Numeracy</p> <p>Timescale : Lead SCA by September 2014 and agreed half-termly meetings with NSP Partners; fortnightly meetings with NSP Senior Partner; monthly NSP Regional Co-ordinators meetings. Literacy and Numeracy Strategy to be developed by November</p>	<p>GwE's core budget – additional SCA salary @ £88,000</p> <p>L/N SCA time [1 day per week funded by CfBT for Regional Co-ordinator role @ £400 per day]</p> <p>Challenge Adviser time</p> <p>Associate Partners funded from the regional SEG @ £350,000</p>

<p>outcomes of any intervention programmes used</p> <ul style="list-style-type: none"> <li>ensure that the support offered by NSP Partners allows schools to make intelligent use of WG diagnostic tool</li> <li>Challenge Advisers to monitor inclusion of appropriate priorities to raise standards in the national tests in SIPs</li> <li>Challenge Advisers to support schools in evaluating their progress against agreed priorities</li> <li>in conjunction with the national programme, support schools to ensure that every teacher is a teacher of literacy and numeracy with the skills, knowledge and specialism to deliver the LNF at classroom level <ul style="list-style-type: none"> <li>target the support of the Associate Partners effectively to provide training, mentoring and coaching to individuals and groups of teachers</li> <li>share best practice through a half termly bulletin, as well as network meetings</li> </ul> </li> <li>in conjunction with the national programme, support the up-skilling of teachers to plan the development of literacy and numeracy skills across the curriculum and across the range of age and ability, to use effective teaching strategies, including appropriate differentiation and to plan and prepare for the national tests <ul style="list-style-type: none"> <li>Associate Partner support targeted at schools with the lowest % of pupils scoring &gt;115 in the national tests</li> <li>Support and training for schools to plan rich tasks to stretch more able learners</li> </ul> </li> <li>deliver staff training for catch-up programmes</li> </ul>	<p>and shared with stakeholders before December.</p> <p>Training rollout for leaders from January 2015 and for practitioners from October 2014.</p> <p>NSP Partners' visits to schools [ongoing].</p> <p>Challenge Advisers to complete Autumn and Spring term focus visits by 19/12/14 and 27/3/15 respectively.</p> <p>Bulletin distributed from October 2014&gt;</p>	
<b>TOTAL COSTS</b>		<b>£454,000</b>

<b>Learner Outcomes Priority 4</b>		<b>Outcome measures 2014-15</b>	<b>Context</b>
<p>Increase the uptake of, and raise standards in, Welsh as a First Language across the region.</p>		<p>In the medium term, to increase the proportion of learners who take GCSE examinations in Welsh as a First Language by the end of KS4.</p> <p>Increase the proportion of learners gaining A*-C grades in Welsh 1st Language from 70.9% in 2013 and 72.7% in 2014 to 74.0% in 2015.</p>	<p>There was a decrease of 2% in the proportion of learners gaining A*-C grades between 2008 and 2012 in North Wales, the only core subject to see a drop. There was a further decrease of 0.4% in 2013. The national figure has also dropped, albeit at a slower rate, over the same period. In 2014 the regional average increased by 1.8% to 72.7%. Further work is required in this area regionally as the cohort of learners is not as clearly defined as in the other core subjects.</p>
<b>Actions and arrangements in place to deliver outcomes</b>		<b>Lead/Timescale</b>	<b>Resources identified to support activity</b>
<p>To work with Welsh Government colleagues to develop national and regional data sets which will enable progress in Welsh to be tracked [to include identifying and challenging the reduced cohort who study Welsh as a First Language as a proportion of the total cohort for all other core subjects]. In addition, the standards achieved within that reduced cohort have to be identified and challenged.</p>		<p>Lead : Managing Director</p> <p>Timescale :</p> <p>Discussions to be instigated as part of National Consortia MD meetings with WG.</p> <p>GwE Information and Data Manager to develop regional data set by January 2015.</p>	<p>Information and Data Manager time</p>
<p>Ensure that effective use is made of the challenge and monitoring visit to evaluate the standards, provision and ethos for developing Welsh across all schools in the region.</p>		<p>Lead : Head of Standards/Senior Challenge Adviser</p>	<p>Challenge Adviser time</p>

	<p>Timescale :</p> <p>2014 Autumn Term Monitoring Visit to challenge standards against Estyn Framework Indicator 1.1.5</p> <p>2015 Spring Term Monitoring Visit to further focus on auditing regional standards and provision for Welsh. Additional focus on Estyn performance indicator 2.1.3 [Provision of Welsh and Welsh Dimension] to gauge appropriateness of the actions for the development of Welsh as a subject and medium and the extent to which it responds to LA policy and Strategic Plan for Welsh as well as policy, objectives and guidelines set by the Welsh Government.</p>	
Ensure that a school>school support programme is developed which will encourage schools to improve standards and provision in Welsh First and Second Language at all key stages.	<p>Lead : Head of Standards/Senior Challenge Adviser</p> <p>Timescale :</p> <p>Lead regional schools to be identified before November 2014 as part of S&gt;S strategy.</p> <p>Promotion/facilitation of visits to lead schools undertaken from November 2014.</p> <p>Promotion/facilitation of S&gt;S to be undertaken by Challenge Advisers from September 2014.</p>	<p>% of £500,000 [2013-2014 underspend].</p> <p>£200,000 of £1,000,000 [national grant to enhance support to all schools re: GCSE 2015/PISA – Welsh 1st language]</p>
<b>TOTAL COSTS</b>		<b>£700,00 [included as part of total costs for above priorities]</b>

Learner Outcomes Priority 5	Outcome measures 2014-15	Context
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	<p>Formalise the inclusion of data on A*/A performance, including the five or more A*/A threshold measure, as part of the updated regional data set.</p> <p>Ensure appropriate awareness across all secondary schools in the region of the broadening of performance measures to include A*/A measures at KS4.</p> <p>Broker school to school working in the area of more able and talented pupils to move expertise and knowledge between schools.</p>	<p>Improving the performance of the most able learners in the region is vital as focussing solely on the C/D border in the future will not bring about the success we require. However there is a significant lack of quality benchmarking data in this area which is required in order to begin the process of quantifying progress.</p> <p>There has been a good understanding across the region of the strategies required to raise GCSE performance, particularly at the Grade C threshold. This now needs to be extended to include the targeting of higher proportions of A*/A grades at GCSE level.</p> <p>Across the region there exists expertise within local MAT forums and also individual schools who, for example, have gained NACE accreditation. By building in MAT as a focus area within the programme of school to school working it will give lead schools the opportunity to share their knowledge across all</p>

		sectors and help to promote activities that can raise performance at the highest levels and grades.	
Actions and arrangements in place to deliver outcomes		Lead/Timescale	Resources identified to support activity
Work with Welsh Government colleagues to develop national and regional benchmarking data sets which will enable the service to more effectively challenge schools.		Lead : Information and Data Manager with the support of SMT Timescale : Late Autumn 2014 - develop a model data set based on verified 2014 outcomes, with historical context to include 2012 and 2013	Information and Data Manager time
Input into secondary school Headteacher forums across the region with follow-up at subject level as appropriate – see below		Lead: Senior Challenge Advisers Timescale : Autumn 2014 - develop a common format for an input into Headteacher meetings and deliver within each Local Authority	Senior Challenge Adviser time to attend meetings
Work with all schools to target the improvement in attainment of most able pupils through : <ul style="list-style-type: none"><li>ensuring that the measurement is known to all</li><li>promoting effective practice in terms of classroom teaching and school leadership</li><li>facilitating regional events with schools and key stakeholders to promote the learning of the most able</li><li>ensure that national and local best practice are disseminated effectively and that appropriate follow-up action is taken in schools</li></ul>		Lead: Senior Challenge Advisers and Challenge Advisers Timescale : Late Autumn 2014 - CAs to ensure that in secondary school Visit 1, or other appropriate contact, there is awareness of A*/A grade measurement and that a plan for effective classroom practice is developing as appropriate to the context of the school. Published programme of school>school working to include an event in each hub (or across the whole region) to promote the learning of the most able that is accessible by both primary and secondary schools	Challenge Adviser visit time  Head of Brokerage and Support to incorporate MAT event(s) within the published programme.  £4,000 costs to run events [commissioning budget]  Senior Challenge Advisers time to develop either a single programme or coordinate hub-based delivery.
Include the 5 A*/A indicator as a focus for GwE termly monitoring visits and for regional target setting when quality data is available.		Lead: Challenge Advisers Timescale : Spring and Summer 2015 - CAs ensure that in secondary school Visit 2 and 3 there is follow-up discussion regarding A*/A grade measurement, initiatives to promote effective classroom practice, and that the school has engaged with other schools through the GwE event or has developed strategies using alternative models eg. undertaking NACE assessment	Challenge Adviser visit time
TOTAL COSTS			£4,000

Learner Outcomes Priority 6	Outcome measures 2014-15	Context
Establish and promote an effective regional model for school>school support	<p>Agree across the GwE region a model for school&gt;school collaboration that builds on current best practice.</p> <p>Ensure the buy-in of the educational community to this means of working.</p> <p>Ensure that all schools across the region actively and effectively engage in collaborative working and that it positively impacts outcomes for learners.</p> <p>Ensure that Challenge Advisers play a key role in brokering, signposting and monitoring the effectiveness of school&gt;school support.</p>	<p>GwE is committed to developing and facilitating a <i>self-improving</i> school system. Establishing such a system requires all partners in North Wales to play an active role. GwE is aware that effective leadership has to come from within schools and that schools must take shared responsibility for their own improvement. No single method of collaboration will be promoted, rather, GwE will be mindful of effective local work already operational, as well as the need to respect the linguistic profile of the various regions..</p> <p>GwE's vision for the successful development and implementation of effective school&gt;school collaboration across North Wales will be shared with all key stakeholders.</p> <p>It is essential that GwE establishes itself as a key player and central driver in the development and implementation of effective school&gt;school collaboration across North Wales. In order to ensure this, GwE Challenge Advisers will act as effective facilitators, assisting and advising with implementation and identifying effective/best practice to be disseminated. They will monitor and evaluate progress on a termly basis to ensure accountability and effective progress regarding school&gt;school collaboration across the region.</p>
Actions and arrangements in place to deliver outcomes	Lead/Timescale	Resources identified to support activity
<p>Regional strategy developed and shared with stakeholders</p> <p>Model and action plan for effective school&gt;school collaboration completed and agreed with relevant stakeholders.</p> <p>Challenge Advisers briefed and updated regarding the role and expectations [supporting; facilitating; challenging; monitoring and ensuring accountability]. Termly monitoring visits to be conducted to measure progress and impact.</p> <p>Financial incentive to schools available to facilitate and promote collaboration [specific criteria agreed re: engagement conditions]. Enhanced opportunity for all primary schools to access additional financial support for cross LA/region collaborative projects.</p> <p>Model established [and criteria agreed] for regional approach to support emerging practitioners/departments/schools. Lead practitioners/departments/schools will receive financial incentive from GwE with specific agreed engagement conditions.</p> <p>Arrange regional conference to showcase school &gt;school effective collaboration and disseminate best practice.</p>	<p>Lead: Head of Support and Brokerage and Senior Challenge Advisers</p> <p>Timescale:</p> <p>Strategy developed and shared with stakeholders before November 2014.</p> <p>Regional model agreed and operational by November 2014.</p> <p>Schools informed of financial incentive and engagement criteria by October 2014 [including criteria for additional cross LA/regional collaboration].</p> <p>Expectations clear to CA by October 2014.</p> <p>Monitoring visits undertaken from October 2014&gt;.</p> <p>Lead practitioners/departments/schools identified by November 2014 and deployed to support emerging practitioners by December 2014.</p> <p>Regional showcase event to be held in Summer 2015.</p>	<p>Head of Support and Brokerage and Senior Challenge Advisers time.</p> <p>Challenge Adviser time.</p> <p>SLT time to attend relevant meetings.</p> <p>Financial incentive to all schools and PRU's in region/retainer contributions to Lead Practitioners/Departments/Schools/Regional showcase event @ £500,000 [2013-2014 underspend].</p>
<b>TOTAL COSTS</b>		<b>£500,000 [included as part of total costs for above priorities]</b>

Learner Outcomes Priority 7		Outcome measures 2014-15	Context
Develop quality leadership and teaching and learning at all levels		Opportunities available for school leaders and practitioners to gain access to quality provision across the region with regard to developing leadership and teaching at all levels.	Following an audit carried out during autumn 2014, it is evident that there is a wide variation in practice with regard to developing leadership across Wales and across North Wales. GwE are committed to developing a progressive regional programme for leadership beginning with Middle Leaders and to be followed by development programmes for Senior Leadership and for improving <i>Good&gt;Excellent</i> teaching. The programme will use current best practice from across the region, together with effective practice gained from specific research, to ensure a consistent bilingual package made available to all regional schools.
Actions and arrangements in place to deliver outcomes		Lead/Timescale	Resources identified to support activity
Audit and to determine current provision for leadership development across the six North Wales LA's.		Lead: Head of Support and Brokerage and SCA. Timescale : Commissioned work to be completed during September 2014.	5 days @£350 per day = £1,750 [commissioning budget]
Determine key features of programmes required and present these in report to GwE SLT. The report to include ' <i>high level principles</i> ' for proposed programmes.		Lead: Head of Support and Brokerage and SCA Timescale : Draft report to be produced and fed back to GwE SLT on Friday 3rd October 2014.	Included in above.
GwE SLT to evaluate, discuss and give feedback so that report can be amended and finalised with actions for provision.		Lead: Head of Support and Brokerage / MBH  IK to present on October 10th.	None.
Draft and publish a ' <i>Prospectus of Leadership &amp; Management Development Programmes</i> ' for each of the identified areas: <ul style="list-style-type: none"> <li>Moving good teaching to excellent</li> <li>Middle Leadership</li> <li>Senior Leadership</li> </ul> Prospectus to include clarity on : Vision, aims and objectives; Strategic intention; Menu of programmes – personal development/subject specific; Focus and means of delivery and accountability; Impact and standards driven / factors; Costs; Timings; Accreditation; Career progression		Lead: Head of Support and Brokerage and SCA Timescale : <i>Middle Leadership Development</i> programme prospectus be completed and shared with ADEW by 7th November 2014 Prospectus to be finalised by November 30 <sup>th</sup> and distributed to all school during first week of December. <i>Moving good teaching to excellent</i> prospectus to be completed by February 1 <sup>st</sup> , 2015 and Senior Leadership programme by March 1 <sup>st</sup> , 2015.	5 days @£350 per day = £1,750 [commissioning budget]  Cost of programme prospectus printing costs - £1,000 [2013-14 underspend]
Establish criteria for identification of a network of Lead Practitioners/Lead Departments/Lead Schools across North Wales – who will be required to deliver support, training and development for other schools/departments/ teachers/leaders. Lead Practitioners/Lead Departments/Lead Schools identified Termly monitoring and quality assurance procedures agreed and implemented.		Lead: Head of Support and Brokerage and SCA. Timescale : Criteria agreed by November 2014. Schools/Departments/Individuals identified	Funding for ' <i>lead schools</i> ' model where financial incentive to lead on specific area - to be discussed and agreed by SLT.

	from December 2014. QA processes agreed by December 2014. Support programme operational from Spring 2015.	
Liaise closely with other regional consortia with regard to cultivation of 'self-development' packages for schools to use in-house – to include pedagogical development, leadership development and succession planning for schools [to be made available digitally on GwE website].	Lead: Head of Support and Brokerage Timescale: On-going through network discussions. Develop packages during 2014-15 ready to roll-out in September 2015.	GwE lead time – days to prepare and produce documentation.
Evaluate the effectiveness of current external providers that GwE could commission if required to further enhance capacity and effectiveness of provision.	Lead: Head of Support and Brokerage Timescale: September – December 2014	Head of Support and Brokerage time.
Co-arrange “Executive Head Conference” with NLDB and ERW regarding effective practices across both regions.	Lead: Head of Support and Brokerage Timescale: January / February 2015	£TBC event cost
Establish a more flexible and effective school>school support programme [implementing a 'ladder of learning' principle where appropriate] which will encourage all schools to become even better and the best schools to support others.  As noted above : At KS4, the deployment of lead individuals and the development of Lead Departments in GwE will take shape from early September 2014 to be fully in place by November 2014. These will provide : seconded Headteacher to co-ordinate programme of support across region; designated expert Challenge Advisers lead for all 4 core subject within GwE; designated 4 lead schools who will work closely with lead Challenge Advisers; support programme for improvement available to all schools for GCSE 2015 and beyond and in improving PISA skills; from September 2014 additional schools will be asked to provide bespoke support for schools included in the <i>Schools Challenge Cymru</i> project. GwE will tailor all programmes to ensure wider capacity and legacy building and lead on a national conference to showcase excellence	Lead : Head of Support and Brokerage and Timescale : S>S regional strategy shared with stakeholders before end of October 2014. Agreement on use of underspend to facilitate and promote collaboration by end of September 2014 Seconded Headteacher to coordinate KS4 key projects in post by 1 September 2014. GwE leads for all 4 core subjects identified by July 2014. Multi layered approach operational from September 2014. Monitoring and quality assurance structures for all layers agreed and operational from Autumn Term 2014. National showcase events to be arranged for Spring/Summer 2015.	£500,000 [2013-2014 underspend].  £76,000 [national grant to support central capacity building].  £1,437,000 [national grant to enhance support to all schools re: GCSE 2015/PISA and to further develop capacity to support SCC participants].  £25,000 to support national showcase from 2013-2014 underspend.
Pedagogy training events to be implemented with initial focus on effective assessment and moderation procedures.	Lead: Head of Support and Brokerage/SLT Timescale: Delivered February/March 2015.	£12,000 event cost [commissioning budget]
GwE to operate as project manager regarding the delivery of the NPQH selection and assessment process.	Lead: Head of Support and Brokerage Timescale : Selection Process : September 2014 Assessment Process : May / June 2015	All costs covered by WG via tender process
<b>TOTAL COSTS</b>		<b>£38,000 [with additional sum included as part of total for priorities noted above]</b>

Learner Outcomes Priority 8	Outcome measures 2014-15	Context
Support schools to develop more robust and effective assessment, standardisation and moderation processes	<p>That regional consistency in Teaching Assessment moderation leads to more accurate outcomes from FPh, KS2 and KS3.</p> <p>That Teacher Assessment levels/outcomes are more in line with Literacy and Numeracy standardised scores at school, Local Authority and regional level.</p>	<p>GwE is concerned that schools and Local Authorities across the region and nationally have varying criteria for awarding Core Subject Indicator levels leading to the questioning of the reliability and validity of Teacher Assessment. It is noted that there are pockets of very good practice across the region. However, this is inconsistent across and within hubs.</p> <p>There is a lack of consistency locally, regionally and nationally with regard to standardising work and moderation of National Curriculum outcomes and level descriptors at Foundation Phase, Key Stage 2 and 3.</p>
Actions and arrangements in place to deliver outcomes	Lead/Timescale	Resources identified to support activity
<p>To ensure representation at national level on WG working groups looking at ensuring consistency in Teacher Assessment across Wales.</p> <p>Representative will lead a regional working group made up of Challenge Advisers who have expertise in this area.</p>	<p>Lead : MBH</p> <p>Timescale :</p> <p>Half termly national meetings attended by JR from November 2014.</p> <p>Regional meetings to commence November 2014 and chaired by MH.</p> <p>AM will sit on group as practitioner facilitator</p>	<p>SLT and Challenge Adviser time.</p> <p>£4,250 secondee [AM] to GwE for 10 days to facilitate plan.</p>
<p>Identify eight expert practitioners (representing primary x1 and secondary x1 from each core subject) to create a regional portfolio of standardised work for each subject in all three Key Stages.</p> <p>High quality portfolios will be distributed to all schools across the region as part of school's own CPD on Teacher assessment.</p> <p>GwE staff will quality-assure the resources.</p>	<p>Lead : MBH</p> <p>Timescale :</p> <p>Working group to identify 8 practitioners by November 2014..</p> <p>Resources created between November 2014 and January 14<sup>th</sup> 2015.</p> <p>Resources created and quality assured by January 31<sup>st</sup>.</p>	<p>SLT and Challenge Adviser time.</p> <p>Release costs for expert practitioners to create portfolios x8 x 2 days = £6,400 and to meet with GwE working group x8 x0.5 = £1,600</p> <p>Portfolios containing four subjects created and printed for all 450 schools across the north @ £2000</p>
<p>Sixteen 'deputy' expert practitioners will be identified by the GwE staff (2 people per subject per phase).</p> <p>Practitioners will be trained by the expert practitioner in the delivery of the training resources.</p> <p>GwE staff to quality-assure training.</p>	<p>Lead : MBH</p> <p>Timescale :</p> <p>Working group to identify a further 16 'deputy' expert practitioners and expert practitioners to train the 'deputies' by January 2015.</p> <p>AM to lead</p>	<p>Challenge Adviser time.</p> <p>Venue for meeting @ £500</p> <p>Practitioner release costs x24 @ £7,200</p>
<p>Lead practitioners to attend all Headteacher forums to present guidance and profiles.</p>	<p>Lead: MBH</p> <p>Timescale: by March 1st, 2015</p>	<p>SCA time.</p>
<p>Trainers to hold cluster training sessions attended by one secondary and one primary representative from each cluster.</p> <p>Expectation for identified cluster leads to disseminate the resources to all schools in cluster meetings.</p> <p>Register of attendance at cluster meetings will be taken and non-attenders will be required to</p>	<p>Lead : Seondee [AM]</p> <p>Timescale : from Autumn 2014</p> <p>AM to facilitate.</p> <p>Challenge Advisers to sample cluster sessions.</p>	<p>Challenge Adviser time</p> <p>Practitioner release costs x24 x 0.5 = £3,600</p>

attend a subsequent one off <i>mop-up</i> training sessions. Challenge Advisers will sample a selection these sessions	Clusters to identify subject leaders. AM to monitor attendance and arrange subsequent mop-up meetings.	
School representatives to train/disseminate to all staff in their schools and meetings to be chaired by SLT. Headteacher to sign off that meeting has taken place. Challenge Advisers will request evidence from the head that meetings have taken place.	Lead : AM Timescale : Autumn 2014 CAs to monitor school TA CPD has taken place.	Challenge Adviser time
Cluster meetings to take place by end of Spring Term to undertake cross phase moderation. Standards to be informed by regional training and the agreed resource. Cluster school's work will be required to be signed off by a Headteacher from cluster. Hub Challenge Advisers to attend at least one moderation meeting within hub to quality assure process	Lead : AM Timescale : Spring 2015 AM to collect signed off portfolios. Challenge Advisers to attend at least one moderation meeting per hub. This will equate to around 20% of meetings quality assured.	Challenge Adviser time
Summer cluster moderation meeting to confirm judgements of learner profiles at the expected and higher level for pupils at point of transfer – Years 2, 6 and 9.	Lead : AM Timescale : Summer 2015 Challenge Advisers to attend at least one moderation meeting per hub [equate to around 20% of meetings quality assured] Local Authority to ensure data collation.	Challenge Adviser time
Challenge Advisers to gather evidence through monitoring, reporting on and evaluating the delivery of the process [to be recorded]. Working Group to meet at the end of the summer term to evaluate the process using the evidence collated by Challenge Advisers. Regional facilitator to bring together regional evaluation paper for dissemination to LA Directors.	Lead : AM Timescale : to take place during Spring and Summer visits. AM to collect and monitor Challenge Advisers evaluations. MBH to chair GwE working group. AM to write regional report. JR /AM to attend WG evaluation meeting.	Challenge Adviser time
<b>TOTAL COSTS</b>		<b>£25, 500</b>

## Section 2 : Developing Business Capacity and Functions

Business Priority 1	Outcome measures 2014-15	Context
Develop leadership and business capacity to effectively fulfil key functions.	<p>Ensuring that GwE has sufficient leadership and business capacity to fulfil its key functions and to manage developmental areas such as branding and marketing, recruitment and staff induction/training, organize events to promote effective leadership and teaching</p> <p>Ensure that the MD has a team of leaders who can provide effective leadership to all the key themes and for each hub.</p> <p>Develop a body of school leaders who will be able to offer their services to GwE on a part time basis [secondment or otherwise]</p> <p>Ensure that new projects are properly managed and developed to meet the needs of decision making and governance of GwE.</p> <p>Manage grants and funding to the highest standards of public accountability whilst ensuring high levels of value for money.</p>	<p>During 2013-2014 it became increasingly obvious that GwE had insufficient capacity to meet the growing needs of the National Model and the focus being placed by Welsh Government on regional bodies providing a breadth of school improvement support – far higher than originally envisaged as GwE was being established. As a consequence, GwE must immediately address the following:</p> <ul style="list-style-type: none"> <li>ensure sufficient SLT capacity to provide strategic steer and to be able to respond effectively to the additional responsibilities which transfer from April 2015</li> <li>ensure that each hub can be effectively managed to provide robust but consistent support to the team of Challenge Advisers.</li> <li>ensure that GwE is able to manage initiatives developed jointly with Welsh Government</li> <li>ensure sufficient capacity in terms of the business function for GwE to be efficient and effective, whilst also meeting the highest standards of financial probity.</li> </ul> <p>For effective functioning of HR support; governor advice and support and the coordination and quality assurance of Foundation Phase training and support an initial audit of practice across the region is required to inform a Business Case, which will identify the most effective way of addressing this aspect. The approved outcome of the Business Case will be implemented from April 2015.</p> <p>For effective functioning of 14-19 support and the alignment of SEF, WESP and WEG across the region, arrangements are already in place within wider consortium arrangements. A Business Case will be produced to identify the most effective way of addressing this aspect via GwE from April 2015 onwards.</p> <p>For co-ordination of the regional dimension of the ICT Strategy, all six Management Information databases are hosted within one Authority. Secure access has been provided for Local Authority Officers and staff delivering a regional service including school improvement. Secure access is provided via a virtual network that has been procured by the Consortium from the Public Sector Broadband Aggregation team at the Welsh Government. Work is now required to inform a Business Case, which will consider and identify the most effective way of addressing this aspect, including alignment with the regional data collation systems within the RMIS project.</p>
Actions and arrangements in place to deliver outcomes	Lead/Timescale	Resources identified to support activity
<p>Increase capacity of SMT and regional team to respond effectively to breadth of responsibilities and expectation and the development of new streams of work from April 2015 onwards [Management of Regional Grants/HR Services/14-19/Foundation Phase/Governor Services etc]</p> <ul style="list-style-type: none"> <li>appointment of Head of Brokerage and Support</li> <li>appointment of Senior Challenge Adviser to lead Literacy/Numeracy and to ensure alignment with NSP</li> <li>reduction in number of contact schools for Senior Challenge Advisers</li> <li>appointment of Head of Standards</li> <li>appointment of Headteacher secondment to lead on national projects Schools Challenge Cymru/PISA Project</li> </ul>	<p>Lead : Managing Director</p> <p>Timescale :</p> <p>Head of Brokerage and Support to be in post by September 2014</p> <p>Head of Standards to be in post by January 2015</p> <p>Senior Challenge Adviser to lead Literacy/Numeracy to be in post by September 2014.</p> <p>Reduction in number of contact schools for</p>	<p>New posts funded via core budget :</p> <ol style="list-style-type: none"> <li>Head of Brokerage and Support @ £94,000</li> <li>Head of Standards @ £94,000</li> <li>SCA Literacy/Numeracy @ £88,000</li> <li>Funding for seconded headteachers from core staffing costs</li> </ol> <p>New posts funded via WG grant :</p> <ol style="list-style-type: none"> <li>Headteacher secondment for GCSE 2015 + Her Cymru projects @ £90,000</li> </ol>

<ul style="list-style-type: none"> <li>increase cadre of seconded Headteachers who are appropriately qualified and trained Challenge Advisers to support and challenge schools</li> </ul>	<p>Senior Challenge Adviser to be operational from September 2014 onwards</p> <p>Headteacher secondment to lead on national projects Schools Challenge Cymru/PISA Project to be operational between September 2014-July 2016.</p> <p>Team of regional seconded Headteachers operational from September 2014.</p>	
<p>Ensure more effective use of data to better support the work of school improvement and to allow the more effective deployment of resources :</p> <ul style="list-style-type: none"> <li>strengthen regional data sharing/collation processes</li> <li>develop pupil tracking system to enable near real-time data within Local Authorities, sub-regions and the Consortium.</li> </ul>	<p>Lead : Head of Standards and Information and Data Manager</p> <p>Timescale :</p> <p>Information and Data Manager in post from September 2014</p> <p>Regional data package completed by October 2014.</p> <p>Regional analysis of performance completed by end of October 2014 and updated at key milestones.</p> <p>Model for pupil tracking system developed by February 2015.</p>	<p>New posts funded via additional LA contribution :</p> <p>i. Information and Data Manager @ £58,000</p>
<p>Increase business capacity and structures to respond effectively to breadth of wider responsibilities and expectation of National Model.</p>	<p>Lead : Managing Director and Business Manager</p> <p>Timescale :</p> <p>Project Manager appointed to lead on Business Cases for wider responsibilities by July 2014.</p> <p>Options on most effective model for delivery to be decided by December 2014 and to operational in a phased approach from April 2015 onwards</p> <p>Consortia support staff assimilated by September 2014</p>	<p>New posts funded via core budget :</p> <p>i. Business and admin support team @ £78,000</p>
<p>Ensure that effective structures are operational to allow an oversight of available resources and spend [including budget and proportion of employed staff and flexible resources for interventions]</p>	<p>Lead : Managing Director and Business Manager</p> <p>Timescale :</p> <p>Increased capacity in place from September 2014 onwards</p>	<p>As above</p>
<p>Ensure that the work of all Challenge Adviser will be supported by :</p> <ul style="list-style-type: none"> <li>relevant professional development opportunities, including access to the National and Local Training Programme. Key aspects of training programme will need to ensure that all Challenge Advisers are familiar with the key characteristics of effective school to school collaboration [including the facilitation of effective working].</li> </ul>	<p>Lead : Managing Director/SLT</p> <p>Timescale :</p> <p>National development programme delivered from September 2014 onwards</p> <p>Local development programme operational</p>	<p>Cost of training programme @£15,000 [2013-2014 underspend].</p> <p>Time of SLT to quality assure work of Challenge Advisers.</p>

<ul style="list-style-type: none"> <li>quality assurance processes which will be followed rigorously to ensure high quality.</li> <li>effective and robust Performance Management structures for GwE staff [aligned with national standards and supported by national and local professional development programme]</li> </ul>	<p>from November onwards</p> <p>Performance Management structures in place and operational for all Challenge Advisers from October 2014 onwards</p> <p>Quality assurance structures in place to monitor and evaluate the work of all Challenge Advisers</p>	
Establish effective internal structures to promote and develop the school>school support model	<p>Lead : Head of Brokerage and Support</p> <p>Timescale :</p> <p>S&gt;S regional strategy shared with stakeholders before end of October 2014.</p> <p>Agreement on use of underspend to facilitate and promote collaboration by end of September 2014</p> <p>Seconded Headteacher to coordinate KS4 key projects in post by 1 September 2014.</p> <p>GwE leads for all 4 core subjects identified by July 2014.</p> <p>Multi layered approach operational from September 2014.</p> <p>Monitoring and quality assurance structures for all layers agreed and operational from Autumn Term 2014.</p> <p>National showcase events to be arranged for Spring/Summer 2015.</p>	<p>% of £500,000 [2013-14 underspend]</p> <p>Targeting 95% of national grant to enhance support to all schools re: GCSE 2015/PISA and to further develop capacity to support SCC participants.</p>
<b>TOTAL COSTS</b>		<b>£414,000 [with additional sum included as part of total for priorities noted above]</b>

<b>Business Priority 2</b>	<b>Outcome measures 2014-15</b>	<b>Context</b>
Ensure the effective governance of GwE.	<p>Governance is in keeping with the National Model</p> <p>Revised model ensures that Local Authorities maintain responsibility local services whilst sharing collective responsibility for GwE services.</p> <p>Decision making to remain with Joint Committee whilst Executive Board will take on advisory/critical-friend role</p> <p>Clarity of role for Directors of Education in relation to GwE management and oversight</p>	<p>The National Model outlines the expected governance arrangements for all regional Consortia. GwE will need to make the necessary adaptations to the existing model by the end of Autumn 2014 to ensure that we meet national expectations.</p>

	GwE MD/SMT able to operate within agreed delegated parameters [budget and decision making].	
Actions and arrangements in place to deliver outcomes		Lead/Timescale
<p>In alignment with national model expectations, agree any amendments to governance structure during autumn 2014 for implementation by December 2014 :</p> <ul style="list-style-type: none"> <li>review Joint Committee membership/terms of reference and align with NM expectations if required</li> <li>review User Group membership and terms of reference and align with NM expectations if required</li> <li>establish and agree membership/terms of reference for Executive Advisory Board</li> <li>agree working arrangements with Local Authorities for statutory responsibilities and ensure that there is an effective feedback-loop through LA scrutiny processes and GwE consultative processes to inform decision making within GwE.</li> <li>ensure that developed model outlines clearly the extent of delegated authority to directors and/or the MD and his team.</li> </ul>		<p>Lead : Managing Director</p> <p>Timescale :</p> <p>Joint Committee and User Group membership to be agreed by October 2014.</p> <p>Delegated authority to MD, Lead Director and GwE SLT to be defined and fully operational from November 2014.</p> <p>Membership of Shadow Executive Advisory Board to be confirmed by October 2014.</p> <p>Full Executive Advisory Board to be operational by November 2014 with agreed membership and ToR.</p> <p>Scrutiny processes by LA to be reviewed and agreed by October 2014 and fully operational before end of November 2014.</p> <p>LA/GwE consultative processes operational to ensure Business Case reflects local needs by November 2014.</p>
		Resources identified to support activity
		<p>Legal and professional advice and guidance from WG and Host LA.</p> <p>£51,717 towards Host LA costs.</p>
		<b>TOTAL COSTS</b>
		<b>£ 51,717</b>

Business Priority 3	Outcome measures 2014-15	Context
Ensure robust quality assurance, scrutiny and accountability at all levels	<p>Robust internal quality assurance and accountability procedures operational which leads to higher level of consistency within and across hubs.</p> <p>Robust scrutiny and accountability of GwE led commissioning at individual LA and Joint Committee level</p>	<p>The need to agree a performance and accountability framework which will effectively scrutinise and challenge the work of GwE at regional and individual LA level.</p> <p>Progress against commissioned work scrutinised and robustly challenged at all levels.</p>
Actions and arrangements in place to deliver outcomes		Lead/Timescale
Ensure that robust Performance Management procedures are applied consistently and that national training programmes for up-skilling Challenge Advisers are underpinned and reinforced by regional support.		<p>Lead : MD and SLT</p> <p>Timescale :</p> <p>Performance Management procedures implemented from Autumn 2014.</p> <p>National Training programme delivered from September 2014</p> <p>Regional support and training programme available from</p>
		Resources identified to support activity
		£15,000 [2013-2014 underspend]

Further hone GwE internal self-evaluation structures and develop ways of measuring the impact of actions whilst ensuring that the findings of those processes are used effectively to set appropriate and challenging targets and quality indicators to improve the performance of the service and schools.	October 2014. Lead : MD and SLT Timescale : Quality assurances and evaluative processes to be built-in to all work streams by October 2014. Quality cycle timeline to be agreed by November 2014	SLT time.
Ensure that SCA attend SLT meetings of LA home team to report on progress against key priorities [including performance of targeted schools].	Lead : SCA Timescale : Meetings to be attended as per LA expectations from September 2014 onwards. SCA to report on scrutiny processes and any further action which needs to be taken at GwE SLT meeting. LA Lead member and/or LA Senior Officer to report on scrutiny process at meetings of Joint Committee.	SCA time.  Regular agenda items on GwE SLT meetings.
SCA to evaluate respective LA performance in Autumn Term and to present annual report to scrutiny committee and LA Senior Officers.  LA Lead Members to report on findings of individual scrutiny processes to Joint Committee.  Joint Committee to agree on any further action required by GwE SLT	Lead : SCA Timescale : Evaluative report on annual performance presented in Autumn term to individual LA's. Joint Committee to receive evaluative report on regional performance in Autumn Term. Any further action to be taken to be agreed by GwE SLT before end of November 2014.	SLT time
MD to evaluate regional performance in Autumn Term and to present : i. annual report for scrutiny to Advisory Board and Joint Committee ii. updates on progress against key priorities at timetabled meetings	Lead : MD Timescale : Evaluative report on annual performance presented in Autumn Term to Advisory Board and Joint Committee. Any further action to be taken to be agreed by Joint Committee and before end of November 2014.	MD time  Advisory Board and Joint Committee meetings.
<b>TOTAL COSTS</b>		<b>£ 15,000 included as part of costs for above priorities</b>

Business Priority 4	Outcome measures 2014-15	Context	
Ensure that GwE becomes a sustainable and effective partner within the educational community.	All leaders and schools across the region fully aware of the high quality support available and GwE is seen by stakeholders as 'first-port-of-call' for all educational support.	The need to secure the clear branding and marketing of GwE and to define the role of GwE as a broker of additional services to schools in relation to leadership and improving teaching and learning  The need to negotiate the role of GwE in relation to Higher Education Institutions and other providers in North Wales.	
Actions and arrangements in place to deliver outcomes		Lead/Timescale	Resources identified to support activity
Ensure a high level of GwE brand identification across the region so that all professionals know what GwE can/will deliver : <ul style="list-style-type: none"> <li>• commission external "branding company" to assist/advise and implement developments.</li> <li>• Challenge Advisers and key stakeholders to be briefed and updated regarding developments</li> <li>• develop prospectus of GwE activities re: support/bespoke and generic training which will be available to schools.</li> <li>• establish GwE website/moodle/VLE platform to inform and share best practice across the region.</li> <li>• GwE User Group to advise and assist developments.</li> <li>• evaluation of progress and effectiveness of <i>new brand</i>.</li> <li>• brand identification operational across the region.</li> </ul>		Lead: Head of Brokerage and Support and Business Manager Timescale: Communications and web development company to be appointed October 2014. All information produced by GwE to follow brand guidelines from January 2015.	£35,000 [2013/14 underspend]  SLT time.
Ensure that all Challenge Advisors deliver high levels of good quality services for schools. <ul style="list-style-type: none"> <li>• full participation in the National Challenge Advisers training</li> <li>• participation in specific Challenge Advisers follow-up training events [to include coaching and mentoring training]</li> <li>• participation in specific Estyn training for Challenge Advisers</li> <li>• rigorous and challenging performance management procedure in operation for all Challenge Advisers.</li> <li>• bespoke training and support programme made available and to include opportunities for leadership experience in school settings</li> </ul>		Lead: MD; Head of Support and Brokerage and SLT Timescale: Access to national training from September 2014. Follow-up and bespoke training available from October 2014. Performance Management procedures operational from October 2014.	SLT and Challenge Advisor time.  Cost of training programme @£15,000 [2013-2014 underspend].
Ensure regional consistency in terms of the provision available to develop the quality of school leadership and teaching [see Learner Outcomes Priority 3 and 7 above].		Lead: Head of Support and Brokerage and SCA Timescale: Initial planning: September> October 2014 Implementation : January 2015>	See costings for Learner Outcomes Priority 3 and 7 above.
Develop a prospectus of GwE activities/support/bespoke and generic training which will be available locally to schools [see Learner Outcomes Priority 7 above].		Lead: Head of Support and Brokerage and SCA Timescale : Middle Leadership Development programme prospectus be completed and shared with ADEW by 7th November 2014	See costing for Learner Outcomes Priority 7 above.

	<p>Prospectus to be finalised by November 30th and distributed to all school during first week of December.</p> <p>Moving good teaching to excellent prospectus to be completed by February 1st, 2015 and Senior Leadership programme by March 1st, 2015.</p>	
Develop a GwE website/moodle platform to inform and share best practice across the region	<p>Lead: Head of Brokerage and Support and Business Manager</p> <p>Timescale: Communications and web development company to be appointed October 2014.</p> <p>Headteacher Task &amp; Finish Group to be established as advisory group.</p> <p>Basic site to be in place December 2014. Fully developed and interactive site to be in place by March 2015.</p>	<p>£35,000 [2013/14 underspend]</p> <p>SLT time.</p>
Develop strong links and a clear reciprocal relationship with key regional partners eg Universities/FE/Employers	<p>Lead: Head of Support and Brokerage.</p> <p>Timescale: January 2015 &gt;</p>	
<b>TOTAL COSTS</b>		<b>£40,000 [£10,000 of which is included in costs for priorities above]</b>

### Section 3 : Individual LA Commissioning

LOCAL AUTHORITY : Ynys Môn. KEY PRIORITY FOR ACTION : Implement GwE priorities through local activities at individual school and system wide actions.		
LA Context		
To build and develop further the emerging and good practice in schools by enhancing the co-operation between GwE and Ynys Mon LA by supporting and challenging schools at various levels and putting into practice local arrangements to further GwE's business plan together with the LA business plan and constituent strategies and priorities.		
Expected Outcome Measures		
Strong performance by all schools within the LA on behalf of the children and young people of the island, contributing also to the realisation of the GwE business plan targets.		
Agreed action and arrangements to deliver outcomes	Lead/Timescale	Resources identified to support activity
<p>Implement actions within GwE Key Priorities as follows:</p> <p>P1 and P5 Support and hold to account individual Departments and schools to make the required improvements, particularly these having been identified as needing to improve maths or English results. Use school visits to challenge target setting to level of individual pupil and teaching group. Align targets with quartile performance and hold school to account at all levels for its performance. Collate current performance against targets on a termly basis. Include attendance as a key performance indicator for KS4 (as well as other Key Stages). Plan and develop mechanism for future measuring and predicting results following changes in indicators at the end of KS4 as well as the school categorisation system.</p> <p>P2 Use school visits to support and challenge all schools on their work to promote the performance of FSM pupils and LAC pupils, in line with PDG priorities.</p> <p>P3 Use school visits to support and challenge schools on their performance in national reading and numeracy tests. Provide guidance through school visits, events, facilitating school to school support as well as work of "assistant partners" to ensure good practice is developed and implemented in classrooms. Pay particular attention to mathematical reasoning/problem solving/choosing the mathematics and schools' performance in both English and Welsh.</p> <p>P4 Use school visits to support and challenge schools in their implementation of the targets and expectations set out in the WESP. Give particular support to those schools seeking to increase the number of pupils taught Welsh as a first language and assessed in Welsh as a first language</p>	<p>Senior Challenge Adviser (SCA). Expectations clear to Challenge Advisers (CAs) by October 2014. SCA. Timescale as above.</p> <p>SCA. Timescale as above. SCA. Timescale as above. Information and Data Manager. Autumn 2014– Spring 2015.</p> <p>SCA. Expectations clear to CAs by October 2014.</p> <p>SCA. Expectations clear to CAs by October 2014. Head of Support and Brokerage. And Literacy and Numeracy SCA From Autumn 2014.</p> <p>SCA. Expectations clear to CAs by November 2014.</p>	<p>CAs visit time</p> <p>CAs visit time</p> <p>CAs visit time CAs visit time Information and data Manager time</p> <p>CAs visit time</p> <p>CAs visit time Assistant Partners and CAs time</p> <p>CAs visit time</p>

<p>P6</p> <p>Work in line with the progress already made in school to school support by concentrating on identification of best practice and facilitating as required the “Grwp Camu” in the secondary sector. This will support the progress of the work in P1 – 5 and also promote STEM related activities.</p> <p>Facilitating “School family” activities in the primary sector should include work within and between families of schools in the primary sector should give prominence to developing excellence in classroom practice, assessment and feedback, individualised learning, using lesson observations, book scrutiny and data analysis to enhance school’s evidence for own performance and improvement. Every school should be identified as inspection ready at any time.</p> <p>In order to achieve the above attendance and contributions to headteacher forums should be a regular occurrence. GwE’s key role of holding schools to account for their performance will be crucial to ensure continued progress of schools at individual and system level.</p>	<p>SCA. Support programme agreed by November 2014.</p> <p>SCA. Expectations clear to CAs by November 2014.</p>	<p>SCA and CAs time</p> <p>CAs time</p>
<p>P7</p> <p>Support leadership development by making regular contributions to headteacher forums. Plan and implement individual school and system wide activities to develop senior leadership, aspiring senior leadership and middle leadership to ensure effective implementation of high quality education in all schools.</p> <p>Consider the development of a quality of leadership tool and consider trialling such in school situations. This may include a 360° type of approach where individual or collective self-assessment may be checked against the perception of others.</p> <p>Further promote the practice of Governor led panels to review progress against action plans, particularly for schools in “orange” or “red” categories.</p> <p>Attend and contribute to LA arrangements to hold individual schools and LA performance to account in the “School Progress Review Group” or the “Corporate Scrutiny Committee”.</p>	<p>SCA. From Autumn 2014.</p> <p>SCA. Spring-Summer 2015.</p> <p>Head of Support and Brokerage. Spring-Summer 2015.</p> <p>SCA. Expectations clear to CAs by November 2014.</p> <p>SCA. From Autumn 2014.</p>	<p>SCA and CAs time</p> <p>SCA and CAs time</p> <p>SCA and CAs time</p> <p>CAs time</p> <p>SCA time</p>
<p>P8</p> <p>Facilitate and contribute to school catchment area arrangements to set targets, track progress effectively, standardise and moderate assessments.</p>	<p>MBH and Secondee. Spring-Summer 2015.</p>	<p>Secondee and CAs time</p>
TOTAL COMMISSIONING COSTS		£N/A

<b>LOCAL AUTHORITY : GWYNEDD</b>		
<b>KEY PRIORITY FOR ACTION :</b>		
LA Context		
Expected Outcome Measures		
Agreed action and arrangements to deliver outcomes	Lead/Timescale	Resources identified to support activity
TOTAL COMMISSIONING COSTS		£

<b>LOCAL AUTHORITY : CONWY</b>		
<b>KEY PRIORITY FOR ACTION :</b>		
LA Context		
Expected Outcome Measures		
Agreed action and arrangements to deliver outcomes	Lead/Timescale	Resources identified to support activity
TOTAL COMMISSIONING COSTS		£

LOCAL AUTHORITY : DENBIGHSHIRE		
KEY PRIORITY FOR ACTION :		
LA Context		
Expected Outcome Measures		
Agreed action and arrangements to deliver outcomes	Lead/Timescale	Resources identified to support activity
TOTAL COMMISSIONING COSTS		£

LOCAL AUTHORITY : FLINTSHIRE		
KEY PRIORITY FOR ACTION : Support for local initiatives in the areas of leadership, tackling disadvantage and the development of teaching and learning		
LA Context		
To ensure the effective joint-working of Flintshire LA and GwE to provide support and challenge to all schools in the Local Authority, whilst developing a local response to areas identified within Flintshire's Education Improvement and Modernisation strategy.		
Expected Outcome Measures		
Strengthening of leadership capacity in schools, improved outcomes for disadvantaged learners, and improved outcomes for all learners.		
Agreed action and arrangements to deliver outcomes	Lead/Timescale	Resources identified to support activity
<b>Leadership</b> <ul style="list-style-type: none"> <li>Support the LA in developing leadership in all schools through regular input into primary and secondary Headteacher forums.</li> <li>Provide developmental input into identified secondary school leadership teams to facilitate a wide range of developments to support school improvement, including work with Holywell High School.</li> <li>To support secondary schools through a specific focus in GwE visits on the effectiveness of 'read across' in KS4 outcomes and potential for school to school support.</li> <li>Develop plans to incorporate the current Flintshire LA leadership programme in the primary sector into future GwE leadership programmes.</li> </ul> <b>Tackling Disadvantage</b> <ul style="list-style-type: none"> <li>Ensure that the CA visits promote the priorities identified in Flintshire's LAC Action Plan, with a particular focus on target-setting, tracking and action planning for LAC throughout the year.</li> <li>Investigate the development a bespoke programme for schools around the theme of 'Parental Engagement' and focusing on work with disadvantaged families.</li> </ul>	Senior Challenge Adviser (SCA) for Flintshire  Dave Mountfort, and CAs  CAs  Rhys Howard Hughes  CAs	SCA time  Dave Mountfort funded 15 days in Autumn/Spring additional to SCC funding. CA time  CA time  Programme delivered as part of future GwE programmes  CA time

Development of Teaching and Learning <ul style="list-style-type: none"> <li>Provide local support in both primary and secondary schools to respond to the national agenda to improve consistency in teacher assessment.</li> <li>Facilitate the continuation of Subject Forums for secondary schools in Flintshire that provide a framework for sharing of good practice and to promote school to school working.</li> <li>Provide CA support for Flintshire's Lead Practitioner Group in the secondary sector leading to SSAT accreditation, based on previously agreed funding.</li> <li>Provide short-term support for secondary schools in the core subjects of English/Cymraeg and Mathematics to address drop in performance in 2014 in the Level 2+ performance measure.</li> <li>Develop a model for future support for KS2 teachers in the areas such as sharing good practice, differentiation, learning styles etc.</li> </ul>	SCA with LA Officers	SCA time to develop programme and potential costs for sessions to potentially include external providers as appropriate (£3000)
	SCA and CAs	Time of SCA and CAs
	SCA and CAs	Time of SCA and CAs
	CA (Helen Meredith)	£5,000 support towards programme costs
	SCA and CAs	Time of SCA and CAs
	SCA with LA Officers	SCA time
<b>TOTAL COMMISSIONING COSTS</b>		<b>£8,000</b>

#### LOCAL AUTHORITY : WREXHAM

#### KEY PRIORITY FOR ACTION : Support for local initiatives in the areas of leadership, tackling disadvantage and the development of teaching and learning

##### LA Context

To ensure the effective joint-working of Wrexham LA and GwE to provide support and challenge to all schools in the Local Authority, whilst developing a local response to three identified areas within Wrexham's Education Improvement Group Action Plan.

##### Expected Outcome Measures

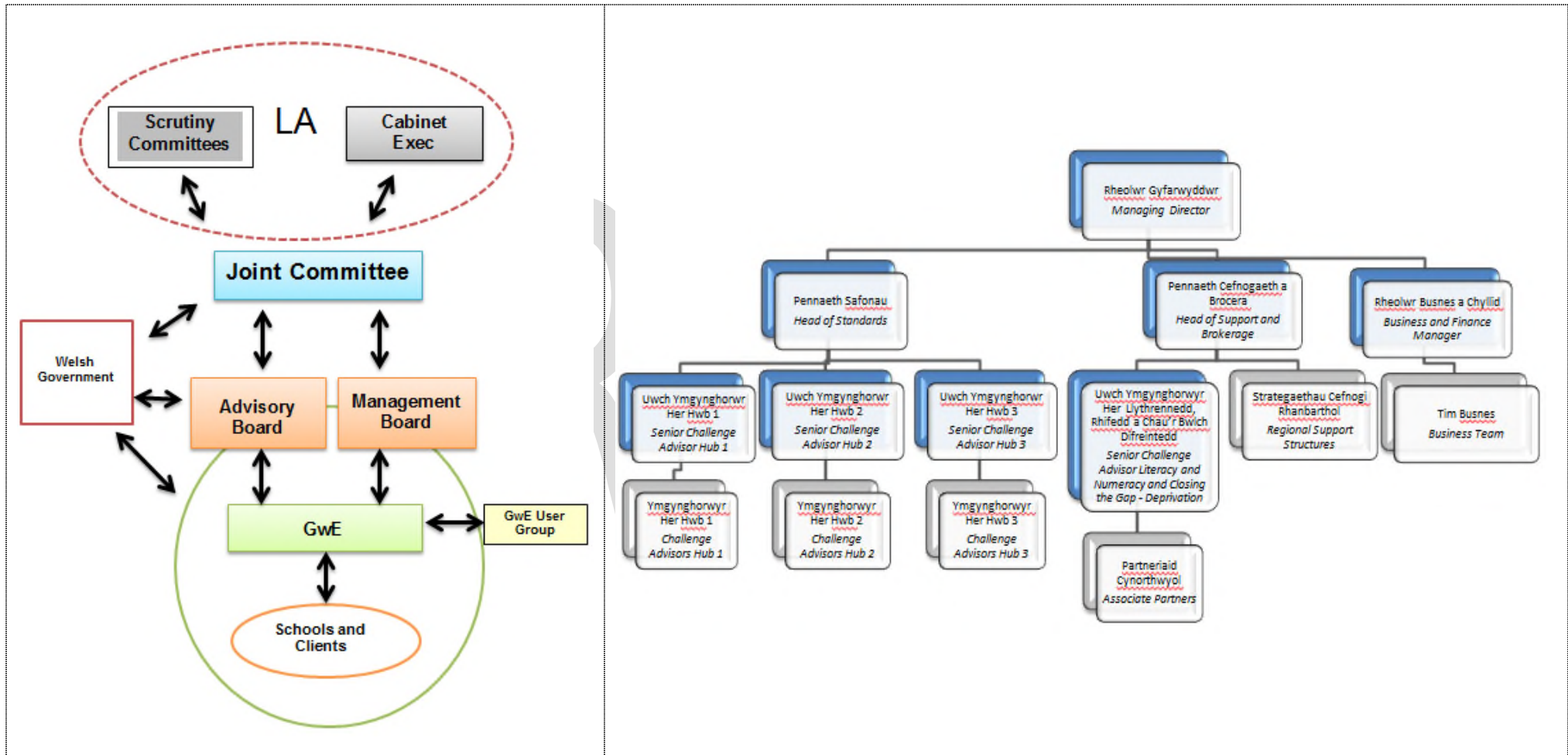
Strengthening of leadership capacity in schools, improved outcomes for FSM learners, and improved outcomes for all learners.

Agreed action and arrangements to deliver outcomes	Lead/Timescale	Resources identified to support activity
<b>Leadership</b> <ul style="list-style-type: none"> <li>Support Wrexham LA in developing leadership in all schools through regular input into primary and secondary Headteacher forums.</li> <li>Facilitate LA-wide leadership development in secondary schools through focused input into the Secondary Headteacher forum (WASH) in coordination with LA officers.</li> <li>Provide developmental input into identified secondary school leadership teams to facilitate a wide range of developments to support school improvement, initially including work with Rhiwabon, Darland and Grango.</li> <li>Develop plans to incorporate the current Wrexham LA 'Aspiring Leaders' programme into future GwE leadership programmes.</li> </ul>	Senior Challenge Adviser (SCA) for Wrexham  SCA  SCA, Dave Mountfort and identified CAs  Rhys Howard Hughes	SCA time  SCA time  Dave Mountfort – 10 days with Rhiwabon = £425 x 10 = £4250 SCA time with Darland and Grango  Programme delivered as part of future GwE programmes
<b>Tackling Disadvantage</b> <ul style="list-style-type: none"> <li>Provide support for Wrexham LA engagement in 'Achievement for All' programme for identified schools (four primary and one secondary) working with groups of disadvantaged learners.</li> <li>Investigate the development a bespoke programme for schools around the theme of 'Parental Engagement' and focusing on work with disadvantaged families.</li> </ul>	SCA	SCA and CA time to support schools  SCA time to develop programme and potential costs for sessions to

<p>Development of Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Provide local support in both primary and secondary schools to respond to the national agenda to improve consistency in teacher assessment.</li> <li>• Facilitate the creation of five Quality Forums for Wrexham secondary schools that will establish a framework for sharing of good practice and to promote school to school working in English, Mathematics, Welsh 2<sup>nd</sup> Language, Science and the generic theme of feedback to learners.</li> <li>• Provide short-term support for secondary schools in Mathematics to address drop in performance in 2014 in identified schools including Darland and Grango.</li> </ul>	SCA with LA Officers	potentially include external providers as appropriate (£3000)
	SCA and CAs	Time of SCA and CAs
	SCA and CAs	Time of SCA and CAs
	CA (Linda Mason)	Time of CA
<b>TOTAL COMMISSIONING COSTS</b>		<b>£7,250</b>

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# Annex 1 : Operational Structure for Governance and Leadership



### Annex 2 : 2014-2015 Regional Resource Commitment

LOCAL AUTHORITY	Contribution to regional consortia	Value as % of total
Mon	£364,146	10.23%
Gwynedd	£640,614	17.99%
Conwy	£555,908	15.61%
Denbighshire	£539,137	15.14%
Flint	£796,986	22.38%
Wrexham	£664,019	18.65%
<b>Total</b>	<b>£3,560,810</b>	

### Annex 3 : 2014-2015 Budget

		Is-gyfanswm <i>Sub-total</i> 2014/15	Addasiadau Model Cenedlaethol <i>National Model adjustments</i>	Cyllideb Terfynol <i>Final Budget</i> 2014/15
		£	£	£
<b>Incwm</b>	<b>Income</b>			
Grant Effeithiolrwydd Ysgolion (GEY)	<i>School Efficiency Grant (SEG)</i>	0	1,662,000	1,662,000
Grant y Gymraeg Mewn Addysg (GGMA)	<i>Welsh in Education Grant (WEG)</i>	0	701,069	701,069
<b>Cyfanswm incwm</b>	<b>Total Income</b>	0	2,363,069	2,363,069
<b>Gwariant</b>	<b>Expenditure</b>			
Costau Cyflogeion	<i>Employee Costs</i>	2,919,609		2,919,609
Costau'n Gysylltiedig â Chyflogeion	<i>Employee Related Costs</i>	25,230		25,230
Costau'n Gysylltiedig â Eiddo	<i>Premises Related Costs</i>	50,640		50,640
Costau'n Gysylltiedig â Chludiant	<i>Transport Related Costs</i>	194,370		194,370
Cyflenwadau a Gwasanaethau	<i>Supplies and Services</i>	63,994		63,994
Comisiynu	<i>Commissioning</i>	255,250		255,250
Costau Gwasanaethau Cefnogi	<i>Support Services Costs</i>	51,717		51,717
Ymrwymadau Model Cenedlaethol	<i>National Model Commitments</i>	0	595,446	595,446
Grant Effeithiolrwydd Ysgolion (GEY)	<i>School Efficiency Grant (SEG)</i>	0	1,662,000	1,662,000
Grant y Gymraeg Mewn Addysg (GGMA)	<i>Welsh in Education Grant (WEG)</i>	0	701,069	701,069
<b>Cyfanswm gwariant</b>	<b>Total Expenditure</b>	3,560,810	2,958,515	6,519,325
<b>Cyfanswm Cyllideb Net</b>	<b>Total Net Budget</b>	<b>3,560,810</b>	<b>595,446</b>	<b>4,156,256</b>

***Annex 4 : Regional Support for Literacy and Numeracy***

*To be included*

***Annex 5 : Regional Support for Leadership Development***

*To be included*

***Annex 6 : Regional Support for School>School Collaboration***

*To be included*

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*Annex 7 : Overview of 2014 regional performance [GwE on a page]*

Outcomes at the end of:		Foundation Phase % of pupils achieving expected level in FPI			Key stage 2 % of pupils achieving expected level (L4+) in CSI			Key stage 3 % of pupils achieving expected level (L5+) in CSI			Key stage 4 % of pupils attaining Level 2+ inclusive		
		11/12	12/13	13/14	11/12	12/13	13/14	11/12	12/13	13/14	11/12	12/13	13/14
Wales		80.5	83.0	85.2	82.6	84.3	86.1	72.5	77.0	81.0	51.1	52.7	55.1
GWE		81.7	83.5	84.3	83.6	85.5	85.6	75.6	78.6	83.7	53.2	56.0	57.0
North Wales	Isle of Anglesey	84.1	85.8	84.6	84.7	88.0	87.8	77.9	81.5	83.6	52.2	54.2	53.4
	Gwynedd	83.0	82.8	85.2	86.2	86.6	86.0	83.0	85.4	89.1	55.0	58.0	61.3
	Conwy	79.8	80.4	83.6	82.6	83.1	84.1	75.7	78.5	83.7	49.3	56.0	54.7
	Denbighshire	81.7	84.9	85.3	83.5	86.0	86.2	71.9	75.0	83.2	54.7	53.4	55.6
	Flintshire	79.7	84.4	84.7	81.3	85.0	86.2	76.0	80.0	84.3	59.6	62.2	61.5
	Wrexham	83.3	83.4	82.9	84.5	85.4	84.3	70.0	72.2	78.4	45.3	48.4	51.3
ERW		79.3	82.4		83.4	84.5			78.1		54.8	55.6	
CSC		79.3	81.9		80.9	83.3			76.1		47.8	49.4	
EAS		84.1	86.2		84.1	85.7			75.7		46.4	49.0	

**Key issues and actions arising from 2013/14 outcomes :**

**Foundation Phase**

- on a regional basis, performance continues to improve with a +0.8% increase from last year [compared with 0.1% for KS2 over the same period]. However, a national increase of 2.2% in the FP has meant that the regional performance falls slightly below the national average for the first time. We are also aware that significant inter-school variance remains across all LA's.
- the gap between the highest/lowest performing LA's in the region has decreased [5.4% in 2013>2.4% 2014]
- most significant % of improvement is seen in Gwynedd and Conwy. For Flintshire outcomes were broadly in line with expectations and discussions with LA officers have focused on ensuring that the significant forward momentum of results between 2012 and 2013 is repeated next year rather than the plateau being extended. Wrexham have dropped slightly [0.5%] and discussions with LA officers have focused on developing a coordinated approach to improvement to reverse the dip experienced in both FP and KS2 this year. Rather more disappointing, is the drop of 1.2% in Ynys Mon and challenging discussions with individual schools are taking place where there is a significant variation between target and performance.
- the region's performance in the other indicators [PSD/LCE/LCW/MDT] all improved from 2013 at the expected level although the increases were lower than the national improvement. The % gaining the expected levels in LCE and LCW were also slightly lower than the national figure [-0.5% and -1.4% respectively]. At the higher levels we saw increases of between 2%>3% for PSD/LCE/LCW and +0.7% for MDT. Across many of the indicators, at the expected and higher levels, the greatest gains were seen in Gwynedd and Conwy.
- in the main indicator, performance of FSM pupils has improved +0.7% across the region from 2013>2014 with the most notable gains in Conwy [+3.0%], Wrexham [+1.8%] and Flintshire [+1.6%]. Performance dropped in Mon and Denbighshire. The performance of FSM pupils who are not SEN also increased this year by +0.5% and in 4 LA's over 90%+ of this group of

pupils gained the main indicator. The greatest increase was seen in Wrexham [+3.8%] and Flintshire [+2.4%] but Denbighshire and Mon saw a fall in their %. Discussion around why individual pupils failed to succeed are ongoing as part of our challenge visits. On a regional level, across the other indicators, the performance of FSM pupils improved from 2013>2014 in LCW O5+ by +3.2% and in MDT O5+ by +1.0%. At individual LA level, there were significant improvements for this group of pupils – most notably: PSD O6+ Conwy [+5.4%] and Wrexham [+6.3%]; LCE O6+ Wrexham [+3.3%]; MDT O5+ Denbighshire [+2.9%]; Flintshire [+3.2%] and Wrexham [+3.0%]; MDT O6+ Gwynedd [+2.2%].

- steady progress has been made in challenging TA [most notably within the Conwy/Denbighshire Hub]. Ensuring consistency in approach and a more robust regional standardisation and moderation programme will be prioritised over the current educational year.

### Key Stage 2

- slight regional improvement from 2013 of +0.1% compared with +1.8% national increase
- 2013>2014 improvements seen in Conwy [+1.0%], Denbighshire [+0.2%] and Flintshire [+1.2%] while Gwynedd [-0.6%], Mon [-0.2%] and Wrexham [-1.2%] have seen a decrease in the % attaining the expected level. In Mon, however, results have plateaued following significant increase between 2012 and 2013. The Core Subject Indicator (CSI) has improved year on year for the past three years in Conwy/Denbighshire and Flintshire. In Gwynedd, Mon and Wrexham, discussions with LA officers have focused on developing a coordinated approach to improvement to reverse the dip experienced this year.
- CSI performance for both boys and girls improved from 2013>2014 [an increase of +0.2% and +0.5% respectively]. These figures are lower than the national increase of +1.7% for boys and +1.9% for girls]. The gap in performance at 6.5% is higher than the national figure by 0.2% but the regional figure has seen a reduction of 0.1% from 2013, whilst the national average has increased by 0.2%. At LA level, the biggest gap in performance in 2014 was in Gwynedd and Conwy [8.5% and 8.2% respectively].
- the regions performance at the expected levels in Welsh and English improved from 2013 [+0.2% Welsh and +0.9% English], Maths plateaued at 88.4% whilst Science saw a dip of -1.1%. Improvements from 2013>2014 were greater at national level and in 2014 the region's performance is below the national average for Welsh [albeit cohort size needs to be taken into consideration], Maths and Science. At the higher levels, there were regional improvements across the core subject with the greatest gains in Welsh L5+ [+2.5%] and Maths L5+ [+1.3%]. At individual LA level, the most notable improvements from 2013-2014 at the higher levels were as follows : English – Gwynedd [+2.7%] and Denbighshire [+3.5%]; Welsh – Conwy [+8.3%], Flintshire [+5.4%] and Wrexham [+4.3%] and Mathematics – Conwy [+2.8%] and Wrexham [+2.0%]
- in the main indicator, performance of FSM pupils has dropped -1.6% [70.8%] across the region from 2013>2014 with the most notable differences in Denbighshire [-4.5%]. Gwynedd [+5.0%] was the only LA which saw an improvement for this group of pupils. The performance of FSM pupils who are not SEN also dropped this year by -0.9% but in all 6 LA's the performance for the group was over 91%+ and above 94.0% for 4 LA's. The greatest drop from 2013 was seen in Mon [-2.2%] and Denbighshire [-2.6%] and discussion around why individual pupils failed to succeed are ongoing as part of our challenge visit. On a regional level, across the other indicators, the performance of FSM pupils, in comparison with 2013 figures is patchy. Welsh, at both expected and higher level improved [+4.3% and +5.7% respectively]; English improved at the higher level [+1.1%] but dropped for the expected level [-0.8%]; Maths dropped for expected level [-1.1%] but improved at higher level [+0.3%]. For expected level, Science dropped -2.5%. When comparing 2013>2014, the greatest improvement for FSM pupils at individual LA level was as follows : English L4+ Gwynedd [+5.1%]; English L5+ Flintshire [+4.9%] and Gwynedd [+9.9%]; Welsh L4+ Flintshire [+11.4%]; Welsh L5+ Gwynedd [+9.5%], Conwy [+12.1%], Flintshire [+14.3%] and Wrexham [+12.2%]; Mathematics L4+ and L5+ Gwynedd [+4.5% and +8.0% respectively].
- as noted above, although some progress has been made in challenging TA, we need to ensure better consistency in approach and a more robust regional standardisation and moderation programme will be prioritised over the current educational year.
- at both key stages in the primary sector, for some schools, the variance between performance and target has been significant and GwE will have to ensure that monitoring visits offer a more robust challenge, not only to the target-setting processes in schools but also to monitoring the progress of individual pupils towards personal targets

### Key Stage 3

- CSI performance for the region and all individual LA's has improved from 2013 and the increase of +5.1% regionally is higher than the +4.0% national increase
- the most significant increases were seen in Conwy [+5.2%], Wrexham [+6.2%] and Denbighshire [+8.2%]. Improved performance trends will provide a challenge for VA at KS4
- the performance in Wrexham was most encouraging and to some extent driven by the coordinated GwE/LA intervention with under-performing secondary schools
- Gwynedd has been the highest performing LA in Wales for the last three years
- CSI performance for both boys and girls improved from 2013>2014 [an increase of 4.9% and 5.2% respectively]. This is in comparison with a national increase of 4.4% for boys and 3.6% for girls. The regional gap has increased by 0.3% from 2013>2014 to 9.3% whilst the national figure has decreased by 0.8% to 8.7%. At LA level, the biggest gap in performance in 2014 was in Wrexham and Mon [13.6% and 11.6% respectively].

- the region's performance at the expected levels for all core subjects improved from 2013 [+1.1% Welsh; +4.1% English; +3.0% Maths and +3.4% Science] and, with the exception of Science, which matched the national figure, regional improvement excelled on the Welsh average. At individual LA level the most notable improvements seen are as follows: English - Conwy +5.2%/Denbighshire +6.1%/Wrexham +5.5%. Welsh - Denbighshire +5.4%. Mathematics - Denbighshire +5.8%/Wrexham +3.4%. Science - Conwy +4.6%/Denbighshire +7.5%/Wrexham +4.2%. Flintshire saw a significant drop for those gaining the expected level in Welsh [-11.7%]. At the higher levels there were significant regional improvements across the core subjects [Welsh +7.5%; English +7.3%; Maths 3.7%; Science +7.6%]. At individual LA level, the most notable improvements from 2013-2014 at the higher levels were as follows: English - Conwy [+11.2%] and Denbighshire [+13.4%]; Welsh - Denbighshire [+15.3%] and Wrexham [+23.2%]; Mathematics - Mon [+7.2%] and Denbighshire [+6.0%]; Science - Denbighshire [+12.1%] and Flintshire [+11.1%].
- in the main indicator [CSI], performance of FSM pupils has increased by +11.4% [65.7%] across the region from 2013>2014 with the most notable differences in Conwy [+14.9%], Denbighshire [+19.0%] and Mon [+9.3%]. The performance of FSM pupils who are not SEN also increased this year by a significant +11.5% with increases of +10.0% in all LA's with the exception of Mon which saw a +2.9% improvement from 2013. On a regional level, across all core subjects, at expected and higher levels, FSM pupils improved significantly on their 2013 performance [L5+ and L6+ improvements as follows : English +9.8%/+9.8%; Welsh +7.4%/+2.4%; Mathematics +7.6%/+4.1%; Science +11.0%/+11.4%]. When comparing 2013>2014, the greatest improvement for FSM pupils at individual LA level was as follows : English L5+ Conwy [+16.4%]; English L6+ Conwy [+23.5%] and Denbighshire [+19.3%]; Welsh L5+ Mon [+13.4%], Denbighshire [+28.0%] and Wrexham [+16.7%]; Welsh L6+ Denbighshire [+20.3%]; Mathematics L5+ and L6+ Conwy [+13.3% and +12.7%] and Denbighshire [+14.7% and +14.4%]; Science L5+ and L6+ Conwy [+16.4% and +17.9%] and Denbighshire [+17.5% and +19.3%]. Whilst the nature of FSM cohorts can vary significantly from year to year, the improvements seen this year for FSM pupils is heartening - albeit further work is required to narrow and eventually close the gap with non-FSM pupils
- as with FP and KS2 there is variance in the rigour, quality and consistency of TA and GwE will need a clear strategy in place for improving local and regional standardisation and moderation

#### Key Stage 4

- provisional unverified external examination results suggest that the region has seen a further improvement in the L2+ Threshold [+1.0%] on the performance seen last year [56.0%]. However, the increase is less than the national improvement [+2.3%]. The gap between the highest>lowest performing LA in the region has been reduced from 13.8%>10.2%. The greatest increase at individual LA level was seen in Gwynedd [+3.3%>61.3% - albeit, many of these schools do have small cohorts which can lead to year-on-year fluctuation] and Wrexham [+2.9%>51.3%] and is directly linked to the coordinated GwE/LA intervention with the under-performing secondary schools [Tywn +10.1%/Berwyn +10.7%/Gader +10.3%/Bryn Alyn +6.2%/Rhosnesni +9.7%/Clywedog +11.5%/Rhiwabon +13.4%]. However, the gains made in some of these schools is not always reflected in the performance of their FSM cohort [at SHO only 3.8% of FSM pupils crossed the L2+ Threshold and the corresponding figure at Rhosnesni was 15.7%]. Performance for Ysgol y Grango, was especially disappointing [27.6% and only 11.1% of FSM pupils gained the threshold indicator]. The lack of improvement at Syr Hugh Owen [-0.7%] is frustrating when considering the huge investment made via *Lead/Emerging School* pilot programme. The most disappointing aspect of performance in Gwynedd was in the two schools which have historically performed well [both below expected results and significantly down on 2013 - Botwnnog -13.4% and Moelwyn -18.7%]. There were also notable variations between targets and performance in some individual schools across the region and a robust challenge on variance will be made during the GwE monitoring visit where we will also scrutinise progress towards 2015 targets. For Flintshire [61.5%], there has been a 0.7% decrease from 2013, with significant decreases seen in John Summers High School [-10.6%] and Maes Garmon [-9.3%]. Denbighshire saw a +2.0% increase and there were significant gains in Denbigh High School [+7.7%] and St Brigid's [+7.1%]. However, performance at Blessed Edward Jones was down by -8.4% from the corresponding figure for last year. The performance of their FSM pupils is also disappointing at 10.8%. Conwy [-1.3%] and Mon [-0.3%] both experienced a dip in performance. Ysgol Aberconwy [-10.9%], Ysgol Eirias [-8.0%] and Llangefni [-9.0%] in the respective LA's were down significantly and this has had a visible impact on this year's outcomes. Especially disappointing is the performance of FSM at Ysgol Eirias with only 12.9% of the FSM pupils crossing the L2+ Threshold. Further analysis of the performance of the FSM cohort across all schools will be undertaken during our termly monitoring visits to gauge levels of underperformance against agreed targets. Across many of the region's schools, we also saw significant differences between performance in Maths and English/Welsh which implies that further attention must be given to the effective use of *read-across* data scrutiny and individual pupil tracking.
- L2 performance also increased 2.9% to 84.0% from 81.1% in 2013 [in comparison with a +3.2% national increase]. The regional figure is still 2.0% above the national average. The most notable improvements were seen in Gwynedd [+6.7%] and Mon [+3.2%]. At individual school level, there were significant 2013>2014 improvements at Bodedern [+16.2%]; Gader [+15.5%]; Tywyn [+14.9%]; Berwyn [+12.2%]; Tryfan [+15.0%]; Emrys ap Iwan [+10.1%]; Denbigh High [13.4%] and Clywedog [+11.4%].
- L1, at 95.5% is 1.5% higher than the national average and improvements were seen in 4 regional LA's [slight 0.5% and 0.2% dip seen in Mon and Flint respectively].
- The CSI has improved by 1.5% from 2013 and is 2.4% higher than the national average [albeit national improvement from 2013>2014 is higher at +2.8%].
- CPS has improved from 341.7 in 2013 to 348.2 in 2014 [no access to national comparison available at date of analysis].

- At regional level, 2013>2014 improvements were seen in English [+2.4% > 67.8%], Welsh First Lang [+1.8% > 72.7%] and Science [+7.4% > 85.4%] but there was a slight dip in Maths [-0.3% > 63.2%]. All 6 LA's saw an improvement in the % gaining A\*-C English with the greatest gains at Mon [+3.9%] and Wrexham [+3.4%]. The results for Maths were more patchy with 2 LA's improving on 2013 performance [Gwynedd/Denbighshire], 3 LA's witnessing a dip [Mon/Conwy/Flint] and Wrexham levelling at 57.7%. Welsh improved +5.2% in Mon and +7.9% in Conwy. No national comparisons for core subjects were available during analysis.
- challenges for the current academic year include : ensuring sustainability of the recent improvements seen in the lowest performing schools; challenging and supporting coasting 'good' schools [and individual departments] and ensuring that they aim for excellence; further improving the experiences and achievements of FSM pupils and increasing the % who gain the L2+ Threshold; ensuring schools make more effective use of data/assessments to track/challenge and target intervention.

### Secondary School Banding

- Across the region, there has been a significant reduction in the number of schools in Band 5 which reflects the impact of the targeted and brokered support by GwE over the period. Currently only one school is in the lowest Band but there was a +12.0% improvement in their performance in 2014. Overall performance of Band 4 schools for 2014 was also most encouraging and in many cases again reflects the support GwE had brokered on their behalf – examples of improvement include Bryn Alyn +7% , Rhosnesni + 11% [although despite overall improvement, the performance of FSM pupils was lower than the previous year]; Argoed +10%, Rhiwabon +12%; Glan y Mor +13% whilst Darland and Syr Hugh Owen were the only schools in the bottom two bands to see a slight drop. Intervention strategies for these schools in the coming year are already underway and include the personal input of the respective Senior System Leader. A new Head has taken up post at SHO.
- Whilst there has also been a reduction from 2013>2014 in the number of schools in Band 4 and 5 [from 17 to 10], we feel that the % is still too high and we will continue to work with key stakeholders to support, monitor and challenge underperforming schools. An enhanced menu of leadership support and school>school collaboration will be delivered in 2014-15 to help achieve the necessary improvements.
- The LA with the strongest profile for the banding is Mon where all 5 schools are currently in Band 1 or 2. However, 2014 performance at LA level was disappointing, even though there was a strong performance at Syr Thomas Jones
- Secondary categorisation : with the changes in the categorisation process, the reduction in groups/bands from 4 to 5 and additional indicators and differentiated weightings being taken into consideration, we would envisage that the number of schools in the lowest band/group will now increase [Group/Band 4]. However, it will still be less than the current 10 schools in Band 4+5 and, perhaps, to be expected from Stage 1 of the categorisation process. Stage 2 might lead to the final category being higher, if :
  - there is good quality leadership
  - high quality teaching and learning is evident
  - where very small cohorts impact quartile placement and do not fairly represent standards
  - disaggregation of pupil performance data where there are SEN/Inclusion Units
- The number of schools performing in the highest band has to be increased and we need to address and clarify to stakeholders how GwE will support 'good' schools on their improvement journey to becoming 'excellent' schools
- Primary categorisation – further local analysis of the grouping/banding is required but there are significant variations in the placements of some schools [many of these small schools with small cohorts] when compared to local categorisation for 2013. The % of schools in the lowest two groups is too high and further work is needed to improve standards as well as the accuracy of TA at both key stages. Further work needs to be done also to examine the correlation between the outcomes in the national tests and school based assessments of the NC. As with the secondary sector, the % of schools in the highest band/group is also disappointing and we need to address how GwE will support the improvement journey of 'good' schools to become 'excellent' schools.

### Key strengths:

- Performance in main indicators at FP, KS3 and KS4 [TBC] above national average.
- Performance of FSM pupils [and especially FSM non-SEN] at FP and KS3.
- Reduction in variance between performance of individual LA's in main indicator [difference between highest and lowest performing LA in region - FP reduced from 5.4%>2.4%; KS2 from 4.9%>3.7% ; KS3 from 13.2%>10.7%; KS4 from 13.8%>11.6% *\*unverified*].
- Improvement of several under-performing secondary schools at KS4 directly linked to the coordinated GwE/LA intervention.

**Key areas for development:**

- Improve performance in main indicators at KS2 and raise performance above the national average.
- Improve performance in L2+ Threshold and ensure increase is greater than the national improvement in 2015.
- Further improve achievement of FSM pupils and increase the % who gain the L2+ Threshold [with specific focus on individual schools]
- Ensure that all the schools across the region have more robust systems for target setting and that they make more effective use of data/assessments to track/challenge and target intervention.
- Ensure that schools make effective use of *read-across* data scrutiny and individual pupil tracking to address the significant differences between performance in Maths and English/Welsh at KS4 [where applicable].
- Support and work with LA's to implement their intervention powers to tackle schools which continue to underperform.
- Ensure that LA's/GwE robustly challenge the target setting processes in schools and that effective and timely monitoring of progress towards targets is implemented.
- Ensure that coasting 'good' schools [and individual departments] are challenged and supported to aim for excellence.
- Challenge the variance in the rigour, quality and consistency of TA across the FP, KS2 and KS3, and develop a clear strategy to improve local and regional standardisation and moderation.

DRAFT

<b>CYFARFOD</b>	Cyd-bwyllgor GwE
<b>DYDDIAD</b>	6 Tachwedd 2014
<b>TEITL</b>	Trefniadau Llywodraethu GwE
<b>PWRPAS</b>	Adrodd ar fanylion trefniadau llywodraethu ar gyfer GwE mewn ymateb i'r Model Cenedlaethol ar gyfer Gweithio Rhanbarthol
<b>ARGYMHELLIAD</b>	Fod y Cyd-bwyllgor yn argymhell y strwythur llywodraethu diwygiedig a threfniadau dirprwy swyddogaethau i'r awdurdodau partner.
<b>AWDUR</b>	Iwan G D Evans Pennaeth Gwasanaethau Cyfreithiol Cyngor Gwynedd

## Cyflwyniad

1. Cyhoeddwyd y ddogfen canllawiau - Cyhoeddwyd y Model Cenedlaethol ar gyfer Gweithio Rhanbarthol gan Lywodraeth Cymru ym mis Chwefror 2014. Yng Ngwanwyn 2014 penderfynodd Cabinet y 6 Cyngor partner: -
  - Gymeradwyo Model Cenedlaethol ar gyfer Gweithio Rhanbarthol yng Nghymru mewn perthynas â Gwella Ysgolion.
  - Mabwysiadu'r Model Cenedlaethol ar gyfer Gweithio Rhanbarthol ar Wella Ysgolion a datblygu cynllun busnes gyda'r bwriad o gynnwys y gwasanaethau ychwanegol ar restrir yn y Model Rhanbarthol ar gyfer GwE, yn raddol, yn dibynnu ar gael achos busnes parhaol i bob un a chynllun pontio ategol i sicrhau parhad a pherfformiad y gwasanaeth.
2. Yn ei gyfarfod ar y 29ain o Fedi 2014 cymeradwyodd y Cyd-bwyllgor strwythur llywodraethu amlinellol yn seiliedig ar y model yn Atodiad 1 a gofynnwyd am adroddiad manwl ar gyfer creu argymhellion i Gabinetau unigol. Mae'r adroddiad yma yn argymhell newidiadau i'r strwythur llywodraethu sydd wedi ei osod allan yn Cytundeb Rhwng Awdurdod dyddiedig yr 18fed o Chwefror 2014.
3. Mae Atodiad 2 yn adrodd ar ddiwygiadau i aelodaeth y Cyd-bwyllgor a sefydlu Bwrdd Ymgynghorol a Bwrdd Rheoli i gefnogi'r Rheolwr

Gyfarwyddwr a'r Uwch Dim Rheolaeth yn Rheolaeth GwE. Mae aelodaeth y Bwrdd Ymgynghorol a'i swyddogaethau yn adlewyrchu cysyniad y "Bwrdd Gweithredol" a geir yn y Model Cenedlaethol ond gyda phwerau i wneud argymhellion. Fe fydd gan y Bwrdd Rheoli bwerau penderfynu. Mae rhaniad a dirprwyo'r swyddogaethau wedi eu gosod allan yn y tabl yn Atodiad 3.

4. Bydd y Byrddau yn cyfarfod yn ôl y gofyn ond o 'leiaf unwaith pob chwarter. Argymhellir fod cworwm yn cynrychioli o'leiaf hanner yr aelodaeth ond yn achos y Bwrdd Ymgynghorol fod o 'leiaf dau aelod arbenigol yn bresennol yn y cyfarfod. Penodir Cadeirydd o blith eu haelodaeth ac yn achos y Bwrdd Ymgynghorol gyda rôl sydd yn adlewyrchu y Model Cenedlaethol.
5. Argymhellir hefyd fod y dirprwyo ariannol o fewn GwE yn cael ei drefnu yn y modd canlynol: -

Gallir caniatáu trosglwyddiadau rhwng penawdau yng nghyllideb flynyddol GwE, unai am flwyddyn neu'n barhaol, o Gyllidebau Refeniw yn unol a'r drefn a welir yn y tabl isod.

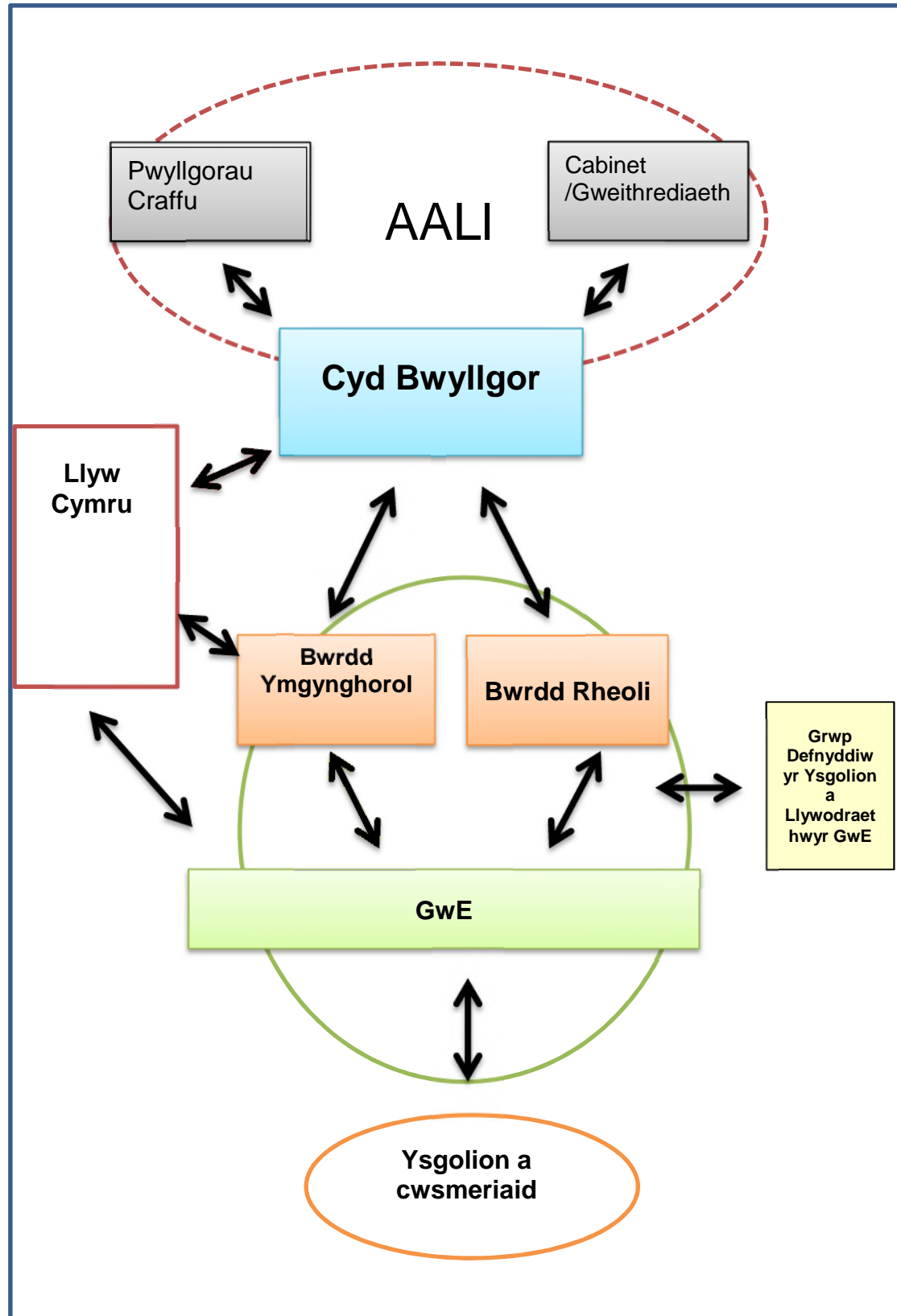
<b>Swm cronnus am y flwyddyn</b>	<b>Caniatâd Trosglwyddo</b>
Hyd at £50,000	Rheolwr Gyfarwyddwr
£50,000 hyd at £100,000	Prif Swyddog Arweiniol mewn ymgynghoriad a Phennaeth Cyllid
£100,000 hyd at £200,000	Bwrdd Rheoli
£200,000 neu fwy	Y Cyd-bwyllgor

6. Fel rhan o adolygiad y Cyd-bwyllgor awgrymir fod Rheolau Sefydlog Gwynedd ynglŷn â chworwm yn cael ei fabwysiadu fel y byddai'n golygu, yn achos y Cyd-bwyllgor y bydd angen tri aelod pleidleisio yn bresennol er sefydlu cworwm.

### **Dogfennau cefndirol**

Model Cenedlaethol ar gyfer gweithio'n rhanbarthol - Canllawiau  
Llywodraeth Cymru 2014

## Atodiad 1 – Strwythur Arfaethedig



Cyd-bwyllgor (Cyfredol)		Cyd-bwyllgor (Arfaethedig)	Bwrdd Ymgynhorol	Bwrdd Rheoli	
Aelodau Pleidleisio	Aelodau sy'n Swyddogion – Dim Pleidlais	Aelodau Pleidleisio			
6 x Aelod Portffolio Addysg (Un o bob awdurdod lleol yng Ngogledd Cymru)	6 x Prif Swyddog Addysg Statudol (Un o bob awdurdod lleol yng Ngogledd Cymru)	6 x Aelod Portffolio Addysg (Un o bob awdurdod lleol yng Ngogledd Cymru)	1 x Aelod Portffolio (Arweiniol ar gyfer y Rhanbarth)  PSA Arweiniol  Rheolwr Gyfarwyddwr  Dim mwy na 5 arbenigwr (Unigolion i'w penodi gan y Cyd-bwyllgor)  Enwebai Llywodraeth Cymru	6 x Prif swyddog Addysg Statudol (Un o bob awdurdod lleol yng Ngogledd Cymru)  Rheolwr Gyfarwyddwr  Aelodau o Uwch Dim Arweiniol GwE yn ôl y gofyn	
Aelodau cyfetholedig – Dim pleidlais	Swyddogion i fynychu	Swyddogion i fynychu – Dim pleidlais			
1 x Cynrychiolydd o'r esgobaeth sydd wedi ei enwebu ar ran esgobaeth Wrecsam, Llanelwly a Bangor am gyfnod o ddwy flynedd ar sail rota	1 x Cynrychiolydd Cyfreithiol 1 x Cynrychiolydd A151 Arbenigwyr eraill yn ôl y gofyn	Prif Weithredwr Arweiniol 6 x Prif swyddog Addysg Statudol (Un o bob awdurdod lleol yng Ngogledd Cymru) 1 x Cynrychiolydd			

		Cyfreithiol 1 x Cynrychiolydd A151 Arbenigwyr eraill yn ôl y gofyn			
		<b>Aelodau cyfetholedig –</b> <b>Dim pleidlais</b>			
1 x Cynrychiolydd Ysgolion Cynradd  1 x Cynrychiolydd Ysgolion Uwchradd  1 x Cynrychiolydd Ysgolion Arbennig		1 x Prifathro Ysgol Gynradd  1 x Prifathro Ysgol Uwchradd  1 x Prifathro Ysgol Arbennig			
1 x Cynrychiolydd Llywodraethwyr		1 x Cynrychiolydd Llywodraethwyr			
		1 x Cynrychiolydd o'r esgobaeth sydd wedi ei enwebu ar ran esgobaeth Wrecsam, Llanelwy a Bangor am gyfnod o ddwy flynedd ar sail rota			

### ATODIAD 3

Bwrdd Ymgynghorol	Bwrdd Rheoli
<p>Gan adrodd yn rheolaidd i'r Cyd-bwyllgor bydd y Bwrdd Ymgynghorol yn: -</p> <p>Herio mewn ffordd adeiladol ac yn cyfrannu at ddatblygu'r strategaeth er grymuso'r sefydliad i gyrraedd eu hamcanion;</p> <p>Ystyried a gwneud argymhellion i'r Cyd-bwyllgor ynglŷn â'r cynllun busnes blynyddol;</p> <p>Monitro ac adolygu perfformiad rheolwyr yn cyrraedd a chyflawni'r nodau ac amcanion a monitro adrodd ar berfformiad.</p>	<p>Gan adrodd yn rheolaidd i'r Cyd-bwyllgor bydd y Bwrdd Rheoli yn: -</p> <p>Cyd adeiladu'r Cynllun Busnes blynyddol gan gynnwys yr atodlenni unigol i adnabod gofynion penodol ar lefel awdurdod lleol unigol;</p> <p>Monitro yn rheolaidd y cynnydd yn erbyn amcanion ac allbynnau a adnabuwyd yn y Cynllun Busnes;</p> <p>Gosod trefniadau mewn lle i sicrhau bod systemau a Rheolaeth ariannol GwE yn gadarn;</p> <p>Darparu cyngor proffesiynol i'r Cyd-bwyllgor ynglŷn â phenodi'r Rheolwr Gyfarwyddwr.</p>



## **ADRODDIAD I'R CYD-BWYLLGOR**

**6 Tachwedd 2014**

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Adroddiad gan: **Rheolwr Gyfarwyddwr GwE a Phennaeth Cyllid Cyngor Gwynedd**

Pwnc: **Cyllideb GwE 2014/15 – Adolygiad Ail Chwarter**

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### **1. PWRPAS YR ADRODDIAD**

- 1.1 Diweddarau aelodau'r Cyd-bwyllgor ar adolygiad ariannol diweddaraf cyllideb GwE am y flwyddyn gyllidol 2014/15.
- 1.2 Mae'r adroddiad yn canolbwyntio ar yr amrywiadau ariannol sylweddol, tra mae'r manylion llawn yn yr Atodiad.

### **2. CASGLIAD**

- 2.1 Amcangyfrifir tanwariant net (£67,000) yn erbyn y gyllideb i gymharu gyda'r tanwariant net (£230,000) adroddwyd yn yr Adolygiad Chwarter 1 a chyflwynwyd i'r cyfarfod blaenorol, lleihad net yn y tanwariant o £163,000.
  - 2.2 Y tri prif symudiad sy'n gyfrifol am leihau'r tanwariant net yw -
    - £132,000 Costau Diswyddo (gweler 3.3) - penderfyniad ar ôl yr adolygiad monitro Chwarter 1.
    - (£67,000) Costau Teithio (gweler 3.6) - erbyn hyn mae tystiolaeth i gadarnhau'r tanwariant ar y pennawd yma.
    - £97,000 Swyddi wedi eu sefydlu/trosglwyddo yn unol â gofynion y Model Cenedlaethol - penderfyniadau'r cydbwyllgor yn y cyfarfod pryd cyflwynwyd yr adolygiad monitro Chwarter 1.
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- 2.3 Mae rhan ddilynol o'r adroddiad a'r Atodiad manwl yn amlygu gôr/tan wariant rhagwelir am y flwyddyn gyfan yn erbyn y gyllideb wreiddiol.

### **3. AMRYWIADAU ARIANNOL**

3.1 Gweithwyr - Rheolaeth, Broceru, Safonau a Gweinyddiaeth (£123,000) tan wariant:

Yn dilyn addasiad parhaol i'r gyllideb er mwyn ariannu swyddi Pennaeth Safonau, Pennaeth Broceru a Chefnogaeth, a dwy swydd yn gysylltiedig â throsglwyddiad gwaith gweinyddol y Swyddfa Consortiwm i'r GwE (yn unol â gofynion y 'Model Cenedlaethol'), bydd tanwariant un-tro eleni gan na fydd costau blwyddyn gyfan yn erbyn cyfrifon 2014/15:

- Pennaeth Safonau – cychwyn 1<sup>af</sup> Ionawr 2015 (amcan)
- Pennaeth Broceru a Chefnogaeth – cychwyn 1<sup>af</sup> o Fedi 2014
- Swyddog Gweinyddol – cychwyn 1<sup>af</sup> o Fedi 2014
- Swyddog Gweinyddol – cychwyn 1<sup>af</sup> o Fedi 2014

3.2 Gweithwyr – Ymgynghorwyr Her (£17,000) tan wariant:

Tanwariant un-tro eleni gan fod rhai o weithwyr GwE ddim ar uchafswm eu graddfa cyflog.

3.3 Gweithwyr - Costau Diswyddo £132,000 gor wariant:

Cost unwaith ac am byth o ganlyniad i drosglwyddiad gwaith y Swyddfa Consortiwm i'r GwE (yn unol â gofynion y Model Cenedlaethol) gydag asesiad yn arwain at leihau'r nifer swyddi ei angen.

3.4 Gweithwyr - Hyfforddiant, hysbysebu a chostau gweithwyr eraill £11,000 gôr wariant:

Costau hysbysebu uwch na'r arfer, gan gynnwys hysbysebu dwy swydd newydd (Pennaeth Broceru a Chefnogaeth a Phennaeth Safonau).

3.5 Adeilad (£15,000) tan wariant:

Mae cost cytundebau rhent cyfredol yn llai na'r gyllideb sefydlwyd yn achos busnes y prosiect pryd sefydlwyd GwE, ac felly bydd tanwariant un-tro eleni. Ni ragwelir hyn yn arbediad parhaol, gan fod gofynion swyddfa ar gyfer y gwasanaeth wedi newid (oherwydd y model cenedlaethol). O ganlyniad, bydd angen adleoli dwy o'r swyddfeydd i swyddfeydd mwy yn ystod 2014/15. Bydd swyddfeydd mwy felly yn golygu cost uwch.

3.6 Cludiant (£67,000) tan wariant:

Mae dadansoddiad o'r tuedd costau teithio hyd yn hyn yn awgrymu bod y gwir gost flynyddol yn debygol o fod yn is na'r hyn sefydlwyd yn yr achos busnes terfynol. Os bydd adolygiad yn cadarnhau arbediad parhaol ar y pennawd yma, bydd modd trosglwyddo'r arbediad allan i bennawd arall am y tro, gan nodi bydd costau sylweddol uwch Yswiriant Gwladol i'w ysgwyddo yn 2016/17.

3.7 Cyflenwadau a Gwasanaethau £13,000 gôr wariant:

Daeth i'r amlwg nad yw'r cyllid ar gyfer y pennawd hwn yn ddigonol, ac mae'n fwriad trosglwyddo cyllid o gostau teithio yn dilyn adolygiad.

**4. ARGYMHELLIAD**

- 4.1 Gofynnir i'r Cyd-bwyllgor gadarnhau ymrwymo'r tanwariant, pe bai yn yr un cae a'r hyn (£67,000) amcangyfrifir yma, ar gyfer comisiynu er mwyn cyflawni'r cynllun busnes, y model cenedlaethol, a gofynion ysgolion yn 2014/15 a thu hwnt.

**ATODIADAU**

Atodiad 1: Cyllideb GwE 2014/15 – Adolygiad Ail Chwarter.

CYD-BWYLLGOR GwE

Cyllideb GwE 2014-15 - Adolygiad Ariannol Ail Chwarter

	Cyllideb Agoriadol £	Addasiadau £	Cyllideb Diwygiedig £	Gwariant y Rhagwelir Chwarter 2 £	Amrywiant £
<b>Gwariant</b>					
Gweithwyr					
Cyflogau					
- Rheolaeth, Broceru, Safonau a Gweinyddiaeth	489,940	239,875	729,815	606,571	(123,244)
- Ymgynghorwyr Her	2,429,669	-239,875	2,189,794	2,172,597	(17,197)
Costau Diswyddo	0		0	131,924	131,924
Hyfforddiant, hysbysebu a costau gweithwyr eraill	25,230		25,230	35,771	10,541
Adeilad					
Rhent (yn cynnwys gwasanaethau)	50,640		50,640	36,000	(14,640)
Cludiant					
Costau Teithio	194,370	-6,200	188,170	120,971	(67,199)
Cyflenwadau a Gwasanaethau					
Dodrefn, offer, argraffu, post, ffon, hurio stafelloedd ayb	22,140		22,140	34,948	12,808
Technoleg Gwybodaeth	16,329		16,329	16,329	0
Ffioedd archwilio	0	6,200	6,200	6,200	0
Broceru	255,250		255,250	255,250	0
Costau Gwasanaethau Cefnogol Awdurdod Lletyol Cyngor Gwynedd					
Cyfreithiol	5,107		5,107	5,107	0
Adnoddau Dynol	8,754		8,754	8,754	0
Cyllid	37,856		37,856	37,856	0
Technoleg Gwybodaeth	25,525		25,525	25,525	0
Ymrwmiadau Model Cenedlaethol	595,446		595,446	595,446	0
Prosiectau Penodol					
Cydlynnydd Rhanbarthol - Rhaglen Gymorth Genedlaethol: Llythrennedd a Rhifedd	0		0	16,000	16,000
Grant Effeithiolrwydd Ysgolion (GEY)	1,662,000		1,662,000	1,662,000	0
Grant y Gymraeg Mewn Addysg (GGMA)	701,069		701,069	701,069	0
Rhaglen Llythrennedd Corfforol i Ysgolion (PLPS)	0		0	113,000	113,000
Her Ysgolion Cymru	0		0	1,600,500	1,600,500
PISA	0		0	610,000	610,000
<b>Cyfanswm Gwariant</b>	<b>6,519,325</b>	<b>0</b>	<b>6,519,325</b>	<b>8,791,818</b>	<b>2,272,493</b>
<b>Incwm</b>					
Cyfraniadau ar gyfer costau rhedeg y gwasanaeth craidd					
- Cyngor Ynys Môn	(425,039)		(425,039)	(425,039)	0
- Cyngor Gwynedd	(747,738)		(747,738)	(747,738)	0
- Cyngor Conwy	(648,868)		(648,868)	(648,868)	0
- Cyngor Dinbych	(629,293)		(629,293)	(629,293)	0
- Cyngor Fflint	(930,260)		(930,260)	(930,260)	0
- Cyngor Wrecsam	(775,058)		(775,058)	(775,058)	0
Prosiectau Penodol					
Cydlynnydd Rhanbarthol - Rhaglen Gymorth Genedlaethol: Llythrennedd a Rhifedd	0		0	(16,000)	(16,000)
Grant Effeithiolrwydd Ysgolion (GEY)	(1,662,000)		(1,662,000)	(1,662,000)	0
Grant y Gymraeg Mewn Addysg (GGMA)	(701,069)		(701,069)	(701,069)	0
Rhaglen Llythrennedd Corfforol i Ysgolion (PLPS)	0		0	(113,000)	(113,000)
Her Ysgolion Cymru	0		0	(1,600,500)	(1,600,500)
PISA	0		0	(610,000)	(610,000)
<b>Cyfanswm Incwm</b>	<b>(6,519,325)</b>	<b>0</b>	<b>(6,519,325)</b>	<b>(8,858,825)</b>	<b>(2,339,500)</b>
<b>Cyfanswm</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(67,007)</b>	<b>(67,007)</b>