

Complete Agenda



Tuag at Ragoriaeth
Towards Excellence



Meeting

GWE JOINT COMMITTEE

Date and Time

10.30 am, WEDNESDAY, 21ST FEBRUARY, 2018

Location

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

Contact Point

Sioned Williams

01286 679729

sionedwilliams3@gwynedd.llyw.cymru

(DISTRIBUTED: 16/02/18)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

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

Co-opted Non-voting Members

Rita Price	Wrexham Diocese
Mair Herbet	Secondary Schools Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative

Non-voting Officers

Delyth Molyneux	Isle of Anglesey County Council
Dr Lowri Brown	Conwy County Borough Council
Karen Evans	Denbighshire County Council
Claire Homard	Flintshire County Council
Ian Roberts	Wrexham County Council
Garem Jackson	Gwynedd Council

Officers in Attendance

Arwyn Thomas	GwE Managing Director
Iwan G. Evans	Host Authority
Dafydd L. Edwards	Host Authority
Steve Vincent	Welsh Government
Susan Owen Jones	GwE Business Manager
Dr Gwynne Jones	Isle of Anglesey County Council
Rhys Howard Hughes	GwE Assistant Director
Alwyn Jones	GwE Assistant Director
Gareth Williams	Chair of the Advisory Board

A G E N D A

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

3. URGENT ITEMS

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

4. MINUTES OF PREVIOUS MEETING

5 - 7

(copy enclosed)

5. G6 PRESENTATION

Verbal presentaiton

6. LEVEL 1 BUSINESS PLAN - MONITORING QUARTER 3 REPORT

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7. GWE BUDGET REVIEW 2017/18 - QUARTER 3

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8. GWE BASE BUDGET 2018/19

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9. MEDIUM TERM FINANCIAL PLAN 2017/18 - 2020/21

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10. RISK REGISTER

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11. ADVISORY BOARD REPORT

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12. MEETING DATES

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GwE JOINT COMMITTEE

22.11.2017

Present:

Councillors: Gareth Thomas – Chair (Gwynedd Council), Phil Wynn – Vice Chair (Wrexham County Borough Council), Meirion Jones (Isle of Anglesey County Council), Huw-Hilditch Roberts (Denbighshire County Council), Ian Roberts (Flintshire County Council).

Co-opted Members with no vote: Rita Price (Wrexham Diocese), Jonathan Morgan (Special Schools representative)

Officers with no note: Karen Evans (Denbighshire County Council), Claire Homard (Flintshire County Council), Ian Roberts (Wrexham County Borough Council), Garem Jackson (Gwynedd Council)

Also present: Arwyn Thomas (GwE Managing Director), Iwan Evans (Head of Host Authority Legal Service - Gwynedd Council), Susan Owen Jones (GwE Business Manager), Dr Gwynne Jones (Isle of Anglesey County Council), Dr Alwyn Jones (GwE Assistant Director), Hefin Owen (Host Authority Finance Manager), Ruth Thackray (Senior Lead Curriculum for Wales), Gareth Williams (Advisory Board Chair)

1. APOLOGIES

Councillor Garffild Lewis, Diane Chisholm (Primary Schools representative), Mair Herbert (Secondary Schools representative), Alison Fisher (Governors representative), Dr Lowri Brown (Conwy County Borough Council), Dafydd L. Edwards (Host Authority Head of Finance - Gwynedd Council), Steve Vincent (Welsh Government), Rhys Howard Hughes (GwE Assistant Director), Delyth Molyneux (Isle of Anglesey County Council)

2. CONDOLENCES

Condolences were extended to Dr Lowri Brown following the death of her mother recently.

3. CHAIR NOTICES

- (a) Congratulations were extended to Garem Jackson on his appointment as Head of Education for Gwynedd Council and to Arwyn Williams, Headteacher of Ysgol Uwchradd Brynrefail, on his appointment as Head of Education for Isle of Anglesey County Council.
- (b) A warm welcome was extended to Gareth Williams, Advisory Board Chair, who will be attending meetings in the future.
- (c) It was noted that Diane Chisholm will be resigning from the Joint Committee. The Chair thanked her for her dedication and her contribution as Primary Schools representative.

4. DECLARATION OF PERSONAL INTEREST

No declaration of personal interest was received from any members present.

5. URGENT MATTERS

- (a) **Secondary Teachers Regional Conference**

Following media comments on the cost of inviting guest speakers to the GwE Secondary Teachers Regional Conference in July, GwE Managing Director was given an opportunity to respond to a number of questions from Councillors on the Joint Committee, and to put the issue into context. At the request of members, it was noted that any conference arrangements in the future be put to the Joint Committee in order to discuss cost and ensure value for money.

(b) Re-structure of New Curriculum in Wales

The Curriculum for Wales Senior Lead gave an update on the work undertaken by GwE to develop the new curriculum in Wales.

6. MINUTES OF PREVIOUS MEETING

The Chair signed the minutes of the meeting held on 4 October 2017 as a true and accurate record.

7. ESTYN FEEDBACK

GwE Managing Director thanked all GwE partners for their dedication and contribution to the success of the inspection, and it was noted that the team takes great pride in the report.

There was reference to the main messages in each of the recommendations as well as those elements that require attention, namely, the Foundation Phase and Key Stage 4, which are already addressed in business plans.

During the subsequent discussion, the following points were highlighted:

- Thanks were given to the Managing Director and to GwE staff for achieving an excellent result in a short period of time.
- The strength of the collaboration between GwE partners was praised, and the importance of maintaining this at this high level was emphasised.
- It was noted there has been a significant change in culture. Now, there is a culture of acknowledging each other's contributions, and the time is right for further development.

8. LEVEL 1 BUSINESS PLAN: QUARTER 2 MONITORING REPORT

The Managing Director presented the quarter 2 monitoring report for the Level 1 Business Plan. Challenges and improvements required in the Foundation Phase and Key Stage 4 were highlighted.

IS WAS DECIDED TO: accept the report.

9. GwE 2017-28 BUDGET - QUARTER 2 REVIEW

The Host Authority Finance Manager presented a report. It was noted there are no significant changes in the Quarter 2 Review.

IT WAS DECIDED TO: accept the report.

10. GwE IMPROVEMENT STRATEGY 2017-20: SECONDARY, PRIMARY AND CURRICULUM FOR WALES

GwE Assistant Director presented a report on GwE Improvement Strategies, which are aligned with the Welsh Government document 'Education in Wales: Our national mission', setting a direction for the next three years. Attention was drawn to the secondary strategy and the impact of action to improve the region's inspections profile.

During the subsequent discussion, the following points were highlighted:

- The problem of recruiting headteachers to the profession needs to be addressed.
- It was asked whether it is possible to integrate leaders' skills for the primary and the secondary when planning for the new curriculum.

IT WAS DECIDED TO: accept the report.

11. DEVELOPING THE WORKFORCE TO SUPPORT WELSH IN EDUCATION

The Welsh Sub-group presented a report on the 'Developing the Workforce to Support Welsh in Education' plan.

It was reported that Welsh Government is about to launch the plan, with the aim of there being a million Welsh speakers by 2050. It was noted that the region has received a grant allocation of £557,051 in order to develop the workforce to support Welsh in education. The Welsh Sub-group has already been established, which includes representation from each local authority in the region, and intends to function as a Project Board for the work.

The following points were highlighted:

- Flintshire County Council interim Head of Education noted that efficient teams already exist, which are responsible for workforce development programmes. It was expressed that organisations such as Yr Urdd play a key role in breaking down barriers and changing attitudes towards the Welsh language in English-speaking areas, making the language more accessible and inclusive. It is important that the plan does not focus on education alone, and that it is extended beyond Welsh-medium schools.
- It was asked whether the plan will belong to schools or to the Council. It was noted that it would be difficult to influence school plans.

IT WAS DECIDED TO: accept and approve the project brief.

The meeting started at 10:30am and concluded at 12:15pm.

CHAIR



REPORT TO THE JOINT COMMITTEE

21 FEBRUARY 2018

Report by: GwE Managing Director

Subject: Level 1 Business Plan – Monitoring Quarter 3 Report

1.0 Purpose of the Report

1.1 To present the Level 1 Business Plan – Monitoring Quarter 3 Report to the Joint Committee.

2.0 Background

2.1 The Regional Business Plan 2017-2020 sets out the 3 year vision, priorities, actions, outputs and success criteria across the region.

2.2 Progress against the Business Plan will be reported upon quarterly to the Joint Committee.

3.0 Considerations

3.1 Enclosed is the Monitoring Quarter 3 Report of the Level 1 Business Plan.

3.2 The Level 1 plan is the responsibility of the Managing Director & Chair of the Management Board to deliver as the accountable officers. The Joint Committee are ultimately accountable for its delivery.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the monitoring report for quarter 3.

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

8.1 The GwE Management Board & Advisory Board have been consulted during the development of the Level 1 Business Plan.

9.0 Appendices

9.1 Monitoring Quarter 3 Report.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

I appreciate the Business Plan, which sets out clear responsibility for appropriate action in the areas of business, risk, and value for money, among others. I note that the author states, in paragraph 5 of the report, that there are no financial implications arising from this report. Whilst it will be challenging to implement all aspects of the Business Plan, it is expected that GwE will finance any financial implications from within its current budget.

Business Plan 2017-20 Level 1

Quarter 3 Monitoring Report

GwE Business Plan 2017-20
Monitoring Quarter 3 - Level 1

1. STANDARDS							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
1 1.6 1.7 E1 P ALL 6 R6 R7 R15	Standards – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.	Foundation Phase – improve the performance in foundation phase: <ul style="list-style-type: none"> • Increase the pace of improvement in the Foundation Phase in Ynys Mon, Gwynedd, Conwy and Denbighshire Local Authorities • Raise standards of Welsh First Language in Foundation Phase • Maintain good standards in Wrexham and Flint. 	<p>Improvements in standards at the end of the FP across the region with 89.84% achieving the FPI.</p> <p>Improvement in the % achieving the FPI in:</p> <ul style="list-style-type: none"> • Ynys Môn – 89.29% • Gwynedd - 91.49% • Conwy - 87.89% • Denbighshire – 87.89% <p>Raise standards of Welsh First Language in Foundation Phase to 93.5%</p> <p>Increase in the percentage of learners achieving higher outcomes in all indicators across the region:</p> <ul style="list-style-type: none"> • LLCE 40.6% • LLCW 43.1% • MD 42.6% • PSD 69.3% 	Marc B Hughes	June 2018	£50,000 (EIG11) 100 days £100,000 (M5) 300 days	<p>The progress within the region in the percentage of pupils achieving the Foundation Phase Indicator (FPI) over the last 2 years is higher than that seen on national level. Regional data collected in 2017 show 1.1% increase at FPI.</p> <p>All 4 FPh areas have increased regionally – LLCW 89.1% (+1.3%), LLCE 88.4% (+1.9%), MD 90.1% (+0.6%) and PSD 95.1% (+0.7%).</p> <p>Two LAs made significant improvements – Wrexham and Flintshire:</p> <ul style="list-style-type: none"> • Flintshire 86.9% to 89.5% (+2.6%) • Wrexham 86.6% to 88.4% (+1.9%) <p>It is currently difficult to predict next year's Foundation Phase outcomes. Collections of progress against targets and projections are still ongoing, while the current National teacher assessment consultation has refueled the debate regarding accurate TA.</p> <p>The outcomes at both the expected and higher outcomes look likely to fall regionally in 2018. The current regional projection is 85.5% which is 1.5% less than 2017 and 4.3% below the modelled regional target of 89.8%.</p> <p>Targeted schools have been identified</p>

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
1 1.8 1.9 E1 P ALI x 6 R6 R7							<p>across the region. First workshop targeting borderline 4/5 in LLC and MD delivered. Follow up workshop will be delivered early in the Spring Term. FP standardisation and moderation workshops have been arranged regionally, for all schools to access, in the Spring and Summer term.</p> <p>No primary school, within the region, inspected during 2017 autumn term received unsatisfactory for Inspection Area 1 with many schools (80%) inspected were judged as 'good'.</p>
		<p>Key Stage 2 - improve the performance in KS2:</p> <ul style="list-style-type: none"> • Improve the performance of Conwy Local Authority at KS2 • Maintain good standards in other local Authorities 	<p>Improve the performance of Conwy Local Authority at KS2 to 90.1%.</p> <p>Maintain good standards in other local Authorities.</p>	Marc B Hughes	June 2018	<p>£50,000 (EIG 2) 100 days</p> <p>£32,500 (M5) 65 days</p>	<p>In 2017, GwE's performance in the Core Subject Indicator (CSI) has risen from 3rd position in the previous year to be 1st of the four consortia. Regional data collected in 2017 show 1.6% increase from 88.8% to 90.4% at CSI.</p> <p>All 4 KS2 areas have increased regionally:</p> <ul style="list-style-type: none"> • Welsh (+1.6%), • English (+1.7%), • Maths (+1.2%) • Science (+0.8%). <p>Three LAs (Conwy, Wrexham and Flintshire) were within 0.5% of their 2017 target and two exceeded their target (Ynys Mon and Gwynedd). Denbighshire were 1.1% below target.</p> <ul style="list-style-type: none"> • Gwynedd (+1.3%) • Ynys Mon (+0.4%) • Conwy (-0.5%)

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
1	1.8 1.9 E1						<ul style="list-style-type: none"> Denbighshire (-1.1%) Flintshire (-0.3%) Wrexham – (-0.3%) <p>Higher outcomes have improved significantly in 2017:</p> <ul style="list-style-type: none"> Welsh (+3.8%) English (+4.5%) Maths (+6.1%) Science (+5.6%) <p>In Conwy there was an improvement of 1.7% (from 86.8% to 88.4%) just short of its 2017 target of 88.9%.</p> <p>It is currently difficult to predict next year's Key Stage 2 outcomes. Collections of progress against targets and projections are still ongoing, while the current National teacher assessment consultation has refuelled the debate regarding accurate TA.</p> <p>The expected levels look as though they will be maintained at KS2, however the higher levels need to be further targeted to prevent them falling below last year's outcomes and the modelled target.</p>
		Improve the performance of Wrexham Local Authority at KS3	Improve the performance of Wrexham Local Authority at KS3 to 92.21%.	Elfyn V Jones	June 2018	£4,000 (M12) 8 days £1,000 (C3) 2 days £8,000 (M12)	<p>Wrexham LA and GwE staff are identifying and targeting groups of learners, subjects and schools for support.</p> <p>TA for 2017 shows 1.9% increase to 86.3% in the CSI. This is higher than the national average of 1.5% and the highest increase</p>

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
P ALI x 6 R6 R7						16 days £1500 (M12) 3 days £1,000 (C1) 2 days £3000 (C1) 6 days	within the region. However, analysis of final teacher assessments indicates that improving the performance of Wrexham LA at KS3 remains a priority and is addressed within their LA plan.
1 1.1 1.5 E1 u ALI x 6 R4 R5 R6 R7 R14 R16 R17		Improve standards at KS4: <ul style="list-style-type: none"> Improve standards in core subjects at KS4. <ul style="list-style-type: none"> Improve performance in non-core subjects. 	Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase. The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%. 55% of schools performing in line with or above modelled outcome for L2+. Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent by 1.5 the rate of the national increase. All schools have good support plans with a focus on raising standards at KS4.	Elfyn V Jones	August 2018	Core £60,000 (C2) 120 days £23,000 (C3) 46 days £25,000 50 days £125,000 (M12) 250 days £811000 (EIG5) 22 days	The percentage of pupils achieving the Level 2 Inclusive Threshold (L2+) is a new baseline for Wales and the region this year. In 2017, the new GCSE specifications for English, Welsh, Mathematics and Science were examined for the first time. Mathematics includes two new syllabuses (Numeracy and Mathematics) and either of these subjects contributes towards the Level 2 Inclusive Threshold (L2+). In addition, changes to the L2+ indicator, means that only English or Welsh First Language is included, whereas in the past Literature GCSE for either language also contributed. All schools have robust support plans with a focus on raising standards at KS4. However, current projections demonstrate variance against target: L2+ -4.7%; L2 -4.6%; L1 -0.9%; 5a*/a -1.7%; English – 3.4%; Welsh – 3.0%; Best of maths -5.1%; Science

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							-4.9%. Additional support is currently being targeted to individual schools.
1 1.1 – 1.10 E1 C Page 16 AL16 R11		Improve the performance of FSM learners, especially in English Language	The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days Core	TA for 2017 has increased to 73.5% [from 67.6% in 2015 and 73.3% in 2016]. Gap between eFSM and non-FMS sees slight increase from -17.2 to -18.0 due to 1.0% increase in performance of non-FSM pupils. Data shows that FSM learner performance at FPI has increased by 1.7% and the gap has reduced by approximately 1% in 2017. In 2017 the percentage of eFSM pupils achieving L2+ regionally fell to 26.9%, down by 7.4% compared to 2016 with the reduction slightly higher than the 7.1% decrease seen nationally. Performance of FSM pupils at KS4 remains a key priority.
1 1.1 – 1.5 1.8 1.9 E1 U		Improve performance in English language.	An improvement in English language KS4 results by 1.5 the rate of the national increase.	Gaynor Murphy	August 2018	£15,000 (C3) 30 days	In 2017, the percentage of pupils achieving A*-C in GCSE English Language increased by 1.75%. However, more work needs to be done with benchmarking of individual schools. Clear plans are in place to address the performance issues. The 'Wave' system has been consolidated and refined. Regular review points are set in

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
R4 R5 R7 R14 ALI x 6							<p>place to review risk / support. Intelligence on schools have been shared with SIAs at team meetings. All Wave 30/33 Wave 2 & 3 schools received support. Schools at risk identified.</p> <p>However, current projections demonstrate variance against target in English of –3.4%.</p> <p>Additional support is currently being targeted to individual schools.</p>
1 1.1 1.5 1.8 1.9 E1 U R4 R5 R7 R14 ALI x 6		Improve performance in maths and numeracy	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	August 2018	£25,000 50 days	<p>In 2017, the percentage of pupils achieving A*-C in Mathematics (56.2%) is lower than the national average (58.7%).</p> <p>The percentage of pupils achieving A*-C regionally in Numeracy GCSE (58.1%) was 1.9% higher than the Mathematics 2017 results.</p> <p>Clear plans are in place to address the performance issues.</p> <p>Individuals commissioned to ensure tailored support for all Wave 2 and Wave 3 schools.</p> <p>Data analysis tool and pupil target setting sheets shared with HOD.</p> <p>All Wave 2 and 3 school visited at least once in Autumn term and action points shared</p> <p>Changes to GCSE syllabus has created a degree of uncertainty across the region.</p>

1. STANDARDS							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							<p>Overriding factor in uncertainty is that over half of Head of Departments were appointed to role within the last two years.</p> <p>However, current projections demonstrate variance against targets in maths/maths numeracy and best of maths at -5.1%. Additional support is currently being targeted to individual schools.</p>
1 1.1 1.1 E1 C U ALI x 6 R5 R7 R14 R16		Improve performance of groups of learners: <ul style="list-style-type: none"> FSM Boys MAT 	Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days Core	<p>Data shows that FSM learner performance at FPI has increased by 1.7% and the gap has reduced by approximately 1% in 2017.</p> <p>Gender gap at Foundation Phase has reduced across the region in 5 of the 6 LAs with boys' performance improving overall.</p> <p>Higher outcomes have improved significantly at Foundation Phase in 2017 LLCW (+2.7%), LLCE (+2.3%), MD (+2.3%) and PSD (+2.5%).</p> <p>Following establishing a new baseline for KS4 this year, the performance of groups of learners needs to improve when comparing with similar schools.</p> <p>Performance of FSM pupils at KS4 remains a key priority.</p> <p>Clear plans are in place to address the performance issues.</p>

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
2 2.1 – 2.4 2.7 C CaA ALI x 6 Page 19	Curriculum and assessment – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting,	Improve the provision, curriculum planning and assessment in the Foundation Phase.	All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.	Marc B Hughes	Summer Term 2018	£45,000 (C1) 90 days	<p>Workshops have been arranged for early spring term with follow up sessions first week in the summer term. Focus of workshops will be on standardisation and moderation of borderline Outcome 4/5 and Outcome 5/6 pupils. This will be offered to all schools across the region.</p> <p>Regional workshops on delivering high quality FPh planning and pedagogy for FPh teachers and support staff - Due to FPh capacity not all training programmes will be delivered within the financial year. Training will be delivered during the summer term.</p> <p>Regional baseline training delivered for all NQTs and teachers new to the FPh ensuring a consistent approach to the assessing process.</p> <p>No school during 2017 autumn term, has received unsatisfactory in Inspection Area 3 during an ESTYN inspection. 65% of schools inspected during autumn term was judged as 'good' for Inspection Area 3.</p> <p>Improving opportunities to develop literacy and numeracy skills across areas of learning not identified as a recommendation in 70% of the schools inspected.</p> <p>'Further developing outdoor learning' not a recommendation in 95% of the schools and 'Improving the delivery of the FP pedagogy'</p>

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
	tracking and intervention						not a recommendation in 80% of schools inspected.
2 2.1 – 2.8 u CaA ALI x Page 20		Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2018	£13,000 (M17) 26 days £11,000 (EIG5) 22 days	Curriculum groups have been established in Conwy, Denbighshire and Wrexham. In Gwynedd/Ynys Môn the vehicle for driving improvements will be the deputy heads strategic group which has recently been established. Awaiting developments and updates from WG/QW regarding revised indicators. Best practice will need G6 to be up and running in schools. All 6 authorities have received a PISA briefing and a WG survey is due by the end of January. Work is needed on the database. There is positive feedback from schools regarding the need to focus on curriculum and effect on KPI. We need to support schools to evaluate the effect of their curriculum. We can roll out good practice through our pilot work in Denbighshire with G6. However we have no consistency at the moment across the region regarding strategic Curriculum support.
2 2.1 – 2.8		Improve the quality of assessment, tracking and intervention programmes across the secondary schools.	Leaders at all levels make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their	Paul Mathews-Jones	September 2017 onwards	Core £15,000 (C1) 30 days	A tender has been sent out to create common marksheets, with focus on Science GCSE. Ysgol Dinas Bran, Ysgol Syr Hugh Owen and Ysgol Botwnnog have received initial training to set up live dashboard to

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
U CaA ALI x 6 R5			<p>targets for L2+ and that 60% are within 2%.</p> <p>No school to receive an unsatisfactory in Inspection Areas 3 and 4 during Estyn inspection.</p>			<p>£74,000 (EIG10) 148 days</p> <p>£11,000 (EIG5) 22 days</p> <p>£60,000 (C3) 120 days</p>	<p>use live data tracking.</p> <p>After receiving the final template from CYNNAL, we will then be able to distribute with schools. It will be linked to G6 work starting in Denbighshire.</p> <p>However, concerns remain about the quality and robustness of tracking assessments in many schools. There will be a continued focus on the area in the spring and summer term.</p>
Page 21 ALI x 6 R18		Improve provision at A Level	An improvement in A and AS results in line with targets set and to be above national averages on key indicators.	Martyn Froggett	September 2017 onwards	£5,000 (M17) 10 days	<p>Ensure enhanced and improved post-16 data collection at regional level - ALPs package has been purchased. All Core leads and LAs have access to this.</p> <p>Autumn term visit focussed on performance at Sixth Form level.</p> <p>In relation to strengthening collaboration with key stakeholders to address regional challenges, meetings of 14-19 network are supported by GwE. Good working arrangements have been established. Collaborative activity around ALPs conference, use of ALPs data has already taken place. The 14-19 group are supporting the planning of the sixth form conference in March.</p>
2 2.1 –		Deliver on Successful Futures - Raise awareness of the Four Purposes within Successful	All schools are on track to deliver the new curriculum.	Ruth Thackery	April 2017 onwards	Pioneer Grant	57 x Cluster facilitators are engaged across all clusters in the region and many have carried out engagement activities within

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
2.8 CU DLI1 DLI2 DLI3 DLI4 CaA ALx Page 22		Futures and development of the Areas of Learning and Experience as part of curriculum reform	Effective skills based curriculum in place in 85% of schools from the present baseline of 81%.				<p>their clusters. Nearly all capacity funding projects have been returned and most are focused on developing elements of pedagogy across the schools. Resources are being developed to support consistent messaging across a range of conversations. Change management resources being developed across consortia to support national messaging. School Improvement Advisers Portfolio leads also developing common materials to share with SIA during the visits to schools.</p> <p>Next Cluster facilitator meeting due to take place in February 2018. Estyn will be in attendance to discuss their role in curriculum reform. Also for discussion is how to move into year 2 with cluster work including increasing the number of facilitators within the cluster. Presentations at both Secondary and Primary User groups have been received well and all report increased awareness of developments through cluster work.</p> <p>100% of GwE schools on track to have better awareness of CfW and current CfW developments. Use of the G6 Dashboard will provide opportunity for schools to identify themselves as on track.</p>
2 CaA		Review the quality of provision and assessment in PRU centres.	Pupils in PRU have good provision in order to gain appropriate qualifications and contribute to LA KPI.	Richard Cubie	September 2017 onwards	£2,000 (C1) 4 days	There has been no review of current provision at all PRU centres to identify best practice and regional and local areas/aspects for further improvement, but

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
Page 23							<p>plans are in place for meetings this term.</p> <p>SER and SIP have been completed in all centres and are far more effective and robust, although some documentation needs more detail in terms of action points and measurable outcomes. There is some evidence of innovative curriculum development in conjunction with colleges, schools in all centres.</p> <p>There is some evidence in all PRUs of improved collaboration with mainstream schools, colleges and local employers in order to develop and expand the curriculum and vocational pathways available to meet the needs of each individual pupil at KS4.</p> <p>All centres have access to appropriate guidance to deliver the new curriculum.</p> <p>All centres are well prepared for Inspection Areas 3 and 4 during an ESTYN inspection.</p> <p>SER and SIP are generally fit for purpose.</p> <p>All centres have :</p> <ul style="list-style-type: none"> • improved target setting processes in place. • targets with the necessary level of challenge to improve performance. • effective tracking processes are operational to allow for early identification of underperformance. • regular detailed analyses of

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							<p>assessments.</p> <ul style="list-style-type: none"> effective intervention programmes in place following identification of individual learners. <p>However further work needed on:</p> <ul style="list-style-type: none"> effective processes for addressing in-centre variance. develop a more effective and efficient information sharing system between the PRUs and mainstream schools.

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
3 3.1 – 3.17 C U A ALI x 6 R6	Leadership – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach,	Further, develop and improve the quality of senior leadership, in all sectors, across the region.	85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes. 50% reduction in the number of schools placed in Statutory Estyn Categories. No school to be unexpectedly placed in Estyn Statutory Category. 50% reduction in the number of schools going into Estyn Review. 50% reduction in the number of	Pam McClean / David Edwards	April 2017 onwards	£10,000 (C1) £61,000 (M3) 122 days £72,000 (M17) 144 days £28,000 (C3) 56 days £12,000 (C1) 24 days £15,000 (EIG5) 30 days	GwE is providing a range of programmes from aspiring senior leaders through to experienced Headteachers in line with the National Career Development Pathway. The development programmes promote school to school collaboration with effective practitioners from schools co-delivering sessions with GwE staff. This further develops the notion of developing a self-improving system across North Wales. Development programme currently being delivered. Senior Leadership Development Programme ILM level 5 and level 7 programmes continues. The Regional Headteachers Development

3. LEADERSHIP							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
Page 25	support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.		<p>schools awarded grade D in stage 2 of the categorisation process.</p> <p>Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.</p>	Rhys H Hughes Marc B Hughes	April 2018	(M3)	<p>Programme is being developed by a regional sub group led by GwE.</p> <p>Meetings have been held with lead representatives from each of the Local Authorities in the GwE Region to establish the exact provision with regard to that provided by GwE and that provided by each LA for new Headteachers and Acting Headteachers.</p> <p>GwE will facilitate two full-day conference-workshop events. (One in Spring and one in Summer Term).</p> <p>Aspiring Headteacher Development Programme - 62 teachers from across the region have been invited to attend the seven day training, with a 12/01/18 commencement date.</p> <p>Cohort 6 of the Headteacher Development Programme to be delivered week commencing January 29th, 2018, (15 individuals).</p> <p>Work is developing effectively with the Consortia Leadership Sub Group developing two national programmes for endorsement by the National Academy for Educational Leadership (NAEL) ready to be delivered from September 2018 onwards – New Headteacher and Experienced Headteacher Development Programmes. GwE are leading the work regarding developing the “Welsh Education High Performance Coaches</p>

3. LEADERSHIP							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							Programme" that will be a key feature of future leadership programmes.
3 3.1 – 3.17 C U A Page 26		Further develop and improve the quality of middle leadership across the region.	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes.	Ian Kelly	October 2017 onwards	(Core) £65,000 (M3) 130 days £58,000 (C3) 116 days £47,000 (C1) 94 days £20,000 (M17) 40 days £13,000 (EIG5) 26 days	<p>Identified personnel targeted. Training programme for Cohort 4 and 5 delivered. 38 middle leaders accessed 7 day programme. Evaluation of programme undertaken by Bangor University highlights strong impact on personal performance. Cohort 6 and 7 identified. 60+ individuals. First 2 days delivered on October 12th and 13th. Whole programme to be further evaluated by Bangor University.</p> <p>Discussions undertaken between link SIA and Headteachers to identify elements of individual school Support Plans. Further discussion to be undertaken with Core Lead to agree on schools who will access targeted support. iNET identified as potential providers to deliver training. iNET training programme finalised with implementation scheduled March 2018.</p> <p>Guidance toolkit completed for senior leaders. All Core Leads to present at HT strategic forums. Further work to be done to adapt for middle leaders. Further discussions to be undertaken re. roll out programme for region.</p> <p>Targeted support and intervention completed for 2 secondary schools prior to their inspection. Clear impact can be seen in both schools where judgement for</p>

3. LEADERSHIP							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							<p>leadership was both good. Middle leaders from various schools identified to adapt toolkit - to be completed by the end of January.</p> <p>Guidance and support provided to all schools in the north west area of the region via deputy headteacher forum. Discussion ongoing re: delivery in north east. Regional support delivered for core subject heads of department via subject networks.</p>
3 Page 27 A R6 ALI x 6		Develop Aspiring Headteachers	<p>Aspiring Leaders programme in place. 60 individuals identified and completed the programme.</p> <p>25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year.</p> <p>Positive evaluation received from schools and outside evaluator on impact of programme on individuals.</p>	Ian Kelly	October 2017 onwards	£20,000 (M3) 40 days	Aspiring Headteacher Development Programme - 62 teachers from across the region have been invited to attend the seven day training, with a 12/01/18 commencement date.
3 3.1 – 3.4 3.6 3.10 - 311		Improve quality of departmental leadership in secondary core subjects. <ul style="list-style-type: none"> English Welsh Mathematics Science 	<p>85% of core subject departments have good or better Quality Assurance and accountability processes.</p> <p>Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of</p>	Gaynor Murphy Rhian Mair Jones Dafydd Gwyn Nicola Jones	April 2017 onwards	<p>£21,000 (C1) 52 days</p> <p>£15,000 30 days</p> <p>£15,000 (M12) 30 days</p>	<p>Identified risk – significant number of new heads of departments, especially in mathematics.</p> <p>All HoD across all cores subjects are given guidance and support on key aspects within regional and local networks.</p> <p>All core subject departments are now being</p>

3. LEADERSHIP							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
3.14 - 3.17 U A R4 ALI x 6 Page 28			schools are within 5% of their targets and that 60% are within 2% in core subjects.				<p>RAG rated to introduce a three tier differentiated Wave support for each department. These are articulated within individual support plans.</p> <p>English - High quality network meetings delivered. Clear focus on Leadership and collaboration. KS3 co-ordinator forum held to focus on tracking at KS3 and use of data to inform. Target schools awarded Innovation Grants to develop practice. Key schools receiving intensive support showed increase in results. Improved HOD understanding of revised Inspection Framework.</p> <p>Welsh - Collaboration takes place through the networks looking at good and outstanding practice.</p> <p>Mathematics – need to identify HOD to take part in the 5 day iNET training. Commission to provide a maths focus on teaching and learning to new HOD. Provide financial assistant from Maths L3 business plan to ensure correct people are targeted.</p> <p>Science - Due to capacity issues there will not be a specific course on leadership in Science running this year. However, GwE is providing a middle leaders training course that is open to all subject areas and heads of Science are being identified to complete the course. School visits have a focus on leadership including QA and holding teachers to account.</p>

3. LEADERSHIP							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
3 3.1 – 3.17 C U DLI1 DLI2 DLI3 DLI4 A Pa 2017		Support SLT to effectively deliver on Successful Futures.	All schools across the region are on track for delivery of Successful Futures	Ruth Thackery	April 2017 onwards	Pioneer grant	<p>GwE CfW team are working in conjunction with Agile Change and ERW to develop a Change Management toolkit for all SIAs and all schools. A few new Headteachers and Acting Headteachers have received Change Management Training as part of the cluster training. There will be an opportunity for all to receive training via the toolkit, Webinar and face to face training.</p> <p>GwE CfW team have attended training sessions in 5 clusters and training has been offered to all staff - the sessions have only been represented by SLTs and teaching staff.</p> <p>All cluster facilitators have received training on current developments to share with all schools in the cluster.</p> <p>Cluster leads have begun their work and are in contact with CfW team regarding planning and engaging clusters. CfW team to monitor engagement and support clusters as work moves forward.</p> <p>A pilot group of headteachers in Flintshire working on developing resources to raise awareness of Professional Leadership standards.</p> <p>100% of GwE schools on track to have better awareness of SF and current CfW developments.</p>

4. WELLBEING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
4 4.1 - 4.12 C U LI R11 ALI x Page 30	Wellbeing – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.	Develop and Implement an overarching strategy for Wellbeing across the region.	<p>Strategy implemented across the region.</p> <p>Effective collaborative approach to deliver an overarching national agenda with clear roles and responsibilities of all partnerships.</p> <p>Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners.</p> <p>Most schools make effective use of the pupil development grant.</p>	Sharon Williams	November – December 2018.	Core	<p>Further work needs to be done to complete the overview of Wellbeing within the organisation. A range of meetings have been completed with LA's and GwE staff and WG.</p> <p>Clear action plan and business plan in place.</p>
4 4.1 - 4.12 C U LI R11 ALI x 6		Improve attendance.	<p>All schools meet their agreed targets on school attendance.</p> <p>60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.</p>	Local Authorities	Summer 2018	<p>£20,000 (C3)</p> <p>£5,000 (M17)</p>	<p>Initial discussions have taken place with LA. GwE Wellbeing Regional Adviser is now a member of the ALN/Inclusion regional group. Further discussions will be held during the Spring term.</p>

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
5 5.1 – 5.9 C U D R4 ALI x 6 Page 31	Teaching – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount	Improve and strengthen the role of leaders in leading the teaching and learning.	<p>All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools.</p> <p>Effective teaching in place in 85% of schools from the present baseline of 81%.</p> <p>Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region.</p> <p>An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.</p>	Stella Gruffydd / Bethan James	Cycle from September	£20,000 (C1) (40 days)	<p>Schools invited to put in bid for funding to deliver OLEVI teaching and Learning programmes regionally. Outstanding Teacher Programmes, Improving Teacher Programmes and Outstanding teaching Assistant Programmes are all in place to be delivered during Spring term 2018.</p> <p>Regional workshops have taken place to train school leaders to use the Teaching and Learning continuum effectively. 150 schools across the region took part in these workshops.</p> <p>All HoD across all cores subjects are given guidance and support on leading the teaching and learning within regional and local networks.</p>
5 5.1 – 5.9 C U D R4 ALI x 6		Improve the quality of teaching and the experiences for learners	<p>High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed).</p> <p>Standards of teaching participating in the Formative Assessment and Pedagogy Project - led by Shirley Clarke Action research teams schools - consistently good or better, with participating individuals in tier 1 demonstrating excellent practice. Estyn reports on any participating schools confirming this.</p>	Stella Gruffydd / Bethan James	September 2017 onwards	<p>£14,000 (C1) 28 days</p> <p>£30,000 (C2) 60 days</p> <p>£15,000 (C3) 30 days</p> <p>£10,000 (EIG10) 20 days</p> <p>£6,000 (EIG5) 12 days</p>	<p>Schools identified and fully briefed regarding the Shirley Clarke Teaching and Learning Project.</p> <p>Contact and background information shared and network opportunities.</p> <p>Schools ready to participate and nearly all procedures in place for measuring impact of Tier 1 of the research project.</p> <p>Questionnaires to be used with schools in the process of being finalised.</p> <p>Targeted programme 'great teaching and</p>

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
			Positive impact on pupil standards at expected and higher level.				learning' [Tom Sherrington] delivered to non core subject teachers in Flintshire, Wrexham and Denbighshire.

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
6 B Page 32	Business – to ensure that GwE has strong governance and effective business and operational support that provides value for money.	Appoint a full time / permanent Managing Director for the Service.	Managing Director appointed	Joint Committee	June 17	Core	MD appointed in June.
		Re-structure the workforce to create a distributive leadership model and reflect the current requirements on the service.	Restructure in place with clear responsibilities for a wide range of staff	Arwyn Thomas / Rhys H Hughes	September 2017	Core	Restructure of professional team completed. Business team restructure is ongoing.
6 B		Review the policy for the performance management of staff	Policy addresses culture, vision and values of GwE in supporting staff	Alwyn Jones	June 2017	Core	<p>Policy reviewed and presented to GwE Joint Committee September 2017.</p> <p>GwE's Staff Performance Management Policy has been revised to better reflect the Regional Business Plan, and the new accountability and staff structure.</p> <p>GwE staff are subjected to annual Performance Management every October, to be reviewed on a quarterly basis to monitor progress.</p> <p>The changes provides more developmental opportunities for staff, and provides them with more feedback and support to help them achieve their objectives. It also</p>

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							enables staff to be more flexible with their objectives, by enabling them to review and revise their direction, if necessary, over the course of the year.
6 B 6.7		Undertake an organisational health survey	Aim for top quartile performance in organisational health index.	Susan O Jones	September 2017	Core	<p>91% of GwE staff completed the survey.</p> <p>The Organisational Health Index (OHI) Solution by Mckinsey and Company provides detailed information for how GwE is performing on the nine elements of health related to performance benchmarked against 1,300 other companies internationally.</p> <p>In the report, GwE was identified as a top quartile organisation with particular strengths in direction, capabilities and leadership. GwE is therefore well placed with regard to its future capacity to perform.</p> <p>It allows GwE to diagnose the organisation's current strengths and development needs, and help understand where GwE might need to take action to sustain the current levels or improve over time. Areas that need to be developed will be built into the workforce development plan.</p>
6 B 6.8		Establish GwE as a Learning organisation working in partnership with WG and OECD	Show year on year progress against the 7 dimensions of Learning Organisation model	Rhys H Hughes	September 2017	Core	<p>OECD survey completed.</p> <p>Key messages: Overall positive snapshot of GwE as a Learning Organisation.</p>

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
Page 34							<p>Strongest dimension is fostering team learning and collaboration among staff.</p> <p>The second strongest dimension is developing a shared vision centered on the learning of all students</p> <p>The dimension that GwE needs to develop most is learning with and from the external environment and the wider system.</p> <p>Lowest scoring single element is collaborating with social and health services.</p> <p>A positive aspect is the correlation between the views of the Managing Directors and the Leads and the views of the Supporting Improvement Advisers across all seven dimensions.</p> <p>GwE need to further develop the new Business Support structure in order to develop the seven dimensions and achieve greater alignment within the service.</p> <p>GwE invited to present at Estyn National stakeholder conference on their work on developing as a learning organization – received well and positive feedback on culture being developed e.g. use of G6.</p> <p>Continue to work with all partners within middle tier to develop the Learning Organisation survey.</p>

7. Estyn recommendations							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
Page 36							<p>challenge the service significantly.</p> <p>Target setting Challenging three year targets have been agreed at a regional, local, school and pupil level. School targets and projections are routinely and robustly challenged. The Local Authorities targets are all based on the following:</p> <ul style="list-style-type: none"> • Collating targets from individual schools • Using the FSM rank of each authority to predict expected performance • Using local knowledge and understanding • Key Stage 4 targets have been set using regression lines for each performance indicator to calculate modelled outcomes. <p>Within the revised secondary model all schools have a comprehensive Support Programme which defines how GwE targets support and resources to ensure the necessary improvements in priority areas. Undertaking a targeted programme of review visits during 2016-17 has ensured that we more effectively and robustly identify areas and aspects for improvement in many risk schools.</p> <p>Tracking GwE is leading developments on a comprehensive management information system which will provide GwE with detailed information and analysis of</p>

7. Estyn recommendations							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
Page 37 Estyn 6.3 6.6 B							<p>individual school performance.</p> <p>GwE have established an effective partnership with Bangor University on the "Collaborative Institute for Education Research, Evidence and Impact" (CIEREI) Project to evaluate the impact of aspects of its work. Evaluative data and analysis allows the organisation to better judge value for money and inform future developments. The revised <i>secondary challenge and support programme</i>, as well as targeted elements of the professional learning leadership programmes, are currently being evaluated.</p>
		<p>Improve the quality of evaluation in the delivery of school improvement services.</p>	<p>Monitoring of plans clearly identifies strengths and areas for improvement.</p> <p>Performance improved in all key stages in line with agreed performance measures.</p>	Bethan Eleri Roberts	On going	Core	<p>Estyn Judgement - Very good progress</p> <p>Self-evaluation and improvement planning processes at all levels is now embedded in delivering school improvement services. These processes include:</p> <ul style="list-style-type: none"> • robust accountability framework; • detailed evaluation of data; • detailed business planning at all levels that feed the level one plan; • detailed local authority business plan that accurately reflects local issues; and • the annual report. <p>Following the core inspection, a robust accountability framework which ensures that each service area has a named nominated designated lead officer. Each nominated lead officer is responsible for</p>

7. Estyn recommendations

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							<p>developing a detailed business plan for their service area which includes clear dates for completion, training implications and success criteria which is measurable. Agreed priorities in the business plans are based firmly on the findings of the self-evaluation processes. These plans are reviewed quarterly and the findings are reported to the senior leaders and management board. Progress is RAG rated appropriately and senior leaders challenge any slippage in expected progress.</p> <p>The regular reviews of the business plans at all levels enable senior leaders to evaluate the progress towards achieving the priorities identified in the high level plans accurately. This ensures that the business plans remain flexible to incorporate new priorities during the monitoring period if required.</p> <p>Each local Authority has a detailed business plan that is agreed between the head of service and the lead school improvement advisor. Each plan accurately identifies the key issues within the local authority and includes a bespoke improvement plan to address the specific challenges. Progress towards achieving the agreed outcomes at a local authority level is regularly reviewed in meetings between the lead school improvement advisor and the head of service. Ongoing issues are escalated to senior leaders within GwE in a timely manner.</p>

7. Estyn recommendations							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
E3 6.3 – 6.6 B							<p>The evaluation processes now in place are cyclical and ongoing. As a result, leaders at GwE accurately identify areas of good performance and areas that require development or pose an element of risk in improving the educational experiences and outcomes for learners.</p> <p>Recent work undertaken to develop the G6 dashboard provides GwE with current and ongoing data. This facilitates a higher level of communication, support and challenge between key stakeholders and allows GwE to more effectively and timely monitor the impact of its work and the progress of schools against their agreed priorities. The dashboard allows more effective use of data and analytics to evaluate the quality of delivery and its impact on the performance of all learners and schools across the region. It also allows the school improvement service to more effectively target its resources to meet its priorities and rapidly adapt and redirect resources when things are not working.</p>
		Improve the rigour of the arrangements for identifying and managing risk.	<p>Risk Register in place regularly updated and reported upon.</p> <p>Early and aggressive risk identification at all levels within the consortium.</p>	Susan O Jones	Completed	Core	<p>Estyn Judgement - Very good progress</p> <p>The new business planning and monitoring arrangements ensure that progress is reviewed and RAG rated accordingly. The overarching monitoring arrangements by lead challenge advisors and senior leaders ensure that risks at all levels are appropriately managed and interventions</p>

7. Estyn recommendations							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							agreed in a timely and appropriate manner. These arrangements are monitored closely by the Management Board and Joint Committee. Effective management of the region's risk enables GwE to support the organisation's objectives, make effective use of resources and deliver outcomes as intended.
E4 6.3 – Page 40		Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.	<p>A clear business planning structure and accountability framework in place operating effectively.</p> <p>Business plans contain clear success criteria and measurable targets.</p> <p>Clear and robust quarterly monitoring procedures implemented.</p>	Bethan Eleri Roberts	Completed	Core	<p>Estyn Judgement - Very good progress</p> <p>The clear and robust accountability framework is an important strength in GwE. Detailed plans at several levels deal with all aspects of the GwE's work. All the plans have nominated designated officers and each of them clearly input to the business plan. There are detailed self-evaluation arrangements that are based on this framework. Challenge Adviser review their plans each quarter and evaluate progress and impact. These reviews steer the evaluation of the business plan that systematically feeds into the quarterly service evaluation so that there is a clear trail of team evaluation in the corporate review. Then, new priorities from the service review are rapidly incorporated in team plans.</p> <p>Staff at all levels fully understand their responsibility for continuous improvement and accountability. Sharing plans and evaluations in a clear manner brings cohesion to teams and drives the strong</p>

7. Estyn recommendations							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
							<p>collaboration that has led to provision of better services and an improvement in school standards and leadership.</p> <p>This culture has stemmed from successful practice within GwE. Challenge Advisors must justify underperformance and identify possible risk areas including overspend. There are clearly defined lines of accountability.</p>
E5		Clarify the strategic role of the regional networks and their accountability to the Joint Committee.	Regional networks disbanded and replaced by business plans where appropriate.	Arwyn Thomas	Completed	Core	<p>Estyn Judgement - Very good progress</p> <p>Following the core inspection, the management committee commissioned an in-depth review of the school improvement service which included the role of the regional networks. The management board and the Joint committee endorsed the findings of the review.</p> <p>As a result, the historic regional networks have either been abolished or included under the strategic management of GwE. Their accountability to the joint committee is clear.</p> <p>Each area has a nominated lead person, a detailed business plan and measureable success criteria. The lead person is responsible for monitoring progress and reporting on a quarterly basis to senior managers. Matters that require attention are referred to Regional Quality Board for further consideration.</p>

7. Estyn recommendations

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q3 Monitoring
E6 6.1 6.2 B R1 R2 R3 R8		Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.	<p>Value for money policy and framework in place.</p> <p>Financial plan prepared as part of the 3 year Business Plan.</p> <p>Medium term financial plan in place</p> <p>Business plan work streams are fully costed.</p> <p>Internal and external audit support sound financial control.</p>	Arwyn Thomas	Completed	Core	<p>Estyn Judgement - Strong progress</p> <p>A sound financial analysis supports the delivery of the revised three-year business plan. A medium-term financial plan and workforce plan are aligned to the business plan. By increasingly effective use of data to identify our key priorities, the link between the business planning process and financial planning decisions is being strengthened because the work streams that underpin the business plan identify clearly the resources to be used.</p> <p>Detailed work has been undertaken to align grant allocations with our priorities. School Improvement Advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes.</p> <p>A formal framework has been developed to assess the wider value for money that GwE provides. There is now a consistent view across all stakeholders of how the value for money of GwE's activities can be measured within the business plan structure and objectives.</p> <p>We now regularly evaluate and review our services and initiatives during their implementation phase to identify areas for improvement and value for money.</p>



Tuag at Ragoriaeth
Towards Excellence





MEETING	GwE Joint Committee
DATE	21 February 2018
TITLE	GwE Budget 2017/18 – 3rd Quarter Review
PURPOSE	<ul style="list-style-type: none"> To update Joint Committee members on the latest financial review of GwE's budget for the 2017/18 financial year. The report focuses on the significant financial variances, with Appendix 1 containing the full financial information.
RECOMMENDATION	To accept the report.
AUTHOR	GwE Managing Director and Gwynedd Council Head of Finance.

1. CONCLUSION

- 1.1 We reported in the Quarter 2 review an estimated net overspend of £14,761 against the budget, with the main reason involving the office relocation in the Flintshire/Wrexham area.
- 1.2 By now we expect a net underspend of (£40,345), with the subsequent part of the report explaining the reasons accounting for the main variances.

2. FINANCIAL VARIANCES

2.1 **Employees – Management, Brokerage, Standards and Administration:** **Quarter 3: underspend (£46,618). (Quarter 2: underspend (£7,263)).**

We reported in Quarter 2 that staff turnover and the period when the Managing Director was in an interim and part-time position (April and May 2017) have resulted in a relatively small one-off underspend.

By now, further staff turnover, including the impact of the September 2017 restructure, has increased the underspend.

2.2 **Employees – System Leaders, Supporting Improvement Advisers:** **Quarter 3: underspend (£17,971). (Quarter 2: no over or under spend).**

We expect an underspend on this heading because of staff turnover, including the impact of the September 2017 restructure

2.3 **Property - Rent:** **Quarter 3: overspend £29,750. (Quarter 2: overspend £29,750).**

No change to what was reported in Quarter 2. GwE has relocated its Flintshire/Wrexham area office as of 1st September, with the annual cost being higher than the cost of the previous office (7-month impact for this year, which has been included above). There is a need to identify permanent funding for the whole year cost increase.

2.4 **Transport – Travelling Expenses:** **Quarter 3: underspend (£5,506). (Quarter 2: underspend (£7,727)).**

No significant change to what was reported in Quarter 2. The trend in historic travelling expenses suggests that the actual annual cost is likely to be slightly below what has been established in the budget.

3. UNDERSPEND FUND

3.1 At the beginning of the 2017/18 financial year, the fund totalled (£738,572).

3.2 GwE's business plan incorporates details of the use of £399,750 during 2017/18.

Business Plan Priority	
Standards	£140,500
Curriculum and Assessment	£62,500
Leadership	£102,750
Wellbeing	£13,000
Teaching	£36,000
Office relocation	£45,000

3.3 The estimated total of the fund at the end of 2017/18 is £379,167, having taken into account the estimated underspend (see 1.2) and the use in year (see 3.2).

APPEDICES

Appendix 1: GwE Budget 2017/18 – 3rd Quarter Review 2017/18.

VIEW OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective

Statutory Finance Officer:

Co-author of report.

GwE JOINT COMMITTEE

Budget Review 2017/18 : Third Quarter October - December 2017

	Revised Budget (Quarter 2) £	Adjustments £	Revised Budget (Quarter 3) £	Estimated Expenditure £	Over / (Under) Spend Net (Quarter 3) £	Over / (Under) Spend Net previous (Quarter 2) £
<u>Expenditure</u>						
Employees						
Salaries						
- Management, Brokerage, Standards and Administration	845,728	54,766	900,494	853,876	(46,618)	(7,263)
- System Leaders, Supporting Improvement Advisers	2,694,256	551,284	3,245,540	3,227,569	(17,971)	0
Staff on Secondment	195,694	46,305	241,999	241,999	0	0
Transferred against 'Specific Projects'	(587,624)	(606,050)	(1,193,674)	(1,193,674)	0	0
Training, advertising and other employee costs	38,957		38,957	38,957	0	0
Building						
Rent (includes services)	93,892		93,892	123,642	29,750	29,750
Travel						
Travel Costs	125,559		125,559	120,053	(5,506)	(7,727)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire etc	30,344		30,344	30,344	0	0
Information Technology	15,090		15,090	15,090	0	0
Audit Fees	7,663		7,663	7,663	0	0
Brokerage	262,341		262,341	262,341	0	0
Gwynedd Council Host Authority Support Service Costs						

Legal	5,237		5,237	5,237	0	0
Human Resources	8,980		8,980	8,980	0	0
Finance	38,836		38,836	38,836	0	0
Information Technology	42,953		42,953	42,953	0	0
National Model Commitments	463,003		463,003	463,003	0	0
Use of GwE Surplus Fund	399,750		399,750	399,750	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	3,451,323	(136,267)	3,315,056	3,315,056	0	0
Education Improvement Grant : Direct Schemes	1,637,441	736,587	2,374,028	2,374,028	0	0
Raising Standards Grant	2,320,634	96,635	2,417,269	2,417,269	0	0
Literacy and Numeracy - WG	5,000		5,000	5,000	0	0
Pupil Deprivation Grant - Looked After Children	844,100		844,100	844,100	0	0
Schools Challenge Cymru (SCC)	25,641		25,641	25,641	0	0
Supporting the use of Informal Languages - Children and Young People	241,400		241,400	241,400	0	0
Qualification Reform Support	20,833	(7,909)	12,924	12,924	0	0
Learning in Digital Wales (LiDW)	112,647		112,647	112,647	0	0
Physical Literacy Programme in Schools (PLPS)	68,750	(23,546)	45,204	45,204	0	0
Pioneer Schools	1,871,250		1,871,250	1,871,250	0	0
NPQH	351,068	(201,068)	150,000	150,000	0	0
Business Plan - Additional	0	580,468	580,468	580,468	0	0
Pupil Deprivation Grant - Strategic Advisor	0	50,000	50,000	50,000	0	0
Total Expenditure	15,630,745	1,141,204	16,771,949	16,731,604	(40,345)	14,761
Income	Revised Budget (Quarter 2)	Adjustments	Revised Budget (Quarter 3)	Estimated Expenditure	Over / (Under) Spend Net (Quarter 3)	Over / (Under) Spend Net previous (Quarter 2)
	£	£	£	£	£	£

Core Service Contributions						
- Anglesey Council (10.15%)	(414,516)		(414,516)	(414,516)	0	0
- Gwynedd Council (17.68%)	(722,367)		(722,367)	(722,367)	0	0
- Conwy Council (15.39%)	(628,939)		(628,939)	(628,939)	0	0
- Denbighshire Council (15.24%)	(622,542)		(622,542)	(622,542)	0	0
- Flintshire Council (22.70%)	(927,249)		(927,249)	(927,249)	0	0
- Wrexham Council (18.84%)	(769,602)		(769,602)	(769,602)	0	0
Income from Secondments	(195,694)	(46,305)	(241,999)	(241,999)	0	0
Use of GwE Surplus Fund	(399,750)		(399,750)	(399,750)	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	(3,451,323)	136,267	(3,315,056)	(3,315,056)	0	0
Education Improvement Grant : Direct Schemes	(1,637,441)	(736,587)	(2,374,028)	(2,374,028)	0	0
Raising Standards Grant	(2,320,634)	(96,635)	(2,417,269)	(2,417,269)	0	0
Literacy and Numeracy - WG	(5,000)		(5,000)	(5,000)	0	0
Pupil Deprivation Grant - Looked After Children	(844,100)		(844,100)	(844,100)	0	0
Schools Challenge Cymru (SCC)	(25,641)		(25,641)	(25,641)	0	0
Supporting the use of Informal Languages - Children and Young People	(241,400)		(241,400)	(241,400)	0	0
Qualification Reform Support	(20,833)	7,909	(12,924)	(12,924)	0	0
Learning in Digital Wales (LiDW)	(112,647)		(112,647)	(112,647)	0	0
Physical Literacy Programme in Schools (PLPS)	(68,750)	23,546	(45,204)	(45,204)	0	0
Pioneer Schools	(1,871,250)		(1,871,250)	(1,871,250)	0	0
NPQH	(351,068)	201,068	(150,000)	(150,000)	0	0
Business Plan - Additional	0	(580,468)	(580,468)	(580,468)	0	0
Pupil Deprivation Grant - Strategic Advisor	0	(50,000)	(50,000)	(50,000)	0	0
Total Income	(15,630,745)	(1,141,204)	(16,771,949)	(16,771,949)	0	0
Total Income over Expenditure	0	0	0	(40,345)	(40,345)	14,761
Memorandum -						

The GwE Surplus Fund

Fund balance as at 1 April 2017	(738,572)	(738,572)
Add/Less - (Under)/Overspend 2017/18	(40,345)	14,761
Less - Use of the Fund	399,750	399,750
Fund balance as at 31 March 2018	<u>(379,167)</u>	<u>(324,061)</u>

Information Technology Renewal Fund

Fund balance as at 1 April 2017	(75,000)	(75,000)
Add - Contribution 2017/18	(15,000)	(15,000)
Less - Use of the Fund	0	0
Fund balance as at 31 March 2018	<u>(90,000)</u>	<u>(90,000)</u>

Agenda Item 8

GwE: Cyd-bwyllgor 21/02/18



CYFARFOD	GwE Joint Committee
DYDDIAD	21 February 2018
TEITL	Base Budget 2018/19
PWRPAS	Present to the Joint Committee : <ul style="list-style-type: none">• GwE Base Budget 2018/19 (Appendix 1)• Authorities Financial Contributions (Appendix 2)• 1st September 2017 Restructuring Summary (Appendix 3)
ARGYMHELLIAD	Adopt the base budget for 2018/19 as presented in Appendix 1.
AWDUR	GwE Managing Director and Gwynedd Council Head of Finance

1. Base Budget (“stand still”)

1.1 GwE’s budget is continuing to develop and now reflects the National Model’s core business commitments and a significant number of projects funded by grants.

1.2 The financial impact of inflation/price increases has been estimated and included in the base budget (based on “stand still”), including salary increases and CPI increase.

2. Savings Target

2.1 The attached budget reflects the decision of the North Wales Leadership Development Board on the 19 January 2018 to include a savings targets which corresponds to a 1% decrease in the core contributions of the 6 constituent authorities, after adding inflation.

2.2 The budget includes a 'Savings to be found' line with the sum (£36,879) i.e. the 1% above.

3. Rent

3.1 GwE has relocated its Flintshire/Wrexham area office to Mold as of 1st September, with the annual cost being higher than the cost of the previous office, although the new Office is far more suitable for purpose.

3.2 It is expected to recoup part of the increased cost through attracting fee income, leaving (£11,000) of savings to be found.

4. Underspend Fund

4.1 The report 'GwE Budget 2017/18 – 3rd Quarter Review' (previous item on the agenda) estimates that there will be about £379,167 in the underspend fund on 31/03/2018.

4.2 An appropriate part of the fund will need to be earmarked to bridge any element of the savings target (para 2 above) and the increased rent (para 3 above), that cannot be found in full by GwE during 2018/19.

5. Restructuring

5.1 Since 1 February 2017 several reports have been presented to the Joint Committee on a revised secondary school model of working and developing a distributed leadership model across both primary and secondary sectors

5.2 Although the proposed structure is permanent, the risk of any future reductions in grant is managed through appointments to some posts being on a temporary basis.

5.3 As the proposed structure is already in place and effective from 1 September 2017, a statistical and financial summary is presented in appendix 3.

Appendix:

Appendix 1 - GwE Base Budget for 2018/19

Appendix 2 – Local Authority Contributions 2018/19

Appendix 2 – 1 September 2017 Restructuring Summary

VIEWS OF STATUTORY OFFICERS

The Monitoring Officer:

I will provide any observations regarding propriety in the meeting

The Statutory Finance Officer:

Co-author of the report.

GwE JOINT COMMITTEE

NORTH WALES COUNCILS

GwE BUDGET 2018-19

	Final Budget 2017/18 £	Staff Adjustment £	Inflation Adjustment £	Savings Target £	Rent Adjustment £	Other Adjustments £	Final Budget 2018/19 £
Expenditure							
Employees							
Salaries							
- Management, Brokerage, Standards and Administration	900,494	39,119	18,002				957,615
- System Leaders, Supporting Improvement Advisers	3,245,540	393,774	57,621				3,696,935
- Staff on Secondment	241,999	(126,329)					115,670
- Transferred against 'Specific Projects'	(1,193,674)	(432,893)	(26,363)				(1,652,930)
Training, advertising and other employee costs	38,957		857				39,814
Building							
Rent (includes services)	93,892		2,066		66,000		161,958
'Specific Projects' usage of offices recharge	0				(55,000)		(55,000)
Travel							
Travel Costs	125,559		2,762				128,321
Supplies and Services							
Furniture, equipment, printing, postage, telephone, room hire etc	30,344		668				31,012
Information Technology	15,090		332				15,422
Audit Fees	7,663		169				7,832
Brokerage	262,341		7,548				269,889
Gwynedd Council Host Authority Support Service Costs							
Legal	5,237		115				5,352
Human Resources	8,980		198				9,178
Finance	38,836		854				39,690
Information Technology	42,953		945				43,898
Savings to be found - 2018/19	0			(36,879)			(36,879)
Savings to be found - Rent Budget					(11,000)		(11,000)
National Model Commitments	463,003						463,003
Use of GwE Surplus Fund	399,750					(399,750)	0
Specific Projects							
Education Improvement Grant : Commission the Authorities	3,315,056					(1,346,769)	1,968,287
Education Improvement Grant : Direct Schemes	2,374,028					(1,158,346)	1,215,682
Raising Standards Grant	2,417,269					(339,423)	2,077,846
Literacy and Numeracy - WG	5,000					125,000	130,000
Pupil Deprivation Grant - Looked After Children	844,100						844,100
Schools Challenge Cymru (SCC)	25,641					(25,641)	0
Supporting the use of Informal Languages - Children and Young People	241,400						241,400
Qualification Reform Support	12,924					(12,924)	0
Learning in Digital Wales (LiDW)	112,647					(11,432)	101,215
Physical Literacy Programme in Schools (PLPS)	45,204					(45,204)	0
Pioneer Schools	1,871,250					(731,250)	1,140,000
NPQH	150,000						150,000
Business Plan - Additional	580,468					(580,468)	0
Pupil Deprivation Grant - Strategic Advisor	50,000					50,000	100,000
Design and Development of the New Curriculum	0					556,250	556,250
GCSE Support Programme	0					236,245	236,245
Modern Foreign Languages	0					108,000	108,000
Support Professional Networks	0					14,175	14,175
Mentoring and Network Support	0					22,500	22,500
Total Expenditure	16,771,949	(126,329)	65,774	(36,879)	0	(3,539,035)	13,135,480

	Final Budget 2017/18 £	Staff Adjustment £	Inflation Adjustment £	Savings Target £	Rent Adjustment £	Other Adjustments £	Final Budget 2018/19 £
Income							
Core Service Contributions							
- Anglesey Council (17/18: 10.15% - 18/19: 10.21%)	(414,516)		(6,674)	3,766		(2,711)	(420,135)
- Gwynedd Council (17/18: 17.68% - 18/19: 17.61%)	(722,367)		(11,631)	6,495		2,919	(724,584)
- Conwy Council (17/18: 15.39% - 18/19: 15.39%)	(628,939)		(10,126)	5,675		292	(633,098)
- Denbighshire Council (17/18: 15.24% - 18/19: 15.22%)	(622,542)		(10,023)	5,613		756	(626,196)
- Flintshire Council (17/18: 22.70% - 18/19: 22.65%)	(927,249)		(14,929)	8,352		2,150	(931,676)
- Wrexham Council (17/18: 18.84% - 18/19: 18.92%)	(769,602)		(12,391)	6,978		(3,405)	(778,420)
Income from Secondments	(241,999)	126,329					(115,670)
Use of GwE Surplus Fund	(399,750)					399,750	0
Specific Projects							
Education Improvement Grant : Commission the Authorities	(3,315,056)					1,346,769	(1,968,287)
Education Improvement Grant : Direct Schemes	(2,374,028)					1,158,346	(1,215,682)
Raising Standards Grant	(2,417,269)					339,423	(2,077,846)
Literacy and Numeracy - WG	(5,000)					(125,000)	(130,000)
Pupil Deprivation Grant - Looked After Children	(844,100)					0	(844,100)
Schools Challenge Cymru (SCC)	(25,641)					25,641	0
Supporting the use of Informal Languages - Children and Young People	(241,400)					0	(241,400)
Qualification Reform Support	(12,924)					12,924	0
Learning in Digital Wales (LiDW)	(112,647)					11,432	(101,215)
Physical Literacy Programme in Schools (PLPS)	(45,204)					45,204	0
Pioneer Schools	(1,871,250)					731,250	(1,140,000)
NPQH	(150,000)					0	(150,000)
Business Plan - Additional	(580,468)					580,468	0
Pupil Deprivation Grant - Strategic Advisor	(50,000)					(50,000)	(100,000)
Design and Development of the New Curriculum	0					(556,250)	(556,250)
GCSE Support Programme	0					(236,245)	(236,245)
Modern Foreign Languages	0					(108,000)	(108,000)
Support Professional Networks	0					(14,175)	(14,175)
Mentoring and Network Support	0					(22,500)	(22,500)
Total Income	(16,771,949)	126,329	(65,774)	36,879	0	3,539,035	(13,135,480)
Total Income over Expenditure	0	0	0	0	0	0	0

Atodiad 2 / Appendix 2

		Craidd/Core					Arall / Other		
I'w ariannu gan <i>Funded by</i>		Cyllideb	Chwyddiant	Addasiadau canran cyfraniad	Targed Arbedion 1%	Is-gyfanswm	Addasiad Model Cenedlaethol	Cyllideb Drafft	
		<i>Budget</i>	<i>Inflation</i>	<i>Contribution proportion adjustment</i>	<i>Savings Target 1%</i>	<i>Sub-total</i>	<i>National Model adjustment</i>	<i>Draft Budget</i>	
		2017/18				2018/19		2018/19	
		£	£	£	£	£	£	£	%
Ynys Môn	<i>Isle of Anglesey</i>	367,536	6,674	2,409	-3,766	372,853	47,282	420,135	10.21%
Gwynedd	<i>Gwynedd</i>	640,496	11,631	-2,593	-6,495	643,039	81,545	724,584	17.61%
Conwy	<i>Conwy</i>	557,658	10,126	-260	-5,675	561,849	71,249	633,098	15.39%
Dinbych	<i>Denbighshire</i>	551,985	10,023	-671	-5,613	555,724	70,472	626,196	15.22%
Flint	<i>Flintshire</i>	822,158	14,929	-1,910	-8,352	826,825	104,851	931,676	22.65%
Wrecsam	<i>Wrexham</i>	682,378	12,391	3,025	-6,978	690,816	87,604	778,420	18.92%
Cyfanswm <i>Total</i>		3,622,211	65,774	0	-36,879	3,651,106	463,003	4,114,109	100%

GWE	November 2016	Planned September 2017	Variance
Managing Director	1	1	0
Personal Assistant to the Managing Director	1	1	0
Assistant Director / Head of Brokerage/Standards	2	2	0
Senior Lead (Primary / Secondary / Successful Futures)		3	3
Core Lead / Senior Challenge Advisers	5	12	7
Quality and Data Lead		1	1
Quality Assurance Lead		1	1
Professional Learning Lead		1	1
Mathematics and Numeracy Adviser : Primary	1	1	0
Mathematics and Numeracy Adviser : Secondary	1	1	0
English and Literacy Adviser : Primary	1	1	0
English and Literacy Adviser : Secondary	1	1	0
Supporting Improvement Advisers	26.4	23.9	-2.5
Mathematics Adviser	0.5	0.5	0
Information Manager	1	1	0
Senior Officer - Data	1	1	0
Business Manager	1	1	0
Translators	2	1.6	-0.4
Professional Learning Manager	1	1	0
Performance Management Manager		1	1
Finance Manager		1	1
Finance Support Officer	0.89	1	0.11
Administrative	7.4	7	-0.4
Professional Programme Support Officer		0.6	0.6
	54.19	66.60	12.41
	45.22	44.68	-0.54
	8.97	21.92	12.95

Summary

Staffing Structure November 2016

54.19fte jobs costing £3,539,984 financed from -

- . Core 45.22fte £2,952,360
- . Grants 8.97fte £587,624

Staffing Structure Planned September 2017

66.6fte jobs costing £4,578,928 financed from -

- . Core 44.68fte £2,952,360
- . Grants 21.92fte £1,626,568

Conclusion

Staffing structure increased 12.41fte (from 54.19fte to 66.6fte), i.e. increase of £1,038,944 (from £3,539,984 to £4,578,928) .

Jobs financed from core funding reduced 0.54fte (from 45.22fte to 44.68fte), with no change to the cost as the average salary of the core staff in the planned structure is marginally higher compared to the average salary of the core staff in the current structure.

Jobs financed from grants increased 12.95fte (from 8.97fte to 21.92fte), i.e. an increase of £1,038,944 (from £587,624 to £1,626,568).



REPORT TO THE JOINT COMMITTEE

21 FEBRUARY 2018

Report by: GwE Managing Director

Subject: Medium Term Financial Plan 2017/18 – 2020/21

1.0 Purpose of the Report

- 1.1 To present the revised Medium Term Financial Plan to the Joint Committee for approval.

2.0 Background & Considerations

- 2.1 The MTFP is an overview document which identifies the main financial matters affecting GwE over the coming years. It sets out GwE's strategic approach to the management of its finances and outlines financial issues that will face GwE over the next four years. The delivery of the strategy is dependent on the resources made available through Welsh Government (WG) settlements and on the success of GwE in aligning resources to its service priorities.
- 2.2 The MTFP sets out the overall shape of GwE's budget and outlines a model of the financial requirements for its planned levels of service delivery in the medium term. This provides a framework so as to enable Joint Committee and officers to develop detailed annual budget allocations.
- 2.3 The MTFP will be a key tool for proactive financial management. It will be used as the basis of the annual budget setting process to ensure that the GwE's resource needs for the forthcoming year are sufficient and aligned to the correct priorities, but also allows for future projected funding requirements to be identified far enough ahead so as to be able to plan to take appropriate action to deal with the anticipated funding levels.
-

2.4 The MTFP has been revised following agreement on the core budget for 2018/19.

3.0 Recommendation

3.1 The Joint Committee approves the report & identified actions as detailed in 5.8

4.0 Financial Implications / Risks

4.1 The MTFP identifies the main financial matters affecting GwE over the coming years. The plan is dependent on factors outside of GwE's control & require close monitoring & consideration to limit the impact.

5.0 Equalities Impact

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

6.0 Personnel Implications

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

7.0 Consultation Undertaken

7.1 This report was prepared in consultation with the host authority's Section 151 Finance Officer following direction from the Chief Executives, who supports the recommendation.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

I support the principle of preparing a financial plan as an appropriate step from a financial management perspective noting that setting the overall core funding of the service is a matter reserved to the Councils.

Statutory Finance Officer:

Co-author of report

GwE

MEDIUM TERM FINANCIAL PLAN

2017/18 – 2020/21

Version Control

Version	Date	Description
V2.0	04/10/17	GwE Joint Committee
V3.0	21/02/18	GwE Joint Committee

MEDIUM TERM FINANCIAL PLAN: 2017/18 – 2020/21

1. BACKGROUND

- 1.1 This document is an overview document which identifies the main financial matters affecting GwE over the coming years. The document is supported and guided by Gwynedd Council's Section 151 Officer.
- 1.2 This document is able to provide a summary position and specifically will enable GwE Joint Committee and staff to gain further understanding in relation to:
- Modelling scenarios;
 - Principles adopted in the allocation of resources;
 - Identify the extent of any financial challenges / opportunities;
 - Principles to address funding pressures.

2. THE REQUIREMENT FOR A MEDIUM TERM FINANCIAL PLAN (MTFP)

- 2.1 This Medium Term Financial Plan (MTFP) sets out GwE's strategic approach to the management of its finances and outlines financial issues that will face GwE over the next four years. The delivery of the strategy is dependent on the resources made available through Welsh Government (WG) settlements and on the success of GwE in aligning resources to its service priorities.
- 2.2 The MTFP sets out the overall shape of GwE's budget and outlines a model of the financial requirements for its planned levels of service delivery in the medium term. This provides a framework so as to enable Joint Committee and officers to develop detailed annual budget allocations.
- 2.3 The MTFP will be a key tool for proactive financial management. It will be used as the basis of the annual budget setting process to ensure that the GwE's resource needs for the forthcoming year are sufficient and aligned to the correct priorities, but also allows for future projected funding requirements to be identified far enough ahead so as to be able to plan to take appropriate action to deal with the anticipated funding levels.
- 2.4 Each year there is the requirement to prepare an annual budget. The MTFP will be updated each year as part of the annual budget planning cycle. The Joint Committee will be kept informed of the developments to the MTFP through the annual GwE meeting in July and services will consider cost and savings and/or income generating options as part of the annual budget planning cycle.

3. GWE'S MID-TERM PRIORITIES AND OBJECTIVES:

- 3.1 The MTFP will support GwE's vision and values and deliver on GwE's mid to long term priorities and objectives.
- 3.2 The following are key documents in guiding the GwE's direction during this period:

- Our Vision;
- Business and Improvement Plans;
- Service Priorities;
- LA school improvement Plans (known as Annexes);
- Risk Register

3.3 Additionally, the Cabinet Secretary's priorities for Education and the Welsh Government Qualified for Life agenda are policy drivers that will influence the direction of travel of GwE's priorities and objectives. GwE will also need to adjust its priorities and objectives to reflect the change in legislation at a Welsh level and Welsh Government priorities.

4. THE FINANCIAL CHALLENGE

4.1 GwE has been operational since April 2013, initially delivering a £883,000 or 20% efficiency saving across the six North Wales Local Authorities compared to their previous equivalent service delivery cost.

4.2 Since April 2013 the service has managed to gradually grow in staffing resource terms through realignment of existing budget resources and through the use of specific grant funding.

4.3 GwE has delivered further efficiency savings of £131,000 (real terms) or 3.48% in 2016/17 through absorbing from within existing resources the management and administration of numerous additional Welsh Government school improvement initiatives funded via specific grant.

4.4 An efficiency savings target of £36,880 for 2018/19 is added, equivalent to 1%, with the need to identify plans for delivering savings as a matter of urgency'

4.5 The Welsh Government draft budget

4.5.1 Funding for GwE will be relative to the settlement for the sixth North Wales local authorities. At the time of writing this document, Welsh Government had not provided reliable figures for local government settlement in 2019/20 and 2020/21.

4.6 GwE's Baseline budget:

4.6.1 Below is a summary of the starting budget position of the GwE over the last 5 years:

Year	2017/18 £'000	2016/17 £'000	2015/16 £'000	2014/15 £'000	2013/14 £'000
Gross Revenue	9,317	10,554	11,394	6,519	3,520
Expenditure					
Income Revenue	5,232	6,457	7,238	2,363	0
Total Original Net Budget	4,085	4,097	4,156	4,156	3,520
Reserves brought forward	739	460	267	762	0

4.7 Annual Financial Pressures on GwE:

Each year there are financial pressures on GwE. These pressures are the cumulative effect of:

- Inflationary pressures;
- Unavoidable commitments;
- Planned Efficiency/Income streams;
- LA contributions to core budgets;
- Restructuring to deliver National Priorities;
- Welsh Government grants.

4.8 Inflationary pressures:

These are the estimates for three years:

Year	2017/18 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000
Wage Inflation (@ 2% after 2017/18)	31	63	64	66
General Inflation	10	10	10	10

It is assumed a 2% pay increase will result from national pay agreements (British) from 2018/19 onwards.

4.9 Unavoidable Pressures:

The following have been estimated as unavoidable pressures on GwE:

- 2017/18 Staff restructure
- 2018/19 None identified
- 2019/20 None identified
- 2020/21 None identified

4.10 Reserves

GwE monitors & reviews the reserves that GwE holds. The review for the current year is included in the 2017/18 Base Revenue Budget. Not all of these reserve funds are fully committed. As GwE's finance moves to be more dependent on WG grants this particularly exposes GwE to more volatility in terms of financial planning. Hence the need for adequate reserves to assist the GwE in coping with any revised grant and inflationary assumptions and volatility in income generation. GwE reviews its reserve funds formally each March to ensure that appropriate resources are made available.

4.11 Cumulative Effects

The following table identifies the cumulative effect of inflationary pressures and unavoidable commitments set against different funding shortfall periods.

	2018/19	2019/20			2020/21		
	Budget	Best Scenario	Middle Scenario	Worst Scenario	Best Scenario	Middle Scenario	Worst Scenario
Previous year pay budget	£2,952,360	£3,001,620	£3,001,620	£3,001,620	£3,031,636	£3,046,644	£3,061,652
Pay inflation (%)	1.70%	1%	1.50%	2%	1%	1.50%	2%
Pay inflation (£)	£49,260	£30,016	£45,024	£60,032	£30,316	£45,700	£61,233
Funded by authorities (%)	0.80%	1%	-0.50%	-2%	1%	-0.50%	-2%
Funded by authorities (£)	£28,895	£36,782	-£18,408	-£73,697	£37,150	-£18,684	-£75,171
Impact on GwE (£)	-£20,365	£6,765	-£63,432	-£133,730	£6,833	-£64,383	-£136,404
Cumulative impact (£)	-£20,365	-£13,600	-£83,797	-£154,095	-£6,766	-£148,180	-£290,499

5. SERVICE VISION, PRIORITIES, VALUES AND OBJECTIVES:

5.1 Service Vision:

Our vision states that in GwE we will have:

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

5.2 Service Priorities:

- 5.2.1 **Standards** – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.
- 5.2.2 **Curriculum and assessment** – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.
- 5.2.3 **Leadership** – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.
- 5.2.4 **Wellbeing** – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.
- 5.2.5 **Teaching** – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.

- 5.2.6 **Business** – to ensure that GwE has strong governance and effective business and operational support that provides value for money.
- 5.2.7 **Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe:

5.3 Estyn Recommendations:

E1: Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4.

E2: Improve the quality of evaluation in the delivery of school improvement services.

E3: Improve the rigour of the arrangements for identifying and managing risk.

E4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.

E5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.

E6: Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.

5.4 Service Values

5.4.1 To achieve the vision and objectives, we have set ourselves minimum expectations.

These expectations are:

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

5.4.2 To achieve the vision and objectives we have set ourselves service and personal values.

These include:

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

5.5 Service Objectives

GwE has set itself a series of objectives to deliver its strategic priorities to align the MTFP. These objectives frame business plans into medium and long term targets. This also allows our financial planning to address these objectives as priorities.

5.6 Service Risks

GwE has a very comprehensive risk register which is monitored rigorously on a quarterly basis by the following:

- GwE Joint Committee;
- GwE Management Board;
- GwE Senior Management Team.

Each team within GwE holds the Register in their own business plan and monitors quarterly to inform Senior Management of any required changes.

5.7 Financial strategy

The Financial Strategy will identify detailed plans to enable GwE to set a balanced budget for the period identified.

To strengthen the medium term financial planning process, indicative budgets beyond one year are required.

5.8 GwE Value for Money Policy

GwE is committed to delivering value for money as an integral part of its strategic and operational work. It has a specific responsibility to achieve VFM from its use of core and grant funding. Similarly, the responsibility for pursuing VFM lies with all staff, and not just those with financial duties.

To meet its commitment to achieving VFM GwE has set itself the following objectives:

- To integrate VFM principles within existing management, planning and review processes.
- To adopt recognised good practice where this makes sense.
- To undertake VFM studies on areas of activity identified as worthy of review.
- To benchmark our activities against other similar activities and organisations where this is considered useful.
- To respond to opportunities to enhance the economy, efficiency and effectiveness of activities.
- To promote a culture of continuous improvement.
- To ensure that all staff recognise their continuing obligation to seek VFM as part of their routine activities.

GwE recognises its responsibility to achieve value for money (VFM) from all its activities, however they may be funded. GwE, in common with other Consortia is committed to the pursuit of economy, efficiency and effectiveness as part of its strategic and operational work. GwE will seek to adopt good practice and incorporate VFM principles in all its activities, and undertake reviews at suitable frequencies to ensure that VFM is demonstrated.

VFM is a term used to assess whether, or not, an organisation has obtained the maximum benefit from the services it both acquires and provides, within the resources available to it. Some elements may be subjective, difficult to measure, intangible and misunderstood. Judgement is, therefore, required when considering whether VFM has been satisfactorily achieved or not. It not only measures the cost services, but also takes account of the mix of quality, cost, resource use, fitness for purpose, timeliness, and convenience to judge whether or not, together, they constitute good value. Achieving VFM is also often described in terms of the 'three Es' - economy, efficiency and effectiveness:

(i) economy - minimising the cost of resources for an activity ('doing things at a low price');

(ii) efficiency - performing tasks with reasonable effort ('doing things the right way'); and

(iii) effectiveness - the extent to which objectives are met ('doing the right things').

This Policy will be reviewed on an annual basis to ensure it is in line with GwE's objectives and that it encompasses all its activities.

Aims

To achieve good VFM, GwE has set itself the following aims:

(i) to integrate VFM principles within existing management, planning and review processes, particularly in regard to projects or activities with significant financial implications;

(ii) to adopt recognised good practice where this makes sense and provides benefit to GwE;

(iii) to undertake, or commission, VFM studies on areas of activity identified as worthy of review;

(iv) to benchmark GwE's activities against other similar activities and organisations where this is considered useful;

(v) to respond to opportunities to enhance the economy, efficiency and effectiveness of activities;

(vi) to promote a culture of continuous improvement;

(vii) to demonstrate actively, to both internal and external observers, that the achievement of VFM is sought in all activities undertaken;

(viii) to ensure that all staff recognise their continuing obligation to seek VFM for GwE as part of their routine activities; and

(ix) to strive to be recognised by others as a centre of excellence in meeting the aims of this Policy.

Embedding VFM Principles

Integration

- VFM must be a routine part of the decision-making process at all levels of staff throughout GwE. This is particularly important in planning or reviewing activities with significant financial implications.
- As part of the integration of VFM into routine decision-making, Business Plan holders will be asked to submit a brief report or case study on the application of VFM annually within their business plans, detailing measures to improve economy, efficiency and effectiveness, and quantifying any financial benefits.
- Reports/Case studies should draw attention both to existing activities that demonstrate continuing VFM and to new opportunities for improving VFM. The Business Quality Board will need to be satisfied that VFM issues are being adequately addressed and that all major areas of expenditure, including staff costs, are being properly scrutinised.
- Business plan holders are well placed to identify opportunities for achieving greater VFM within their areas of responsibility. They will know what measures are likely to be effective, having regard to their particular circumstances and needs, and how to enlist the support and co-operation of staff.
- The Business Quality Board will take the lead in promoting the sharing of good practice throughout GwE, where this has implications for VFM. The adoption of good practice is one way of demonstrating that VFM has been sought and achieved. Where this is identified and potentially applicable to other plan holders, this will be appropriately communicated.

Benefits

- Rather than acting on assumptions about what is currently carried out and produced, VFM principles provide officers with the opportunity to undertake a proper assessment of the objectives of an activity. This will maximise their chance of achieving the desired ends without unnecessary expenditure and effort. An assessment should also demonstrate that the proposed activity fits in with GwE's objectives and policies. Where this does not happen, an activity is, by definition, not achieving what GwE has set out to do.
- Through properly documented planning and monitoring the adoption of open processes involving all interested parties, staff can publicly demonstrate a commitment to achieving propriety as well as VFM. This is increasingly important in a world of growing accountability and responsibility, and is absolutely essential for GwE whilst receiving core funding and grants. GwE has responsibility to show that it operates honestly, fairly and without bias.
- GwE needs to comply with legal and other associated requirements. By adopting and being able to demonstrate good practice, the risk of failing to identify and comply with such requirements is significantly reduced.
- All activities have risks attached. Incorporating risk management principles of identifying, evaluating and putting in place appropriate mitigation can contribute towards VFM. Although it is often not necessary to undertake a full risk assessment for every activity, an inadequate risk assessment, particularly for significant activities, can result in poor VFM.

Methods

- An assessment of VFM can be achieved in a number of ways, for example:
 - (i) through benchmarking an activity against similar activities in other organisations or institutions;
 - (ii) by using performance indicators;
 - (iii) through conducting VFM studies (possibly in conjunction with other Consortia);

(iv) by seeking out and then adopting recognised good practice where this can be adapted to GwE's circumstances;

(v) through internal audit work; although internal audit has a primary responsibility for assessing the internal control system, the internal auditors are frequently well placed to assess and comment on VFM in the areas reviewed;

(vi) through retaining documentation that show how an activity has been planned to build in VFM, and evidence of the good practices adopted; and

(vii) by examining the results or outcomes of an activity.

It is clear that conducting VFM studies is not the only way to show a commitment to VFM. Existing management practices that seek to integrate VFM principles and the active promotion of a culture of continuous improvement are two alternative approaches. Conducting a VFM study does not, in itself, demonstrate VFM; this is dependent on the result of the study and on any action taken in response to its findings.

5.9 Value for Money Framework

“Good value for money is the best use of resources to achieve the intended outcomes.”

The objective of our VFM work is to form a clear judgement on whether value for money has been secured within GwE. This framework is designed to help business plan holders, activity leads and teams do this in a consistent manner. It builds on the questions underpinning the definition of VFM we have chosen (see page 4).

At **planning stage** staff should follow Steps 1-3 set out on page 2.

Step 1 requires them to decide what arrangements would look like in the circumstances we are trying to improve. We define *good value for money* as “the most desirable possible, given expressed or implied restrictions or constraints.” Deciding what is good value requires judgment and an understanding of what are reasonable restrictions.

Step 2 requires the team to establish the totality of planned resources relevant to the priority being improved;

Step 3 requires the team to identify all the planned outputs and outcomes.

At the **end of the work** teams should repeat Steps 1-3. With the evidence they have collected under the three headings during delivering their priority they can now ascertain what has been achieved – towards establishing good value arrangements and in terms of achieving outcomes – and what resources have been spent.

Then, having identified the performance achieved, staff should follow Steps 4-5 on page 3 and draw conclusions, in particular:

- on whether the identified performance was better or worse than planned (internal comparison); and
- how this compares with benchmarks beyond this particular case and point in time (external comparison).

By doing this staff can conclude on whether value for money has been achieved and should state their judgement in a clearly stated and succinct VFM Conclusion.

Having identified where the weaknesses in performance and arrangements lie, teams can then make robust recommendations designed to improve value for money (Step 6). The sequence of Steps 1-6 should act as the structure for the Summary of a VFM report.

Analytical framework for assessing Value for Money

Definition: Good value for money is the good value use of resources to achieve the intended outcomes

1 Establishing what is 'good value'	2 Capturing the scale of resources	3 Identifying expected and actual outcomes
<p>Establish the criteria against which performance will be assessed by agreeing what good value arrangements for the priority under scrutiny would look like. 'Good value' is defined as "the most desirable possible given expressed or implied restrictions or constraints." Staff need to consider what reasonable constraints they need to take into account.</p> <p>Good value planning: <i>Being clear about what is wanted.</i> For example:</p> <ul style="list-style-type: none"> Well evidence based initiative with clear objectives, based on appropriate best practice/ benchmarks, agreed targets etc Realistic plans taking account of constraints and developed in the light of an understanding of risks Stakeholder support for plans Required resources in place to deliver to plan Clear understanding of what relevant costs should be <p>Good value implementation: . For example:</p> <ul style="list-style-type: none"> Having the right expertise and managerial skills Selecting the best method of delivery Avoiding false economies Obtaining economies of scale through targeted work; Minimum sustainable impact of work Establishing clear and good VFM risk transfer <p>Good value monitoring: <i>Being able to assess performance.</i> For example:</p> <ul style="list-style-type: none"> Clear performance measures set and monitoring arrangements in place Sound performance management systems Sound policy evaluation process in place, with timely feedback Ability to make operational changes well in light of feedback Ongoing value testing VFM assessment methodology in place 	<p>Identify the resources involved – initially in the plans and later, as outturn – including (where appropriate):</p> <ul style="list-style-type: none"> staff costs funding streams buildings savings 	<p>Identify the immediate, intermediate and long term objectives and (where possible) outcomes. This needs to be done initially in considering the planned achievements and later, when considering actual achievements, including (where appropriate):</p> <ul style="list-style-type: none"> performance against targets delivery record (including quantity and timeliness) unit costs economy and efficiency measures quality of service (including customer satisfaction record) adverse, perverse or unintended consequences

4 Establishing the consequences for VFM of the identified level of performance (internal comparison)

Establish the consequences of the identified performance for value for money. For example:

5 Drawing an overall conclusion on the value for money achieved with these resources (external comparison)

- were more/fewer resources employed than expected?

6 Making recommendations to secure improved outcomes

- was performance in terms of outputs/ outcomes

greater/less than expected?

- was performance better/worse than expected given the resources employed?
- do the arrangements in place match up to those of the chosen benchmark established at Step 1?
- were the outcomes achieved worth it given:
 - the scale of spend involved
 - the effort involved (and the opportunity cost)
 - their sustainability or otherwise over the medium to long term (eg can performance last or is it vulnerable to decline?)
 - the timing of benefits (short, medium or long term)
 - does performance suggest there is a problem with VFM?

Having identified achieved performance (1-3) and established how it compares with what was or could have been expected (4), finalise the VFM conclusion by comparing performance in this case with, where appropriate, external benchmarks such as:

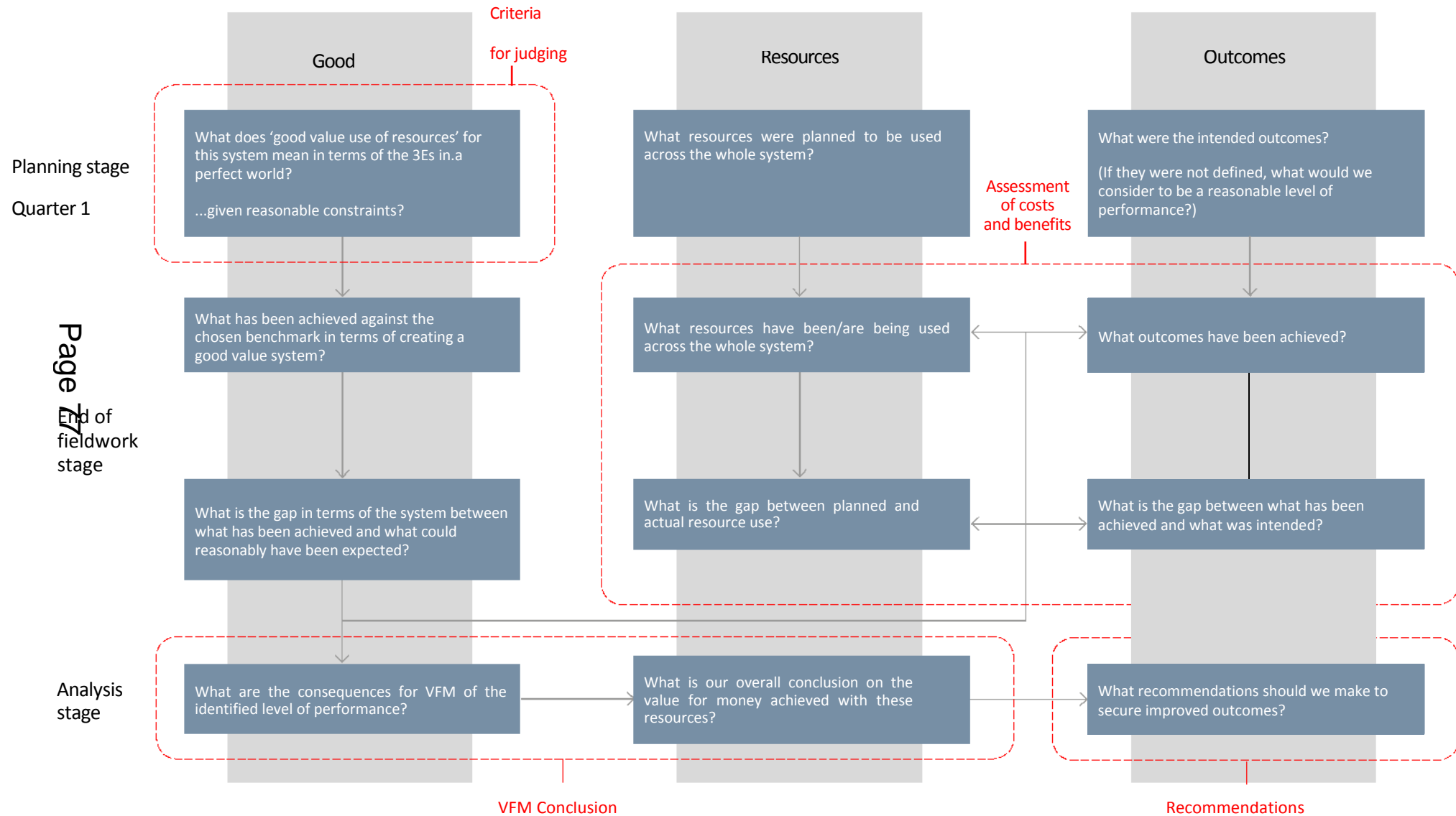
- with alternative actions (could better VFM have been achieved by doing things differently)
- against accepted good practice or internal/ external benchmarks
- comparisons with past years – trend analysis
- against stakeholder expectations

Having identified shortcomings in performance, make costed and timed recommendations for the individual organisation or for the government system more widely, designed to improve the policy implementation process, and lead to better VFM, by:

- correcting weaknesses
- improving processes and practices
- reducing costs
- improving performance
- securing savings
- raising awareness of policy benefits
- improving management information
- ending activities or policy where necessary
- reorganising processes and practices

Good VFM is the GOOD VALUE USE of RESOURCES to achieve the intended OUTCOMES

Framework of questions for assessing VFM



5.10 Identified Actions:

- Identify plans for delivering savings 2018/19 and develop a Financial Strategy for 2019/20 to including a financial strategy for the medium case scenario as outlined in section 4.11. Should the worst case scenario as outlined in section 4.11 transpire this would require revisiting fundamental principles.
- Assess all activity against GwE's Service Priorities and Operating Principles
- Assess the need for reserves to enable GwE to deliver against its service priorities.
- Develop a vision for the provision of services by GwE for the year 2020/21
- Review the MTFP as relevant information is made available to GwE
- To work with Welsh Government officials to develop a commitment on future indicative
- Restructure the organisation to address current shortcomings;
- Develop a distributive leadership model that will give more staff leadership roles and give them opportunities to develop their own skills;
- Change the present operating model to ensure that there is a clear focus on improving performance in secondary schools especially at Key Stage 4;
- Implement a service and individual performance management model that will help address the Estyn recommendations;
- Develop clarity between National and Local priorities so that they complement one another and do not compete;
- Clarify the roles of staff especially senior staff so that priorities are delivered; and
- Review the operational business support model of GwE.



REPORT TO THE JOINT COMMITTEE

21 FEBRUARY 2018

Report by: GwE Managing Director

Subject: GwE Risk Register

1.0 Purpose of the Report

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

2.0 Background

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

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

3.0 Considerations

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

3.2 All of the risks have been reviewed & updated; with a total of 7 risks being updated (Risks 12/14/15/16/17/18/21).

3.3 Risk 23 is a new risk.

3.3 It is also suggested that the following risks be removed:

RISK NUMBER	REGIONAL or LOCAL	SUMMARY	GwE PRIORITY	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	RISK OWNER	FUTURE ACTIONS
3	R	Financial	ALL	Inequitable distribution of grant funding between consortia leading to difficulties in comparison of performance	M	M	Discussions continue at Consortia MD level & with WG to agree a more equitable formula for grant distribution.	L	MD	Benchmarking work progressing well. Discussions to be held at MD level with regards to reporting and possibilities to inform outcomes and decisions.
20	R	Standards	P1/P2	The Welsh Language Strategy - insufficient capacity and resources to implement the strategy	M	M	Resources identified & confirmed. Welsh Education Subgroup action plan in place. The need for additional capacity to deliver identified.	M	MD	Project Manager to be appointed.

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

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

4.0 Recommendations

4.1 The Joint Committee is asked to review the content of the register.

4.2 Determine whether there are any risks that the Joint Committee wish to bring to the attention of their respective Cabinet's etc.

5.0 Financial Implications

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

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

8.1 The Business Quality Board, the Regional Quality Board & Management Board have discussed the content of the register & have amended risks as appropriate.

9.0 Appendices

9.1 GwE Risk Register

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

The monitoring and management of risk is one of the specific roles of the Joint Committee. Members should satisfy themselves that the appropriate risks are being identified and the steps taken to manage them represent an appropriate response.

Statutory Finance Officer:

I believe that the GwE risk register is in a standard format and contains appropriate information. Gwynedd Finance Department will provide support for the GwE Managing Director regarding financial risks. Verbal comments on specific risks will be presented, as necessary, at the Joint Committee meeting on the 21/02/2018.



RISK NUMBER	REGIONAL or LOCAL	SUMMARY	GwE PRIORITY	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	RISK OWNER	FUTURE ACTIONS
1	R	Financial	ALL	Cuts in funding to the GwE Core Budget affects strategic long term planning.	H	H	Medium Term Financial Plan (MTFP) & VFM Policy & Framework in place. Plans developed in partnership with host authority Section 151 Officer. MTFP includes details of financial pressures on GwE & modelling scenarios. Assumptions made regarding future funding situation. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes.	H	MD / BM	Work closely with host authority Section 151 Officer to periodically review the Medium Term Financial Plan & Value for Money Policy & Framework .
2	R	Financial	ALL	Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning.	M	H	Assumptions made regarding future funding situation. Working closely with WG to inform funding situation for next 3 years. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes. Medium Term Financial Plan in place. Plan developed in partnership with host authority S151 Officer. MTFP includes details of financial pressures on GwE & modelling scenarios.	M	MD / BM	Work closely with host authority Section 151 Officer to periodically review the Medium Term Financial Plan & Value for Money Policy & Framework .
4	R	Standards	P1/P2	The difficulties in the recruitment of high quality trained teaching workforce within schools in the region which impacts on standards in all subjects such as English & Maths	H	H	Subject specific Challenge Advisers in post with corresponding Level 3 Business Plans for implementation. #DiscoverTeaching recruitment campaign underway. Current work under development regarding improving the ITE provision across the region - North Wales Partnership for Teacher Education	M	MD / AD	North Wales Partnership for Teacher Education (CaBan) to ensure an effective professional learning programme for ITE providers across the region.
5	R	Standards	P1/P2	Curriculum and qualification changes creates uncertainty within schools	M	M	Senior Lead & team for Successful Futures now in post. Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders. All clusters of schools across the region have appointed a cluster lead for Successful Futures. 2 day training has taken place during September on Successful Futures and change management. Feedback shows the training has helped and follow up on how clusters will engage with the SF lead is now taking place during October. Announcement from WG on the revised curriculum timescales has created some feeling of uncertainty within the system - developing messaging to support schools with this positively	M	SL - SF	Successful Futures Cluster Leads will be closely supported according to their cluster plan, to ensure all schools within their clusters have good knowledge and engagement. GwE continue to have 5 members of staff involved in development of AOLE lead work for regular input and feedback
6	R	Standards	P3	Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels	M / H	M / H	Delivery of the NPQH and Leadership Development Programmes to include programmes for aspiring leaders & headteachers. #DiscoverTeaching campaign underway. Aspiring Headteacher programme to be delivered from autumn term onwards. NPQH application process complete, endorsement process to be completed 09/10/17.	M	MD / AD	Collaboration with the Welsh Leadership Academy and consortia leadership subgroup regarding ensuring effective professional learning for leadership at all levels.
7	R	Standards	ALL	Cuts in school budgets are affecting schools ability to continue to raise standards.	H	H	Finance Subgroup working with schools to reduce impact.	M/H	LA's	
8	R	Business	ALL	Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan	M	M	Accountability structure & performance management processes reviewed. A review into the use of the EIG included as part of the Finance Level 3 Business Plan.	M	Management Board	Review to be undertaken & report to be presented to the GwE Management Board (Summer /Autumn 2018)
9	R	Governance / Standards	P6	Uncertainty regarding future direction of elements within the National Model.	M	M	Awaiting impending review from Welsh Government. Revised accountability & performance management structure in place. Restructured service with distributed leadership model in place - ensures service is more adaptable to change.	M	Management Board	Ensure full engagement & management of any change.
10	R	Governance	P6	Changes in leadership of authorities can affect political or corporate buy in	M	M	Clear understanding of the responsibilities of all authorities & GwE over the strategic direction of the region. New members provided with briefing sessions & information sharing meetings held regularly (in addition to the formal Joint Committee meetings)	M	LD / MD	Continue to ensure that communication channels are clear & transparent.
11	R	Standards	P1/P4	That the Pupil Deprivation Grant is not used effectively / Performance of FSM pupils.	M	M	Regional Wellbeing Adviser in post. Review of PDG completed & action plan in place.	M	RWA	Implement actions within the business plan & monitor progress via the new performance management structure.
12	R	Business	P1/P3	Governors do not possess the necessary knowledge & skills to act in a critical friend capacity.	M	M / H	Accountability structure & roles of the regional networks reviewed. Level 3 Business Plan in place. GwE portfolio lead for Governors now in place. Governors online Self Evaluation tool in place & being rolled out.	M	Management Board	Business plan being delivered - no issues raised to date. 2 conferences arranged for all members of governing bodies on 'how to be a critical friend' along with presentations to schools.
13	R	ALL	ALL	The strategic direction does not reflect the views of the Children & Young People in the region.	M	L	Providing opportunities for Pioneer & Partner schools to showcase identified Pupil Voice practice - 15% of Pioneer schools have showcased work where Pupil voice has been a feature.	L	MD	Implement actions within the SF Business Plan with regard to Pupil Voice.

14	R	Standards	P1	Variation in the performance of individual local authorities at KS4	H	M/H	Key roles have been restructured within GwE and a Senior Secondary Lead has been appointed to lead a regional secondary team and implement a new support and challenge model. Accountability structures have been reviewed and strengthened both at regional and local level which has lead to a higher level of consistency across the region & a higher level of accountability operationally within the service & across the LA's. Significantly improved Estyn regional profile for secondary.	M	Management Board	Continue to implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level. Concerns remain about the full impact of work on the 2018 KS4 results. Instability within the Secondary team staffing remains -still overly reliant on short term secondments & contributions from external consultants.
15	R	Standards	P1	Pace of improvement in the Foundation Phase is slower than that seen on a national level.	H	M	Support package offered to every authority focusing on good FP leadership, provision and high expectations and standards. Identification of consistently low performing schools and those at risk. Targeted support for these schools and clusters of schools. Agreement by all LA's to increase capacity within GwE to support the Foundation Phase - 1 Challenge Adviser in post from September 2017 & 2 more from January 2018. o monitor individual school performance monitored and targeted accordingly. Series of Foundation Phase moderation workshops taken place	M	SL - P	Continue to monitor individual school performance and target accordingly. Continue with Foundation Phase moderation sessions across the region.
16	R	Standards	P1	The performance of MAT pupils in individual authorities across the region varies significantly.	M/H	M	Awaiting analysis and evaluation of 2017 performance. Business Plans will be updated accordingly. Regional Quality & Data Unit Lead now operational.	M	MD/AD/Senior Leads	Improving performance in the 5A*-A indicator at KS4 remains a priority in the Business Plans. Portfolio Lead for MAT learners to be confirmed from Easter onwards.
17	R	Standards	P1	Schools placed in Estyn Statutory category.	H	H	Improvement in profile currently 7 (12.9%) secondary schools remain in statutory category with strong possibility of one being removed in the current educational year. However, although improvement seen in a number of high risk schools, potential of statutory category in any impending Estyn inspection remains for at least 4 of those schools. New secondary model established for supporting, challenging and securing accountability on all levels. Each school has an identified support plan which has been shared with governors & LA & is monitored with the link SIA - where concerns have escalated, the information has been shared with LA officers in BAS fortnightly meetings.	H	MD/AD/Senior Leads	Ensure that the required support is robustly addressed within support plans. Ensure that LA's take robust & immediate actions in schools where concerns have been shared about pace of progress.
18	R	Standards	ALL	Post-16 learning - New performance measures and the need for regional education consortia to increase their emphasis on sixth form performance (in their 'support and challenge' role for schools and to take a cross-consortia approach to driving improvements to ensure consistency at a National level) may dilute the emphasis for regional consortia on standards at pre-16 education.	M	H	Portfolio lead identified. Level 3 Business Plan in operation. Regional approach to data collation agreed, training programme agreed, all link SIA's addressing post-16 performance as part of monitoring visits. Good working relationship established with 14-19 coordinators. A number of regional schools taking part in Estyn thematic review for post-16.	M	Management Board / MD	Continue to deliver Level 3 Business Plan. Ensure effective use of data to further improve provision & ensure more effective structures & processes for sharing best practice.
19	R	Standards	P2	Schools awareness of the four purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools.	M	M / H	Team worked to develop suite of resources to support schools with audit of 4 Purposes. Regional workshops held Spring and Summer 2017 for sharing these resources with all schools. Mop up sessions planned for Autumn 2017 to ensure all schools have attended and have access to resources. Senior Lead gave presentation to 370 attendees at regional Primary Headteacher conference in Sept 2017 to share messaging and work. All planning within GwE has cross reference of the 4 purposes with Successful Futures	M	SL-SF	Further engagement with Successful Futures Cluster Lead with capacity funding possibilities within clusters to support work on 4 Purposes. Build in Successful Futures awareness resource as part of all leadership development programmes.
21	R	Business	P3/P6	Variation in the HR support provided to schools across the region.	M/H	M/H	HR level 3 business plan in place in order to coordinate activity at a regional level. Need to ensure high quality and consistent regional HR support for schools.	M	Management Board	Monitor implementation of HR Level 3 Business Plan via the revised accountability & performance management structure. Delivery of the Business Plan progressing effectively.
22	R	All	P1/P2/P3	That the significant scope of Education reform underway to include accountability, professional learning, digital, Welsh language, curriculum development, assessment, leadership and ALN, is not fully embraced & implemented successfully & creates uncertainty in schools.	M	H	Engaged fully with change management principles: 11 GwE staff passed Foundation level certification. Developed bespoke 2 day change management training for all 51 Successful Futures Cluster Lead and 12 Challenge Advisers, including core leads- 100% pass rate with international APMG certification as local change agent. Developed a clear Change Management Delivery Framework with bank of resources for schools to engage and enable the changes. Distributed leadership model within GwE implemented to align Successful Futures.	M/L	SL-SF	Continue to engage further with WG to look at role of change management nationally. Continue to develop change management plan to support schools to assess their readiness for the new curriculum as reform develops - with support of dashboard/Ysgol GwE for all schools to be able to plot their readiness against agreed milestones for 2017/2018
23	R	Business	ALL	Significant cuts & changes to the Education Improvement Grant in 2018/19 & 2019/20 may impact speed & delivery of the Strategic Business Plan in addition to affecting school budgets.	H	H	Financial modelling work underway to inform decision making.	H	Management Board	Discussions to take place at the Management Board meeting on 2 February 2018.



REPORT TO THE JOINT COMMITTEE

21 February 2018

Report by: Chair of the GwE Advisory Board

Subject: GwE Advisory Board

1.0 Purpose of the Report

1.1 To provide a report on the discussions held at the last meeting of the GwE Advisory Board.

2.0 Background

2.1 The role of the GwE Advisory Board is to: challenge in a constructive manner and contribute to developing the strategy in order to strengthen the organisation to meet its objectives; consider and make recommendations to the Joint Committee regarding the annual business plan; monitor and review the performance of managers in order to meet aims and objectives; and monitor the reporting on performance.

2.2 The Advisory Board reports to the Joint Committee on a regular basis

2.3 See report on last meeting (06/02/18) in Appendix 1

3.0 Recommendations

3.1 The Joint Committee is requested to note the content of the report

4.0 Financial implications

4.1 There are no financial implications arising from this report.

5.0 Equalities Impact

5.1 There are no new equalities impacts arising from this report

6.0 Personnel Implications

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

7.0 Consultation Undertaken

7.1 None undertaken to date

8.0 Appendices

Appendix 1: Report from the meeting 06/02/18

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No observations from a propriety perspective

Statutory Finance Officer:

No observations from a financial propriety perspective.

Appendix 1

An in-depth discussion was had on two significant issues as regards developing education in North Wales over the coming years:

- i. Dashboard
- ii. Developing the workforce to support Welsh in Education

1. Dashboard - G6

The work initiated by GwE in relation to the dashboard was much appreciated.

The presentation by Llyr Gilmour Jones was appreciated, as was the work undertaken at his former school and now across Denbighshire.

There is an opportunity here to facilitate:

- The collation of information regarding individual schools
- The ability to compare school/school and authority/authority.
- The rapid identification of a school(s) in need of targeting

Several questions were directed at the officers:

- It was asked whether there is certainty that a person within GwE will attend to the procedure to ensure that information is up-to-date. The Advisory Board noted the need to keep on top of this work in the medium and longer term, as such a system is only as good as the accuracy of the data inputted.
- It was asked whether the speed of the system would be compromised with the increasing amount of data being entered. It was confirmed that the company can optimize the system to improve this.
- It was asked whether Advisers were able to use the wide-ranging information hosted on the system in order to accurately target schools' needs.
- It was asked how this could support school Governors in order for them to challenge school leadership
- The possibility of integrating evaluation and impact of training on individuals and the relevant school, was raised. This required further work however there was potential for development.

This platform has the potential to be much more sophisticated than the system currently being trialled. The system will transform that of Authorities, GwE, Heads and the management team as well as school governors in developing wide-ranging information which will allow all stakeholders to support and challenge the work of institutions.

The work is being rolled out to all GwE schools this term.

2. Developing the workforce to support Welsh in Education

An overview was had of the project from Eleri Ll.Owen, Project Manager, Eysyllt Maelor, Coordinator and Bethan Eleri Roberts, Performance Management Manager, with emphasis placed on developing the capacity of the workforce across North Wales to develop the Welsh language in our learning establishments.

- Several members of the Board boasted very strong expertise, and provided further ideas for the team to act upon: It was essential to ensure close collaboration with the Further Education Colleges

- An extremely constructive discussion ensued on the need to collaborate with the North Wales Economic Ambition Board, and to develop opportunities for young people to use the Welsh language in the workplace
- It was noted that companies such as Horizon and Airbus recognise the real value of their workforce's bilingualism. Therefore, it is essential that these messages are conveyed to schools and young people quite early on in their school careers so that they see the real value of the Welsh language.
- It was noted that one member of the Board had the names of actively involved key individuals and institutions. This ensured that different projects did not cover the same ground.
- Much discussion was also had on the need to work with other consortia to promote the work.

A few questions were raised for further consideration by the team; for example:

- The nature of the pilot schools was questioned. The Board wanted to ensure a cross-section of schools in the pilot so that the sample did not merely consist of Welsh-enthusiasts. The Board believed that the challenge of working with and developing "less enthusiastic" schools would provide a better picture of the challenge ahead.

A particularly useful session was had with the Board truly acting as an Advisory Board. Board members challenged, questioned and proposed ideas.

The Advisory Board were wholly supportive of these developments.



REPORT TO THE JOINT COMMITTEE

21 February 2018

Report by: GwE Managing Director

Subject: Calendar of Meetings

1.0 Purpose of the Report

1.1 To request the Joint Committee to agree the meetings calendar for the coming year.

2.0 Background

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

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

3.0 Considerations

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

4.0 Recommendations

4.1 The Joint Committee is requested to:

4.1.1 Approve the meetings calendar as proposed within Appendix 1.

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

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

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

9.0 Appendices

Appendix 1: Proposed amended GwE Joint Committee Meetings 2018/19

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

The dates planned for the GwE Joint Committee meetings, as proposed here, are fit for purpose. In particular, the 4 July 2018 will be timely to receive the pre-audit accounts for 2017/18, while 26 September 2018 will be timely for receiving and approving the independent auditor's report on the 2017/18 accounts, which is a statutory mandatory requirement prior to 30 September.

Appendix 1

Proposed Amended GwE Joint Committee Meetings 2018/19

MEETING	DATE	TIME	VENUE
GwE Joint Committee	04/07/2018	10.30am	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	26/09/2018	2.00pm	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	28/11/2018	10.30am	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	20/02/2019	10.30am	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	22/05/2019	10.30am	GwE Offices, Bryn Eirias, Colwyn Bay