

Education Performance Framework 2016-17

Version Control

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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.

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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	