

Complete Agenda



Tuag at Ragoriaeth
Towards Excellence



Meeting

GWE JOINT COMMITTEE

Date and Time

9.30 am, FRIDAY, 25TH NOVEMBER, 2016

Location

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

Contact Point

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(DISTRIBUTED Date Not Specified)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor 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
Dr Lowri Brown	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
Martyn Gray	Welsh Government
Susan Owen Jones	GwE Business & Finance Manager
Dr Gwynne Jones	Isle of Anglesey County Council
Rhys Howard Hughes	GwE Assistant Director (Support and Brokerage)
Alwyn Jones	GwE Assistant Director (Standards)

Observer

Gareth Jones	Cadeirydd Bwrdd Ymgynghorol GwE
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A G E N D A

1. TO ELECT A CHAIRMAN FOR THIS COMMITTEE

To Elect a Chairman for 2016-17

2. APOLOGIES

To receive any apologies for absence.

3. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

4. URGENT ITEMS

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

5. MINUTES OF PREVIOUS MEETING

5 - 8

To confirm the minutes of the previous meeting held on 22 September 2016

(Copy enclosed)

6. MANAGING DIRECTOR GWE - INTERIM ARRANGEMENTS

9 - 12

(copy enclosed)

7. ESTYN RECOMMENDATIONS/ BUSINESS PLAN UPDATE

13 - 20

(copy enclosed)

8. UPDATE ON KS4 STANDARDS

21 - 27

(copy enclosed)

9. UPDATE ON DEVELOPMENT PLANS

28 - 31

(copy enclosed)

10. BUDGET MONITORING REPORT 16/17

32 - 36

(copy enclosed)

11. EDUCATION PERFORMANCE FRAMEWORK (EDUCATION IMPROVEMENT GRANT

37 - 45

(copy enclosed)

**GwE JOINT COMMITTEE
22.09.16**

Present: **Councilor Eryl Williams (Chair)**
 Councilor Michael Williams (Vice Chair)

Councillors: Chris Bithell, Kenneth P. Hughes, Wyn Ellis Jones a Gareth Thomas.

Co-opted Members (non-voting): Jonathan Morgan (Special Schools Representative)

Officers (non-voting): Ian Budd (Lead Director – Chair of the Management Board (Flintshire County Council)), Dafydd Ifans (Wrexham County Borough Council), Julian Molloy (Denbighshire County Council), Dr. Lowri Brown (Conwy County Borough Council).

Also Present: Huw Foster Evans (GwE Managing Director), Alwyn Jones (GwE Assistant Director), Susan Owen Jones (GwE Business and Finance Manager), Martyn Gray (Welsh Government Representative), Dafydd Edwards (Host Authority Head of Finance – Gwynedd Council), Clare Edge (Deloitte Company), Iwan Evans (Host Authority Legal Services Manager – Gwynedd Council), a Glynda O'Brien (Host Authority Member Support Officer - Gwynedd Council)

Apologies: Delyth Molyneux (Anglesey Council), John Davies (Wrexham County Borough Council), Karen Evans (Denbighshire County Council), Arwyn Thomas (Gwynedd Council), Rhys Howard Hughes (GwE Assistant Director), Diane Chisholm (Primary Schools Representative), Alison Fisher (Governors Representative), Geraint Rees (Welsh Government Representative) & Gareth Jones (Chair of GwE Advisory Board).

1. CHAIR ANNOUNCEMENTS

- (a) A special welcome was extended to Mr Martyn Gray, Welsh Government Representative, who would attend future meetings in place of Mr Geraint Rees.
- (b) The Chairman noted that he would be resigning from the Chair following this meeting but will remain as a member of the Joint Committee. Therefore an Election of Chair item would be required in the next Joint Committee meeting.

GwE Managing Director thanked the Chairman for his commitment and contribution as Chair of the Joint Committee.

2. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest received from any members present.

3. MINUTES

The Chair signed the minutes of this meeting, held on July 6 2016, as a true record.

3.1 Matters arising from the minutes

It was noted that GwE Joint Committee meetings are held at 9:30am in accordance with previous arrangements and not 9:00am as outlined in record 10 of the last meeting's minutes.

Resolved: To accept and note the above.

4. INITIAL REPORT ON THE PERFORMANCE OF THE REGION

A report was presented by the GwE Managing Director on the end of key stage performance of the school year 2015/16.

It was noted that an initial report on the end of key stages was presented due to no access to comparative and full benchmark data for any key stage. Members were talked through the content of the report and reference was made to the range of data for the key indicators in each key stage. It was stressed that care must be taken when considering the information as the information for all Wales regarding Key Stage 4 has not been announced so far.

Reference was made to the main messages for all of the key stages as well as those elements which require attention, which have already been included in specific business plans.

In the context of Key Stage 4, an increase of 2.6% was noted compared to last year with the increase varying across the local authorities. It was noted that around a third of the schools are within 1% to their final projection for the TL2+ threshold; approximately two thirds of schools achieving or within 5% to the projection and 6 schools only where their performance is over 10% below the projection.

Reference was made to Key Stage 5 (i.e. 6th form) stating that it is difficult to come to a meaningful conclusion on performance as the provision varies across the region. From the data collected by schools, there appears to be a need to improve the performance of A*-A grades.

During the discussion that followed, the following points were highlighted and responded to by the relevant officials:

(a) The comprehensive report presented was welcomed but in terms of the aspects that require attention, there were concerns regarding which of the elements would be given an emphasis and if additional resources would be needed to achieve them.

In response, GwE Managing Director explained that many of the elements are current and day to day work. Whilst acknowledging the challenge facing GwE, without question it would be necessary to look at evidence where good progress was seen in grouping firm yellow category schools with green category schools. There would never be enough resources to act on detail.

It was further stated that enormous challenges were to be overcome this year regarding Key Stage 4 in terms of the changes in GCSE specifications.

GwE Assistant Director emphasised that Level 3 business plans set out what needs to be done to drive improvements in individual schools with the resources being directed in accordance with the demand. It was noted that Subject Challenge Advisers have been appointed for core subjects that would enable the service to target better support for these subjects in Key Stage 4.

Disappointment was expressed in regard to Conwy standards, specifically in the KS2/KS3 pattern. Although improvement was shown in Key Stage 4 on last year, there was concern that Conwy schools were not keeping up with the rest of the schools in the North and Wales. The need to improve the performance of these schools was stressed.

It was acknowledged that the lack of progress is due to a small number of Conwy secondary schools not reaching the expected target.

(dd) While being aware of problems in some schools, a discussion is needed regarding how much support schools in the red category receive due to a small number of schools taking a large percentage of the available resources.

(e) A Member noted that it is individual authorities who are responsible for education with the support of GwE and it was questioned if there is an overreliance on the support of the service.

(f) The Lead Director / Chair of the Management Board was in agreement with the comments above and noted that an agreement was had with the Chief Executives of the local authorities regarding the next steps. In light of this, matters of urgency within individual schools can be identified and dealt with promptly. It was noted that the level 2 plans for all individual authorities include key plans for the authorities to judge and address any matters appropriately.

(ff) In terms of school leadership, it was expressed that there was a lack of programmes to develop school leaders in the past and that steps have been taken recently to develop comprehensive programmes for school leaders at all levels. Additionally, recruiting problems were experienced in parts of the region.

(g) Attention was drawn to the variations in grant levels across the 4 regions and, as a result, the difficulty caused to the region in terms of value for money for the resources available. It was further noted that this concern has been brought to the attention of the Welsh Government.

Resolved: To accept, note and give thanks for the comprehensive report.

5. REGIONAL BUSINESS PLAN 2016-18 & POST-INSPECTION ACTION PLAN

GwE Managing Director presented a Level 1 regional business plan incorporating the post-inspection action plan.

Attention was drawn to the regional priorities in response to Estyn recommendations. It was noted that the Managing Director and Chair of the Management Board shoulder responsibility for implementing the plan as accountable officers. The new system would ensure accountability with level 2 and 3 annual plans covered under the level 1 plan and providing further details regarding the action steps to be taken, and the outputs and success criteria to achieve. The business planning framework offers three levels of accountability for delivering and providing a structure for monitoring progress effectively.

The Senior Challenge and Support Adviser would be accountable to the Directors of Education in order to ensure a better focus of local needs within the school.

The following points were highlighted:

- (a) It was welcomed that the Senior Challenge and Support Adviser would be accountable to the Directors of Education and a part of a team as it was felt that this was missing in the past and members of the Joint Committee were delighted with the new order which would be more beneficial.
- (b) That the consistency of the Challenge Adviser is important.
- (c) In response, it was explained through the level 3 plan that the Directors of Education expect GwE to comply effectively and that emphasis on discussions with the authorities is crucial.
- (d) In the wider context, the Lead Director / Chair of the Management Board noted that, as the reorganisation of the local government is no longer a priority, there will be a lot of discussion with the Welsh Government regarding the delivery of education. Therefore, the consortia would be key bodies for delivering and examining the key successful matters that can be incorporated in the national plan.

Resolved: To accept, note and approve the report.

6. REGIONAL NETWORKS

A report was presented by the Lead Director / Chair of the GwE Management Board regarding the role of the Regional Networks.

It was reported that the Management Board had recognised the need to ensure transparency in relation to the strategic role of the regional networks and their accountability to the Joint Committee. A workshop was held to discuss the role of the networks as well as options in terms of the most efficient and effective model to make progress against the regional business plan.

Further discussions at the next Management Board meeting and a detailed report will be presented in the Joint Committee's next meeting on the findings of the Management Board regarding developing an action plan for the new structure of the regional networks.

Resolved: (a) To accept and note the content of the report.

(b) To approve the Management Board to further discuss and present the report to the Joint Committee in the next meeting.

7. FINAL ACCOUNTS OF THE JOINT COMMITTEE FOR THE YEAR ENDING 31 MARCH 2016 AND RELEVANT AUDIT

- (a) The Head of Finance (Gwynedd Council) presented a statement of the post-audit accounts; Wales Audit Office report, together with a letter of representation prepared on behalf of the Joint Committee, explaining that the pre-audit accounts have been presented to the Joint Committee at its last meeting.
- (b) Attention was drawn to the Deloitte Company report as part of the work carried out in accordance with statutory functions and Clare Edge, of the Company, was welcomed to the Joint Committee. Clare Edge reported that the accounts and the work carried out by the Head of Finance and Team was excellent and there were no mistakes except for two small issues in terms of adjustments. It was further reported that they had not identified any elements of risk.
- (c) In response to a query regarding the contributions of local authorities, it was explained that the contributions vary depending on the Welsh Government annual grant allocations to the individual local authorities.

Resolved: (a) To accept, note and approve the information.

- (i) "ISA260" report by Wales Audit Office**
- (ii) Statement of Accounts 2015/16 (post-audit)**

(b) To ask the Chair and Gwynedd Council Head of Finance (as GwE Statutory Finance Officer) to certify the Letter of Representation.

The meeting began at 9.30a.m. and came to an end at 10.40a.m.

CHAIRMAN



REPORT TO THE JOINT COMMITTEE

25 November 2016

Report by: Lead Director & Lead Chief Executive

Subject: Interim & Permanent Leadership Arrangements

1.0 Purpose of the Report

To update Joint Committee on the departure of the Managing Director, interim leadership arrangements and to consider the next steps in relation to appointment of a successor.

2.0 Background

- 2.1 Mr Huw Foster-Evans has left the post of Managing Director following his release on secondment to the Welsh Government to provide enhanced capacity for national leadership development programmes. In order to facilitate this arrangement he will be retained on the GwE structure in a temporary post which will support the secondment. The employment costs of this arrangement will be borne by the Welsh Government in accordance with the terms of a secondment agreement.
- 2.2 Initial actions to secure appropriate interim leadership for the service were undertaken by the Lead Director and Lead Chief Executive, in consultation with the Chair of the Joint Committee.
- 2.3 The departure of the Managing Director provides the opportunity for us not only to review the effectiveness and consistency of current school improvement practice within the region, but also to investigate if the leadership and governance arrangements are fit for purpose. It is clear to the Management Board and the region's Chief Executives that there are opportunities to better define roles and accountabilities for school improvement and wider education services across the region.
-

2.4 Interim arrangements need to be resilient, focused on delivering the regional business plan (including PIAP), delivering and exceeding the outcomes within the plan. The operational changes confirmed in the summer of 2016 also need to be embedded in each hub.

2.5 Joint Committee has a key role not only in considering the resilience of interim arrangements, but also in approving the person specification and appointment process for the permanent leadership of the Joint Service.

3.0 Considerations

3.1 As a region, we want to maintain operational stability within the GwE structure in order to concentrate on delivering improvements in our schools and to address the WAO and Estyn recommendations with rigour and pace.

3.2 As a region we also need to review existing school improvement practice within GwE, with a target of reporting to the Joint Committee by December. The review will identify any key aspects of practice that we need to address as a region and will also consider the wider possible challenges of further collaboration as indicated by your Cabinet colleague Professor Mark Drakeford. The findings of the review will enable the Joint Committee to take stock and undertake any redefining in the scope and responsibilities of the Managing Director post before going out to advert in the new year.

3.3 The Management Board advises that:

- The review should take place immediately and be completed as a matter of urgency. The review will help inform Joint Committee and the Regional Leadership Board of present strengths and areas which need improving and require change.
- The review alongside the wider regional discussion on public service collaborative working arrangements will help Joint Committee determine the shape of the future MD role and Regional Educational Governance.
- Subject to the outcomes of the above discussions, any further revised operating arrangements or appointments should go live as soon as possible. Delay would risk compromising GwE inspection outcomes in the Autumn of 2017.

3.4 The Management Board have identified interim roles in relation to the intervening period.

- Arwyn Thomas will become the Interim Managing Director on a part time basis and will lead with support from the Lead Director on a review of GwE's school improvement role and governance structures.

- Ian Budd will continue in the role of Lead Director and will undertake a review of GwE business support.
- Dr Gwynne Jones has become Lead Chief Executive.
- The Interim Managing Director will link regularly with the Lead Director and Lead Chief Executive on progress.
- The Interim Managing Director will provide mentoring support to the two assistant directors.
- Rhys Howard Hughes and Alwyn Lloyd Jones will continue in their present roles, taking responsibility for delivering the current GwE and Local Authority 2016-2017 Business Plans and supporting the Interim Managing Director and Lead Director in sharing meeting workload.
- The review will develop bespoke solutions that meet the needs of Authorities in North Wales and focus on developing further leadership capacity within the region.
- An update discussion on the review will take place at the next Joint Committee and at the following Regional Leadership Board.
- The first quarterly monitoring reports for the regional and individual Local Authority business plans are also due this cycle.

4.0 Recommendations

4.1 Joint Committee are recommended to support:

- the secondment arrangements;
- the interim operating roles;
- the review of operating arrangements (with a report to the next Joint Committee meeting); and
- a report on an appointment process for a new Managing Director at a special Joint Committee meeting early in the New Year.

5.0 Financial Implications

5.1 The recommendation of the Regional Leadership Board and the region's Chief Executives is that the Interim MD is funded on a 0.8 basis and the Lead Director on a 0.2 basis during the period of the interim arrangements in order for them to fulfil their responsibilities and to support further backfill arrangements.

6.0 Equalities Impact

6.1 Any structural or person specification changes will be subject to equalities impact and compliance work.

7.0 Personnel Implications

7.1 Any workforce planning or structural change tasks will be subject to workforce consultation and decision making protocols.

8.0 Consultation Undertaken

8.1 Informal consultation has been undertaken with the GwE Management Board, Local Authority Chief Executives and the Chair of the Joint Committee.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

It is necessary for the Joint Committee to confirm some steps taken following the resignation of the Managing Director and I will advise on this in the meeting. In relation to the recommendation that GwE's organisation is reviewed it is important to keep in mind that some elements have been reserved to individual councils and others are matters within the current terms of reference of the Joint Committee. It is essential that the proposed review receives appropriate and timely advice as the work develops in relation to the internal governance arrangements of the partnership and the external context.

Statutory Finance Officer:

I confirm that the financial implications noted in section 5.1 will be financed from within the existing GwE budget.



REPORT TO THE JOINT COMMITTEE

25 NOVEMBER 2016

Report by: GwE Managing Director

Subject: Estyn Recommendations – Progress Report

1.0 Purpose of the Report

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

2.0 Considerations

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

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

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

2.4 A post-inspection plan is in place & has been incorporated into the Regional Business Plan 2016-19.

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

3.0 Recommendations

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

4.0 Financial Implications

4.1 There are no financial implications arising from this report.

5.0 Equalities Impact

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

6.0 Personnel Implications

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

7.0 Consultation Undertaken

7.1 None undertaken.

8.0 Appendices

8.1 Estyn Recommendations: Progress Report (November 2016)

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Comments will be presented verbally at the meeting.

Statutory Finance Officer:

I understand that any costs attached to implementing the ESTYN recommendations will be funded from GwE's existing resources.

Estyn Recommendations: Progress Report

November 2016



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

Improve the use of data, target setting and pupil tracking at FP, KS2, KS3 and KS4:

- A robust data management system to facilitate more effective management and analysis of data across schools is in place.
- CAs monitoring visits gives more focus on how leaders make effective use of data in analysing and evaluating performance.
- The CAs continue to improve self-evaluation processes to ensure more effective use of performance data.
- A more robust process for target setting across the region for all key stages has been established.
- A more effective tracking system at a regional level for monitoring progress data from all schools throughout the academic year [including the tracking of FSM learners] is in place.
- During monitoring visits, the CAs ensures that leaders at all levels make effective and timely use of tracking data to impact on teaching and learning.
- Firm focus is given to tracking outcomes for FSM learners during all GwE challenge and monitoring visits, ensuring that effective and timely use is made of available funding streams to support the development of effective teaching and learning strategies that is differentiated to meet the needs of the pupils.
- Data is used effectively and appropriately to evaluate programmes and projects to support school improvement.
- Senior leaders use data effectively to inform their judgements about strengths and areas for improvements in all performance outcomes especially in analysing the outcomes of groups of pupils, including vulnerable pupils, at a regional level.

Improve standards at KS4:

- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual school are identified and addressed effectively.
- All schools that underperform in the key indicators (L2+, L2, L1 CSI, Capped Points Score, Wider Points Score, Core Subjects) have been identified and plans are in place to improve performance.
- Guidance is given to all schools on targets, projections, pupil tracking and intervention programmes.
- During GwE challenge and monitoring visits, all schools are robustly challenged on targets and projections to ensure that they implement effective intervention programmes.
- Specialised Challenge Adviser support across the region for all core subjects is in place.
- A comprehensive strategy to improve standards of English, Maths, Science and Welsh across the region is being developed.
- Through local networks for Head of Departments, secondary school to school support programme for the Core Subjects at KS4 has been established.
- GwE continues to build on the success of the Co-leading Schools to support the delivery of GCSE in the Core Subjects across the region.
- Lead practitioners to facilitate a range of professional networks to share good practice in non-core subjects have been identified.
- A guidance and toolkit to improve the quality of teaching and learning in the core subjects is being developed.
- SCSA effectively target school leaders within each Hub to participate in relevant leadership development programmes.

Improve standards at Foundation Phase (FP):

- A strategy to raise standards in the FP across the region (to include improving the quality of leadership in

FP) is being developed.

- The effectiveness of the FP Network is currently being evaluated to ensure a clear robust plan for future working.
- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual schools are identified and addressed effectively.
- Work plans are in place to improve the consistency and reliability of teacher assessments.
- Exemplary FP profiles of outcome 5 and 6 in language, literacy and communication and mathematical development and written guidance and training on standardising and moderating samples of work are being developed.
- Guidance document to improve the quality of provision, teaching and learning in the FP is being developed.
- Discussions are taking place to ensure that NQT Development Programme includes specific guidance on effective delivery of FP pedagogy.
- Processes are in place to allow effective school to school networking and collaboration so as to ensure that effective practice is cascaded and implemented across the region.

Further improve standards at KS2 and KS3 and ensure more accurate teacher assessments:

- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual schools are identified and addressed effectively.
- SCSA effectively target school leaders within each Hub to participate in relevant leadership development programmes.
- Robust cluster moderation procedures to improve consistency and reliability of teacher assessments have been established.
- Processes are in place to allow effective school to school networking and collaboration and that effective practice is cascaded and implemented across the region.
- Guidance and toolkit to improve provision, teaching and learning in both key stages is currently being developed.

Improve performance of vulnerable pupils in the key performance indicators at all key stages:

- Appropriate structure to lead on regional development has been agreed by the Management Board (MB).
- A lead practitioner to take responsibility for developing and implementing strategy has been identified.
- The deprivation strategy has been evaluated and reviewed, and the revised strategy for 2016 is currently being implemented.
- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Senior leaders use data effectively at a regional level to clearly identify strengths and areas for improvements and inform their judgements about the performance of vulnerable learners.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual schools are identified and addressed effectively.
- During GwE challenge and monitoring visits, the CAs effectively monitor the use of the Pupil Deprivation Grant (PDG) in all schools.
- A menu of effective training for school staff that has been proven to have a positive impact on the attainment of LAC pupils and other vulnerable learners is currently being developed.
- Effective practice is cascaded and implemented across the region.

Improve performance of More Able and Talented (MAT) learners at all key stages:

- Access to and use of data by all stakeholders to effectively identify strengths and address areas of concern has improved.
- The 5 A*/A indicator has been included as a focus for GwE visits and for regional target setting and projection collection.
- Schools that consistently underperform in the 5A*/A indicator have been identified and plans are in place to ensure they have appropriate intervention strategies.
- Schools that consistently underperform at the higher levels at FP, KS2 and KS3 have been identified and challenged.
- Effective practice in terms of classroom teaching and school leadership is being promoted, ensuring that national and local best practice is disseminated effectively and that appropriate follow-up action is taken in schools ensuring that the measurement is known to all schools.
- Regional events with schools and key stakeholders to promote the learning of the more able are being facilitated.
- Work with Welsh Government colleagues to develop national and regional benchmarking data sets which will enable the service to more effectively challenge schools on the performance of high achieving pupils is in progress.

Close the gap between the performances of boys/girls in key performance indicators in all key stages:

- Access to and use of data has strengthened to effectively identify regional strengths and areas of concern based on 2016 performance and implement strategy to ensure necessary improvements.
- Individual LA Plans have identified specific local areas of concern and appropriate intervention is in place.

Progress: Satisfactory

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

- The Framework for Challenge and Support has been reviewed and revised to strengthen the impact of the monitoring, evaluation and brokerage activity of challenge advisers for:
 - green/strong yellow schools
 - yellow schools
 - amber/red schools
- Baseline measures and success criteria have been established at the outset to support evaluation of the impact of the support provided by the:
 - Challenge and Support Programme;
 - all GwE Developmental Programmes;
 - all new initiatives and programmes.
- More robust data management system is in place to allow more effective use of data to evaluate impact.
- Training for staff on evaluating impact of their work has been provided.
- Work continues to assess the impact of targeted support by measuring the progress of red and amber support schools against clear targets and success criteria.

Progress: Satisfactory

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

- The current risk management processes have been reviewed.
- Good practice & suitable method to refine / implement on a regional basis has been identified.
- Process to identify & document the risks has been established.
- A policy for planning and performing the risk management processes is being developed.
- A process to monitor the status of each risk periodically, implement the risk mitigation plan as appropriate & take corrective action when required is currently being developed.
- Plans are in place to review the activities, status, and results of the risk management process with higher

level management and resolve issues, i.e. Advisory Board, Management Board & Joint Committee.

- Robust external challenge of service delivery through the meetings of the advisory board and joint committee is in place.
- Training and support to enable all staff to successfully implement the risk management policy is being developed.

Progress: Satisfactory

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

- All plans have been reviewed.
- Good practice & suitable method to refine / implement on a regional basis have been identified.
- A robust business planning structure & process is in place.
- The new business planning and accountability framework has been agreed.
- Clear success criteria in all plans at all levels have been included.
- Clear and robust quarterly monitoring procedures are being implemented.
- New regional business plan has been presented to Joint Committee (September 2016).
- Progress monitoring system has been presented to Management Board (September 2016).
- Cycle of progress monitoring to commence autumn 2016.

Progress: Satisfactory

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

- The current regional networks have been reviewed – purpose, scope & membership
- Management Board workshop has discussed the roles of regional networks.
- Discussions to decide which networks continue and agreeing on the strategic role of each continuing networks have taken place.
- New structure, role and membership of each remaining network has been agreed.
- Accountability framework for all networks is currently being developed to align with the new business planning process.
- The new business planning process will ensure the network priorities fully align with the region's priorities.

Progress: Satisfactory

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

- The current processes have been reviewed.
- Work with LA Officers & the other consortia to identify good practice is in place.
- External advice for an insight as to what a good value for money framework looks like is being discussed (working in partnership with the other consortia).
- An appropriate framework to assess value for money is being developed.
- A medium-term financial plan is being developed to accompany the business plan.
- A workforce plan to align with Business Plan is being developed.
- The current budget monitoring processes have been reviewed and refined as required.
- Budgets are monitored regularly.

Progress: Satisfactory



REPORT TO THE JOINT COMMITTEE

25 NOVEMBER 2016

Report by: GwE Managing Director

Subject: Update report on the region's KS4 performance

1.0 Purpose of the Report

1.1 The main purpose of the report is to present an update on end of Key Stage 4 (KS4)

2.0 Background & Considerations

2.1 A report presenting early information on end of key stage performance for the 2015/16 academic year was discussed at the September meeting of the Joint Committee. Only initial information on KS4 results was shared at that time.

2.2 The main purpose of this report is to present an update on end of Key Stage 4 (KS4) performance for the 2015/2016 academic year.

2.3 It must be emphasised that the information presented on KS4 results is still provisional. Due care is required when considering the information since neither the analysis nor the comparisons will be completed on national level until the turn of the year.

2.4 The report is an important part of the self-evaluation process and provides an opportunity to ask questions on how the region is performing and what is needed moving forward.

3.0 Recommendations

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

4.0 Financial Implications

4.1 There are no financial implications arising from this report.

5.0 Equalities Impact

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

6.0 Personnel Implications

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

7.0 Consultation Undertaken

7.1 None undertaken.

8.0 Appendices

8.1 Update report on the region's KS4 performance

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No observations in relation to propriety.

Statutory Finance Officer:

No observations in relation to financial propriety.

Update report to the GwE Joint Committee on the region's KS4 performance

November 2016

UPDATE REPORT ON THE KS4 PERFORMANCE OF SCHOOLS IN THE GWE REGION [NOVEMBER 2016]

Introduction

The main purpose of the report is to present an update on end of Key Stage 4 (KS4) performance for the 2015/2016 academic year. It must be emphasised that the information presented on KS4 results is still provisional. Due care is required when considering the information since neither the analysis nor the comparisons will be completed on national level until the turn of the year.

The report is an important part of the self-evaluation process and provides an opportunity to ask questions on how the region is performing and what is needed moving forward.

Context

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

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

	2013		2014		2015		2016	
	%	Rank	%	Rank	%	Rank	%	Rank
Anglesey	20.5	13	18.5	11	17.4	11	17.0	10
Gwynedd	13.7	5	12.9	4	13.3	4	13.0	4
Conwy	18.3	9	18.1	10	17.1	9	16.2	8
Denbighshire	19.1	11	19.4	13	19.0	13	19.1	14
Flintshire	13.5	4	13.9	5	14.9	6	15.0	6
Wrexham	18.1	8	18.0	9	16.6	8	16.4	9
GwE	16.7	1	16.4	1	16.1	1	15.9	1
Wales	19.5		19.1		18.8			

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

For the first time, this year's national figures include 'Other EOTAS'. Therefore, the data presented include the 'Other EOTAS' for national comparison and without these figures for comparison with previous years.

Performance at Key Stage 4

Key Performance Indicators

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

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

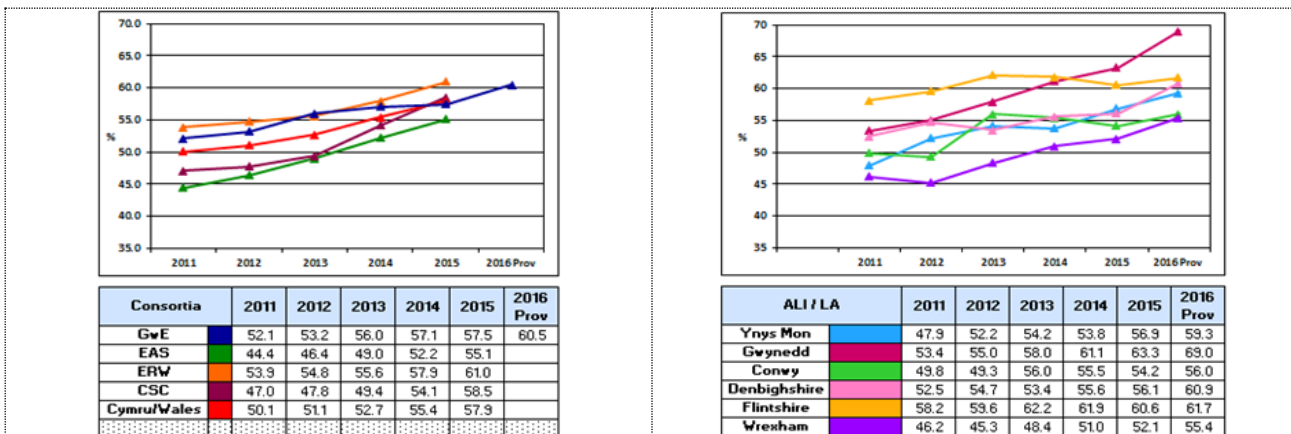


Table 2b: % learners achieving in the Level 2 Inclusive Threshold [L2+] with 'Other EOTAS'

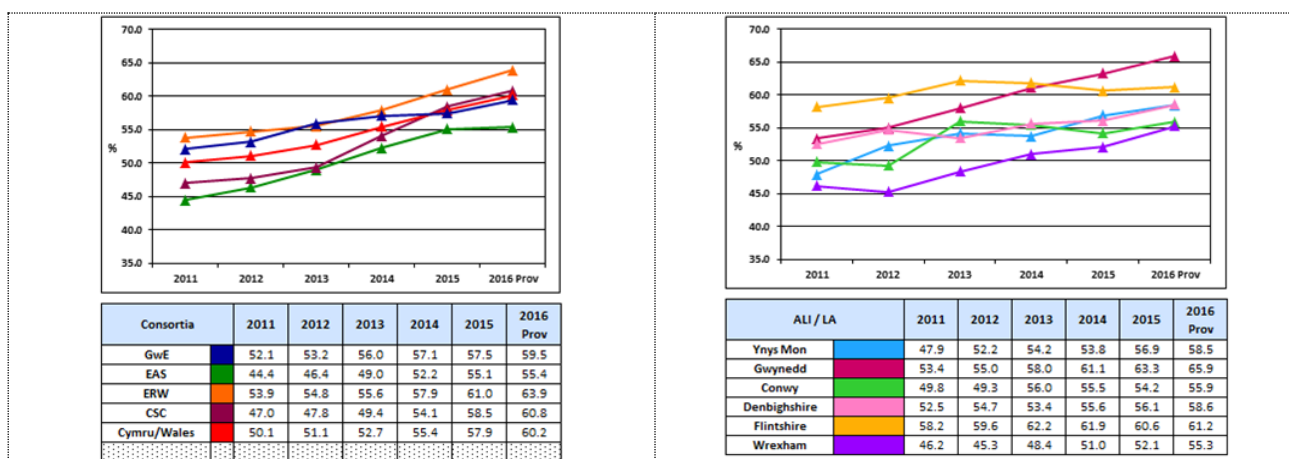


Table 3 ranks each LA's performance in the key performance indicators [Level 2+, Level 1, Level 2, Capped Points Score and 5A*-A] in comparison with all 22 Local Authorities across Wales.

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

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

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

Core Subjects

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

Performance of individual schools

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

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

Table 5: distribution of school in the FSM benchmarking quartiles



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



Individual School Performance.xlsx



LA Benchmarking Profile KS4.pdf

Moving forward

Improving standards in local authorities that are performing lower than their comparative FSM ranking and their expected benchmark in key performance indicators and especially in the L2+ is still a major priority, as is reducing the number of schools falling below the median in the FSM benchmarking in these indicators. GwE also had a disappointing Estyn inspection this year. As a result, a Consortia review of current strengths and weakness has been commissioned and is taking place. The desired outcome of the review will map and align the delivery of national priorities closely to local needs and ensure improvement happens at a faster pace in a more flexible and fluid manner especially at secondary level.

What we are doing well and improving

- Improving standards in primary sector
- Estyn inspection profile for the GwE region compares favourably with the national profile
- GwE knows its schools well and categorises its schools appropriately
- Quality of support and challenge by CAs has considerably improved. Effective generic and tailored support programmes have led to measurable improvements in individual CA performance
- Revised framework for challenging and supporting schools beginning to have a positive impact on standards and inspection findings
- Data analysis and information management systems have been greatly improved
- Regional commissioning of further action needed to secure further progress and refocusing of resources
- Robust business planning process implemented with clear lines of accountability defined
- Comprehensive and coherent range of programmes developed to improve leadership
- Progress against WAO and Estyn findings

Expectations in going forward:

- Raise standards in each key stage
- All 6 Local Authorities perform well relative to their FSM rankings in all key stages, especially at Key Stage 4
- No school to be placed in an Estyn statutory category
- Achievement of FSM and MAT pupils is a priority in each school
- Strong progress made in addressing the recommendations made by Estyn and the Wales Audit Office
- Ensure close collaboration with Welsh Government to deliver national initiatives across the region
- Ensure leadership in all schools is at least good
- Governance, leadership and management of GwE is good

Tasks and Challenges

- Introduce a coherent targeted programme in around half of our secondary schools to improve standards and leadership
- Implement a robust Peer Review in Wrexham and Conwy LAs that will address underperformance issues and plan sustainable significant improvement in performance across all key stages
- Match national initiatives closely to the need of schools and group of schools to accelerate the development of a self-improving school system



REPORT TO THE JOINT COMMITTEE

25 NOVEMBER 2016

Report by: GwE Managing Director

Subject: Update regarding Development Programmes

1.0 Purpose of the Report

1.1 Update regarding Development Programmes

2.0 Background

2.1 Following an initial review of Continuous Professional Development (CPD) opportunities offered to practitioners across North Wales it was evident that GwE needed to develop a range of CPD programmes across all key stages and across all sectors. The GwE Development Programme (GDP) was established focusing on providing effective professional development on a number of levels.

2.2 GwE now has development programmes operational for practitioners ranging from Higher Level Teaching Assistants (HLTA) to experienced Headteachers (Headteacher Development Programme - HDP)

2.3 GwE's Leadership Development Programmes aim to:

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

GwE Development Programmes:

- Higher Level Teaching Assistant Development Programme (HLTADP)
- Newly Qualified Teacher Development Programme (NQTDP)
- Literacy Development Programme (LDP)
- Numeracy Development Programme (NDP)
- Middle Leadership Development Programme (MLDP)
- Information Communication & Technology (ICT) Middle Leadership Development Programme
- Physical Literacy Programme for Schools (PLPS) Middle Leadership Development Programme
- Bespoke Middle / Senior Leadership Development Programme for the Special sector
- Senior Leadership Development Programme (SLDP)
- Aspiring Headteacher / National Professional Qualification for Headship (NPQH) Development Programme (AHDP)
- New Headteacher / Acting Headteacher Development Programme (NHDP)
- Headteacher Development Programme (HDP)

2.4 Individual schools are also developing specific programmes in collaboration with GwE, e.g.,

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

2.5 Further bespoke programmes are offered on a Hub / LA basis depending on the specific needs of the schools / LA, e.g. Middle Leadership Support, and development focusing specifically on effective self-evaluation techniques.

2.6 All the above development programmes focus on the school to school collaboration mind set, with effective practitioners from schools co-delivering sessions with GwE staff, or on occasions, with external consultants. This further develops the notion of developing a self-improving system across North Wales.

2.7 To date over 1000 practitioners across North Wales have participated in GwE development programmes with impact to be seen at individual, school and system levels. Ultimately all programmes focus on developing individuals in order to ensure the best possible education and opportunities for children and young people, and therefore raise standards across each key stage.

2.8 GwE has collaborated with Welsh Government and the other consortia whilst developing the programmes. Following a request from the National Leadership Development Board (NLDB) for consortia to lead on developing specific areas of the Career Development Pathway, GwE took the lead on developing effective professional development for middle leaders and Heateachers in post. An external consultant evaluated the middle leadership and Headteacher development programmes and progress and lessons

learnt have been shared nationally. Interest from other consortia resulted in 9 practitioners from ERW attending the GwE Middle Leadership Development Programme, ERW adopting the GwE 2016 / 2017 NPQH Development Programme, and CSC adopting elements of the Headteacher development programme.

2.9 A new development programme is to be introduced in January - Aspiring Leaders Development Programme (ALDP). This will be an introduction to leadership programme for teachers who wish to further develop their roles as leaders within their school.

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

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

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

3.0 Considerations

3.1 Better link & integration of national priorities to support local developments.

3.2 Investigate the possibility of accreditation of the development programmes needs further consideration.

3.3 Future Continuous Professional Developments (CPD) need to address the five improvement objectives noted in Welsh Government's Qualified for Life 2:

i. Wellbeing

ii. Teaching and Learning (Pedagogy)

iii. Curriculum and Assessment which is underpinned by the Four Purposes described in Successful Futures.

iv. Leadership

v. A Self Improving system

3.4 Further work is needed in order to target resources and ensure that bespoke development programmes address the needs of individual or groups of schools, especially in the secondary sector.

3.5 Regarding the GwE Staff Development Programme – the capacity for challenging and supporting secondary schools and the role of the secondary challenge adviser need to be reviewed in order to reflect the priorities of the service.

4.0 Recommendations

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

5.0 Financial Implications

5.1 All programmes to date have been fully funded through a variety of funding sources.

5.2 Consideration needs to be given to future priorities that will determine which programmes will be funded and which programmes will have a cost associated to them.

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 A wide range of stakeholders have been consulted regarding the development of all programmes, including practitioners, Headteachers, LA representatives, external consultants, other consortia and Welsh Government; with future programmes taking into consideration the lessons learnt and improvement comments noted in the evaluations received.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No observations in relation to propriety.

Statutory Finance Officer:

I note that further work is needed in order to prioritise available resources.

Agenda Item 10

GwE: Joint Committee 25/11/16



MEETING	GwE Joint Committee
DATE	25 November 2016
TITLE	2016/17 GwE Budget – 30 September 2016 review.
PURPOSE	<ul style="list-style-type: none">• To update members of the Joint Committee on the most recent financial review of GwE's budget for the 2016/17 financial year.• The report focuses on significant financial variations, with Annex 1 providing financial information in full.
RECOMMENDATION	To accept the report.
AUTHOR	GwE Managing Director and Gwynedd Council's Head of Finance.

1. CONCLUSION

1.1 The 30 September 2016 review estimates a net overspend of £57,009 against the budget. The net overspend may be attributed to the delay in establishing a permanent strategy for implementing the savings target that was set in the 2016/17 budget.

1.2 The subsequent section of this report explains the reasons for the main variations.

2. FINANCIAL VARIATIONS

2.1 **Staffing - Management, Brokerage, Standards and Administration:** **September: overspend (£38,841).**

The main reason for the overspend is the decision to appoint an additional officer to the data team on secondment basis without financial contribution from the Authorities in the 2016/17 financial year. The Authorities will provide continuous additional financial contributions from 2017/18.

2.2 **Staffing – Challenge Advisers:** **September: underspend (£103,013).**

GwE receives grant contributions towards Management/Administration costs. During the 2016/17 financial year, elements of the work relating to grants will be funded from core resources.

2.3 **Travel costs:** **September: underspend (£10,000).**

Historical trends in travel costs suggest that the annual actual cost is likely to be slightly lower than the cost established in the budget. This is expected to continue in 2016/17.

2.4 **Savings to be applied:** **September: £131,180 overspend.**

Overspend is due to the current lack of a permanent strategy for meeting the savings target.

Taking the net financial implications of the review for the remaining budget headlines into consideration, and in line with the discussions held in the meeting on 24 February 2016 whilst considering the 2016/17 budget, part of the surplus fund will be used for any delays in the timescale for meeting the savings targets.

24 February 2016 Joint Committee

“3.2 A specific part of the reserve fund will need to be earmarked for any elements of the savings targets that GwE will be unable to apply in 2016/17”

3. SURPLUS FUND

- 3.1 The total surplus fund at the beginning of the 2016/17 financial year was (£460,379), less the £100,100 of fund dedicated at the end of 2015/16 to the GCSE support programme, less the net forecasted overspend of £57,009, giving an estimated fund total for the end of 2016/17 of (£303,270).

ANNEXES

Annex 1: GwE 2016/17 Budget – 30 September 2016 review.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No observations in relation to propriety.

Statutory Finance Officer:

Co-author of the report.

GwE JOINT COMMITTEE

Budget Review - 2016/17

	Opening Budget	Adjustments	Revised Budget	Estimated Expenditure	Over / (Under) Spend Net
	£	£	£	£	£
Expenditure					
Employees					
Salaries					
- Management, Brokerage, Standards and Administration	779,739	23,186	802,925	841,766	38,841
- System Leader	2,334,737	(30,786)	2,303,951	2,200,938	(103,013)
Training, advertising and other employee costs	25,722	7,600	33,322	33,322	0
Building					
Rent (includes services)	93,332		93,332	93,332	0
Travel					
Travel Costs	122,822		122,822	112,822	(10,000)
Supplies and Services					
Furniture, equipment, printing, postage, telephone, room hire etc	30,109	54	30,163	30,163	0
Information Technology	15,054	(54)	15,000	15,000	0
Audit Fees	7,617		7,617	7,617	0
Brokerage	260,776		260,776	260,776	0
Gwynedd Council Host Authority Support Service Costs					
Legal	5,206		5,206	5,206	0
Human Resources	8,926		8,926	8,926	0
Finance	38,604		38,604	38,604	0
Information Technology	42,697		42,697	42,697	0
Savings to be found	(131,180)		(131,180)		131,180
National Model Commitments	463,004		463,004	463,004	0
Use of the GwE Surplus Fund					
GCSE support programme		100,100	100,100	100,100	0
Specific Projects					
Education Improvement Grant : Commission the Authorities	4,123,544	(170,183)	3,953,361	3,953,361	0
Education Improvement Grant : Direct Schemes	834,372	98,627	932,999	932,999	0
Supporting Literacy and Numeracy and MFL		23,404	23,404	23,404	0
Literacy and Numeracy - WG		5,000	5,000	5,000	0
Pupil Deprivation Grant - Looked After Children	661,500	10,100	671,600	671,600	0
Schools Challenge Cymru (SCC)	548,356	1,516,261	2,064,617	2,064,617	0
New GCSEs, PISA and science literacy	0	877,500	877,500	877,500	0
Qualification Reform Support	66,000	(16,000)	50,000	50,000	0
Learning in Digital Wales (LiDW)	56,174	56,473	112,647	112,647	0
Physical Literacy Programme in Schools (PLPS)	165,000		165,000	165,000	0
Mentoring & Networking Support to New Head teachers	2,000	23,000	25,000	25,000	0
Global Futures Plan		120,000	120,000	120,000	0
Pioneer Schools		1,364,108	1,364,108	1,364,108	0
Literacy and Numeracy Framework (Additional Learning Needs)		25,000	25,000	25,000	0
Total Expenditure	10,554,110	4,033,390	14,587,500	14,644,509	57,009

	Opening	Adjustments	Revised	Estimated	Over / (Under)
	Budget		Budget	Expenditure	Spend
	£	£	£	£	Net
					£
Income					
Core Service Contributions					
- Anglesey Council (10.12%)	(415,419)	721	(414,698)	(414,698)	0
- Gwynedd Council (17.77%)	(728,629)	414	(728,215)	(728,215)	0
- Conwy Council (15.40%)	(635,187)	4,098	(631,089)	(631,089)	0
- Denbighshire Council (15.18%)	(623,519)	1,601	(621,918)	(621,918)	0
- Flintshire Council (22.67%)	(922,230)	(6,444)	(928,674)	(928,674)	0
- Wrexham Council (18.86%)	(772,180)	(390)	(772,570)	(772,570)	0
Use of the GwE Surplus Fund		(100,100)	(100,100)	(100,100)	0
Specific Projects					
Education Improvement Grant : Commission the Authorities	(4,123,544)	170,183	(3,953,361)	(3,953,361)	0
Education Improvement Grant : Direct Schemes	(834,372)	(98,627)	(932,999)	(932,999)	0
Supporting Literacy and Numeracy and MFL		(23,404)	(23,404)	(23,404)	0
Literacy and Numeracy - WG		(5,000)	(5,000)	(5,000)	0
Pupil Deprivation Grant - Looked After Children	(661,500)	(10,100)	(671,600)	(671,600)	0
Schools Challenge Cymru (SCC)	(548,356)	(1,516,261)	(2,064,617)	(2,064,617)	0
New GCSEs, PISA and science literacy		(877,500)	(877,500)	(877,500)	0
Qualification Reform Support	(66,000)	16,000	(50,000)	(50,000)	0
Learning in Digital Wales (LiDW)	(56,174)	(56,473)	(112,647)	(112,647)	0
Physical Literacy Programme in Schools (PLPS)	(165,000)		(165,000)	(165,000)	0
Mentoring & Networking Support to New Head teachers	(2,000)	(23,000)	(25,000)	(25,000)	0
Global Futures Plan		(120,000)	(120,000)	(120,000)	0
Pioneer Schools		(1,364,108)	(1,364,108)	(1,364,108)	0
Literacy and Numeracy Framework (Additional Learning Needs)		(25,000)	(25,000)	(25,000)	0
Total Income	(10,554,110)	(4,033,390)	(14,587,500)	(14,587,500)	0
Total Income over Expenditure	0	0	0	57,010	57,009
Memorandum -					
The GwE Surplus Fund					
				Fund balance as at 1 April 2016	(460,379)
				Add - Underspend 2016/17	57,009
				Less - Use of the Fund	100,100
				Fund balance as at 31 March 2017	(303,270)
Information Technology Renewal Fund					
				Fund balance as at 1 April 2016	(45,000)
				Add - Contribution 2016/17	(15,000)
				Fund balance as at 31 March 2017	(60,000)



REPORT TO THE JOINT COMMITTEE

25 NOVEMBER 2016

Report by: GwE Managing Director

Subject: Education Performance Framework – Education Improvement Grant

1.0 Purpose of the Report

1.1 To present the Education Performance Framework – Outcomes & Targets 2016-17 to the Joint Committee for approval.

- **Background**

2.1 There is a requirement in the 2016-17 Education Improvement Grant (EIG) award for consortia to complete the Education Performance Framework. The Education Performance Framework is intended to help better focus the EIG arrangements on outcomes.

2.2 The Framework is intended to focus attention on the headline outcomes, the main key performance indicators which evidence progress towards achieving those outcomes, and the timescales and the resource allocation for delivery.

2.3 Consortia are requested to highlight the main areas of action to improve education through identifying the main 8-12 key performance indicators which evidence progress towards achieving the high level outcomes.

2.4 The information is to be provided in a short document comprising of two main parts. For 2016-17, the Welsh Government expects consortia to draw this information for their current business plans and their supporting action plans. Consortia are not required to set new or additional

performance indicators beyond what they have identified and agreed within their existing business plans to support the Framework in 2016-17.

3.0 Considerations

3.1 The total Education Improvement Grant 2016-17 for the GwE region is £29,398,348 with match funding of £2,504,355 giving a total of £31,902,703.

3.2 A delegation rate to schools of 85% has been achieved for 2016/17.

3.3 The high level outcomes outlined in the draft performance framework are that Local Authorities will continue working under the agreed National Model for Regional Working leading to:

- Improved teaching & learning;
- Improving education outcomes, including literacy & numeracy, at foundation phase, key stage 2, key stage 3 and key stage 4 for all learners in all settings (including for example those learner groups who are known to be at particular risk of underachievement for example but not limited to, as relating to gender, or those with ALN, E&WAL, or from certain ethnic minority groups such as Gypsy Traveller Learners); and
- Improving outcomes for pupils in receipt of FSM and to narrow the gap between nFSM and eFSM.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the Education Performance Framework for 2016-17.

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

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

9.0 Appendices

9.1 Education Performance Framework 2016-17.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No observations in relation to propriety.

Statutory Finance Officer:

No observations in relation to financial propriety.

Education Performance Framework 2016-17

Version Control

Document Version	Date	Notes
V0.1	09/11/16	

DRAFT

Part 1:

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

By providing focused and supportive challenge, GwE's fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. At best, close collaboration between schools can be extremely challenging and leads us to the realisation that perhaps what we perceived as being excellent practice is not in fact excellent. Schools need to improve themselves for the sake of the learners in their care; it is up to GwE to ensure that this happens.

GwE Business Plan 2016-19 Regional Priorities:

P1: To raise standards of teaching and learning for all learners across the region

P2: To improve the quality of leadership and its impact on improving outcomes across the region

P3: To develop a self-improving school system

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

P5: To ensure the effective governance, leadership and management of GwE

P6: To deliver relevant Welsh Government initiatives across the region

As part of a consistent regional approach to target-setting, schools discuss their target-setting processes with their Challenge Adviser and agree their targets with both their LA and GwE on an annual basis. As part of these discussions schools are challenged to ensure that, based upon their prior performance and taking into account any cohort-related factors, their contribution to the improvement in standards locally and regionally is appropriate.

National targets that are set by Welsh Government are disaggregated to regional and LA level. Performance at LA and GwE level against the National targets relies on the performance of all schools. By collating and aggregating individual school targets, GwE and LAs will know whether they are aligned to their own and national targets.

GwE supports the requirements of the EIG (Schedule 1) by:

- Although overall funding has reduced significantly in real terms a delegation rate of 85% has been achieved for 2016/17 (84% in 2015/16). Distribution between LAs remains on a historical basis as a review planned for 2016/17 was postponed following the Education Minister's announcement that the EIG would transfer to the settlement (in full or in part) in 2016/17. This was then followed by a further announcement that no transfer to settlement would take place in 2016/17 with the matter to be reviewed for 2017/18.
- Match funding for 2016/17 has been set at £2,504,355, being the 2015/16 amount less an allowed 4.78% reduction (which corresponds to the reduction in grant). Individual match funding contributions from authorities remain at historical level, subject to a shelved review as per the above explanation.
- A reduction in administration and management costs from 1.5% to 1% for the second year of the EIG was pre-empted and applied in the first year.
- Setting budgets for the foundation phase and working towards the ratios is very difficult due to the significant real terms funding reductions of over 15% between 2015/16 and 2016/17.
- The funding for supporting LA Welsh in Education Strategic Plans has been reduced for 2016/17 compared to 2015/16 in line with grant reduction.
- Challenge Advisers provide support & challenge to schools to ensure their school development plans appropriately reflect expected outcomes in line with the EIG requirements & regulations. This

includes ensuring activity contributes towards the strategic objectives as set out in the EIG terms & conditions & associated national & regional strategies, e.g. Qualified for Life.

DRAFT

Part 2:

Key Performance Indicators	Key milestones & timescale	Estimated resource allocation
Outcome 1: Improving Teaching & Learning		
Improve percentage of schools gaining an A or B grade within step 2 of the categorisation process	Increase of 5% in the number of schools gaining an A grade in 2016, i.e. from 22.7% to 27.4% Increase to 85% or above in the number of schools gaining an A or B grade in 2016, i.e. from 82.5%	GwE Core Budget Schools Challenge Cymru Grant Education Improvement Grant delegated & non-delegated
Decrease in the percentage of schools gaining a D grant within step 2 of the categorisation process	Decrease of 1% in 2016, i.e. from 3.1% to 2.1%	
No school gaining unsatisfactory in 2.1 and 2.2. when inspected	No schools in 2016	
Increase in the number of teachers engaged in pedagogical training	Increase of 20% in 2016	
Outcome 2: Improving education outcomes, including literacy & numeracy, at foundation phase, key stage 2, key stage 3 and key stage 4 for all learners in all settings		
Increase in the percentage of learners achieving the foundation phase indicator	Increase in line or above the national increase	EIG £19,298,144 (£17,580,169 delegated to schools)
Increase in the percentage of learners achieving the CSI KS2 indicator	Increase in line or above the national increase	EIG £7,482,535 (£6,633,444 delegated to schools) Schools Challenge Cymru Grant Pioneer Schools Grant GCSE grant
Increase in the percentage of learners achieving the CSI KS3 indicator	Increase in line or above the national increase	
Increase in the percentage of learners achieving	Increase in line or above the national increase	

Key Performance Indicators	Key milestones & timescale	Estimated resource allocation
the L2+		
Outcome 3: Improving outcomes for pupils in receipt of FSM & to narrow the gap between nFSM & eFSM		
Increase in the number of FSM pupils achieving Foundation Phase indicator	Increase in line or above the national increase	EIG £19,298,144 (£17,580,169 delegated to schools)
Increase in the number of FSM pupils achieving the CSI KS2	Increase in line or above the national increase	GwE Core Budget Pupil Deprivation Grant EIG delegated & non-delegated
Increase in the number of FSM pupils achieving the CSI KS3	Increase in line or above the national increase	
Increase in the number of FSM pupils achieving the L2+	Increase in line or above the national increase	