

Complete Agenda



Tuag at Ragoriaeth
Towards Excellence



Meeting

GWE JOINT COMMITTEE

Date and Time

9.00 am, WEDNESDAY, 24TH FEBRUARY, 2016

Location

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

Contact Point

Glynda O'Brien

01341 424301

GlyndaOBrien@gwynedd.gov.uk

(DISTRIBUTED 18/2/16)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor Kenneth P. Hughes	Isle of Anglesey County Council
Councillor Gareth Thomas	Gwynedd Council
Councillor Wyn Ellis Jones	Conwy County Borough Council
Councillor Eryl Williams	Denbighshire County Council
Councillor Chris Bithell	Flintshire County Council
Councillor Michael Williams	Wrexham County Borough Council

Co-opted Non-voting Members

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

Non-voting Officers

Delyth Molyneux	Isle of Anglesey County Council
Arwyn Thomas	Gwynedd Council
Richard E. Owen	Conwy County Borough Council
Karen Evans	Denbighshire County Council
Ian Budd	Flintshire County Council
John Davies	Wrexham County Borough Council

Officers in Attendance

Iwan G. Evans	Host Authority
Dafydd L. Edwards	Host Authority
Geraint Rees	Welsh Government
Huw Foster Evans	GwE Managing Director
Susan Owen Jones	GwE Business & Finance Manager
Mohammed Mehmet	Denbighshire County Council

Observer

Gareth Jones	GwE Advisory Board Chairman
--------------	-----------------------------

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

1 - 4

(copy enclosed)

5. REGIONAL BUSINESS PLAN 2015-18 - LOCAL AUTHORITY ANNEXES

5 - 31

(copy enclosed)

6. 2015/16 GWE BUDGET - AUTUMN TERM 2015 REVIEW

32 - 36

(copy enclosed)

7. BASELINE BUDGET 2016/17

37 - 40

(copy enclosed)

8. PARTNERSHIP AGREEMENT (LA'S & SCHOOLS)

41 - 56

(copy enclosed)

9. JOINT CONSORTIA WORKING

(oral report)

10. CHALLENGE ADVISERS DEVELOPMENT PROGRAMME

(oral report)

GwE JOINT COMMITTEE 27.1.16

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

Councillors: Chris Bithell, Wyn Ellis Jones and Gareth Thomas.

Co-opted Members with no vote: Annwen Morgan (Secondary Schools Representative) and Rita Price (Wrexham Diocese).

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

Also present: Huw Foster Evans (GwE Managing Director), Rhys Howard Hughes (GwE Assistant Director (Support and Brokerage)), Susan Owen Jones (GwE Business and Finance Manager), Alwyn Jones (GwE Assistant Director (Standards)), Geraint Rees (Welsh Government Representative), Iwan Evans (Host Authority's Legal Services Manager – Gwynedd Council), Hefin Owen (Host Authority's Finance Manager – Gwynedd Council) and Bethan Adams (Host Authority's Members Support Officer – Gwynedd Council)

Apologies: Dafydd Edwards (Host Authority's Head of Finance – Gwynedd Council), Alison Fisher (Governor Representative) and Jonathan Morgan (Special Schools Representative).

1. **DECLARATION OF PERSONAL INTEREST**

No declaration of personal interest was received by any Members present.

2. **MINUTES**

The Chair signed the minutes of this meeting, held on 12 November 2015, as a true record.

3. **CLUSTER STANDARDISATION AND MODERATION - KS2 AND KS3**

The GwE Managing Director presented a report which discussed in detail the regional and national standardisation and moderation procedures for validating teacher assessments at the end of key stages 2 & 3.

During the ensuing discussion, the following main points were highlighted:

- It is easy to forget the pupils who are unable to attain the benchmark, and so pupils' progress should be assessed from the Foundation Phase;
- In response to a member's question, GwE's Assistant Director (Standards) noted that Dafydd Rhys, GwE Challenge Adviser, had contacted the 6% of KS2 & KS3 assessment leaders who had not attended the information session;
- Following the work undertaken, a better national understanding is expected, which would mean an improvement in the reliability and consistency of teacher assessments;
- It was difficult to set a specific time in terms of a fair national comparison.

RESOLVED to accept and note the report.

4. INVESTIGATING THE PROCEDURE FOR SETTING TARGETS, TRACKING PROGRESS AND INTERVENTION

The GwE Managing Director presented a report which provided information on findings of research on procedures for setting targets, tracking progress and intervention, which issued from a significant difference between 2015 KS4 final targets/predictions and true performance in many schools in the region.

Attention was drawn to the recommendations resulting from the research undertaken for GwE, local authorities and schools. It was noted that the report will be presented in a regional conference on 12 February.

In response to a question from a member regarding the recommendation that GwE/ Local Authorities establish a working party of school leaders and technical experts to form a generic system for tracking the new indicators, GwE's Assistant Director (Standards) noted that there will be collaboration with SIMS to create a common system for the entire region. The member noted the need to take immediate action, bearing in mind that the technology already exists, in order to ensure consistency across the region.

Members referred to the impact of staff absences and the lack of available supply staff in maths and English on the performances of some schools. The GwE Managing Director noted that they will look to establish a national recruitment campaign to try to attract teachers to work in Wales.

RESOLVED to accept and note the report.

5. KEY STAGE 4 LEVEL 2+ - PROGRESS TOWARDS 2016 TARGETS

The GwE Managing Director presented a report which discussed in detail the progress towards 2016 KS4 Level 2+ targets for each Local Authority. It was noted that steps had been taken to report on a regular basis and that a central collection of progress data would take place at the end of February and at the end of April 2016.

Karen Evans (Denbighshire Council) expressed the need to clearly specify that it is schools' targets that are noted in the 'Autumn Term: Schools' Aggregate Targets and Predictions 2016' table, and not those set by the Local Authority. She added that the robustness of school targets varied.

The GwE Managing Director noted that some schools' targets were challenged further to the initial challenge, with targets refined as a result of the intervention.

In response to comments by members regarding the certainty that an improvement will be seen in summer 2016 results, Ian Budd (Lead Director – Chair of Management Board (Flintshire Council)) noted that matters which needed attention had been identified, that an action plan was in place, and that he was therefore hopeful that results would be better. John Davies (Wrexham County Borough Council) corroborated the comments noting that only the exam results would give definite confirmation, but that he was confident that there would be improvement.

Concerns that the statistics are being collected in different ways across Wales were highlighted.

RESOLVED to accept and note the report.

6. LEADERSHIP DEVELOPMENT PROGRAMME

A presentation was given by GwE's Assistant Director (Support and Brokerage) on the leadership development programme.

There was an opportunity for members to ask questions, and they were responded to as follows:

- There is an application process in order to take part in the Leaders' Development Programme;
- 102 middle leaders had taken part in the Middle Leaders' Development Programme;
- There is an approval officer in the Local Authority to verify that each individual is ready to apply for the National Professional Qualification for Headship (NPQH).
- 47 individuals had been approved to apply for the NPQH in 2016 but the Welsh Government's funding was sufficient only for 41 individuals;
- Upon receiving the NPQH qualification an individual is suitable to work as a Head Teacher in any school in Wales, including Church Schools;
- That the necessary commitment can lead to difficulty in obtaining Head Teachers from the Secondary and Special sectors to serve as panelists in the Assessment Centre.

It was announced that a conference for around 1,400 teachers would be held at 5.00pm, 12 February 2016 in Venue Cymru, Llandudno where there would be a presentation by Sir John Jones. An invitation was extended to the members.

7. WELSH-MEDIUM AND CAPACITY BUILDING NETWORK

Arwyn Thomas (Gwynedd Council) presented a report which provided an update on the activity and outcomes of the Welsh-Medium and Capacity Building Network. It was reported that, following positive reports on the success of the Language Charter in Gwynedd, an application had been received by Welsh Government to use Gwynedd's expertise and good practice to extend the project to other areas in Wales.

It was noted that a successful conference had been held to launch the Language Charter regionally on 22 January 2016. Attention was drawn to the action plan to extend the Charter across the region.

Geraint Rees (Welsh Government representative) congratulated the network for its work across the region, and noted that other areas could benefit from the good practice.

Positive comments were put forth regarding the collaboration, and it was noted that there was an enthusiasm about ensuring the success of the Charter across the region.

In response to a comment by a member, Arwyn Thomas (Cyngor Gwynedd) noted that he would arrange for members to receive the papers that were presented in the conference along with an evaluation of the day.

8. 2015-18 BUSINESS PLAN: MONITORING REPORT

The GwE Managing Director presented a progress monitoring report on the Business Plan for 2015-18.

Arwyn Thomas (Cyngor Gwynedd) noted the need to ensure that 'Headlines/Mitigation' in the monitoring dashboard address the milestones.

RESOLVED to accept and note the report.

9. ARRANGEMENTS FOR ESTYN'S REGIONAL CONSORTIA INSPECTIONS (APRIL 2016)

The GwE Managing Director presented a report on the arrangements for Estyn's inspections of the regional consortia, specifying that GwE's inspection would be held during 18 – 29 April 2016. It was noted that a follow-up inspection would take place in around 12 months to look at progress made against the recommendations.

It was reported that the Estyn inspectors would hold a meeting with the members of the Joint-Committee during the week commencing 25 April 2016.

In response to the inquiry regarding Estyn's capacity to hold interviews through the medium of Welsh, the GwE Managing Director noted that he would contact Estyn leaders for confirmation.

RESOLVED to accept and note the report.

The meeting started at 1.30 p.m. and concluded at 3.50 p.m.

CHAIRMAN



REPORT TO THE JOINT COMMITTEE

24 FEBRUARY 2016

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

Subject: Regional Business Plan 2015-18 – Local Authority Annexes

1.0 Purpose of the Report

1.1 To present the draft Business Plan Local Authority Annexes to the Joint Committee.

2.0 Background

2.1 The Regional Business Plan 2015-18 sets out the 3 year vision, aims and priority areas for improvement across the region and was approved by the Joint Committee at its meeting on the 12th of November 2015.

2.2 Alongside the overarching regional business plan a local annex for each respective local authority is produced. The following is an extract from the National model for regional working (November 2015).

- Each local authority will provide for their consortium a statement of any changes they propose to make over the coming 12 months in school organisation and their planned arrangements for delivering key services.
 - The annex and the statement will be discussed individually with each authority through a meeting with the lead officer, and the elected member with responsibility for children and education services.
-

- The Local Authority Leader will make sure that the governance arrangements for consortia enable them to maintain oversight of, and accountability for their statutory duties.
- The business plan annex will need to dovetail with and not duplicate other local authority corporate plans and the Single Plan.
- Any local authority concerns or requests in relation to the content of the draft business plan that cannot be agreed between the managing director and a constituent authority will be reported to the Joint Committee as part of their consideration of the draft plan.
- The business plan annex for each local authority may, once it is agreed, form a Service Level Agreement, between the consortium and the local authority.

3.0 Considerations

3.1 The Local Annexes follow the same format & include detail on the joint vision, the purpose along with the specific Aims, Core GwE Business Plan Offer, Local Priorities, Actions & Outcomes.

3.2 Progress against the Local Annexes will be jointly monitored by the relevant Senior Challenge & Support Adviser & LA Officers, reporting to the School Improvement Network.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the Business Plan Local Authority Annexes.

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 School Improvement Network, GwE Management Board & Advisory Board have been consulted during the development of the document.

9.0 Appendices

9.1 GwE Business Plan Local Annexes

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

The report concludes the work of preparing the Business Plan which was considered in the Joint Committee in November 2015. It is the Joint Committee's function to agree and adopt the annual Business Plan with input and guidance from the Advisory Board and the Management Board.

Statutory Finance Officer:

The authors understand that the proposed business plan will need to be achieved within the resources available to GwE, as detailed for 2016/17 in the 'Base Budget' being presented to this meeting of the Joint Committee.

Appendix 1

Conwy LA / GwE Business Plan Appendix 2015/16

CLA / GwE Aims	Areas currently being delivered as Business Plan.	CLA/ GwE Priorities	Actions	Impact
<p>1. Raise standards of T&L for all Learners across the Region consistently for all key stages</p> <p>CBC 1.1.1.6 (EDU) Work in collaboration with our partners to deliver the regional school improvement agenda to drive up standards in all schools.</p> <p>To improve the quality of Leadership and its impact on improving outcomes across the consortium.</p> <p>CBC 1.1.5 Children and Young People educated in childcare settings and schools achieve their learning potential</p> <p>3. Developing a self-improving system.</p>	<p>To continue with all areas included in P1 of the regional Business Plan.</p> <p>To continue with strategies to raise standards in Foundation Phase, Key Stage 2 and Key Stage 3 as noted in P1.1 and P1.2 of the business plan.</p> <p>To continue to robustly challenge and support in all amber and red schools (see separate hub action plan for these)</p> <p>To ensure appropriate support and challenge in all yellow and green schools (see separate hub action plan for these)</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to CLA needs.</p>	<p>To raise attainment for all learners and groups of learners (particularly boys and FSM) in all core subjects and areas (inc Lit and Num) including CSI and FPhI.</p> <p>To raise attainment for all learners and groups of learners (particularly boys and FSM) in KS4 paying attention to TL2+, TL2, L1 and CSI.</p> <p>To move all red and amber schools, and ESTYN schools in category out of category within 18 months (see separate action plans for these individual schools)</p> <p>Prepare all schools for new GCSE courses (specifically science) and to get best learner outcomes in line with meeting WG benchmarking and new measures.</p> <p>To ensure Emrys ap Iwan and Aberconwy are removed from ESTYN monitoring.</p> <p>To ensure Bro Aled is removed from Significant Improvement.</p>	<p>Ensure that the Conwy 'Raising Standards' model is being implemented in all schools and that appropriate bespoke intervention is delivered. Use the model to identify common areas of development and address in groups of schools as necessary.</p> <p>As well as KS2 and KS3, develop GwE / LA assessment and moderation procedures for Foundation Phase.</p> <p>Additional support for New and Acting Head teachers in the LA. Implementing leadership programmes.</p> <p>Provide subject specialist support through CAs in core subjects for NQTs in line with meeting WG transitional regional working.</p> <p>HR/LA/GWE intervention strategies in line with National model and WG</p> <p>Provide challenge, curriculum offer support and data analysis for KS5 and post 16.</p> <p>Enhance the English, Welsh Language Bilingual (inc 2nd Lang), Maths and Science HoDs forums by providing expertise and sharing good practice.</p> <p>To provide all schools and governors with a clear understanding of the new SIP / SDP requirements. Bespoke one off training for governors in this area as well as targeted training for individual governing bodies.</p> <p>KS4 additional support:- English / Welsh 1st Language</p> <ul style="list-style-type: none"> To commission a Senior Examiner for English/Welsh to review past papers from each of the secondary schools in Conwy to identify common underperformance. Jon Rosser has provided details of senior WJEC examiners to approach. Identify specific features of Boys performance in the English/Welsh examinations which impacts on the outcomes achieved by Boys in the GCSE English/Welsh Examination. Janet Hughes to be approached with regard to this as part of her Conwy Core Subject forum role. To give specific advice on the intervention strategies which Conwy schools should be using to reduce the difference between the performance of Boys and Girls in English/Welsh GCSE examination papers. Commission an individual to carry out a piece of work identifying best practice across Wales / England and report on this to the Head teacher. 	<p>Improved attainment at FPh, KS2 and KS3 as an LA and in individual schools.</p> <p>FPh From 82.9% to 86%</p> <p>KS2 From 85.9% to 88%</p> <p>KS3 From 87.1% to 88%</p> <p>TL2+ 53.9% to 59%</p> <p>Improved attainment at TL2+, TL2 (87%), TL1 (97%) and CSI (56%) as an LA and in individual schools.</p> <p>Narrowing the gap with groups of learners at all ages particularly FSM and boys.</p> <p>FSM From 31% to 36.5%</p> <p>Boys / Girls gap From 11.9% to 10%</p>

CLA / GwE Aims	Areas currently being delivered	CLA / GwE Priorities	Actions	Impact
<p>CBC 1.1.1.4 (EDU) Develop IT (infrastructure) in schools to support young people to have seamless access to technology rich learning to develop young people's ICT skills (digitally enabled education).</p>		<p>To ensure schools embrace the delivery of digital learner to a high standard of competency.</p> <p>Close collaborative working in partnership with Athrawon Ymgynghorol y Gymraeg, ALN, Foundation Phase, Inclusion team, Wellbeing / Physical Literacy to ensure smooth transition to the National model.</p>	<p>Mathematics</p> <ul style="list-style-type: none"> Commission Senior Examiner for Mathematics to review a sample of papers from each Secondary School in Conwy to identify the specific areas of the Mathematics examinations where learners are performing less well than other learners. Contact WJEC to identify senior examiners To give specific advice, based on this analysis, of how individual schools can develop the achievement of their learners. This support could be appropriately targeted through the Conwy Mathematics Forum. <p>Science</p> <ul style="list-style-type: none"> Support schools, through the commissioning of appropriate support through the changes to the Science Curriculum. Schools are keen to ensure that results are not adversely affected by the planned curriculum changes. It is important that Conwy schools have a clear and shared understanding of the possible routes through the new curriculum provision. This support could be appropriately targeted through the Conwy Science Forum <p>FSM</p> <ul style="list-style-type: none"> Identify best practice nationally and arrange day for Conwy Head teachers to visit these schools. Consult iNet for assistance in arranging this. Discussion groups for Heads / PDG leads following this. Head teachers to be briefed thoroughly in relation to the Categorisation Data measure. <p>Literacy / Numeracy</p> <ul style="list-style-type: none"> Facilitate school to school data sharing and discussion regarding trends and patterns in Reading and Numeracy tests. continue Literacy and Numeracy forums across the hub as a to share good practice across Denbighshire and Conwy. <p>ICT and Digital Competency</p> <ul style="list-style-type: none"> Bespoke advice, support and training in this area using subject specialist / lead school. 	<p>Minimise the risk of schools falling into ESTYN statutory and Red support category.</p> <p>Percentage of Amber schools reduced from 23 to 15</p> <p>Increase/ improvement in no/ calibre of headship candidates</p> <p>Schools prepared for changes in GCSE curriculum.</p> <p>Schools continue to develop Physical Literacy as a priority and to be fully prepared for Digital competency agenda.</p> <p>English 70% Maths 69% Science 86% Cymraeg 79%</p>

Appendix 2

GwE ac Adran Addysg Gwynedd

Cynllun Busnes Atodol 2015-2016

GwE and Gwynedd Education Department

Local Authority Business Plan Annex 2015-2016

VISION

Children and young people in Gwynedd achieve the highest standards so as to maintain the language, culture and local economy.

PURPOSE

To ensure that the schools and provision enable the children and young people to achieve the highest standards and nurture the qualifications and skills that enable them to reside and prosper within the locality.

IMPROVEMENT MEASURES**AIMS FOR SUMMER 2016 ***

Percentage of 16 year olds achieving level 1 threshold or (5 A* - G grades GCSE)

99.8%

Percentage of 15 year old pupils on the previous 31st August, in LEA maintained schools who achieved the Level 2+ threshold including GCSE grades A* - C in Welsh mother tongue or English and Mathematics.

69.8%

Percentage of 16 year old pupils achieving the Core Subjects Indicator (Grade C or above) in Welsh/English, Mathematics and science.

69.6%

Capped points score for pupils who are 15 years old on the previous 31 August at LEA maintained schools.

Data summer 2015 – 362.0

No schools performs in the FSM benchmarks lower quartile over a three year rolling period.

0

Improve performance at the highest levels at every key stage including increasing number of GCSE pupils who achieve A*-A, including FSM learners performance.

Progress made at every key stage

Raise standards in English and Mathematics at KS4	12 schools to break threshold of 70% Mathematics 2 schools to achieve 65% Mathematics 11 schools to break threshold of 75% English 3 schools to achieve 70% English
No other school placed in Estyn statutory category	0
Quality of leadership – increase in % of schools being awarded grade A/B	Increase to 85%
Percentage of pupils assessed at LEA maintained schools, and who receive Teachers Assessment in Welsh (first language) at the end of Key Stage 3	84%
Percentage of pupils achieving level 3 or above at KS2 (7-11 years) who were assessed by a teacher in Welsh as first language at the end of KS3 (11-14 years)	90%
Pupils percentage attendance in the primary schools	95.3%

(*Based on Gwynedd secondary schools targets)

GwE Aims Nodau GwE	Core GwE Business Plan Offer Cynnig Cynllun Busnes Craidd GwE	Gwynedd Priorities Blaenoriaethau Gwynedd	Actions Camau gweithredu	Outcome Deilliant
<p><u>Actions that we wish GwE to perform on our behalf:</u></p> <p>Ensure that development plans, self-evaluation processes and tracking systems are at least good at our schools</p> <p>Provide guidance in order to raise standards in English in specific departments in our secondary schools</p> <p>Provide guidance in order to raise standards in mathematics in specific departments at our secondary schools</p> <p>To ensure that the new science specification is</p>	<p><i>To continue with all areas included in P1 of the regional Business Plan</i></p> <p><i>To continue with strategies to raise standards across all stages as noted in P1.1 and P1.2 of the business plan</i></p> <p><i>To continue to robustly intervene in all Amber and Red schools, supporting where appropriate in relation to Estyn inspection follow-up action</i></p> <p><i>To ensure</i></p>	<p>Raise standards at key stage 4 (including learners who are entitled to FSM):</p> <ul style="list-style-type: none"> To ensure robust performance in GCSE science at every school. Increase % of pupils achieving level 2+ threshold to 70% Raise standards in mathematics and English at every school. Increase percentage FSM learners achieving level 2+ threshold. 	<p>Target under-performing departments and departments whose performance is in “the comfort zone”.</p> <p>To ensure additional and appropriate resources to raise standards in mathematics and English.</p> <p>Continue to support schools so that they confidently present the specification/new qualifications through GwE Lead Schools Plan + GwE Subject Networks</p> <p>To ensure mature use of data to identify and support schools where there is capacity to improve achievement in GCSE science.</p> <p>Appropriate support targeted through implementing the ‘new</p>	<p>No school’s performance features in the lower FSM benchmarks quartile over a three year rolling period.</p> <p>LEA’s performance continues to exceed the national benchmark in the TL2+ and aims to achieve the 70% threshold.</p> <p>12 schools to break through the 70% threshold Mathematics = Ardudwy; Berwyn; Botwnnog; Brynrefail; DO; Eifionydd; Friars; Gader; Glan y Mor; SHO; Tryfan; Tywyn</p> <p>2 schools to achieve 65% Mathematics = Dyffryn Nantlle; Moelwyn</p> <p>11 schools to break threshold 75% English = Ardudwy; Berwyn; Botwnnog; Brynrefail; DN; DO; Eifionydd; Gader; Glan y Mor; Tryfan;</p>

<p>ready for implementation in our secondary schools</p> <p>Ensure that our schools understand and are ready to implement new specifications</p> <p>Target those departments who generally underperform or whose performance is in the comfort zone.</p> <p>Introduce a new school support model so that:</p> <ol style="list-style-type: none"> 1. Schools who are in danger of slippage are identified at an early stage so as to implement appropriate intervention. 2. Make school to school systems more robust and develop new partnerships. 3. Identify excellence and effective practice in the leadership and 	<p><i>appropriate support and challenge in all yellow and green schools</i></p> <p><i>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Gwynedd schools</i></p> <p><i>Ensure all schools comply with statutory requirements</i></p>		<p>model’.</p> <p>Target professional development for Middle Leaders so as to develop their capacity to provide leadership on good learning and teaching within their departments.</p> <p>Broker specific support for heads of under-performing departments so as to lead and develop teaching and learning in their departments, prioritizing mathematics and English in the first instance.</p> <p>GwE to provide support for XX heads of department where improvements are required in performance and quality of leadership.</p> <p>Ensure that all schools have strategic and effective improvement plans that clearly indicate how they make effective use of support commissioned from GwE and the national grants.</p> <p>Ensure that underperforming departments have rapid access</p>	<p>Tywyn</p> <p>3 schools to achieve 70% English = SHO; Moelwyn; Friars Aim towards GCSE performance in science that is similar to, or an improvement on the other core subjects.</p> <p>Increase in learner numbers achieving 5 A* and A grades.</p>
---	--	--	---	---

<p>pedagogy fields and share them;</p> <ol style="list-style-type: none">4. Improve end of key stage outcomes;5. Support schools to perform in the higher quartiles6. Ensure that no school falls into Estyn statutory categories			<p>to specialist and specific support tailored to their needs.</p> <p>Formalize arrangements for measuring performance and reporting on progress.</p> <p>Ensure that the LEA monitors and challenges those schools who are referred to the Management Team, using all powers available to the LEA to improve leadership and management at under-performing schools.</p>	
---	--	--	---	--

<p>Target professional development programmes for middle managers so as to develop their capacity to lead on good teaching and learning within their departments</p> <p>Establish a programme to further develop current headteachers</p> <p>Continue to make system for assessment of teachers more robust through moderating assessments so that they are consistent across the Region and Wales.</p> <p>Support Gwynedd Council to make morr robust and fine-tune the Council's internal accountability procedures on individual schools and departments in secondary schools</p>		<p>Increase number of schools who perform in quartile 1 and 2 at every key stage.</p>	<p>Target specific schools who have performed in quartile 3 and 4 over a rolling period.</p> <p>Implement a support programme through the assistant partners to the amber and red category schools.</p> <p>Targeted appropriate support through implementing the 'new model', namely:</p> <ul style="list-style-type: none"> • Peer-group review (robust green and yellow category schools) – jointly challenge and jointly support; • Pairs/triads (yellow category schools) – jointly challenge and jointly support with targeted support; and • Amber/red category schools – challenge and intensive support. <p>Encourage and facilitate schools to make use of GwE leadership development programme for leaders at every level. Target up to 14 good leaders to attend GwE training programme.</p>	<p>Increase percentage of pupils achieving the FPI in the primary through improving performance of specific schools.</p> <p>Increase percentage of pupils achieving the CSI in the primary through improving performance of specific schools.</p> <p>Increase percentage of pupils achieving the FPI +1 level in the primary through improving the performance of specific schools.</p> <p>Increase percentage of pupils achieving the CSI +1 level in the primary through improving performance of specific schools.</p> <p>Improve FSM pupils performance.</p> <p>Increase number of schools placed in the green and yellow categories.</p> <p>Reduce the number of schools placed in the red category.</p> <p>Reduce the number of schools placed in Estyn Monitoring category.</p> <p>No school to be in the Significant Improvement required and Special</p>
--	--	---	--	---

<p>through:</p> <ol style="list-style-type: none"> 1. Contributing to scrutiny Sub-panel on schools performance 2. Supporting the Council to use its statutory powers. <p>Regularly and effectively communicate with the LEA regarding school developments</p> <p>Prepare a detailed action plan to accompany this specification.</p> <p>Prepare an annual report on standards to the Scrutiny Committee</p> <p>Prepare an annual evaluation and identify fields for improvement to accompany this specification action plan and present it to the Scrutiny Committee</p> <p>Collaborate with the</p>			<p>Establish sufficiently fine-tuned procedures to target performance of specific learner groups.</p> <p>Ensure appropriate implementation and response from every school to the 'setting a baseline' training in effective self-evaluation and planning fields.</p> <p>Improve consistency and reliability of teachers assessments.</p> <p>Promote good practice in the classroom through ensuring that good practices (at a local level and nationally) are effectively shared, and that its impact is carefully monitored.</p> <p>Promote regional training events and enriching activities with schools.</p> <p>Ensure that schools provide training and mentoring for teaching assistants so that they can support learners literacy and numeracy skills, including MAT learners, learners entitled to</p>	<p>Measures statutory categories.</p> <p>A xx% increase on the figure for 2015 in the percentage achieving FPI through improving performance in specific schools</p> <p>A xx% increase on the figure for 2015 in the percentage achieving CSI KS2 through improved performance in specific schools</p> <p>A xx% increase on figure for 2015 in the percentage of FSM learners achieving FPI through improved performance in specific schools</p> <p>A xx% increase on figure for 2015 in percentage of FSM learners achieving CSI KS2 through improved performance in specific schools.</p> <p>A xx% increase on figure for 2015 in percentage of learners achieving TL2+ KS4</p> <p>A xx% increase on the figure for 2015 in the percentage of learners achieving L2 Mathematics KS4</p> <p>A xx% increase on figure for 2015 in the percentage of learners achieving L2 English KS4</p> <p>FSM pupils rolling performance in the</p>
---	--	--	---	--

<p>Welfare Service to identify good attendance practice</p> <p>Collaborate to obtain a concise composite school profile</p>			<p>FSM and ALN learners.</p> <p>Develop and provide the Teaching and Learning Leadership Programme (for Literacy and Numeracy Leaders and SMT members), using joint leadership schools specialization and experience.</p> <p>Ensure that leaders at every level effectively use tracking data so as to have a positive impact on teaching and learning.</p>	<p>TL2+ exceeds the national benchmark of 32.0% at every Secondary school.</p> <p>All primary/secondary schools placed in Estyn Follow-up Monitoring category have made the expected improvement and have been taken out of the category in accordance with Estyn implementation timetable.</p> <p>No additional schools to be placed in statutory progression follow-up category [GS/MA]</p> <p>By October 2016, increase % of primary schools in green/yellow support category to 91% and reduce those in the red category to 0%</p> <p>By October 2016, increase % of secondary schools in the green/yellow support category to 85.7%.</p> <p>Schools who have not responded appropriately to the 'setting a baseline' training in effective self-evaluation and planning fields identified for further action/intervention.</p>
---	--	--	---	---

		<p>Monitor and challenge every school and use all the LEA's powers to improve leadership and management at under-performing schools.</p>	<p>Make more robust the LEA's actions as regards developing leadership and management in primary schools.</p> <p>YH GwE to target up to __ good leaders to attend GwE training programme.</p> <p>Ensure that there fine-tuned and appropriate procedures in place through the Regional [GwE] Service to monitor and evaluate the schools progress and intensify the action and intervention where the expected progress is not apparent and take more direct action using statutory powers, with specific schools prior to any Estyn visits.</p> <p>Make more robust and fine-tune the Council's internal accountability procedures on performance of schools and individual departments in secondary schools.</p>	<p>An effective monitoring and challenging programme is implemented and there are clear arrangements in place to report on progress.</p> <p>Higher level of challenge/accountability is implemented.</p> <p>Improved quality of leadership across schools in both sectors.</p> <p>No school adjudged as being <i>unsatisfactory</i> by Estyn for Key Question 3 and a 50% reduction in the number adjudged as being <i>adequate</i>.</p> <p>Improved ownership of the improvement programme across the range of stakeholders [Headteachers, Officers, System Leaders, Governors and Elected Members].</p> <p>LEA makes earlier and more effective use of its statutory powers so as to ensure children and young people's best interests.</p>
--	--	--	--	---

		<p>Improve leadership conditions so as to raise standards.</p>	<p>The LEA to commission a report on leadership and management conditions in the county's schools.</p> <p>Develop managers and prospective managers within services.</p> <p>Identify future leaders to ensure that everybody receives a high quality education.</p> <p>Develop a robust school to school procedure and managerial networking so as to share best practice so as to avoid duplication.</p> <p>Take rapid and appropriate action so as to ensure viable establishments through effective and efficient schools organization.</p>	<p>Implement the report's agreed recommendations.</p> <p>Prospective managers and managers receive professional development through GwE leadership training programmes.</p> <p>Future prospective leaders identified to apply for NPQH and receive support during the process.</p> <p>The 'new model' effectively implemented so as to ensure a robust 'school to school' procedure. Effective leadership across the schools, including schools that share leadership between more than one school.</p>
--	--	--	--	---

GwE ac Adran Addysg Sir Ddinbych

Cynllun Busnes Atodol 2015-2016

GwE and Denbighshire Education Department

Local Authority Business Plan Annex 2015-2016

GWELEDIGAETH VISION

All children and Young people in Denbighshire realise their potential in terms of achievements and attainment; that they have a happy, rewarding and inclusive experience of school.

PWRPAS PURPOSE

Sicrhau bod yr ysgolion a'r ddarpariaeth yn arfogi'r plant a'r pobl ifanc i gyflawni'r safonau uchaf ac i feithrin y cymwysterau a'r sgiliau sy'n eu galluogi i fyw a ffynnu'n lleol.

Ensure that the Service progresses from good to excellent; and to narrow the gap between Denbighshire and the top performing authorities in the UK to ensure that all Young people have the best chance to succeed.

MESURIADAU SYDD ANGEN GWELLA INDICATORS TO BE IMPROVED	BLE RYDYM AM FOD ERBYN HAF 2016 * WHERE WE WILL BE BY SUMMER 2016*
Canran disgyblion 16 oed sydd yn ennill trothwy lefel 1 neu (5 gradd A* - G TGAU) <i>Percentage of pupils aged 16 having achieved Level 1 threshold (5 A*-G GCSE grades)</i>	95.1%
Canran y disgyblion 15 oed ar y 31ain Awst blaenorol, mewn ysgolion a gynhelir gan yr awdurdod lleol a gyflawnodd y trothwy Lefel 2+ yn cynnwys gradd A*-C TGAU mewn Cymraeg mamiaith neu Saesneg a Mathemateg. <i>Percentage of pupils within maintained schools on the previous 31st August, who achieved the Level 2+ threshold including GCSE A*-C in Welsh first language or English and Mathematics.</i>	60.8%
Canran disgyblion 16 oed sydd yn ennill y Dangosydd Pynciau Craidd (Gradd C neu uwch mewn Cymraeg/Saesneg, Mathemateg a gwyddoniaeth). <i>Percentage of 16 year old pupils who achieved the CSI (Grade C or higher) in Welsh/English, Mathematics and</i>	57%

Science.	
Sgôr pwyntiau wedi gapio ar gyfer disgyblion sy'n 15 oed ar y 31 Awst blaenorol mewn ysgolion a gynhelir gan yr awdurdod. <i>Capped Points Score for LA maintained school pupils who are aged 15 on the previous 31st August.</i>	Data haf 2015 – Summer data - 345
Dim un ysgol yn perfformio yn chwarter isaf meincnodau PYD dros gyfnod treigl tair blynedd. <i>Not a single school performing in the FSM lowest quartile over three years.</i>	0
Gwella perfformiad ar y lefelau uwch ym mhob cyfnod allweddol gan gynnwys cynyddu canran A*-A ar gyfer disgyblion TGAU, gan gynnwys perfformiad dysgwyr PYD. <i>Improve performance in the higher levels at all key stages including increasing the percentage of A*-A for GCSE pupils, and including FSM pupils.</i>	Cynnydd ym mhob cyfnod allweddol <i>Increase at all key stages</i>
Codi safonau Saesneg a Mathmateg yn CA4. <i>Improve the standards of Mathematics and English at KS4.</i>	75% ysgol i gyrraedd 70% Mathemateg 62.5% ysgol i gyrraedd 65% Mathemateg 50% ysgol i dorri trothwy 75% Saesneg 87.5% ysgol i gyrraedd 70% Saesneg
Dim un ysgol arall yn cael ei rhoi mewn categori statudol Estyn. <i>No additional schools placed in an Estyn statutory category.</i>	0
Ansawdd arweinyddiaeth – cynnydd mewn % o ysgolion sy'n cael dyfarniad gradd A/B <i>Quality of Leadership- increase in the % of schools deemed to be grade A/B.</i>	Cynyddu i 87.5% <i>Increase to 87.5%</i>

Canran y disgyblion a aseswyd mewn ysgolion a gynhelir gan yr awdurdod lleol, ac sy'n cael Asesiad Athrawon yn y Gymraeg (iaith gyntaf) ar ddiwedd Cyfnod Allweddol 3. <i>Percentage of pupils in LA maintained schools assessed in Welsh 1st Language at the end of KS3.</i>	
Canran disgyblion enillodd lefel 3 da neu uwch yn CA2 (7-11oed) a gafodd asesiad athro yn y Gymraeg iaith gyntaf ar ddiwedd CA3 (11-14oed). Percentage of pupils who achieved level 3 or above in KS2 (7-11 years old) who received a teacher assessment in Welsh 1st Language at the end of KS3 (11-14 years old).	21.3%
Canran presenoldeb disgyblion yn yr ysgolion cynradd. <i>Percentage attendance in primary schools.</i>	94.7%

(*Yn seiliedig ar dargedau ysgolion uwchradd Sir Ddinbych –based on Denbighshire secondary schools data)

GwE Aims DCC Aims	Core GwE BP Offer	DCC Priorities	Actions	Outcome
<p>Raise standards of T&L for all Learners across the Region consistently for all key stages</p> <p>To improve the quality of Leadership and its impact on improving outcomes across the consortium.</p> <p>Developing a self-improving system.</p> <p>-Standards of attainment are maintained and improved in line with challenging but achievable targets. -The levels of progress made by students remains at least as expected or better. -No school is placed in an Estyn statutory category. --The attainment of the lowest performing groups improves and the gap in performance between different groups of learners narrows.</p>	<p>To continue with all areas included in P1 of the regional Business Plan.</p> <p>To continue with strategies to raise standards in Foundation Phase, Key Stage 2 and Key Stage 3 as noted in P1.1 and P1.2 of the business plan.</p> <p>To continue to robustly intervene in all amber and red schools (see separate hub action plan for these)</p> <p>To ensure appropriate support and challenge in all yellow and green schools (see separate hub action plan for these)</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to DCC needs.</p> <p>Ensure all schools comply with statutory requirements.</p>	<p>To raise attainment for all learners in the core performance indicators in the Primary sector and KS3 with a particular focus on:-</p> <ul style="list-style-type: none"> - Boys performance - FSM / non FSM - Performance of boys in Cymraeg - KS2 performance - FPh in LCE and MD - Performance of More Able Pupils in all Key Stages. <p>To raise attainment for all learners at KS4 ; TL2+, TL2, L1 and CSI. With particular focus on:-</p> <ul style="list-style-type: none"> - Boys performance - FSM / non FSM - A-A* - Boys performance in Cymraeg <p>All schools currently in ESTYN category to be removed within specified time-frame and no further schools to be placed in statutory category.</p> <p>To ensure that all schools placed in a red and amber categories make the required improvement in the specified time-frame.</p> <p>Ensure that all schools are prepared for and effectively deliver new course specifications with a particular focus on core subject areas.</p> <p>Ensure target setting process and tracking is accurate.</p> <p>All learners in Denbighshire have access to good quality teaching.</p> <p>Ensure all schools comply with statutory requirements</p>	<p>Ensure that the Denbighshire / Conwy hub 'Raising Standards' model is being implemented in all schools and that appropriate bespoke intervention is delivered. Robust analysis of Denbighshire Literacy and Numeracy data to identify common areas of need and address as necessary.</p> <p>As well as KS2 and KS3, develop GwE / LA assessment and moderation procedures for Foundation Phase.</p> <p>Additional support for New and Acting Head teachers in the LA.</p> <p>Bespoke training, support and monitoring for core subject middle leaders to ensure effective delivery of current and new curriculum through:-</p> <ul style="list-style-type: none"> o GwE to collate intelligence to identify these for Denbighshire o Coaching and mentoring for identified individual heads of departments and teaching staff. o ensuring study skills and revision classes are taking place as support for cohorts of pupils o ensuring that additional teaching resource are working with identified small cohorts of learners who are struggling with key subjects. o Improving attainment planning in identified schools. o Access to outstanding practice to work with individual departments. o Analysis of examination questions to understand areas of underperformance. o Development of English, Maths and Science forums for Heads of Departments. o Ensuring read across exercises take place at all key stages. <p>Liaise closely with Denbighshire HR with regard to persistent teacher underperformance.</p> <p>Rigour and consistency in checking standards of work and ensuring consistency in quality feedback to learners.</p> <p>Ensure that there are rigorous monitoring systems in place to provide evidence that schools are on target to deliver agreed outcomes.</p>	<p>Improved attainment Foundation Phase I 87.6% 2015 to 85.5% 2016</p> <p>Key Stage 2 CSI 87.9% 2015 to 89% 2016</p> <p>Key Stage 3 CSI 84.1% 2015 to 86% 2016</p> <p>Key Stage 4 TL2+, 55.8% 2015 to 60.8% 2016</p> <p>TL2 87.2% 2015 to 89% 2016</p> <p>TL1 94.6% 2015 to 95.1% 2016</p> <p>CSI 51.6% 2015 to 57% 2016</p> <p>Literacy and Numeracy National Tests results aligned to End of Key stage assessments.</p> <p>All pupils making the expected level of progress in the Literacy and Numeracy national test (progress measure over 1000)</p> <p>Two Red and Eleven Amber school to move to yellow within expected time-scale.</p> <p>No unsatisfactory lessons observed by ESTYN.</p>

Appendix 4

Flintshire LA / GwE Business Plan Appendix 2015/16

Vision: To ensure all Flintshire pupils experience learning which matches their individual needs (academic, emotional, social, cultural) and enables them to achieve their potential

Purpose: To provide a modern, high quality and well performing education system which enables Flintshire pupils to develop lifelong learning skills that support them throughout their educational journey and beyond into the wider world

GwE Aims Flintshire Aims	Core GwE Business Plan Offer	Flintshire Priorities	Actions	Outcome
<p>Work effectively with GwE to : Raise standards of T&L for all Learners across the Region consistently for all key stages</p> <p>To improve the quality of Leadership and its impact on improving outcomes across the consortium.</p> <p>Developing a self-improving system.</p> <p>Improve skills in Literacy & Numeracy</p> <p>Reduce the impact of poverty and disadvantage</p> <p>Improve outcomes for Looked After Children and young people exiting the Youth Justice System</p> <p>Reduce barriers to engagement, ensure equality of access and participation for all children and young people</p> <p>Share best teaching practice and resources across schools and the region</p> <p>Identify and target support for schools most in need of improvement</p> <p>Develop the capacity of schools to respond to national initiatives and curriculum reforms</p>	<p>To continue with all areas included in P1 of the regional Business Plan</p> <p>To continue with strategies to raise standards across all stages as noted in P1.1 and P1.2 of the business plan</p> <p>To continue to robustly intervene in all Amber and Red schools, supporting where appropriate in relation to Estyn inspection follow-up action</p> <p>To ensure appropriate support and challenge in all yellow and green schools</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Flintshire schools</p> <p>Ensure all schools comply with statutory requirements</p>	<p>Ensure schools set ambitious targets across all end of phase/key indicators that demonstrate a trajectory that will increase the pace of improvement in individual schools and improve the ranked performance of Flintshire LA</p> <p>Ensure schools target setting and tracking processes are robustly implemented to ensure a more consistent match between projected and actual performance</p> <p>Robustly challenge schools and departments when performance is consistently below the median in key indicators, or where performance is variable</p> <p>Improve outcomes for FSM pupils in targeted schools by effective use of the PDG and appropriate intervention strategies</p> <p>Improve outcomes for vulnerable pupils eg LAC, those with additional learning needs or at risk of disengagement, particularly at KS4. Identify 'at risk' pupils earlier and provide appropriate intervention.</p> <p>Ensure an improved read across between core subjects to impact more positively on the key performance indicators</p> <p>Ensure that targeted schools have access to specialist support for core subjects and for Literacy & Numeracy</p> <p>Strengthen accuracy of teacher assessment at school and cluster level through robust moderation procedures</p> <p>Ensure the new model of Co-Leading Schools is successfully embedded and best practice is shared through a variety of delivery models</p> <p>Ensure leaders at all levels access training and support which impacts positively on the leadership capacity in Flintshire schools.</p>	<p>GwE/LA to monitor target setting and tracking throughout the year, with CAs intervening as appropriate in individual schools</p> <p>CAs to analyse performance and targets, intervening where the trend is consistently below the benchmark median. In cases of variable performance, CAs to investigate causes and promote strategies for elimination</p> <p>GwE to provide training on a regional or hub basis to support improved target-setting methodologies. Individual CAs to work with identified schools where practice is identified as being in need of improvement.</p> <p>Flintshire to continue challenging underperforming schools through Standards Monitoring Group. LA retained resources to be deployed appropriately to support improvement eg Foundation Phase, Welsh Language. External support to be commissioned as appropriate eg bespoke governor training. GwE CAs to continue to contribute to this process.</p> <p>GwE programme for addressing deprivation supports school in effective deployment of PDG for positive outcomes. SIPs monitored regularly for evidence of impact of actions/spend by CAs</p> <p>LA to embed use of Early Intervention Toolkit and deploy targeted resources (TRAC & EIG 14-19)) to provide appropriate support to the most vulnerable learners at risk.</p> <p>GwE LAC Strategy embedded and LAC PDG directed effectively at identified learners to improve outcomes and monitored by CAs during visits</p> <p>GwE's training and moderation programme to maintain levels of consistency and good practice in Flintshire schools</p> <p>GwE CAs/Associate Partners or commissioned external providers to intervene in schools, particularly in KS4, where read across in core subjects is restricting the overall school performance</p> <p>GwE's CAs actively promote Flintshire schools working in collaboration and with other schools across the region to share good practice and source improvement initiatives</p> <p>LA & GwE to identify schools and encourage applications to take a lead role in national developments</p>	<p>Based on new regional target setting model:- 2016 outcomes are currently targeted for: (e-FSM in brackets) FPI – 87.9% (73.9%) KS2 CSI – 89.1% (76.4%) KS3 CSI – 89.3% (76.5%) KS4 L2+ - 65.1% (43.9%)</p> <p>2017 outcomes are subject to review but are currently : FPI – 88.5% (76.6%) KS2 CSI – 89.4% (77.3%) KS3 CSI – 90.1% (78.8%) KS4 L2+ - 69.0% (54.4%)</p> <p>Literacy and Numeracy National Tests results aligned to End of Key stage assessments.</p> <p>Reduce gap between e-FSM and n-FSM learners by 10% by 2017</p> <p>80% LAC pupils achieve outcomes in line with benchmarked potential by 2017</p> <p>Maintain position of having lowest NEET figures in Wales</p> <p>2 Red and 12 Amber schools to move to yellow within expected time-scale. No Red schools by 2017.</p> <p>Proportion of Green schools increases and schools with capacity judged as A steadily increases.</p> <p>No school inspected by Estyn falls into category of Special Measures or Significant Improvement. More schools inspected by Estyn have excellent prospects for improvement.</p> <p>Number of schools subject to Standards Monitoring Group reduces</p>

Appendix 5

Ynys Môn LA / GwE Business Plan Appendix 2015/16

VISION - GWELEDIGAETH

'Mae pob plentyn a pherson ifanc yn cyflawni ei botensial i fod yn aelod cyfrifol, gweithredol a llwyddiannus o fewn cymuned dwyieithog ac economaidd lewyrchus'.

'All children and young people fulfil their potential to become responsible, successful and active citizens within a bilingual and economically vibrant community'.

PURPOSE - PWRPAS

Gwella cysondeb safonau addysg i bob dyswgr ym Môn o fewn ysgol ddwyieithog gynhwysol, gan leihau gwahaniaethau perfformiad a gwella'r ddarpariaeth a'r cyfleoedd ar draws ac o fewn ysgolion yr ynys.

Lessen the inconsistencies in performance and provision for the education of pupils across and within Anglesey schools, ensuring bilingual and inclusive schools.

GwE Aims Ynys Môn Aims	Core GwE Business Plan Offer	Ynys Môn Priorities	Actions	Outcomes
<p>Raise standards of T&L for all Learners across the Region consistently for all key stages</p> <p>To improve the quality of Leadership and its impact on improving outcomes across the consortium.</p> <p>Developing a self-improving system.</p> <p>- Address variation to quickly improve outcomes.</p> <p>-Further strengthen leadership and learning</p>	<p>To continue with all areas included in P1 of the regional Business Plan.</p> <p>To continue with strategies to raise standards in Foundation Phase, Key Stage 2 and Key Stage 3 as noted in P1.1 and P1.2 of the business plan.</p> <p>To continue to robustly intervene in all Amber and Red schools, supporting where appropriate in relation to Estyn inspection follow-up action.</p> <p>To ensure appropriate support and challenge in all yellow and green schools.</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Ynys Môn schools.</p>	<p>Foundation Phase- Improve FP performance in Welsh and English. Improve 06+. Increase Welsh First Language FP assessment in some schools. Improve attendance and reduce FSM/non FSM performance.</p> <p>KS2- Raise level 5 outcomes Reduce the dip in performance between FSM and non-FSM pupils overall, particularly in Science. Increase performance in STEM subjects. Improve attendance.</p> <p>KS3- Improve performance at end KS3 in English, both FSM and non-FSM pupils. Improve performance in mathematics and increase L6+. Reduce gap between FSM and non-FSM pupils. Improve performance in Science. Improve attendance.</p> <p>KS4- Increase % pupils achieving Level 2+ in all subjects but particularly English. Enhance professional practice particularly in</p>	<p>Foundation Phase Identify the schools that need support to improve outcomes in these areas. Identify the groups within the cohort that are likely to underperform: SEN/ALN/Flying Start/Communities First/TAF/Families First. Track correlation (or otherwise) between Flying Start/TAF/CF1/FF clientele and poor performance. Identify and target effective support and intervention.</p> <p>KS2 Identify schools with less than expected outcomes at L5+, target support for improved outcomes particularly for FSM. Ensure read across and correlation between L&N tests and teacher assessments. Target schools to improve STEM curriculum offer and MAT activities based in STEM subject areas</p> <p>KS3 Target support to reduce performance dip at primary/ secondary transfer, ensuring effective tracking across KS3. Audit efficacy and parity of literacy and numeracy intervention programmes undertaken by the 5 schools in years 7-9. Ensure targeted support for English in conjunction with school to school/CAMU outcomes. Ensure targeted key skills support packages for pupils at KS3 are effective and operational. Improve science and STEM subject planning and delivery.</p> <p>KS4 CA/LA monitor that targets and tracking at KS4 are robust and evidence based across all subject areas, with individual support identified at individual pupil level. Improve teacher and HoD target setting and performance prediction, where there is inconsistency or poor practice. Ensure schools have identified and established</p>	<p>Foundation Phase FPI 15/16 = 86.4% (FSM) = 69.5%</p> <p>FPI 16/17 = 83.8% (FSM) = 67.7%</p> <p>KS2 CSI 15/16 = 86.7% (FSM) = 72%</p> <p>CSI 16/17 = 88.3% (FSM) = 72%</p> <p>KS3 CSI 15/16 = 85.7% (FSM) = 78.4%</p> <p>CSI 16/17 = 87% (FSM) = 75.6%</p> <p>KS4 CSI 15/16 = 64% (FSM) = 51.1%</p>

	<p>Ensure all schools comply with statutory requirements.</p>	<p>English and Maths in some settings, to including sharing resources, curriculum planning and pupil targeting strategies. Continue to reduce the gap between FSM and non-FSM pupils.</p> <p>Ensure effective School-to-School support throughout all sectors, and targeted core subject support in KS3 and KS4.</p> <p>Ensure schools set targets that will increase the pace of improvement in individual schools and ensure closer correlation between targets, tracking data and outcomes in targeted schools.</p> <p>Ensure robust challenge and targeted support of underperforming or 'coasting' schools and departments.</p> <p>Increase the numbers of potential middle and upper leadership managers and effectively identify and target potential candidates.</p> <p>Improve outcomes for FSM pupils in targeted schools to ensure effective use of the PDG.</p> <p>Improve attendance for secondary schools at least in line with national improvement rates.</p>	<p>effective mentoring/coaching/catch up for borderline Year 11s.</p> <p>Establish effective and focused school to school working via CAMU, specifically English.</p> <p>GwE to provide training on a regional or hub basis to support improved target-setting methodologies. Individual CAs to work with identified schools where practice is identified as being in need of improvement. GwE/LA to co-construct effective data exchange/reporting facility for schools and LA/GwE.</p> <p>GwE's functions offer a mix of training and bespoke intervention for schools according to need, including specialist support.</p> <p>GwE/LA leadership development strategies ensure identification and fostering of school leaders, headships and executive leadership roles .</p> <p>GwE activities support schools'effective deployment of PDG,and effective use of EIG within school SIPs.</p> <p>GwE to work with LA to challenge and support schools across primary and secondary sectors to improve attendance Accelerate and embed attendance improvement strategies across identified schools.</p>	<p>CSI 16/17 = 69% (FSM) = 54.4%</p> <p>L1 from 96.3% to 99% L2 from 83.1% to 86%</p> <p>% of pupils scoring less than 85 ss in Reading and Numeracy reduced.</p> <p>Key stage intervention packages show measurable outcomes and improvement.</p> <p>2 Red and 15 Amber school to move to yellow within expected time-scale.</p> <p>Proportion of schools judged as A/B increases.</p> <p>No school inspected by Estyn falls into category of Special Measures or Significant Improvement</p> <p>Increase in the number of applicants and candidates for leadership roles, particularly headships and senior leadership roles, and take up of NPQH.</p> <p>Improve attendance by 1% across all sectors.</p>
--	---	---	---	--

VISION - GWELEDIGAETH

'All children and young people in Wrexham have positive aspirations, learn and achieve their potential'

The headline priority for education in the Council Plan comes under People (PE1).

PURPOSE - PWRPAS

To address variation to quickly improve outcomes in Wrexham, we all have a shared moral purpose to champion the needs of all our learners.

Wrexham LA / GwE Business Plan Appendix 2015/16

GwE Aims Ynys Môn Aims	Core GwE Business Plan Offer	Ynys Môn Priorities	Actions	Outcome
<p>Raise standards of T&L for all Learners across the Region consistently for all key stages</p> <p>To improve the quality of Leadership and its impact on improving outcomes across the consortium.</p> <p>Developing a self-improving system.</p> <p>- Address variation to quickly improve outcomes.</p> <p>- Further strengthen leadership and learning</p>	<p>To continue with all areas included in P1 of the regional Business Plan.</p> <p>To continue with strategies to raise standards in Foundation Phase, Key Stage 2 and Key Stage 3 as noted in P1.1 and P1.2 of the business plan.</p> <p>To continue to robustly intervene in all Amber and Red schools, supporting where appropriate in relation to Estyn inspection follow-up action.</p> <p>To ensure appropriate support and challenge in all yellow and green schools.</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Wrexham schools.</p> <p>Ensure all schools comply with statutory requirements.</p>	<p>Ensure effective School-to-School support through sharing of good practice including the new GwE approach with schools.</p> <p>Ensure schools set ambitious targets that demonstrate a trajectory that will increase the pace of improvement in individual schools and in Wrexham. Ensure a rapid improvement trajectory in FPI, KS3 CSI and L2+ at KS4.</p> <p>Robustly challenge schools and departments when performance is consistently below the median in key indicators, or where performance oscillates</p> <p>Improve Literacy & Numeracy outcomes.</p> <p>Ensure an improved read across between core subjects to impact more positively on the key performance indicators.</p> <p>Strengthen accuracy of teacher assessment.</p> <p>Ensure greater match between targets, tracking data and outcomes in targeted schools.</p> <p>Improve outcomes for FSM pupils in targeted schools to ensure effective use of the PDG.</p> <p>Ensure that targeted secondary schools have access to specialist support for core subjects.</p> <p>Improve outcomes for pupils with additional learning needs particularly at KS4.</p> <p>Improve outcomes of MAT pupils and boys in targeted schools to ensure effective use of EIG.</p> <p>Ensure leaders at all levels access training and support which impacts positively on the leadership capacity in Wrexham schools.</p> <p>Ensure attendance and punctuality across the system continues to improve.</p>	<p>GwE's CAs actively promote Wrexham schools working in collaboration and with other schools across the region to share good practice and source improvement initiatives.</p> <p>GwE/LA to monitor target setting and tracking throughout the year, with CAs intervening as appropriate in individual schools.</p> <p>CAs to analyse performance and targets, intervening where either are showing trends consistently below the benchmark median. In cases of oscillating performance, to investigate causes and promote strategies for elimination.</p> <p>GwE's programme continues to offer a mix of training and bespoke intervention for Wrexham schools.</p> <p>GwE CAs to intervene in schools, particularly in KS4, where read across in core subjects is restricting the overall school performance in KPIs.</p> <p>GwE's training and moderation programme to maintain levels of consistency and good practice in Wrexham schools.</p> <p>GwE to provide training on a regional or hub basis to support improved target-setting methodologies. Individual CAs to work with identified schools where practice is identified as being in need of improvement.</p> <p>GwE programme for addressing deprivation supports school in effective deployment of PDG for positive outcomes.</p> <p>GwE to provide specialist support to secondary schools through CA input or commissioned external input.</p> <p>GwE programmes to support pupils with additional needs.</p> <p>GwE to provide access to appropriate support and CAs to audit EIG spend to ensure maximum effectiveness.</p> <p>GwE Leadership Development programmes offer leaders in Wrexham schools the appropriate opportunities to develop school capacity .</p> <p>GwE to work with LA to challenge and support individual schools to improve attendance.</p>	<p>2016 outcomes on KPIs are: FPI – 89%+ KS2 CSI – 89%+ KS3 CSI – 86%+ KS4 L2+ - 62%+ (secondary schools)</p> <p>2017 outcomes on KPIs are: FPI – 90%+ KS2 CSI – 90%+ KS3 CSI – 87%+ KS4 L2+ - 64%+ (secondary schools)</p> <p>Literacy and Numeracy National Tests results aligned to End of Key stage assessments.</p> <p>All pupils making the expected level of progress in the Literacy and Numeracy national test (progress measure over 1000)</p> <p>1 Red and 13 Amber school to move to yellow within expected time-scale.</p> <p>Proportion of Green schools and schools with capacity judged as A increases.</p> <p>No school inspected by Estyn falls into category of Special Measures or Significant Improvement. More schools inspected by Estyn have excellent prospects for improvement.</p> <p>Attendance outcomes 2016 improve to Primary – 95%+ Secondary – 94%+</p>



MEETING	GwE Joint Committee
DATE	24 February 2016
TITLE	2015/16 GwE Budget – Autumn term 2015 review (projected expenditure based on the position at the end of the period to 31/12/2015)
PURPOSE	<ul style="list-style-type: none"> • Update members of the Joint Committee on the latest financial review of the GwE budget for the 2015/16 financial year • The focus of the report is significant variances. Comprehensive financial information is included in Appendix 1
RECOMMENDATION	To accept the report
AUTHOR	GwE Managing Director and Cyngor Gwynedd Head of Finance

1. CONCLUSION

1.1 The 2015 autumn term review estimates an underspend of (£17,157) in 2015/16, which compares with the (£29,903) estimated net underspend in the summer 2015 review. The main reason to account for this is an increase in expenditure under the supplies and services heading, net of turnover in Challenge Adviser posts.

1.2 The details by heading can be seen in the appendix, and the following part of the report explains the reasons for the main variances.

2. FINANCIAL VARIANCES

2.1 **Workforce – Management, Brokerage, Standards and Administration:** **Autumn: overspend of £436 (summer: no over or underspend)**

GwE receives a contribution from some of the grants towards the cost of management/administration. The Management/Administration Unit absorbed an element of the additional work within their usual resources. This led to releasing savings of £25,732 to contribute to the additional costs of supplies and information technology equipment/software for the additional staff employed through the grants, as these costs are not within grant conditions.

2.2 **Workforce – Challenge Advisers:** **Autumn: underspend (£33,211) (summer: no over or underspend)**

A PRU Challenge Adviser was not appointed; therefore, the budget has decreased £29,474 with a corresponding decrease in Authorities' contribution. The underspend arises from staff turnover.

2.3 **Workforce – Training, advertisement and other employee costs:** **Autumn: overspend of £4,271 (summer: no over or underspend)**

The need to re-advertise some posts and advertise a number of temporary posts has led to an overspend.

2.4 **Buildings:** **Autumn: underspend (£21,984) (summer: underspend (£21,497))**

In establishing the 2015/16 budget, the 'Buildings Rent' budget was increased so as to reflect the cost of a whole year in the new GwE offices in Old Colwyn and Caernarfon. The date of occupying the new premises was pushed forward, which has led to a one-off underspend in 2015/16. There was also an additional one-off cost of £78,827 incurred through moving to the new offices and making them fit for purpose. This is financed mainly by a one-off additional contribution by the Authorities.

2.5 **Travel:** **Autumn: underspend (£10,265) (summer: underspend (£8,407))**

It was reported in the summer term review that the actual annual travel cost is likely to be lower than what was established in the 2015/16 budget. The latest forecast suggests that savings will be a little more than previously anticipated.

2.6 **Supplies and Services:** **Autumn: overspend of £39,768 (summer: no over or underspend)**

The total overspend on this heading is estimated to be £65,500; although, transferring finance of £25,732 from the staffing heading (see 2.1) reduced this overspend to £39,768.

Additional staff appointed to work in the short term on specific grants have increased the need for information technology resources, which has led to an overspend of approximately £35,000. This expenditure is not eligible to be financed from the grants.

A one-off necessary investment of £19,620 for an online system for data collection (SMS).

There is an overspend of approximately £10,000 on general materials and printing, including an element associated with the grants for which it is not possible to re-claim the cost.

3. UNDERSPEND FUND

3.1 The total in the fund at the beginning of the 2015/16 financial year was (£266,829); less £12,500 for developing the GwE website and adding the estimated underspend of (£17,157), the anticipated total in the fund at the end of 2015/16 will be (£271,486).

4. APPENDIX

4.1 2015/16 GwE Budget – autumn term 2015 review

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Comments will be presented orally at the meeting.

Statutory Finance Officer:

Joint author of the report.

GwE JOINT COMMITTEE

NORTH WALES COUNCILS

GwE BUDGET 2015/16 - TERM 2 FINANCIAL REVIEW

	Opening Budget 2015/16	Budget Adjustments	Revised Budget 2015/16	Estimated Expenditure 2015/16	Projected Net Over / (Under) spend - latest (Term 2)	Projected Net Over / (Under) spend - previous (Term 1)
	£	£	£	£	£	£
Expenditure						
Employees						
Salaries						
- Management, Brokerage, Standards and Administration	759,859	(25,732)	734,128	734,564	436	0
- System Leader	2,284,863	(29,474)	2,255,389	2,222,177	(33,211)	0
Training, advertising and other employee costs	25,630		25,630	29,901	4,271	0
Building						
Rent (includes services)	92,997		92,997	71,013	(21,984)	(21,497)
	0	75,000	75,000	78,827	3,827	
Travel						
Travel Costs	122,822		122,822	112,557	(10,265)	(8,407)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire etc	30,000	25,732	55,732	95,500	39,768	0
Information Technology	15,000		15,000	15,000	0	0
Audit Fees	7,590		7,590	7,590	0	0
Brokerage	259,400		259,400	259,400	0	0
Gwynedd Council Host Authority Support Service Costs						
Legal	5,187		5,187	5,187	0	0
Human Resources	8,894		8,894	8,894	0	0
Finance	38,466		38,466	38,466	0	0
Information Technology	42,544		42,544	42,544	0	0
National Model Commitments	463,004		463,004	463,004	0	0
Use of the GwE Surplus Fund	0	12,500	12,500	12,500	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	4,626,787	72,401	4,699,188	4,699,188	0	0
Education Improvement Grant : Directly Managed	860,058	293,261	1,153,319	1,153,319	0	0
Pupil Deprivation Grant - Looked After Children	0	661,500	661,500	661,500	0	0
Schools Challenge Cymru (SCC)	347,715	1,255,044	1,602,759	1,602,759	0	0
New GCSEs, PISA and science literacy	721,044		721,044	721,044	0	0
Additional funding Year 9 cross-curricula LNF	70,000		70,000	70,000	0	0
'IRIS Connect'	44,500	(44,500)	0	0	0	0
CPD - Welsh Baccalaureate	50,000		50,000	50,000	0	0
Learning in Digital Wales	181,348	34,051	215,399	215,399	0	0
Physical Literacy Programme in Schools (PLPS)	331,841	(138,268)	193,573	193,573	0	0
Mentoring & Networking Support to New Head teachers	4,000	7,000	11,000	11,000	0	0
Dyfal Donc Courses	0	21,597	21,597	21,597	0	0
The establishment of Modern Foreign Language (MFL) Schools Centres of Excellence in GwE Cons	0	120,000	120,000	120,000	0	0
Pioneer Schools Network	0	366,828	366,828	366,828	0	0
The development of regional capacity to support Literacy and Numeracy and support the teaching of Modern Foreign Languages (MFL) in schools	0	273,404	273,404	273,404	0	0
Cyfanswm Gwariant	11,393,549	2,980,344	14,373,892	14,356,735	(17,157)	(29,903)

	Opening Budget 2015/16	Budget Adjustments	Revised Budget 2015/16	Estimated Expenditure 2015/16	Projected Net Over / (Under) spend - latest (Term 2)	Projected Net Over / (Under) spend - previous (Term 1)
	£	£	£	£	£	£
Income						
Core Service Contributions						
- Anglesey Council (10.14%)	(421,410)	2,988	(418,422)	(418,422)	0	0
- Gwynedd Council (17.78%)	(739,138)	5,242	(733,896)	(733,896)	0	0
- Conwy Council (15.50%)	(644,348)	4,569	(639,778)	(639,778)	0	0
- Denbighshire Council (15.22%)	(632,512)	4,485	(628,027)	(628,027)	0	0
- Flintshire Council (22.51%)	(935,531)	6,634	(928,897)	(928,897)	0	0
- Wrexham Council (18.85%)	(783,317)	5,555	(777,762)	(777,762)	0	0
One off contribution by Authorities - Office relocation	0	(75,000)	(75,000)	(75,000)	0	0
Use of the GwE Surplus Fund	0	(12,500)	(12,500)	(12,500)	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	(4,626,787)	(72,401)	(4,699,188)	(4,699,188)	0	0
Education Improvement Grant : Directly Managed	(860,058)	(293,261)	(1,153,319)	(1,153,319)	0	0
Pupil Deprivation Grant - Looked After Children	0	(661,500)	(661,500)	(661,500)	0	0
Schools Challenge Cymru (SCC)	(347,715)	(1,255,044)	(1,602,758)	(1,602,758)	0	0
New GCSEs, PISA and science literacy	(721,044)		(721,044)	(721,044)	0	0
Additional funding Year 9 cross-curricula LNF	(70,000)		(70,000)	(70,000)	0	0
'IRIS Connect'	(44,500)	44,500	0	0	0	0
CPD - Welsh Baccalaureate	(50,000)		(50,000)	(50,000)	0	0
Learning in Digital Wales	(181,348)	(34,051)	(215,399)	(215,399)	0	0
Physical Literacy Programme in Schools (PLPS)	(331,841)	138,268	(193,573)	(193,573)	0	0
Mentoring & Networking Support to New Head teachers	(4,000)	(7,000)	(11,000)	(11,000)	0	0
Dyfal Donc Courses	0	(21,597)	(21,597)	(21,597)	0	0
The establishment of Modern Foreign Language (MFL) Schools Centres of Excellence in GwE Cons	0	(120,000)	(120,000)	(120,000)	0	0
Pioneer Schools Network	0	(366,828)	(366,828)	(366,828)	0	0
The development of regional capacity to support Literacy and Numeracy and support the teaching of Modern Foreign Languages (MFL) in schools	0	(273,404)	(273,404)	(273,404)	0	0
Total Income	(11,393,549)	(2,980,344)	(14,373,892)	(14,373,892)	0	0
Total Net Budget	0	0	0	(17,157)	(17,157)	(29,903)

Memorandum -**The GwE Surplus Fund**

Fund balance as at 1 April 2015	(266,829)
Add - Projected Underspend 2015/16	(17,157)
Less - Use of the Fund	12,500
Fund balance as at 31 March 2016	(271,486)

Information Technology Renewal Fund

Fund balance as at 1 April 2015	(30,000)
Add - Contribution 2015/16	(15,000)
Fund balance as at 31 March 2016	(45,000)

Agenda Item 7

GwE: Joint Committee 24/02/16



MEETING	GwE Joint Committee
DATE	24 February 2016
TITLE	Baseline Budget 2016/17
PURPOSE	To present the 2016/17 GwE Baseline Budget (Appendix 1) and Authorities' Financial Contributions (Appendix 2) to the Joint Committee
RECOMMENDATION	Adopt the baseline budget for 2016/17 as presented in Appendix 1
AUTHOR	GwE Managing Director and Cyngor Gwynedd Head of Finance

1.0 Baseline budget ('standing budget')

1.1 The GwE budget continues to develop and now reflects the core business commitments of the National Model and a significant number of grant funded projects.

1.2 The financial impact of inflation/an increase in prices have been taken into account and included within the baseline budget, (on the basis of a 'standing budget'), including a rise in salaries, an increase in national insurance and CPI

2. Savings

2.1 The budget reflects the decision of the North Wales Leadership Development Board to include savings targets that correspond to a 1.6% decrease in the GwE 2015/16 core budget.

2.2 Note there is a 'Savings to Detect' row in Appendix 1, which reduces the 2016/17 proposed expenditure of £131,180, and the distribution per authority in the income

2.3 There is a detailed explanation of the logic of this distribution in Appendix 2

3 Underspend Fund

3.1 The '2015 autumn term 2015 review' report (a previous item on the Joint Committee agenda) predicts there will be £271,486 in the underspend fund on 31/03/2016

3.2 An appropriate part of the fund will need to be set aside for any undetected element of the savings target during 2016/17.

4.0 Appendices

4.1 Appendix 1 – GwE baseline budget for 2016/17

4.2 Appendix 2 – Local Authorities' Contributions 2016/17

VIEWS OF THE STATUTORY OFFICERS

Monitoring Officer:

Comments will be presented orally at the meeting.

Statutory Finance Officer:

Co-author of the report

GWE JOINT COMMITTEE

NORTH WALES COUNCILS

GWE BUDGET 2016-17

	Final Budget 2015/16 £	Inflation Adjustment £	Savings Target £	Specific Grants £	Final Budget 2016/17 £
Expenditure					
Employees					
Salaries					
- Management, Brokerage, Standards and Administration	759,859	19,879			779,739
- System Leader	2,284,863	49,874			2,334,737
Training, advertising and other employee costs	25,630	92			25,722
Building					
Rent (includes services)	92,997	335			93,332
Travel					
Travel Costs	122,822				122,822
Supplies and Services					
Furniture, equipment, printing, postage, telephone, room hire etc	30,000	108			30,108
Information Technology	15,000	54			15,054
Audit Fees	7,590	27			7,617
Brokerage	259,400	1,376			260,776
Gwynedd Council Host Authority Support Service Costs					
Legal	5,187	19			5,206
Human Resources	8,894	32			8,926
Finance	38,466	138			38,604
Information Technology	42,544	153			42,697
Savings to be found			(131,180)		(131,180)
National Model Commitments	463,004				463,004
Specific Projects					
Education Improvement Grant : Commission the Authorities	4,626,787			(503,243)	4,123,544
Education Improvement Grant : Directly Managed	860,058			(25,686)	834,372
Pupil Deprivation Grant - Looked After Children	0			661,500	661,500
Schools Challenge Cymru (SCC)	347,715			200,641	548,356
New GCSEs, PISA and science literacy	721,044			(721,044)	0
Additional funding Year 9 cross-curricula LNF	70,000			(70,000)	0
'IRIS Connect'	44,500			(44,500)	0
CPD - Welsh Baccalaureate	50,000			16,000	66,000
Learning in Digital Wales	181,348			(125,174)	56,174
Physical Literacy Programme in Schools (PLPS)	331,841			(166,841)	165,000
Mentoring & Networking Support to New Head teachers	4,000			(2,000)	2,000
Total Expenditure	11,393,549	72,088	(131,180)	(780,346)	10,554,110
Income					
Core Service Contributions					
- Anglesey Council (10.14%)	(421,410)	(7,309)	13,301		(415,419)
- Gwynedd Council (17.78%)	(739,138)	(12,820)	23,329		(728,629)
- Conwy Council (15.50%)	(644,348)	(11,176)	20,337		(635,187)
- Denbighshire Council (15.22%)	(632,512)	(10,971)	19,963		(623,519)
- Flintshire Council (22.51%)	(935,531)	(16,226)	29,527		(922,230)
- Wrexham Council (18.85%)	(783,317)	(13,586)	24,723		(772,180)
Specific Projects					
Education Improvement Grant : Commission the Authorities	(4,626,787)			503,243	(4,123,544)
Education Improvement Grant : Directly Managed	(860,058)			25,686	(834,372)
Pupil Deprivation Grant - Looked After Children	0			(661,500)	(661,500)
Schools Challenge Cymru (SCC)	(347,715)			(200,641)	(548,356)
New GCSEs, PISA and science literacy	(721,044)			721,044	0
Additional funding Year 9 cross-curricula LNF	(70,000)			70,000	0
'IRIS Connect'	(44,500)			44,500	0
CPD - Welsh Baccalaureate	(50,000)			(16,000)	(66,000)
Learning in Digital Wales	(181,348)			125,174	(56,174)
Physical Literacy Programme in Schools (PLPS)	(331,841)			166,841	(165,000)
Mentoring & Networking Support to New Head teachers	(4,000)			2,000	(2,000)
Total Income	(11,393,549)	(72,088)	131,180	780,346	(10,554,110)
Total Net Budget	0	0	0	0	0

Atodiad 2 / Appendix 2

		Craidd/Core				Arall / Other			
I'w ariannu gan Funded by		Cyllideb	Chwyddiant	Addasiadau canran cyfraniad	Targed Arbedion	Is-gyfanswm	Addasiad Model Cenedlaethol	Cyllideb Drafft	
		Budget	Inflation	Contribution proportion adjustment	Savings Target	Sub-total	National Model adjustment	Draft Budget	
		2015/16				2016/17		2016/17	
		£	£	£	£	£	£	£	%
Ynys Môn	Isle of Anglesey	374,465	7,309		-13,301	368,474	46,945	415,419	10.14%
Gwynedd	Gwynedd	656,798	12,820		-23,329	646,289	82,339	728,629	17.78%
Conwy	Conwy	572,568	11,176		-20,337	563,407	71,780	635,187	15.50%
Dinbych	Denbighshire	562,051	10,971		-19,963	553,058	70,461	623,519	15.22%
Fflint	Flintshire	831,314	16,226		-29,527	818,013	104,217	922,230	22.51%
Wrecsam	Wrexham	696,056	13,586		-24,723	684,919	87,261	772,180	18.85%
Cyfanswm	Total	3,693,252	72,088	0	-131,180	3,634,160	463,004	4,097,164	100%

Canrannau ar sail Llyfr Gwyrdd 2015/16 i'w ddisodli gan Lyfr Gwyrdd 2016/17 pan fydd ar gael. (D.S.)
 Proportions based on 2015/16 Green Book to be replaced by 2016/17 Green Book when available. (N.B.)

Page 39

Memorandwm yn amlygu 'Lleihad Arian' 1.6% o flwyddyn i flwyddyn i'r Awdurdodau /
 Memorandum highlighting year on year 1.6% 'Cash Reduction' to the Authorities

		Cyllideb Craidd	Lleihad Arian	Cyfanswm
		Core Budget	Cash reduction	Total
		2015/16	2016/17 1.6%	2016/17
		£	£	£
Ynys Môn	Isle of Anglesey	374,465	-5,991	368,474
Gwynedd	Gwynedd	656,798	-10,509	646,289
Conwy	Conwy	572,568	-9,161	563,407
Dinbych	Denbighshire	562,051	-8,993	553,058
Fflint	Flintshire	831,314	-13,301	818,013
Wrecsam	Wrexham	696,056	-11,137	684,919
Cyfanswm	Total	3,693,252	-59,092	3,634,160

D.S. Bydd yr union ffigyrau'r awdurdodau unigol yn newid pryd bydd "Llyfr Gwyrdd" 2016/17 (dadansoddiad o asesiadau gwariant safonol ar wasanaethau unigol yr awdurdodau lleol) yn cael ei gyhoeddi gan Lywodraeth Cymru gyda settliad terfynol llywodraeth leol ym mis Mawrth 2016.

N.B. The exact figures for individual authorities will change when the "Green Book" 2016/17 (breakdown of standard spending assessments for local authorities individual services) will be published by the Welsh Government with the final settlement for local government in March 2016.



REPORT TO THE JOINT COMMITTEE

24 FEBRUARY 2016

Report by: GwE Lead Director / Chair of Management Board

Subject: Partnership Agreement (LA's & Schools)

1.0 Purpose of the Report

1.1 To present for information the Partnership Agreement between the 6 North Wales Local Authorities and their schools.

2.0 Background

2.1 Section 197 of the Education Act 2002 requires LAs to enter into a partnership agreement with the governing body of each school maintained by the authority. The purpose of the agreement is to sustain and enhance existing partnership working between LAs and schools.

2.2 The agreement must set out how a LA and a governing body will carry out their respective statutory functions in relation to a school and in relation to meeting the needs of all pupils in compliance with the 1996 Education Act / the SEN and Disability Act 2001 / the SEN Code of Practice for Wales 2002.

2.3 The agreement will be reviewed at intervals of no more than three years and any review will begin six months before the expiry date. It should also be noted that the agreement refers to several policies which will need to be reviewed at more frequent intervals.

3.0 Recommendations

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

4.0 Financial Implications

4.1 There are no financial implications arising from this report.

5.0 Equalities Impact

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

6.0 Personnel Implications

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

7.0 Consultation Undertaken

7.1 The agreement has been developed by the GwE Management Board.

8.0 Appendices

8.1 Partnership Agreement

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Comments will be presented orally at the meeting.

Statutory Finance Officer:

I believe that financial and budgetary aspects of the "Partnership Agreement" presented to the Joint Committee reflect the current financial and budget position and requirements within the individual local authorities (eg p.6 - financial administration to be in accordance with the Council's financial regulations, p.7 - schools to ensure best value using the public resources available to them, p.14 - in exceptional circumstances a local authority may suspend the governing body's right to a delegated budget etc.).

Any additional comments will be presented orally at the meeting of the Joint Committee.

Legal and Policy background

Section 197 of the Education Act 2002 requires LAs to enter into a partnership agreement [hereon referred as the ‘agreement’] with the governing body of each school maintained by the authority. The purpose of the agreement is to sustain and enhance existing partnership working between LAs and schools.

The agreement must set out how a LA and a governing body will carry out their respective statutory functions in relation to a school and in relation to meeting the needs of all pupils in compliance with the 1996 Education Act / the SEN and Disability Act 2001 / the SEN Code of Practice for Wales 2002.

All schools will adhere to the All Wales Child Protection Procedures 2008. The LA will provide guidance, advice and training as required and will monitor compliance with the All Wales Child Protection Policy.

The agreement will be reviewed at intervals of no more than three years and any review will begin six months before the expiry date. It should also be noted that the agreement refers to several policies which will need to be reviewed at more frequent intervals.

If the LA and the governing body of a school cannot reach agreement then the LA is entitled to draw up a statement outlining the actions to be taken in relation to that school. In addition, specific circumstances in individual schools could lead to a review of the Partnership Agreement/Statements. Possible examples of such circumstances are

- a school being placed in special measures or significant improvement and as a result the LA uses its power to appoint additional governors,
- statutory proposals leading to a significant change in the nature of the school,
- the LA using its power to suspend the governing body’s right to a delegated budget.

Implementation principles

The agreement is based on the following principles.

- The LA and the school’s overriding aim is **raising standards** and using self-evaluation in the pursuit of continuous improvement. The primary responsibility for standards rests with Headteachers and Governing Bodies whilst the LA’s role is to support and challenge schools to improve.
- The LA recognises the importance of **school autonomy**. Schools are responsible for their own performance and should be given the discretion to make decisions for themselves. Every school should decide what needs to be done to raise standards and then act accordingly. Accountability for actions is well developed e.g. LA monitoring, ESTYN inspections, published performance information.
- The LA recognises that success and autonomy are complementary and supports the ideal of **intervening in inverse proportion to success**. Intervention will only occur when monitoring has identified weaknesses or underperformance which cannot be addressed within the school’s current capacity; the level and extent of the intervention will be directly aligned with the scale of the problem.
- The LA recognises that working in **partnership and collaboration** with Headteachers and governing bodies can have a powerful impact on raising standards. The partnership and collaboration must be based on a mutual recognition of the functions and contribution of each party. There are occasions when the LA will need to challenge standards and the quality of leadership and management. In such cases, schools will need to accept that the intervention is designed to help raise standards. The principle of partnership also applies to schools working locally and sharing good practice.

The statutory functions covered by the agreement have been grouped together as shown below.

	Statutory functions in WG guidance	Relevant section in the Local Partnership Agreement
1	Action the LA will take to monitor schools.	1. <i>Support, monitor, challenge and intervention in schools</i>
2	Factors the LA will take into account in identifying schools giving cause for concern to turn them round and prevent them becoming failing schools.	
3	Support the LA will provide to schools in special measures or requiring significant improvement.	
4	Agreement of targets for pupil progression, attendance and exclusions.	2. <i>Setting and agreeing targets for progress and well-being</i>
5	Targets for learner participation and attainment for schools with sixth forms.	
6	Role of the LA and school to develop effective transition for pupils from Key Stage 2 [KS2] to Key Stage 3 [KS3].	3. <i>Primary/secondary transition</i>
7	The reports which the governing body provides to the LA on discharge of its functions.	4. <i>Training and role of Governors</i>

8	Responsibility of the LA and school for governor support and training.	
9	Responsibility of the LA and school for the control, maintenance and repair of school premises.	5. <i>Maintenance of premises</i>
10	Responsibility of the LA and school for health and safety matters and their duties to employees and other persons in respect of these matters.	6. <i>Health and safety issues</i>

The content of each section in the agreement outlines how the LA will work in partnership with the school to raise pupils' standards of achievement; promote social inclusion; reduce barriers to learning; maximise their potential and improve life opportunities. In this context, working in partnership implies that each party has a good understanding of both its own and the partner's role and how these roles can be undertaken for the mutual benefit of pupils. The LA is fully committed to ensuring that all pupils reach their potential and reducing the gap between the performance of schools – the Partnership Agreement is integral to achieving this goal.

School Improvement strategy and the role of different parties in raising standards

The North Wales Consortium aims to develop a high challenge, self-improving school system where schools take overall responsibility for raising standards. School to school support and challenge will be at the heart of this system. The successful implementation of such a system, which stimulates the sharing of expertise and joint efforts to innovate, will improve the performance of every school and outcomes for all learners.

To achieve the above the LA will to work in partnership with GwE to

- coordinate the **support** and **challenge** functions to establish a **high challenge-high support** system where Headteachers and Governors take responsibility for developing capacity within the system to drive up standards and outcomes for learners;
- **build capacity for self-improvement** within the system and ensuring stability; **hold all parties** in the system **to account; commission effective support and challenge** on behalf of schools and supporting schools to be effective commissioners and act as a **challenging advocate** to ensure the welfare and progress of all children.

The LA will lead on **strategy for school modernisation**.

School to school support, collaboration and challenge will be at the heart of the Consortium's school improvement system - this will provide the platform to stimulate the sharing of expertise and effective practice, challenge present practices and performance to improve learner outcomes and the performance of every school.

The LA, in close collaboration with GwE, will actively promote the development of school-to-school support. It will also provide support for schools in all other aspects which are outside the direct remit of school improvement.

GwE Challenge Advisers will work closely with Headteachers and school leaders to review school strengths and areas that need to be improved. This will then identify practice to be shared across all schools and provide the evidence base to broker specific support for schools deemed to be underperforming.

GwE will pinpoint areas that are a matter of concern in individual schools, thus allowing the LA/GwE to undertake its advocacy role by intervening when there are concerns regarding the capacity to improve.

Statutory Functions

Support, monitor, challenge and intervention in schools

An overview of the respective roles of the LA/GwE and schools is outlined below.

LA	School/Governing Body
<ul style="list-style-type: none"> • The LA has commissioned GwE to identify schools causing concern using the following evidence: <ul style="list-style-type: none"> – Reports from statutory school inspections – Reports from LA surveys – Analysis of examination, test and assessment data – Pre and post inspection reviews and support – GwE monitoring, advice and information by staff of the support services – Estyn self-evaluations, reports and consultation 	<ul style="list-style-type: none"> • Engage in a rigorous process of on-going self-evaluation to identify areas of concern • Alert LA and/or GwE as soon as an area of concern is identified • Work in partnership with the LA and GwE to address issues/areas of concern • Act at all times in the balanced role of ‘Critical/questioning Friend’ to the school.

Monitoring and initial evaluation will be primarily carried out through the visits undertaken by GwE’s Challenge Advisers who will work in partnership with the LA to:

- monitor and evaluate the work and performance of schools and report on this;
- challenge schools to drive improvement in pupil outcomes and quality of leadership and management;
- intervene in a school when necessary and provide support to schools in difficulty and those with serious weaknesses;
- provide support to schools to address school improvement activity by providing advice and support for pedagogy, self-evaluation, leadership and management and facilitating networking and networks of professional practice.

The school categorisation process is undertaken in 3 Steps.

- Step 1 consists of data in relation to performance and standards and it identifies how well the school is performing against a set of agreed measures. An agreed set of data measures is generated and used by Welsh Government to form a judgement of 1-4 for each school [1 being the schools with the highest performance and standards and 4 being those with the lowest performance and standards].
- Step 2 of the categorisation process involves transparent discussions between the regional consortium’s challenge adviser and the school’s leaders. This judgement [grades A>D] indicates the degree of confidence in the school’s capacity to drive forward its own improvement. Schools with an improvement capacity of A show the greatest capacity to improve and those with an improvement capacity of D the least. The process of coming to a judgement on the school’s capacity to bring about self-improvement begins with the school’s self-evaluation. In secondary schools, where less than the latest weighted three-year average for all schools of eFSM learners achieve the Level 2 threshold including English/Welsh first language and mathematics, the judgement about the school’s improvement capacity will be no better than C. In primary schools, where the progress of eFSM learners year-on-year is less than the progress of nFSM learners then the judgement on the school’s improvement capacity should normally be no better than C. Learners’ performance and the judgement about the capacity to improve should be closely aligned.
- Step 3 of the categorisation process involves combining the outcomes of Step 1 and Step 2 to determine the school’s support category. The final categorisation will be based on a colour coding system and the categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support) :

Schools that are highly effective and requiring minimum monitoring [green].

Schools that are effective requiring light monitoring and support [yellow].

Schools in need of improvement requiring focused support and monitoring [amber]

Schools in need of the greatest improvement requiring substantial support [red].

This process will be completed by end of January and will be subject to termly reviews.

The criteria listed in appendix 1 will be used as a guide to inform Step 2. The table in appendix 2 outlines how the support and challenge categories are defined and will be used to arrange support and trigger intervention. Individual school categories will be shared with the Headteacher and the Chair of the Governing Body. The authority will also provide Headteachers with an overall analysis of the support and challenge categories across all schools.

Schools in the **amber** and **red** categories will be classed as schools requiring **intervention** with the level of risk to learners determining the intervention to be applied. In this context, intervention will be based on the following key principles.

- Intervention will be used when there is a cause for concern about standards, quality, safety of pupils, adherence to statutory demands and guidance or other similar circumstances. The intensity of intervention will increase in line with the level of risk to

learners and the school. The overall aim will be to ensure the expected improvement with the lowest level of intervention and will involve, as a starting point, an open discussion to agree on the exact nature of the underperformance.

- Intervention will be firm, fast and appropriate when there are signs of underperformance.
- Any actions and timescales will be agreed with the Headteacher and the Chair of Governors and used as the basis for monitoring and evaluation of progress.
- The Governing Body will be expected to monitor in detail the implementation of any action plans developed as part of the intervention programme.
- Local intervention is designed to support schools to improve and will be subject to specific timescales. If local intervention does not bring about the required improvement within an agreed timescale [see appendix 2], the LA will use its formal powers of intervention as set out in the Education Act [appendix 3].

These schools will be expected to report on progress to a group of elected members. who will be responsible for reviewing individual schools’ partnership category and deciding if formal powers of intervention need to be implemented.

When a school is identified as requiring Special Measures or found to require Significant Improvement following Inspection, LA and Governing Body as a matter of urgency will comply with statutory requirements.

Intervention will be linked with additional monitoring and support. The additional support will be tailored to individual situations by the LA and GwE and could involve targeted Challenge Adviser support or GwE commissioning of additional external consultant support/peer Headteacher mentoring etc.

The Partnership Agreement includes the LA and schools’ statutory duties to identify, provide for and monitor the needs of ALN pupils and other groups of pupils with protected characteristics.

Setting and agreeing targets for progress, attendance and exclusions

Target setting at individual, cohort, school and authority level is an integral part of a school’s improvement strategy. Systematic and rigorous target setting should be an essential component of every school's development strategy. Targets must provide appropriate challenge for all pupils; with targets being based on secure performance data relating to each pupil and cohort. The profile of pupils on entering school changes from year to year and targets set by the school will need to reflect this.

The role of the LA/GwE is to ensure that schools analyse key data, and support them to set challenging targets for improvement.

In this context the role of the LA and the school will be as detailed below.

LA ¹	School/Governing Body
<ul style="list-style-type: none"> ▪ Discuss and agree targets for pupil achievement and school performance with schools ▪ Discuss and analyse performance information, analyse and review targets ▪ Challenge schools when targets are not met ▪ Provide professional development and guidance on data analysis and target setting ▪ Publish whole LA targets for attainment at each key stage annually ▪ Provide annual reports and analysis of target and performance data for individual schools 	<ul style="list-style-type: none"> ▪ Set rigorous, challenging and ambitious targets for school and pupil performance on an annual basis ▪ Provide the LA with the relevant information in electronic format by set deadlines ▪ Base targets on teacher assessment and/or test data ▪ Use performance data to support school improvement initiatives ▪ Transfer individual pupil data when pupils move schools using the statutory Common Transfer System ▪ Evaluate the quality of the target setting process by analysing performance data in relation to targets set ▪ Respond positively to the challenge raised by the LA if targets are not met ▪ Publish school performance data via the school prospectus and Governors’ annual report to parents in line with statutory requirements ▪ Arrange for school representatives to attend professional development activities organised by the LA

¹ LAs have asked GwE to carry out some of those responsibilities.

Primary/secondary transition

Effective transition arrangements between the primary and secondary sectors are crucial and that these are put in place in the interest of pupils' education. The responsibilities of schools and the LA are defined below.

LA ¹	School
<ul style="list-style-type: none"> ▪ Provide advice and guidance on current WG developments in respect of transition ▪ Facilitate effective delivery of the five statutory elements of transition as follows: <ul style="list-style-type: none"> managing and co-ordinating transition continuity of curriculum planning continuity of teaching and learning consistency in the assessment, monitoring and tracking of pupil progress reviewing and monitoring the plan for the purpose of assessing the impact on standards ▪ Assist with the electronic transfer of data from primary schools to secondary schools ▪ Inform, advise and support schools in respect of good practice at transition 	<ul style="list-style-type: none"> ▪ Produce and review annually the school's transition plans in co-operation with cluster schools ▪ Include relevant and effective activities and processes with regard to the five statutory elements of the transition plan ▪ Engage with schools listed in the school's transition plan in preparation for transition activities ▪ Pass on records e.g. SEN files to the receiving school on transfer of pupils ▪ Provide additional data where available to secondary schools ▪ Adhere to WG requirements in respect of assessment and moderation requirements ▪ Consider advice on good practice and act on where appropriate in order to improve the transition experience for pupils

Training and role of Governors

The responsibilities of schools and the LA are defined below.

LA ²	School
<ul style="list-style-type: none"> ▪ Provide advice and guidance to Governing Bodies on their role and responsibilities in respect of the discharge of their duties ▪ Shape the annual training and development programme, focusing on local, consortium and national priorities ▪ Provide training in accordance with Wales Government statutory content: induction, understanding school performance data; role of Chair; role of Clerk; ▪ Establish Governing Bodies, prepare and update the instruments of government ▪ Provide advice and support for the appointment of Governors ▪ Maintain a record of Governing Body membership ▪ Process Disclosure & Barring Service checks as required. ▪ Maintain a record of attendance at training and development events ▪ Provide advice and support to governing bodies for senior school appointments. 	<ul style="list-style-type: none"> ▪ Identify training needs of individual governors and the governing body as a whole and arrange support/training as appropriate. ▪ Provide details of training opportunities to all governors and ensure attendance. ▪ Facilitate the induction of new governors. ▪ Promote the attendance of governors at training courses. ▪ Notify the LA of the named governor for governing training.

² LAs have asked GwE to carry out some of these responsibilities

Maintenance of premises

Listed below are the responsibilities of schools and the Property Department, in accordance with what is noted in the Service Level Agreement.

LA	School
<ul style="list-style-type: none"> ▪ Prepare and keep a Select List of Contractors including a technical, financial and health and safety capacity assessment, and ensure that they have appropriate insurance cover. ▪ Prepare a maintenance programme planned during the previous autumn term. ▪ Arrange maintenance and remedial work planned in accordance with the Council's Contract Procedure Rules and good tendering practices such as accepting tenders on the basis of quality and price. Ensure that all work is carried out in compliance with the Building, Design and Management Regulations and Health and Safety arrangements. ▪ Act as a Planning Supervisor in accordance with the requirements under the Building, Design and Management Regulations. ▪ Inspect properties on a regular basis. ▪ Analyse shortcomings and advise on or arrange remedial measures. ▪ Allow a 24 hour service 365 days a year to respond to emergencies. ▪ Monitor maintenance projects to ensure that the work is carried out in accordance with the requirements, and monitor the performance of the contractor. ▪ Authorise payments on maintenance contracts. ▪ Commitment accounting and monitoring the budget. Process invoices in accordance with the Council's financial regulations. ▪ Provide advice relating directly to the service defined in this Schedule. ▪ Arrange central heating contracts to ensure the best value for the Council. ▪ Advise on Energy Saving measures. ▪ Arrange and monitor the following maintenance agreements in accordance with cleaning filters in conduction fans, maintenance of lifts, emergency lighting, repairing boilers, repairing gas equipment, lightning protection systems, cleaning water tanks, energy control systems, and urinals. ▪ Advise on Asbestos Management Regulations. ▪ Inspections of the electrical system as required under the IEE Regulations. ▪ Review the services on an annual basis. ▪ Establish a Protocol for contractors/advisers working in schools. ▪ Inform of any changes in the planned programme on a termly basis. ▪ Conduct monthly progress meetings with Secondary Headteachers and every term with Primary Headteachers, including a review of the planned maintenance programme. One of these meetings during the summer term will be a joint meeting with representatives of the Governing Body. ▪ Prepare an annual written report on the maintenance programme. ▪ Advise the Governing Body on their risk assessment duties in relation to building maintenance. 	<ul style="list-style-type: none"> ▪ Arrange to restore internal decoration and floor finishes, except for when these have been affected by services delivered by the Property Department or as a result of such services. ▪ Arrange to repair damaged or broken window or door panes including temporary boarding up in the interest of safety, except for when such damage is the direct result of services delivered by the Property Department. ▪ Provide maintenance for CCTVs and security alarms. ▪ Clean buildings, including windows. ▪ Support Maintenance Contractors while they are on site. ▪ Monitor and check the quality of minor maintenance work less than the value of £1000. The following basic maintenance work (duties of caretaker): Inspect guttering and pipes for leaks. Clear waste from the gullies. Inspect electrical switches/switch rooms every day with particular attention to cleanliness, potential dangers such as leaks, unusual sound or overheating and safety. Record meter readings so that others can carry out energy analyses. Conduct safety tests such as RCD checks every month. Carry out inspections and report any problems. Replace lamps and dispose of old bulbs and tubes. Inspect the fire control panel on a daily basis. Check for oil, water or gas leaks from mechanical systems. Check control panels for faulty lamps. ▪ The school will have to pay for any services delivered by the Property Department, which is the responsibility of the Governing Body.

Health and safety issues

The responsibilities of both parties are outlined below:

LA	School
<ul style="list-style-type: none"> ▪ Provide advice to Headteachers and Governors on Health and legislation. ▪ Provide advice on preparing Health and Safety Policies. ▪ Arrange training when appropriate. ▪ Monitor all staff and contractors regarding compliance with Health and Safety issues and resolve / rectify any non-compliance accordingly. ▪ In consultation with the governing body arrange for remedial works for those areas for which they have control, to be carried out to address uncompleted work necessary to comply with the LA’s Health and Safety Policy and arrange for the costs involved to be deducted from the school’s budget. ▪ Intervene in the health and safety management of schools where there is concern. 	<ul style="list-style-type: none"> ▪ Ensure that the school has a health, safety and welfare policy and that such a policy is operational; ▪ Ensure an appropriate response to any health and safety guidance issued by the Authority; ▪ Follow the Authority’s arrangements for recording, investigating and reporting any incidents; ▪ Ensure that a system is in place to identify risks and, where practical, suitable arrangements to manage the risks identified. ▪ Ensure that the school adheres to all necessary regulations and completes appropriate checks. ▪ Act as a responsible keeper of school buildings. ▪ Plan, budget and manage the areas of repair and maintenance for which they are responsible whilst ensuring the health and safety of pupils and staff, to raise pupils’ achievement and ensure best value using the public resources available to them.

Step 2: Framework and criteria for self-evaluation and ability to self-improve in relation to leadership and teaching and learning**Improvement capacity A**

- School leaders know and understand their school's strengths and areas for development very well. Appropriate action is taken swiftly in response. Action has led to sustained improvement in outcomes on all main key indicators (including the Level 2 threshold including English/Welsh first language and mathematics, for secondary schools).
- Self-evaluation is robust across all performance indicators with a clear focus on outcomes for all groups of learners. Improvement planning and the use of resources are clearly aligned with the areas in need of most improvement and then used to greatest effect on the standards achieved by learners.
- Leaders use all available performance data robustly, including external examination and test results, as part of effective school management and improvement. They use accurate data at individual, class, group, cohort, subject and school level to monitor progress. The outcomes are used very well to set appropriately challenging targets. The performance of learners eligible for FSM, in particular, is reviewed and analysed effectively to inform teaching strategies. Policies are implemented consistently.
- Leaders have a clear vision for the school that inspires and motivates all staff to achieve good outcomes for all learners. Leadership capacity in the school is built effectively.
- Policies and initiatives to meet national and local priorities are implemented successfully by school leaders and managers resulting in improved standards. Leaders actively engage in sharing good practice outside the school. The impact of their support has contributed to an improvement in provision and standards in other schools. Governors use high-quality performance information to challenge and support the school to make improvements, some of which are exceptional.
- All staff have well-defined roles and responsibilities and exhibit high standards of professional competence. Line management and accountability for the quality of teaching and learning and outcomes are effective in achieving sustained improvements for learners. Leaders and managers effectively intervene where there is evidence of ineffective teaching and learning leading to underperformance by learners.
- The headteacher and leadership team are held to account effectively by the governing body. The governing body has an excellent knowledge of learners' and staff performance. The school development plan identifies outcome-based priorities and is used to monitor successes and challenges.
- School leaders have robust systems which work well to manage staff performance and deal quickly and effectively with underperformance or nurture teaching staff whose performance is consistently excellent.
- School leaders have robust systems which work well to secure the effective teaching of literacy and numeracy. Policies are implemented consistently and lead to improvements in learner outcomes.
- Accountabilities and systems are robust and affect continuing improvement in teaching and learning and in learner standards and progress. The quality of teaching and learning and the progress of all learner groups are good or better. There are effective strategies for improving quality which impact positively on teaching and learning.
- All teaching and support staff have a clear and shared understanding of the characteristics of excellent and good teaching and learning and feedback to learners, which is reinforced through in-school moderation. There are robust systems to ensure the consistency of teacher assessment. There is a close and strong correlation between teacher assessments and standardised test scores or external examinations.
- There are clear policies and systems in place detailing high-quality processes and practices for monitoring and evaluating the quality of teaching and learning with clear responsibilities set out for all staff. The outcomes of monitoring and evaluation are fed back regularly to the governing body and lead to an appropriate range of actions.
- Results of observation evaluations, feedback to staff and other evidence sources are analysed and used by leaders to maintain progress and secure further improvement. Underperformance is addressed robustly and swiftly.
- The school shares its good practice in-house and at cluster and regional level to a very positive effect.

Improvement capacity B

- School leaders have an accurate understanding of the school's strengths and areas for improvement and respond appropriately in areas for development. There is impact on outcomes for many key indicators, including the Level 2 threshold including English/Welsh first language and mathematics, for secondary schools.
- Self-evaluation is thorough and accurate across most indicators and focuses on outcomes.
- Leaders generally use performance data well. They use a range of accurate and reliable data, including external examination, assessments and standardised test results. The school sets challenging targets at most of the individual, class, targeted group, cohort, subject and school levels. The performance of learners eligible for FSM, in particular, is reviewed and analysed appropriately to inform teaching strategies.
- Leaders and staff share a common clear vision for the school, focused on achieving good outcomes for all learners. A few staff underperform but actions to manage performance and improve teaching are in place and there is evidence of improvement. Policies and initiatives to meet national and local priorities are implemented successfully.
- Governors use assessment and performance information well to secure an accurate view of the school's performance. They show determination in challenging and supporting the school in bringing about necessary improvements in many areas. Challenging decisions have been made to improve standards in the majority of areas.
- All staff have defined roles and responsibilities for the quality of teaching and learning and many staff deliver a good level of professional competence. Line management and accountability for outcomes are clear and contribute to the improvement in outcomes for learners. School leaders are required to report to the governing body on their responsibilities.
- Governors receive reports on learners' and staff performance. These support the governing body well in their monitoring role. The school development plan is linked to priorities accurately identified through rigorous self-evaluation.
- Governors show determination to challenge and support the school towards necessary improvements or make difficult decisions which raise standards for learners. The governing body fulfils its statutory duties.
- School leaders have good systems which are generally used well to manage staff performance.
- School leaders have good arrangements to monitor the quality of teaching and learning in literacy and numeracy. However, there are a few inconsistencies in the way these arrangements are implemented at middle leadership level.
- Accountabilities and systems are generally robust. Overall, they impact positively on the quality of teaching and learning and on learner standards and progress. Minor issues in variation of quality are identified and appropriate support is in place which leads to improvement. There are strategies for improving quality of teaching and learning which affect improvement.
- Most teaching staff and some support staff have a clear understanding of the characteristics of excellent and good teaching and learning and feedback to learners with some in-school moderation. There is a reasonable correlation between teacher assessment and standardised test scores or external examination.
- Policies, systems and processes are in place for monitoring and evaluating the quality of teaching and learning with reference to leaders' responsibilities. The outcomes of monitoring and evaluation are fed back to the governing body but not systematically.
- There is regular monitoring of the quality of teaching and learning from a variety of sources but limited use of evaluation to inform future development.
- Results of most observation evaluations, feedback to staff and other evidence sources are used by leaders to monitor progress.
- The school shares a few areas of good practice in-house and at cluster and regional level to a positive effect.

Improvement capacity C

- Too many areas for development are not fully appreciated and/or dealt with swiftly by school leaders. Leaders and managers can describe the school's development activities but do not evaluate or understand their impact.
- Self-evaluation is inconsistently applied and insufficiently embedded across the school and/or does not consistently focus on outcomes.
- Leaders make limited use of performance data as part of school management. They do not use a sufficient range of data, such as external examination, standardised tests and assessments and/or there is some inconsistency in how well data is used. The performance of learners eligible for FSM, in particular, is not reviewed and analysed effectively, and is not used to inform effective teaching strategies.
- Leaders have a limited vision for the school that aims to improve outcomes. This aim is not consistently understood or acted on by staff and cannot inspire improvement among staff or learners. As a result, staff do not focus on the most important areas for development. Policies and initiatives are being implemented to meet some of the national and local priorities. Key priorities such as literacy and numeracy are not delivered consistently well.
- Governors support the school but do not use assessment and performance information to systematically monitor, evaluate or challenge the school to make improvements. Governors have not supported or led difficult decisions to improve standards.
- Most roles and responsibilities are defined but line management and accountability for teaching and learning and outcomes are not consistently clear and/or understood. Too many teachers continue to deliver poor lessons. Senior staff fail to tackle underperformance. Staff are not held accountable for their responsibilities. Deadlines are missed.
- Governors receive limited or no information on the performance of learners and staff. The school development plan identifies some of the right priorities but it is not used to hold key staff to account where actions are not taken. Underperformance is not sufficiently identified and not addressed robustly and swiftly.
- The governing body does not fully understand its roles and responsibilities. There are limited systems in place to effectively manage staff performance.
- Accountabilities and systems are not embedded. They have limited impact on the quality of teaching and learning. Overall, the quality of teaching is insufficiently good, and/or there is concern about quality in a particular class or subject area.
- Strategies to improve teaching and learning are not fully embedded and have limited impact. Standards of achievement and/or progress are unsatisfactory.
- Only some teaching staff have a clear understanding of the characteristics of excellent and good teaching and learning and feedback to learners. There is limited or no in-school moderation to support teachers' and support staff's understanding. There is a poor correlation between teacher assessment and standardised test scores or external examinations.
- There are policies and systems in place for monitoring and evaluating the quality of teaching and learning but they lack clarity of detail and do not clearly set out staff responsibilities. There is limited reporting to governors on the quality of teaching and learning.
- Observation of teaching and learning is limited and is not consistent across the school. Evaluation of practice is very limited. Limited use is made of secondary sources of effective teaching and learning to feedback to staff or to monitor and evaluate individual teacher groups and the whole school.

Improvement capacity D

- School leaders do not understand the range or impact of areas for improvement on their school's poor performance. Underperformance is not dealt with effectively.
- Self-evaluation processes lack rigour. They do not focus enough on outcomes. Areas for improvement are not dealt with.
- There is insufficient and/or ineffective use of reliable data for school management and improvement.
- The performance of learners eligible for FSM, in particular, is not reviewed and analysed and is not used to inform teaching strategies.
- Leaders fail to provide clear direction. Their vision does not focus enough on improving outcomes and, as a result, they have been largely unsuccessful in making and sustaining improvements.
- Leaders and governors do not have enough relevant information and/or fail to use it to respond to national and local priorities. Policies and initiatives are not implemented consistently.
- Governors have too little impact on the direction and work of the school and/or do not challenge it to bring about improvement.
- Roles and responsibilities are unclear and/or not all staff are committed to school improvement priorities. Line management and accountability are blurred.
- Governors receive limited or no information on the performance of learners and staff. The school development plan identifies some of the right priorities but is not used to hold key staff to account where actions are not taken.
- The governing body does not fulfil its statutory responsibilities.
- Accountabilities and systems have little or no impact upon the quality of teaching and learning. The quality of teaching has elements of critical concern, with little good practice evident and/or significant areas/classes where poor practice is evident. Standards of achievement are low and progress is unsatisfactory. Strategies to improve the quality of teaching and learning are limited and/or are ineffective.
- Very few teachers have a clear understanding of the characteristics of excellent and good teaching and learning and feedback to learners. There is no in-school moderation to support teachers' and support staff's understanding. There is a very poor or non-existent correlation between teacher assessment and standardised test scores or external examinations.
- There are no clear policies and systems in place for monitoring and evaluating the quality of teaching and learning. Curriculum and pedagogy leaders have inadequate guidance on how to fulfil their roles. There is no reporting to governors on the quality of teaching and learning.
- Little or no monitoring or evaluation of teaching and learning takes place. Where it does, professional feedback does not take place effectively

Step 3: Support categories for schools

<p>School that is highly effective requiring minimum monitoring [green].</p>	<p>School that is effective requiring light monitoring and support [yellow].</p>	<p>School in need of improvement requiring focused support and monitoring [amber]</p>	<p>School in need of greatest improvement requiring substantial support [red].</p>
<p>School :</p> <ul style="list-style-type: none"> • has a track record in sustaining a high level of learner outcomes • knows itself well and identify and implement its own priorities for improvement successfully • demonstrate resilience at all levels • is rewarded with greater autonomy • will be challenged to move towards or sustain excellence 	<p>School :</p> <ul style="list-style-type: none"> • has secured good levels of learner outcomes in key performance indicators • know, understand and takes action to address most of the areas in need of improvement • has many aspects of its performance which are self-improving 	<p>School :</p> <ul style="list-style-type: none"> • does not know and understand all the areas in need of improvement • has many aspects of its performance which are not improving quickly enough • will receive tailored challenge and intervention which will be deployed according to need • will have their self-evaluation and school improvement plan approved by the challenge adviser 	<p>School :</p> <ul style="list-style-type: none"> • is experiencing a decline in key aspects of their performance • will receive intensive support • will be subject to intervention involving collaboration between the local authority and regional consortium • will have a more directed approach by the local authority and regional consortium.
<p>School has the capacity to lead others effectively and to contribute to school-to-school support.</p>	<p>School seeks tailored challenge and support and deploys this according to need. LA to check progress.</p>	<p>Monitoring visit by LA adviser to identify specific areas for improvement.</p>	<p>LA to meet with Governing Body to share concerns and outline what needs to be done within a specific timescale. This to be confirmed in writing and, where appropriate, statutory powers may be used by the LA. LA to monitor progress on a half-termly basis. Attendance at Governing Body to report on progress on a half termly basis.</p>
	<p>If the monitoring process highlights a deterioration in standards or in the capacity to improve or that the progress is not sufficient, then the school progress to category school in need of improvement requiring focused support and monitoring [amber]</p>	<p>LA convenes meeting to share concerns with Headteacher and Chair of Governors. This to be confirmed in writing. School will be expected to require amber support for only the short-term.</p>	<p>Meeting with Headteacher, Chair of Governors and Senior Education officers to decide whether sufficient progress has been made, allow more time to implement recommendations or progress to implement formal powers of intervention.</p>
		<p>School to formulate an action plan to be agreed by the LA. LA to monitor progress after two terms. School will receive time-limited, focused challenge and intervention. Meeting with Headteacher, Chair of Governors and Senior Education officers to decide whether sufficient progress has been made, allow more time to implement recommendations or progress to category school in need of greatest improvement requiring substantial support [red].</p>	

Local Authority Powers of Intervention

A school will be 'eligible for intervention' where one or more of the grounds 1-6 below exist, a warning notice has been issued to the governing body, but it has not complied with that notice to the authority's satisfaction,

Local authorities and regional consortia are expected to engage schools effectively through a professional dialogue and work in partnership with the religious authority where necessary to address the issues causing the local authority concern. If a school is refusing to engage constructively with the challenge and support commissioned or provided by the regional consortia, the local authority should consider issuing a warning notice in order to bring the necessary support to bear before the issues of concern result in school failure if at least one of the grounds for intervention are satisfied.

Grounds

Under section 3 of the 2013 Act a warning notice may be given to the governing body of a maintained school in any one of the following circumstances:

- Ground 1: The standards of performance of pupils at the school are unacceptably low.
- Ground 2: There has been a breakdown in the way the school is managed or governed.
- Ground 3: The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
- Ground 4: The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- Ground 5: The governing body or Headteacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- Ground 6: The governing body or Headteacher has acted, or is proposing to act, unreasonably in the exercise of any of its or his or her functions under the Education Acts.

Issuing a warning notice

A warning notice must be given in writing to the governing body of the school and must set out:

- The grounds for intervention.
- The reasons why the authority is satisfied that the grounds exist. This should set out in some detail the matters on which the concerns are based and explain the facts that exist in that particular school and the circumstances which are giving cause for concern.
- The action which the governing body is required to take in order to deal with the grounds for intervention.
- The period in which the action is to be taken by the governing body ('the compliance period').
- The action the local authority is minded to take (under one or more of sections 5 to 9 of the 2013 Act or otherwise) if the governing body does not take the required action. (The local authority is not limited to taking the action it said it was minded to in the warning notice).

Where a warning notice has been given which has not been complied with to the satisfaction of the local authority within the compliance period, the school is eligible for intervention. If urgent intervention is required, this could be as little as one working day after the end of the compliance period. The local authority is not limited to taking the action it said it was minded to take in a warning notice.

Powers and types of intervention – local authorities

Where a school is 'eligible for intervention' there are a number of powers the local authority or Welsh Ministers may use to drive up school improvement. The expectation is that local authorities will act in the first instance. Welsh Ministers will only intervene where a local authority has failed to do so or done so inadequately. Local authorities must give reasonable notice in writing to the governing body that they propose to exercise their powers.

Local authority powers

1 Requirement to secure advice or collaborate

Section 5 enables a local authority to direct the governing body to enter into a contract or other arrangement to secure advice and/or collaborate where a school is eligible for intervention.

Collaboration is not a panacea, but it can be a powerful means to drive up school improvement. Collaborative arrangements should therefore be used wherever appropriate as part of packages of support for schools causing concern.

Purpose of the intervention: To require a school which is a cause for concern to secure advice or collaborate in order to secure improvements.

Best used: Where the school or key figures within it refuse to collaborate with an appropriate partner.

2 The appointment of additional governors

The local authority is likely to appoint additional governors when it wishes a school to benefit from additional expertise. The local authority may appoint as many additional governors as they think fit.

Purpose of the intervention: To strengthen the local authority's voice on the governing body and/or provide additional expertise to the governors in key areas to support a school's improvement.

Best used: Where the governing body needs additional expertise, or the head teacher and senior management team need further challenge and support.

3 **The appointment of an Interim Executive Board (IEB)**

An IEB is a specially constituted governing body which replaces a school's existing governing body. An IEB can be used to provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown in the working relationships within the governing body of the school.

Purpose of the intervention: To secure a step-change in the leadership and management of a school through the use of a specially-appointed governing body for a temporary period.

Best used: Where the governing body is providing insufficient challenge to the head teacher or senior management team of the school, is providing an obstacle to progress, or where there has been a breakdown in working relationships that is having an impact on standards.

4 **The suspension of delegated authority for the governing body to manage a school's budget**

The local authority may suspend a governing body's right to a delegated budget in order to secure control of staffing and other spending decisions. This allows the local authority to remove poorly-performing teachers or Headteachers if necessary, or to take control of budget deficits. It also allows governors to focus their time and attention to other priorities for improvement.

Purpose of the intervention: To secure control over staffing and spending decisions in order to secure improvement.

Best used: Where the governing body is providing insufficient challenge to the Headteacher or senior management team of the school, or where management of the budget is providing a distraction from the improvement priorities for governors.

5 **Power to give directions and take steps**

Section 9 enables a local authority to give directions to the governing body or Headteacher or take any other steps where a school is eligible for intervention. The Direction must be in writing and may be varied or revoked by a future direction.

Purpose of the intervention: To allow local authorities to intervene in a proportionate and suitable way by directing a governing body to take certain action, or desist from taking certain action, without recourse to more extensive forms of intervention.

Best used: Where the governing body has failed to exercise its functions or is exercising them unreasonably.