GwE Business Plan

2020 – 2023

CONTENTS

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

Tuag at Ragoriaeth
Towards Excellence

1: REGIONAL CONTEXT

GwE provides school improvement services for a region of six local authorities: Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey.

The number of pupils of compulsory school age in 2019 was 82,088. This represents 22% of all pupils in Wales. There are 410 maintained schools in the region, 27.6% of all maintained schools in Wales (PLASC, 2019).

The percentage of pupils of compulsory school age who are eligible for free school meals is 16.6%, which is lower than the national figure of 18.3%. This level of eligibility is the lowest of the four regional consortia (PLASC, 2019).

In the region, 31% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).

As of the 30th of September 2019, ethnic minorities account for 2.3% of the population in the region and this is below the Wales average of 5.4%.

As of the 31st March 2019, 1,295 children in the region are looked after by a local authority and this represents 18.9% of looked-after children in Wales.

GwE continues to look outward and to welcome challenge from both inside and outside Wales whilst making sure that what it is developing is right for its context. This includes continuously listening to the voice of all stakeholders especially those of teachers and leaders in schools across all sectors.
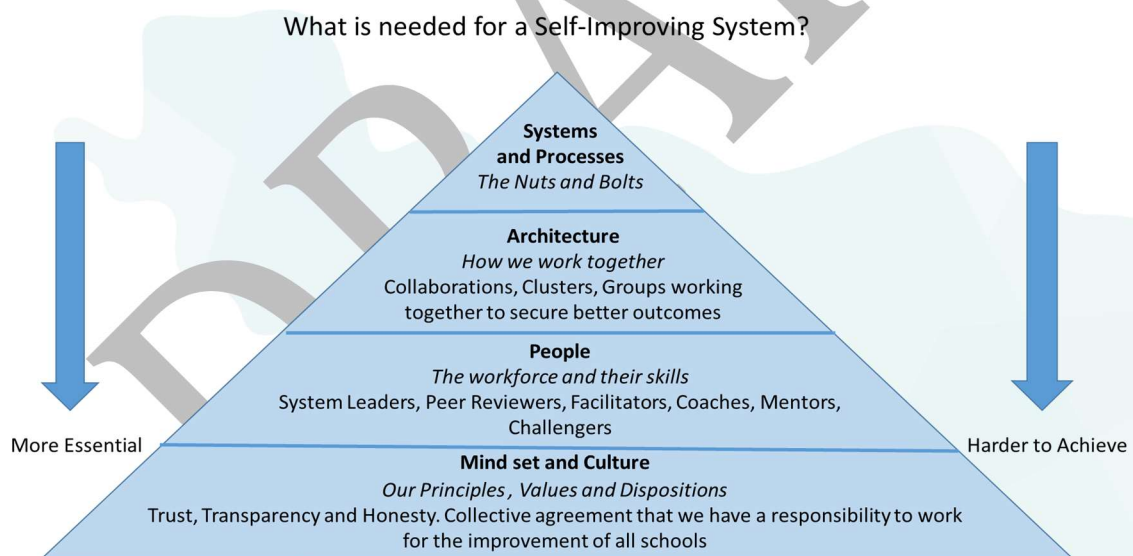
GwE has a clear three-year plan that sets out how, in close collaboration with key stakeholders, it will strengthen leadership, improve teaching and learning and increase aspiration to impact on standards and accelerate the pace of improvement in regional secondary schools.

2: INTRODUCTION

This business plan sets out clear priorities between 2020 – 2023. Our priorities are a combination of improving school provision, leadership and outcomes, as well as delivering the reform journey. Our approach to the reform journey has been integrated in all aspects of our work from the beginning. Not one element of the reform journey can stand alone. It is viewed from the need of learners and the baseline of individual schools and clusters to deliver change according to agreed expectations.

GwE has encouraged schools to collaborate through sharing practice and co-constructing areas that need improving and the challenges of the reform journey. We have invested in various cluster models and encouraged schools to find a range of appropriate partners to deliver improvement and changes. The region has also looked outward for good practice in terms of identifying effective peer review models as well as encouraging our schools to develop and evolve their own practice. GwE believe that peer engagement should closely complement the dimensions identified within the OECD publication '*What Makes a School a Learning Organisation'*.

What is needed for a Self-Improving System?

Systems and Processes
The Nuts and Bolts

Architecture
How we work together
Collaborations, Clusters, Groups working together to secure better outcomes

People
The workforce and their skills
System Leaders, Peer Reviewers, Facilitators, Coaches, Mentors, Challengers

Mind set and Culture
Our Principles , Values and Dispositions
Trust, Transparency and Honesty. Collective agreement that we have a responsibility to work for the improvement of all schools

More Essential

Harder to Achieve

Based on David Hargreaves: Self Improving Systems – Towards Maturity

Peer review

The national mission for Wales is both ambitious and innovative and requires stakeholders at all levels to collaborate and cooperate to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence. It defines a self-improving system as one in

4

which school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential and is prepared for life in an increasingly complex world.

Over recent years schools have become better at sharing their best practice for the benefit of all learners. Our Welsh self-improving system needs every professional and institution to become aware of their own strengths and areas for improvement, and with this knowledge seek support for their own improvement and offer support for others to improve.

It is Welsh Government's ambition and expectation that all parts of the education system become participants in this model, so that strengths are spread across the system, and areas for improvement are tackled through peer engagement and support. In achieving this, we will ensure that our education professionals can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential.

Welsh Government's vision for an evaluation, improvement and accountability system is one that is fair, coherent, proportionate, transparent, and based on shared values for Welsh education. There is a clear expectation that schools develop not only the required capacity and skills to effectively challenge themselves, but also the ability to work collaboratively and systemically in a school improvement model founded on professional peer review.

GwE and the six Local Authorities firmly believe that peer review should be the key driver as schools effectively deliver on the national reform and become a self-improving system. Our vision is to have outstanding schools that are naturally collaborating and jointly identifying direction for improvement.

At the beginning of 2019, GwE and the six regional local authorities undertook the first steps of a comprehensive consultation process with head teacher representation on the role of peer review within the national reform.

Numerous common themes and key messages permeated the responses from stakeholders in both primary, special and secondary sectors. Namely that:

- a peer review approach should be adopted regionally to further drive progress towards a self-improving system;
- the peer-review model should not be developed to deliver a *pseudo-inspection* system;
- all stakeholders should work effectively together to ensure that we create the right conditions for effective peer review;
- we should agree and adopt a regional set of principles and technical language for our model;
- we should agree framework parameters which will allow flexibility for schools to operate a range of models;
- schools should have the freedom and flexibility to choose their peers;
- the model should involve peer engagement at all levels within a school;
- the model should promote trust, honesty, transparency and professional confidence;

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

Tuag at Ragoriaeth
Towards Excellence

- engagement should be a supportive and sustainable process and not a one-off imposition event;
- the model should support a cultural shift towards collegiate responsibility.

The region has also looked outward for good practice in terms of identifying effective peer review models as well as encouraging our schools to develop and evolve their own practice. GwE believe that peer engagement should closely complement the dimensions identified within the OECD publication '*What Makes a School a Learning Organisation'* as well as mirroring the principles and favoured regional approach articulated by head teachers in the aforementioned consultation.

We therefore believe that peer review should underpin a rigorous cycle of continuous improvement and include:

- *Self-review*: effective peer review should start with how well the school knows itself and be led by the school being reviewed. The self-evaluation processes should allow the school to identify areas of strengths and priorities for improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.

- *Peer-review*: the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. It is imperative that the peer review process does not become a *pseudo-inspection* system. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.

- *School-to-school support*: if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

Welsh Government have proposed that schools self-evaluations will undergo a process of external authentication. This is to ensure that the self-evaluation is a true and authentic reflection of the institution's strengths and priorities for improvement and match that to an appropriate level of support. Any peer review model should support this process. We firmly believe that the authentication process should be done 'with' schools and that peer engagement is an integral part of that process. It is therefore imperative that an authentication process is not seen as a 'pseudo-inspection' that develops into an 'event' that is 'top down' and seeing to be done to the school.
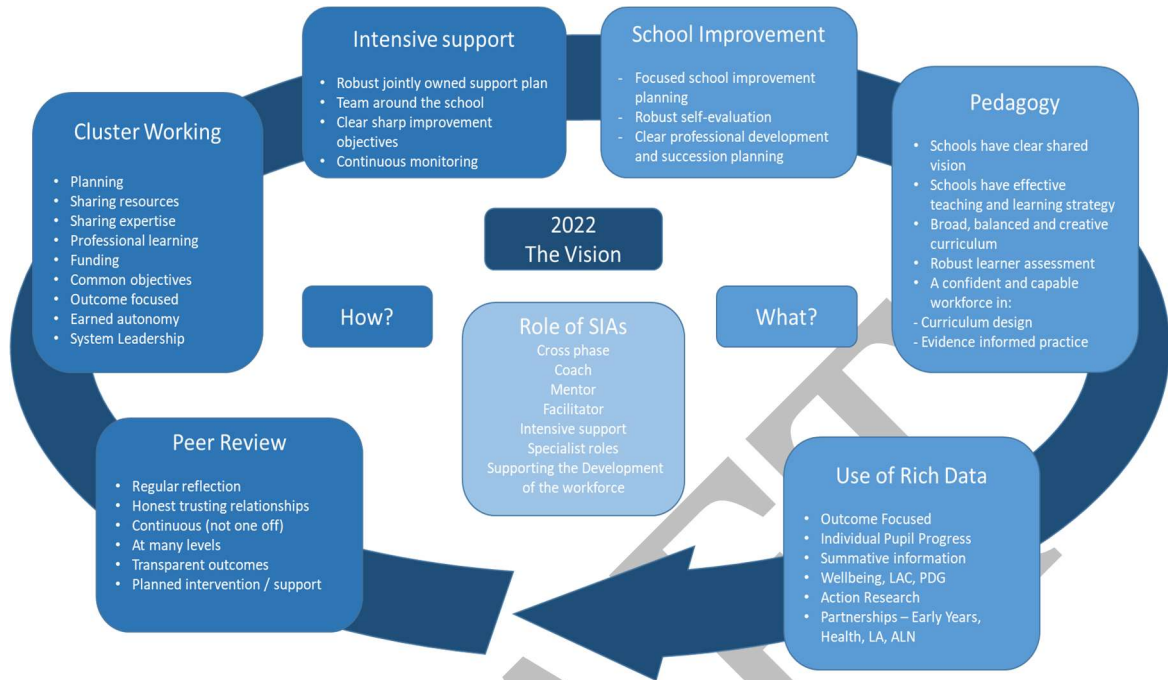
This approach is in line with the recommendations made by Graham Donaldson in his independent review of Estyn '*A Learning Inspectorate*' (2018). The third and final phase in implementing the recommendations will see Estyn move to a '*validated self-evaluation model, consistent with the policy aspiration of moving to a self-improving system. As schools mature in their capacity to engage openly and constructively in self-evaluation, the role of external individuals and bodies should be to provide perspectives that probe and extend internal judgements. Schools with a proven ability to conduct and act on self-evaluation could move to a validation model of inspection on an 'earned autonomy' basis. Estyn would engage directly with such schools on an agreed cycle in order to report publicly on its confidence in the self-evaluation process and the integrity of reports from schools. That confidence would be expressed in Estyn's validation (or not) of the school's processes and findings, possibly described through a short narrative expressing the inspectors' degree of confidence in the process. Although apparently radical in terms of recent approaches to inspection in the United Kingdom, such an approach has elements in common with aspects of inspection practice internationally. A move to a validated self-evaluation model of accountability would reflect the broader aspiration to create a self-improving system based on professional and organisational learning.*'

The report also recommends that '*external evaluation should provide a different and more objective perspective on the work of a school and its impact on learning. External evaluation can come from peer reviewers who are fellow professionals acting as critical friends to a school or cluster of schools*'. It also state that '*the logic of the policy of self-improvement and learning in Wales is for collaborative approaches to self-evaluation to be developed involving trained peer reviewers, consortia staff and inspectors*'.

Therefore in moving forward, and in line with the national direction of travel, fully establishing and implementing an effective peer review process is integral to the delivery of the GwE Business Plan 2020-23. We therefore aim to strengthen and build upon current practice to fully embed a rigorous and robust peer review process that will become an integral part of school improvement in moving to a self-improving system whilst also supporting those schools that are causing concern.

Role of Supporting Improvement Advisers
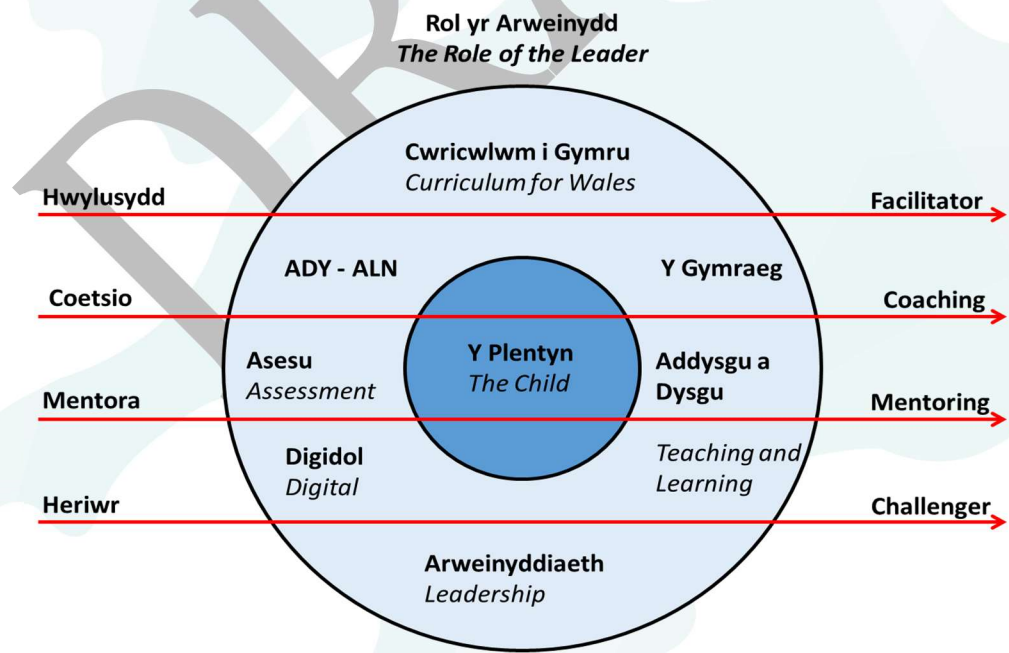
Our focus is on support and on capacity-building for a self-improving system. Challenge Advisers have become 'Supporting Improvement Advisers' and this is more than a name change – it signals a determination to build trust with key stakeholders and to move away from a top-down approach to school improvement, developing a more long-term, supportive and sustainable strategy.

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

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Intensive support
- Robust jointly owned support plan
- Team around the school
- Clear sharp improvement objectives
- Continuous monitoring

School Improvement
- Focused school improvement planning
- Robust self-evaluation
- Clear professional development and succession planning

Cluster Working
- Planning
- Sharing resources
- Sharing expertise
- Professional learning
- Funding
- Common objectives
- Outcome focused
- Earned autonomy
- System Leadership

Pedagogy
- Schools have clear shared vision
- Schools have effective teaching and learning strategy
- Broad, balanced and creative curriculum
- Robust learner assessment
- A confident and capable workforce in:
- Curriculum design
- Evidence informed practice

2022 The Vision

How?

Role of SIAs
Cross phase
Coach
Mentor
Facilitator
Intensive support
Specialist roles
Supporting the Development of the workforce

What?

Peer Review
- Regular reflection
- Honest trusting relationships
- Continuous (not one off)
- At many levels
- Transparent outcomes
- Planned intervention / support

Use of Rich Data
- Outcome Focused
- Individual Pupil Progress
- Summative information
- Wellbeing, LAC, PDG
- Action Research
- Partnerships – Early Years, Health, LA, ALN

Our vision for 2022

Our Supporting Improvement Advisers will have a broad range of skills to undertake their work.

Rol yr Arweinydd
The Role of the Leader

Cwricwlwm i Gymru
Curriculum for Wales

Hwylusydd — Facilitator
Coetsio — Coaching
Mentora — Mentoring
Heriwr — Challenger

ADY - ALN
Y Gymraeg
Asesu *Assessment*
Addysgu a Dysgu
Y Plentyn *The Child*
Digidol *Digital*
Teaching and Learning
Arweinyddiaeth *Leadership*

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

Tuag at Ragoriaeth
Towards Excellence

- A team of high quality individuals who are trained in coaching, mentoring and facilitation.
- Supporting collaborations of schools in their improvement journeys.
- Opportunity to specialise in a particular area including working with schools who are in need of immediate intensive support.
- A team who can collaborate cross-phase with individuals who can work in both phases.
- The ability to draw on system leadership of identified individuals, schools and clusters to support and add capacity including Pioneer schools
- Individuals and teams (including those from schools) who can lead on particular areas – Curriculum Design, Foundation Phase, Leadership, Y Gymraeg etc – creating a bank of resources for SIA, cluster and school use.
- Involved in Career Pathway development and succession planning.
- Championing action research at all levels, including accredited opportunities.
- Less time spent on bureaucratic tasks checking and ensuring compliance.
- A nuanced role responding to needs of Local authorities, Clusters and Schools e.g. carefully planned training offer, INSET days, identified aspects of school improvement
- An out-looking workforce with links and collaborations worldwide along with a clear awareness of the needs of the next generation.

Supporting the Reform Journey

Creating a culture in which collaborative school improvement can thrive

Leadership within Schools
Learners, Teachers, Support Staff, Governors, Parents

Leaders within and across schools
Head teachers, Senior Leaders, Middle Leaders, System Leaders

Supporting Improvement within schools
GwE, Local Authority, ESTYN, HEIs

Regional Professional Offer

Flow of ideas, creativity, questions and expertise

Flow of information, support and creating the conditions

In partnership with stakeholders, GwE has developed a long-term supportive and sustainable strategy which is successfully building capacity across the region to meet the challenges of the wider reform. The integrated approach has focused on developing collaborative opportunities across clusters of schools. To further support schools, GwE has developed the concept of creating termly milestones

through the information management system G6. These offer all schools an opportunity to reflect and through continuous professional dialogue with SIAs, activity and its impact along with identification of next steps are shared.

As a learning organisation we recognise the importance of establishing a shared vision, and in partnership with stakeholders, have created the following expectations for 2022:
  - System culture that is mature and developed
  - Schools have clear shared vision
  - Schools have effective teaching and learning strategy
  - A confident and capable workforce in:
    • Curriculum design
    • Evidence informed practice
  - Honest and focused peer review
  - Trusting collaborations between schools
  - Developing skillset of the regional team

Working with Welsh Government and middle tier partners, GwE has taken an active role in contributing to create a narrative detailing system expectations between now and 2022. The purpose is to set out for schools consistent expectations for the process of designing their curriculum and preparing to implement it from 2022 onwards and therefore aims to aid schools in planning their approach and sequencing activities. This in term will guide the support Welsh Government and middle tier organisations offer.

Curriculum for Wales Development Programme

Professional learning will be central to ensuring that all school staff have the professional knowledge and skills to deliver on the education reforms that are well underway in Wales. Taking into consideration the system expecations and working in collaboration with partners, a clear framework for themes for professional learning has been identified for practitioners within schools.

At GwE, we believe it is important that we continue to keep the reform clearly from the perspective from the school and develop messages that are clear. We acknowledge the challenge of time and resource to engage and will work with schools to ensure professional learning is accessible to all including the principles:
  • aim to use existing networks to minimise the demand on teachers being out of school
  • aim to develop electronic resources to support conversations within schools
 • aim to integrate all aspects of the reform within curriculum development

At the heart of the work developed by GwE, is the commitment to the work of Schools as Learning Organisations as stated by the OECD:

'Today's schools must equip students with the knowledge and skills they'll need to succeed in an uncertain, constantly changing tomorrow. But many schools look much the same today as they

did a generation ago, and too many teachers are not developing the pedagogies and practices required to meet the diverse needs of 21st-century learners.

In response, a growing body of scholars, educators and policy makers is making the case that schools should be reconceptualised as "learning organisations" that can react more quickly to changing external environments, embrace innovations in internal organisation, and ultimately improve student outcomes.'

The principles within sit within all Professional Learning and across GwE, this work has been undertaken at dual levels:
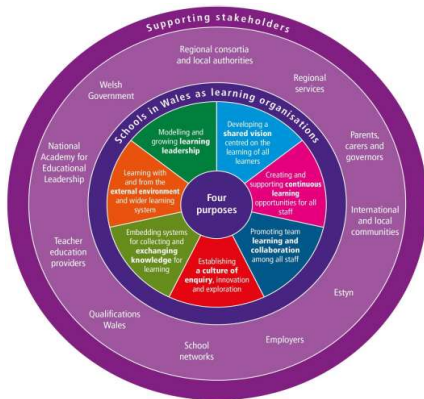
• to develop GwE as a learning organisation to include sustainable development
• to support schools to learn more to continually develop as learning organisations

Critically to the development of the learning organisation work, there are four transversal themes which run throughout to include Trust, Time, Technology and Thinking Together. These have been fundamental to developing GwE's approach in developing strong partnerships as trust underpins the relationships needed internally and externally for learning organisations to thrive.

The programme of professional learning for Headteachers and Senior Leaders will commence in February 2020, based on the following themes:

- Leading change
- Developing shared vision
- Creating time and space for Professional Learning
- Planning for curriculum change / curriculum design
- Leading pedagogy

3: GwE BUSINESS PLAN

BUSINESS PLANNING PROCESS

The regional Business Plan sets out the priority areas for improvement across the region.

The priorities and areas for improvement are based firmly on the findings of our internal self-evaluation processes, external reviews on our current practice and direction of travel, and through consultation with headteachers and the Local Authorities. The Business Plan also addresses Welsh Government and the Local Authorities strategic priorities that fall within the remit of the work of GwE. Additionally, GwE will work in partnership with Local Authorities to support additional local priorities, as appropriate. It also takes into consideration the views and priorities of other middle tier partners such as Estyn, Qualifications Wales, WJEC, National Academy for Educational Leadership (NAEL), Initial Teacher Education (ITE) and Education Workforce Council (EWC).

OUR STRATEGIC OBJECTIVES

Our strategic objectives aligns with *Education in Wales: Our National Mission'* (Welsh Government), and reflects the current regional and national priorities.

Our strategic objectives are:

1: **Developing a high-quality education profession**
- Ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.

2: **Inspirational leaders working collaboratively to raise standards**
- Ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

3: **Strong and inclusive schools committed to excellence, equity and well-being**
- Create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.

4: **Robust assessment, evaluation and accountability arrangements supporting a self-improving system**
- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

5: Transformational Curriculum

- To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential.

6: Business

- Ensure that GwE has strong governance and effective business and operational support that provides value for money.

REGIONAL PRIORITIES

Our regional priorities for improvement are:

These priorities will be supported by detailed plans, local progress measures and clear milestones setting expectations for the next steps in delivering the reform journey.

1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION	
Priorities for improvement:	**Progress Measures:**
1.1 Support secondary schools in statutory category, and those causing concern, to improve performance 1.2 Cymraeg 2050 – deliver a regional strategy to support delivering 'A million Welsh speakers'. 1.3 Support CaBan to develop high quality ITE provision.	Reduce the number of secondary schools in statutory category and those causing concern. The match of supply and demand for staff in specialist areas including Welsh-medium. Work with CaBan and schools to ensure quality progression in professional learning from ITE into the teaching profession.

2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS	
Priorities for improvement:	**Progress Measures:**
2.1 Work with other regions to provide development programmes across the work force to ensure high quality leadership 2.2 Support secondary schools to improve middle leadership performance 2.3 Develop peer engagement model and processes with schools to ensure robust	Identify a wider range of opportunities becoming available to develop present and future leaders. Improvement in the number of high-quality applicants for leadership posts. The deepening of collaborations between schools and their partners

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

Tuag at Ragoriaeth
Towards Excellence

self-evaluation and improvement planning at all levels	

3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING	
Priorities for improvement:	**Progress Measures:**
3.1 Further develop the implementation of the regional Pupil Development Grant (PDG) framework model 3.2 Further develop LAC strategy 3.3 Work with LA and Schools to best prepare for Additional Learning Needs transformation	Continue to implement regional strategies to improve the provision for vulnerable learners. Monitor the performance of individuals and different groups of learners, using all available data with a particular focus on ensuring appropriate progress according to their baselines. Continue working with the regional ALN Strategic Board to ensure clarity of roles in supporting schools to be ALN transformation ready.

4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM	
Priorities for improvement:	**Progress Measures:**
Support schools to improve performance in the secondary sector: 4.1 Develop tracking and assessment systems 4.2 Develop accountability and management systems 4.3 Further develop accountability arrangements and processes for robust self-evaluation and improvement planning	Evidence of whole system improvement through agreed measures. Continue to work with Bangor Univserity to further develop educational research in Wales to better support collaborations. Continue to be open to external advice and scrutiny across the whole system. Identify ways of measuring progress in learner wellbeing. Develop and utilise effective learner, workforce and parental surveys. Benchmark effectively within Wales and with our international partners

14

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

Tuag at Ragoriaeth
Towards Excellence

5: TRANSFORMATIONAL CURRICULUM	
Priorities for improvement:	**Progress Measures:**
5.1 Support schools and clusters as they make themselves ready to offer a Transformational Curriculum through a programme of professional learning based on the following themes: • Leading change • Developing shared vision • Creating time and space for Professional Learning • Planning for curriculum change / curriculum design • Leading pedagogy	Using reputable pedagogic research and effective collaboration to support the development of a world class curriculum that will help raise standards Delivery of a transformational curriculum, that embeds the four purposes and ensures that all are focussed on higher standards of literacy and numeracy and ensuring young people are more digitally and bilingually competent The confidence of the profession in delivering the curriculum.

6: BUSINESS	
Priorities for improvement:	**Progress Measures:**
6.1 Undertake a budget and workforce review	Staffing structure better placed to deliver the service within the financial constraints. Strong governance and effective business and operational support that addresses the challenges that the service will need to address, providing value for money.

4: FUNDING

We like everybody else are living in very difficult financial climate and have to make some difficult decisions. We are grateful for the support of the Chief Executives across the Region and our Elected Members in the Joint Committee for their advice and support in making the best decisions to support our learners and schools.

In 2020-2021 our core budget is £3,692,973. Our core budget is now around 25% less than just before GwE was set up. This year our Education Improvement Grant will be £29,589,444 (including match funding). This is a £7.5million cut on the 2015 budget. At the same time, there has been a 14% increase in staffing costs through introduction of minimum wage, living wage and pension contributions. As we manage these financial challenges, we have continued to increase our delegation rates to schools. GwE retains around 3% of the EIG to provide support for schools.
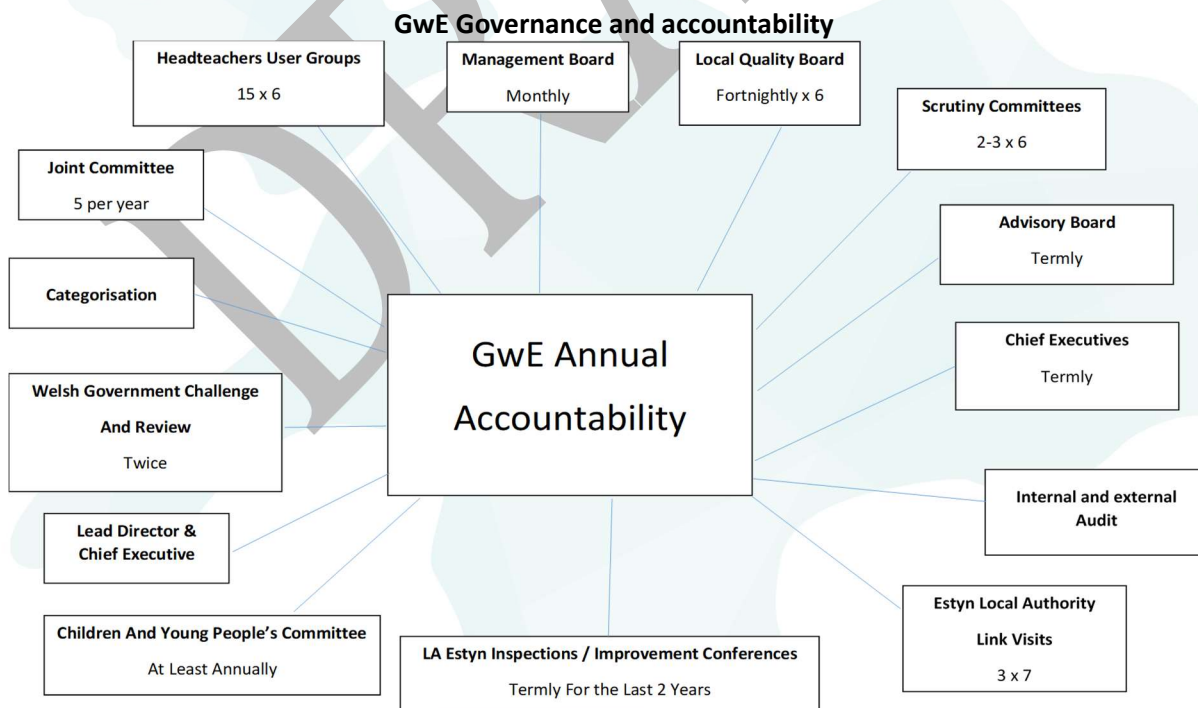
		Grant and match	Grant and match Cut (£)	Grant and match Cut (%)
11 Individual Grants	**14/15**	**£37,021,296**		
EIG	**15/16**	**£33,549,764**	-£3,471,532	-9.38%
EIG	**16/17**	**£31,902,703**	-£1,647,061	-4.91%
EIG	**17/18**	**£31,672,444**	-£230,259	-0.72%
EIG	**18/19**	**£29,124,247**	-£2,548,197	-8.05%
EIG	**19/20**	**£29,064,551**	-£59,696	-0.20%
EIG	**20/21**	**£29,589,444**	+£524,893	+1.81%
		Cumulative	**-£7,431,852**	**-20.1%**

There is an increase of approx. £560,000 in 2020/21 which is specifically for the foundation phase ratios. As a result, there is an actual reduction of £35,107 in the remainder of the EIG.

Monitoring requirements

GwE administer & deliver the regional education grants from WG. The monitoring requirements currently placed on the grants is significant and consumes the equivalent of four FTE posts.

5: GOVERNANCE: MONITORING AND EVALUATION

GwE Governance and accountability

GwE Annual Accountability

- Headteachers User Groups — 15 x 6
- Management Board — Monthly
- Local Quality Board — Fortnightly x 6
- Scrutiny Committees — 2-3 x 6
- Joint Committee — 5 per year
- Advisory Board — Termly
- Categorisation
- Chief Executives — Termly
- Welsh Government Challenge And Review — Twice
- Internal and external Audit
- Lead Director & Chief Executive
- Children And Young People's Committee — At Least Annually
- LA Estyn Inspections / Improvement Conferences — Termly For the Last 2 Years
- Estyn Local Authority Link Visits — 3 x 7

16

There is a clear and robust accountability framework in GwE.

The GwE Business Planning Framework that is in place ensures clarity, accountability and strategic coordination in the delivery of the priorities on a local, regional and national level delivery and provides the structure for monitoring progress effectively.

Progress is reported upon quarterly which provides a progress report on the actions, progress measures / targets and expenditure profile.

6: RISK REGISTER

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

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities. These are:

- Cuts in funding to the GwE Core Budget affects strategic long term planning.
- Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning. Significant delays in confirmation of funding levels affects the implementation of the Strategic Business Plan.
- That the significant scope of Education reform underway to include accountability, professional learning, digital, Welsh language, curriculum development, assessment, leadership and ALN, is not fully embraced & implemented successfully. Schools awareness of the four purposes within Curriculum for Wales and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools. Changes in Curriculum and qualifications causing uncertainty in schools.
- Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels
- Cuts in school budgets are affecting schools ability to continue to raise standards.
- Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan.
- That the Pupil Development Grant is not used effectively / Performance of FSM pupils.
- Variation in the performance of individual local authorities and risk of going into statutory category.
- Secondary Schools placed in Estyn Statutory category.

7: ADDITIONAL SUPPORTING DOCUMENTS

- Detailed Business Plan 2020–2021

- GwE Risk Register

- GwE Annual Report

- Regional Professional Learning Offer

- Local Authority Strategic Education Plans

- GwE Milestones

- Steve Munby Report

- Resources and GwE Scope