

# Document Pack



**THURSDAY 16<sup>TH</sup> JULY 2020**

**ERW JOINT COMMITTEE  
VIRTUAL MEETING AT 10.00 AM,  
ON TUESDAY, 21ST JULY, 2020**

## **A M E N D E D      A G E N D A**

- 1. APPOINTMENT OF CHAIR AND VICE-CHAIR**
- 2. APOLOGIES FOR ABSENCE**
- 3. DECLARATIONS OF PERSONAL INTERESTS**
- 4. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE JOINT COMMITTEE HELD ON THE 9TH DECEMBER 2019** 3 - 8
- 5. MATTERS ARISING FROM THE MINUTES**
- 6. CORRESPONDENCE** 9 - 26
- 7. APPOINTMENT OF LEAD DIRECTOR** 27 - 28
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- 11. INTERIM MD UPDATE** 79 - 142
- 12. TO AGREE TO PROVIDE AGREED SERVICES AND FUNDING TO NEATH PORT TALBOT SCHOOLS DURING 2020/21, AND FOR TEMPORARY REVISION TO THE LEGAL AGREEMENT TO REFLECT THESE CHANGES** 143 - 148
- 13. THE FOLLOWING ITEMS ARE FOR INFORMATION ONLY (FURTHER DISCUSSIONS TO FOLLOW DURING THE AUTUMN TERM)**



<b>14. ERW FOOTPRINT PAPER</b>	149 - 174
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<b>18. INTERNAL AUDIT REPORT</b>	243 - 266
<b>19. ANY OTHER ITEMS OF BUSINESS THAT BY REASONS OF SPECIAL CIRCUMSTANCES THE CHAIR DECIDES SHOULD BE CONSIDERED AS A MATTER OF URGENCY PURSUANT TO SECTION 100(4)(B) OF THE LOCAL GOVERNMENT ACT 1972</b>	

**20. EXCLUSION OF THE PUBLIC**

THE REPORTS RELATING TO THE FOLLOWING ITEM ARE NOT FOR PUBLICATION AS THEY CONTAIN EXEMPT INFORMATION AS DEFINED IN PARAGRAPH 12, 13, 14 & 15 OF PART 4 OF SCHEDULE 12A TO THE LOCAL GOVERNMENT ACT 1972 AS AMENDED BY THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) (WALES) ORDER 2007. IF, FOLLOWING THE APPLICATION OF THE PUBLIC INTEREST TEST, THE JOINT COMMITTEE RESOLVES PURSUANT TO THE ACT TO CONSIDER THESE ITEMS IN PRIVATE, THE PUBLIC WILL BE EXCLUDED FROM THE MEETING DURING SUCH CONSIDERATION.

<b>21. HR REPORT</b>	267 - 270
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# Agenda Item 4

(NOTE: THESE MINUTES ARE SUBJECT TO CONFIRMATION BY THE JOINT COMMITTEE AT ITS NEXT MEETING)



**ERW Joint Committee**  
**Monday, 9th December, 2019**  
**Y Llwyfan, College Road, Carmarthen**  
**10.00 am - 11.50 am**

**PRESENT:** Councillor Emlyn Dole [Chair], Carmarthenshire County Council

Councillor Rob Stewart	Swansea City Council
Councillor Phyl Davies (substituting for Cllr Rosemarie Harris)	Powys County Council
Councillor Guy Woodham (substituting for Cllr David Simpson)	Pembrokeshire County Council
Mr Aled Evans	Neath Port Talbot Council
Mr Eifion Evans	Ceredigion County Council
Mr Gareth Morgans (substituting for Wendy Walters)	Carmarthenshire County Council
Mr Phil Roberts	Swansea City Council
Mr Ian Westley	Pembrokeshire County Council
Councillor Jen Raynor	Swansea City Council
Councillor Catrin Miles	Ceredigion County Council
Mr Jonathan Haswell	Pembrokeshire County Council (ERW – S151 Officer)
Mr Matthew Holder	Pembrokeshire County Council (Audit)
Mr Andi Morgan	ERW (Interim Managing Director)
Ms Elin Prysor	Ceredigion County Council (ERW - Monitoring Officer)
Ms Kate Evan-Hughes	Pembrokeshire County Council (Lead Director)
Mr Nick Williams	Swansea City Council
Mr Ceri Davies	Pembrokeshire County Council (ERW - HR)
Ms Helen Lewis	Pembrokeshire County Council (ERW - HR)
Mr Clive Phillips	ESTYN
Ms Natalie Chambers	ERW



Mr. Osian Evans	ERW
Mr Martin S. Davies	Carmarthenshire County Council (Democratic Services)

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor Ellen ap Gwynne (Ceredigion County Council), Councillor Rosemarie Harris (Powys County Council), Councillor Rob Jones (Neath Port Talbot Council), Caroline Turner (Powys County Council), Wendy Walters (Carmarthenshire County Council), Jo Hendy (Pembrokeshire County Council) and Dr. Chris Llewelyn (W.L.G.A.).

**2. DECLARATIONS OF PERSONAL INTERESTS**

There were no declarations of personal interests made at the meeting.

**3. MINUTES - 8TH NOVEMBER 2019**

**RESOLVED** that the minutes of the meeting held on 8<sup>th</sup> November 2019 be signed as a correct record.

**4. MATTERS ARISING FROM THE MINUTES**

Item 4 - Governance Arrangements- It was noted that the Proposed Governance Arrangements (September 2019) document remained deferred.

**5. CORRESPONDENCE**

The Joint Committee had been circulated with a letter dated 22<sup>nd</sup> October, 2019, from Councillor Endaf Edwards, Chair of the ERW Scrutiny Councillor Group, specifically seeking responses to the following recommendations:

- That the possibility of including an expert from the business community on the ERW Advisory Board be investigated;
- That a scheme of delegation is written that supports the new governance structure;
- That ERW ensures Governors are made aware that they are able to attend the planned sessions on the Curriculum for Wales;
- ERW must work with local authorities to ensure that the workforce has the necessary skills, infrastructure, connectivity and support to enable digital learning across the region.

The Interim Managing Director advised that he would formulate a suitable letter of response to the points raised on behalf of the Joint Committee.

**NOTED.**

**6. REVIEW AND REFORM UPDATE**

The Joint Committee considered a progress report on the ERW review and reform activity and, in particular the enhancement of the central team following recent recruitments. It also detailed the Team's work during the Autumn Term 2019 including Business Plan delivery and future priorities.

In response to a question the Interim Managing Director agreed to circulate details of the membership of each of the 6 ERW Strategy Groups. The ERW Monitoring Officer advised that the status of the Strategy Groups had still to be clarified as a formal decision on ERW's future governance arrangements had been deferred by the Joint Committee at its last meeting.

**RESOLVED to receive the report and, whilst noting the current status of the Proposed Governance Arrangements (September 2019) document, to endorse the establishment of the ERW Strategy Groups in principle pending approval of the proposed governance structure in accordance with the Governance Proposals document (which remains deferred).**

**7. ERW FINANCIAL UPDATE - QUARTER 3 2019-20**

[The Joint Committee was advised that this item had been withdrawn.]

**8. RISK REGISTER**

The Joint Committee considered the Review and Reform Risk Register [Threats] 2019-20 and the Corporate Risk Register (Threats) 2019-20 which detailed the current systemic levels of risk currently within ERW. It was highlighted that currently ERW did not have a clearly designated Data Protection Officer as required by the General Data Protection Regulations.

**RESOLVED**

**8.1 that the report be approved;**

**8.2 that responsibility for Data Protection be incorporated with the remit of the Interim Managing Director until such time as a Data Protection Officer is appointed.**

**9. KS4 PERFORMANCE AND POLICY CHANGE**

The Joint Committee considered a report detailing Welsh Government's policy changes in relation to KS4 interim performance measures and an overview of schools' performance for 2019 with the ERW region.

The Interim Managing Director, in response to a query, agreed to circulate details of ERW's performance measured against other Welsh regions.

In terms of the 'Capped 9 Measure' concern was expressed with regard to the over-emphasis on formal exams to the detriment of skills development.

**RESOLVED that the report be noted.**

**10. SECONDARY SUPPORT AND SCHOOLS RECEIVING ADDITIONAL SUPPORT**

The Joint Committee considered a report detailing Secondary Support and schools receiving additional support through a variety of strategies, placing great emphasis on engagement and collaboration between ERW central officers and locally based Senior Challenge Advisers, Challenge Advisers and LA officers.

Reference was made to the issue of schools causing concern and it was commented that not all the causes would be within the remit of ERW.



It was noted that ERW had a clear role in ensuring that there was a demarcation between its work and the responsibilities of local authorities in order to avoid duplication.

**RESOLVED that the report be noted.**

**11. INTERNAL AUDIT WORK PROGRAMME 2019-20**

The Joint Committee considered a report detailing the Internal Audit work programme for 2019-20 which had been prepared in accordance with the requirements of the Public Sector Internal Audit Standards.

**RESOLVED to approve the Internal Audit work programme for 2019-20.**

**12. FEEDBACK FROM REGIONAL EVALUATION AND IMPROVEMENT SESSION**

The Joint Committee considered a report which provided an overview of the Welsh Government Evaluation and Improvement Session held on the 21<sup>st</sup> November 2019 and led by Kirsty Williams, Minister for Education. The Lead Chief Executive expressed the view that the responses received from Welsh Government to ERW's work had been positive.

**RESOLVED that the report be noted.**

**13. ERW INTERNAL AUDIT INVESTIGATION INTO THE LEADERS OF LEARNING PROGRAMME**

Further to minute 4 of the meeting held on the 3<sup>rd</sup> April 2019 the Joint Committee considered a report detailing the findings of the Internal Audit investigation into the funding streams and governance arrangements to support the expenditure associated with the Leaders of Learning Programme. One of the issues highlighted was the lack of monitoring of the Programme by the Joint Committee following its approval. It was also considered that the accounting structure needed to be simplified and that the lessons should be learnt, and reflected in next year's Business Plan. The recommendations put forward in the report had been accepted by the responsible officers and were being addressed.

**RESOLVED that the report be noted and a progress report with regard to the implementation of the recommendations be submitted to the next meeting.**

**14. ANY OTHER ITEMS OF BUSINESS**

The Chair noted that there were no other items of business that should be considered as a matter of urgency.

**15. ERW FINANCIAL AND FUNDING MODEL FOR 2020-21**

The ERW Monitoring Officer advised that although, as indicated in the report, she had originally confirmed that this item should be exempt from publication this was, in fact, only applicable to proposals a-e [page 196] and the remainder could be considered with the public present.

The Joint Committee considered a report on the outcome of the Education Directors discussions on the ERW Financial and Funding Model for 2020-21. Whilst the Education Directors from Powys, Ceredigion, Pembrokeshire, Carmarthenshire and Swansea had been in agreement with the proposals and increased contributions for 2020-21 detailed in the report the Education Director from NPT had been in agreement with the proposals but could not support the net increase in contribution of £26,177.00 for 2020-21.

Concerns were expressed over the fact that if NPT refused to endorse the increase in its contribution the other five authorities would have to meet the shortfall on top of the increased contributions required from each.

It was noted that the ERW Financial and Funding Model for 2020-21 should be based on five authorities, reflecting that NPT was due to withdraw from ERW in March 2020.

Sympathy with NPT's position was expressed and concerns raised at the last meeting over the need for clarity with regard to the future of ERW's 'footprint', e.g. the possibility of a 4/2 split, were reiterated. It was suggested that it would be useful to have a report setting out a roadmap / appraisal with options for any future ERW arrangement taking into account the effect of NPT's withdrawal from ERW and any proposals put forward by Welsh Government. Members were advised of the impact uncertainty with regard to the future of ERW was having on staff morale and the financial implications of any future restructuring.

## **RESOLVED**

- 15.1 to approve the proposals made by the Education Directors in respect of the ERW Financial and Funding Model for 2020-21 based on five authorities (excluding NPT);**
- 15.2 to ascertain if Welsh Government would allow additional transitional flexibility within the RCSIG from WG in 2020-21, similar to 2019-20;**
- 15.3 that a report setting out a road map / options appraisal for any likely future ERW arrangement be considered at the next scheduled meeting;**
- 15.4 that the roles referenced b-e within the report [p.196] be removed.**

## **16. EXCLUSION OF THE PUBLIC**

**AGREED**, pursuant to the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007, that the public be excluded from the meeting during consideration of the following items as the report contained exempt information as defined in paragraphs 12,13 and 15 of Part 4 of Schedule 12A to the Act.

## **17. APPOINTMENT OF ERW MANAGING DIRECTOR**

Following the application of the public interest test it was **UNANIMOUSLY RESOLVED**, pursuant to the Act referred to in Minute 16 above, to consider



*(NOTE: THESE MINUTES ARE SUBJECT TO CONFIRMATION BY THE JOINT COMMITTEE AT ITS NEXT MEETING)*

this matter in private, with the public excluded from the meeting as the report contained information relating to consultations or negotiations or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority and employees of the authority.

The Joint Committee considered a report seeking approval to commence the recruitment process for the Managing Director secondment opportunity.

**RESOLVED** to approve the appointment of a Managing Director via a one year secondment.

**18. ERW INTERNAL AUDIT INVESTIGATION INTO THE LEADERS OF LEARNING PROGRAMME (NOTES OF MEETINGS)**

Following the application of the public interest test it was **UNANIMOUSLY RESOLVED**, pursuant to the Act referred to in Minute 16 above, to consider this matter in private, with the public excluded from the meeting as the report contained information which could identify individuals.

With reference to minute 13 above the Joint Committee had been circulated with the notes of meetings conducted with relevant officers as part of the investigation into the Leaders of Learning Programme to strengthen governance, internal control and financial management arrangements within the Consortium.

**NOTED.**

\_\_\_\_\_  
**CHAIR**

\_\_\_\_\_  
**DATE**



## ERW JOINT COMMITTEE 21<sup>ST</sup> JULY 2020 (POSTPONED FROM 19<sup>TH</sup> MARCH 2020)

### CORRESPONDENCE

**Purpose:** The Joint Committee receive the following correspondence:

- Letter from Welsh Government to Chair of Joint Committee expressing concern over ERW's capacity to support the region's schools to implement the new Curriculum for Wales.
- Response from interim Chair of Joint Committee in reply to above Welsh Government letter.
- Letter from Chair of ERW Scrutiny Group to Chair of Joint Committee reflecting on views following last meeting of ERW Scrutiny Councillor Group on 27<sup>th</sup> January 2020.
- Response from interim Chair of Joint Committee in reply to Chair of ERW Scrutiny Group letter above.
- Letter from Estyn with regard to changes in link work with regional consortia
- Letter from Welsh Government providing details of the additional Professional Learning INSET days to support the delivery of the new curriculum.

**RECOMMENDATIONS / KEY DECISIONS REQUIRED:** The Joint Committee receive the correspondence for information only.

**REASONS:** Information only

<b>Report Author:</b>	<b>Designation:</b>	<b>Tel No. 01267 676840</b>
Andi Morgan	Interim Managing Director	E. Mail: <a href="mailto:andi.morgan@erw.cymru">andi.morgan@erw.cymru</a>

**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21<sup>ST</sup> JULY 2020  
(POSTPONED FROM 19<sup>TH</sup> MARCH 2020)**

<b>CORRESPONDENCE</b>	
<b>BRIEF SUMMARY OF PURPOSE OF REPORT</b>	
Correspondence received for information purposes only.	
<b>DETAILED REPORT ATTACHED?</b>	<b>YES</b>

**IMPLICATIONS**

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>NONE</b>	Finance <b>NONE</b>	Risk Management Issues <b>NONE</b>	Staffing Implications <b>NONE</b>
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**CONSULTATIONS**

Details of any consultations undertaken are to be included here N/A
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<b>Section 100D Local Government Act, 1972 – Access to Information</b>		
<b>List of Background Papers used in the preparation of this report:</b>		
<b>THESE ARE DETAILED BELOW</b>		

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A





Llywodraeth Cymru  
Welsh Government

Cllr. Ellen ap Gwynn  
Chair of the ERW Joint Committee

7 February 2020

Dear Councillor ap Gwynn,

Ahead of the next meeting of the ERW (Ein Rhanbarth ar Waith / Education through Regional Working) Joint Committee, I wanted to write to you and colleagues to register my concern about ERW's ongoing capacity to support your region's schools to implement the new Curriculum for Wales. I do so as the responsible officer in Welsh Government for the successful delivery of the new curriculum.

When we met in November for your annual Evaluation and Improvement meeting with the Minister for Education, you and colleagues reported positively on the progress you had made as a region. This included a series of curriculum engagement events, generally well-received by schools, and agreement of a new leadership structure.

The reasons for my increased concern since November include:

- The decision to end two secondments in December 2019 that formed part of the strengthened leadership team you presented to the Minister for Education in November: the Head of Primary and Head of Professional Learning and Leadership.
- That Neath Port Talbot's notice of intent to withdraw from the consortium remains in place.
- The risk that the current leaders of ERW leave without immediate replacement, given that we understand Andi Morgan's interim role as Managing Director will end in April; and the potential impact this will have on wider morale among ERW staff and secondees.

The paper presented to your Joint Committee on 9 December 2019, 'ERW financial and funding model for 2020-21' stated that 'The Directors are of the opinion that the revised ERW staffing structure, following the changes outlined above, is still capable of delivering the ERW Business Plan'. Given my responsibility for the delivery of the new curriculum, I would like to request further assurance that this is the case.

My colleague, Alex Ingram, has invited Andi Morgan to a meeting this month to scrutinise the draft 2020-21 ERW business plan, in order for us to understand how ERW will deliver this and the accompanying Welsh Government grants, based on your planned funding model and staffing structure. This is due to take place at the end of February, joined by ERW Directors of Education. Ahead of that meeting, I would like to request the Joint Committee's response on the issues raised in this letter.

Both the Minister and I were encouraged by the positive developments you reported to us in November. I want to stress, therefore, that I am eager to help you as a region to successfully deliver the new curriculum for the benefit of all your children and young people. Our indicative 2020-21 funding plans for ERW, shared with Andi on 23 January, hopefully demonstrates this. I remain grateful for your support in this important work.

Yours sincerely,



Steve Davies

Director of Education / Cyfarwyddwr Addysg

Education and Public Service Group: Y Grwp Addysg A Gwasanaethau Cyhoeddus

Welsh Government Llywodraeth Cymru

Tel/Ffon: **03000 253368 - NEW NUMBER**



Llywodraeth Cymru  
Welsh Government

7 Chwefror 2020

Annwyl Cynghorydd ap Gwynn,

Cyn cyfarfod nesaf Cydbwyllgor ERW (Ein Rhanbarth ar Waith), roeddwn am ysgrifennu atoch chi a'ch cydweithwyr i fynegi fy mhryder ynghylch capasiti parhaus ERW i gefnogi ysgolion eich rhanbarth i roi'r Cwricwlwm Newydd i Gymru ar waith. Rwy'n gwneud hynny fel swyddog yn Llywodraeth Cymru sydd â chyfrifoldeb dros gyflwyno'r Cwricwlwm Newydd yn llwyddiannus.

Pan gyfarfon ni ym mis Tachwedd am eich cyfarfod Gwerthuso a Gwella blynyddol gyda'r Gweinidog Addysg, fe wnaethoch chi a'ch cydweithwyr adrodd yn gadarnhaol ar y cynnydd yr oeddech wedi'i wneud fel rhanbarth. Roedd hyn yn cynnwys cyfres o ddigwyddiadau ymgysylltu llwyddiannus gydag ysgolion mewn perthynas â'r cwricwlwm, a chytuno ar strwythur arweinyddiaeth newydd.

Mae'r rhesymau dros fy mhryder cynyddol ers mis Tachwedd yn cynnwys:

- Y penderfyniad i roi diwedd ar ddau secondiad ym mis Rhagfyr 2019 a oedd yn rhan o'r tîm arweinyddiaeth cryfach a gyflwynwyd gennych i'r Gweinidog Addysg ym mis Tachwedd: sef Pennaeth yr Adran Gofal Sylfaenol a Phennaeth yr Adran Arweinyddiaeth a Dysgu Proffesiynol.

- Bod hysbysiad o fwriad Castell-nedd Port Talbot i dynnu'n ôl o'r consortiwm yn parhau'n gyfredol.
- Y risg y bydd arweinwyr presennol ERW'n gadael gyda neb i gymryd eu lle, gan ein bod yn deall y bydd rôl interim Andi Morgan fel Rheolwr Gyfarwyddwr yn dod i ben ym mis Ebrill; a'r effaith bosibl y bydd hyn yn ei chael ar forâl ehangach ymysg staff ERW a'r bobl sydd yno ar secondiad.

Roedd y papur a gyflwynwyd i'ch Cydbwyllgor ar 9 Rhagfyr 2019, 'Model Ariannu ERW ar gyfer 2020-21' yn nodi bod y Cyfarwyddwyr o'r farn bod strwythur staffio diwygiedig ERW, yn dilyn y newidiadau a amlinellir uchod, yn dal i allu cyflawni cynllun busnes ERW. A minnau'n gyfrifol am gyflwyno'r Cwricwlwm Newydd, hoffwn ofyn am sicrwydd pellach bod hyn yn parhau i fod yn wir.

Mae fy nghydweithiwr, Alex Ingram, wedi gwahodd Andi Morgan i gyfarfod y mis hwn i graffu ar Gynllun Busnes ERW 2020-21 Drafft, er mwyn i ni ddeall sut y bydd ERW yn cyflawni hyn, ynghyd ag ymdrin â grantiau cysylltiedig gan Lywodraeth Cymru, yn seiliedig ar eich model cyllido arfaethedig a'r strwythur staffio. Mae hyn i fod i gael ei gynnal ddiwedd mis Chwefror, gyda Chyfarwyddwyr Addysg ERW yn ymuno ag ef. Cyn y cyfarfod hwnnw, hoffwn ofyn am ymateb y Cydbwyllgor ar y materion a godwyd yn y llythyr hwn.

Roedd y datblygiadau cadarnhaol y gwnaethoch roi gwybod i ni amdanynt ym mis Tachwedd yn galonogol i'r Gweinidog a minnau. Rwyf am bwysleisio, felly, fy mod yn awyddus i'ch helpu chi fel rhanbarth i gyflwyno'r Cwricwlwm Newydd yn llwyddiannus er budd pob un o'ch plant a'ch pobl ifanc. Mae ein cynlluniau ariannu dangosol ar gyfer ERW yn 2020-21, a rannwyd gydag Andi ar 23 Ionawr, yn dangos hyn, gobeithio. Yr wyf yn ddiolchgar iawn o hyd am eich cefnogaeth yn y gwaith pwysig hwn.

Yn gywir,



Steve Davies

Director of Education / Cyfarwyddwr Addysg

Education and Public Service Group: Y Grwp Addysg A Gwasanaethau Cyhoeddus

Welsh Government Llywodraeth Cymru

**Tel/Ffon: 03000 253368 - NEW NUMBER**



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Eich cyf / Your ref:

Gofynner am / Please ask for:

Fy nghyf / My ref:

Llinell Uniongyrchol / Direct Line:

**01267 224050**

Dyddiad / Date:

E-bost / E-mail:

**6.3.2020**

**EDole@carmarthenshire.gov.uk**

Mr Steve Davies,  
Director of Education,  
Education and Public Service Group,  
Welsh Government,  
Cathays Park,  
Cathays,  
Cardiff,  
CF10 3NQ.

Dear Mr. Davies,

Thank you for your letter dated 7<sup>th</sup> February, 2020 forwarded to Cllr. Ellen ap Gwynn.

You will be aware that as of the 12<sup>th</sup> February, 2020 Cllr. Ellen ap Gwynn has stepped back from the position of ERW Joint-Committee Chair. I therefore now respond to the points you raise in my capacity as interim Chair of the ERW Joint-Committee.

I note that your concerns focus on:

*The decision to end two secondments in December 2019 that formed part of the strengthened leadership team you presented to the Minister for Education in November: the Head of Primary and Head of Professional Learning and Leadership.*

This decision was driven wholly by the need to achieve a balanced and sustainable budget position for the 2020-21 financial year. Both secondments were originally due to terminate as of 31<sup>st</sup> December, 2019. Due to financial pressures and an understandable desire not to place our Consortium within any form of financial risk, we took the decision to end these specific posts. We reflected in depth on the impact of such a decision. We remain confident that the remaining team structure, along with the greater capacity we have amongst our locally based Challenge Adviser teams, provides us with the resources we need to deliver curriculum reform and other elements of our provision.

.....cont.

*That Neath Port Talbot's notice of intent to withdraw from the consortium remains in place.*

The notice remains in place and we are currently pursuing discussions of a wider nature with regard to the future ERW footprint. Our next Joint Committee meeting, arranged for the 19<sup>th</sup> March, 2020 will deal with this issue in greater detail. I will update you further following the outcomes of that meeting. Please be assured that your letter will be presented during that meeting.

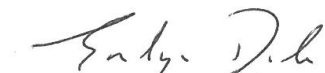
*The risk that the current leaders of ERW leave without immediate replacement, given that we understand Andi Morgan's interim role as Managing Director will end in April; and the potential impact this will have on wider morale among ERW staff and secondees.*

We have discussed this issue recently with Andi Morgan and can confirm that he will remain in post for the foreseeable future thus enabling us to complete our recruitment campaign for a one-year secondment for an interim Managing Director. We are working closely with Andi to ensure support for our staff and secondees as these issues move forward.

I am aware that a meeting between your colleagues and ERW representatives took place on the 28<sup>th</sup> February, 2020. We appreciated the opportunity to meet and your ongoing support for the ERW Consortium. I've been advised that these discussions were positive for all and demonstrate ERW's commitment and capacity to support successful curriculum reform across our schools.

The group has agreed to reconvene after our Joint Committee meeting.

Yours sincerely,



Cllr. Emlyn Dole,  
**Interim Chair of ERW Joint-Committee**





To:  
**Cllr. Ellen ap Gwynn**  
 Chair of the ERW Joint Committee

Please ask for: **Scrutiny**  
 Scrutiny Office Line: 01792 637256  
 e-mail: [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)  
 Date: 13 February 2020

Dear Councillor ap Gwynn

**ERW Scrutiny Councillor Group – 27 January 2020**

The Scrutiny Councillor Group would like to thank you, Andi Morgan, Yan James, Sally Llewellyn and Ian Altman for attending our meeting, for presenting the information we requested and answering our questions. I am writing to you to reflect on the views from that meeting.

We heard the new ERW staffing structure has been put into place but that it is not possible to fill all the posts at present due to lack of funding. Those vacancies filled are a mixture of permanent posts and secondments. You told us we must have our feet on the ground and can only do what we can afford to do.

We understand that there has been a delay in agreeing the ERW Governance Structure and it is hoped that it will be agreed soon. We would like to see this once it is available.

We heard about the new Local Government and Elections (Wales) Bill and how it would impact on how local authorities collaborate. You told us the Welsh Government Minister Julie James has said that this paper will make local authorities work together around education matters, and that the Minister is open to us telling her how we want this to work. You also told us that the footprint of regional bodies is under discussion and the Minister has given local councils and ERW a year to decide, requiring a decision by April 2021. We understand the other issue that is imminent and could influence the ERW footprint is the possible departure of Neath Port Talbot from the partnership. We were concerned to hear about more change again that will add uncertainty to the ERW model. It makes it hard to build a solid foundation when the ground is constantly moving. We were particularly concerned about how, if one local authority pulls out, it will affect the financial model of ERW. You told us that ERW is awaiting a view from the Welsh Government Minister on this but, in the meantime, ERW continue to focus on what is important and that is supporting schools, teachers and children to get what they need.

We were pleased to hear about the wide variety of activities that have (and are) taking place across the region, with schools and other partners, in order to prepare for the

new curriculum. We were interested to hear about the different types of engagement events being held, including the 14 engagement meetings with 600 attendees, the roadshows undertaken across the 6 local authorities and the regional Headteacher conferences.

We were also interested in Estyn's role in relation to inspection within the new curriculum model. We heard that they are adapting how they work with schools in readiness for the introduction of the new curriculum and will spend the coming year having contact visits rather than inspections. These will be designed to support schools as they move forward.

Thank you for providing us with a copy of the costed Business Plan, this has given us a good understanding of how money is planned to be spent and what the impacts will hopefully be. We will keep a watching brief on its progress.

We received a detailed and informative report and presentation from the ERW Lead for Research and ITE Partnerships. We heard about the cross regional professional learning offer, schools as learning organisations, classroom based research inquiry and initial teacher education partnerships.

We had an interesting session with the Lead for Secondary Curriculum and examinations. In his report and presentation he outlined the work undertaken in relation to the analysis of core data, bespoke and targeted support for schools, prioritised bespoke support for schools or departments causing concern, role of the subject specialists and brokering of school to school support.

We explored the future of examinations and the formation of new qualifications that will follow the introduction of the new curriculum, including for example, how they will reflect and foster creative and innovative skills. We agreed that whatever the final outcome, the new qualifications must be credible and full of integrity so that pupils can truly compete on a world stage. We understand that Qualification Wales has a key role in the ultimate outcomes of the curriculum reform journey. We will therefore invite Qualification Wales to attend one of our future meetings to discuss the issues.

We welcome your thoughts on any of the issues raised in our letter but would ask for you to:

1. Provide us with information on the Governance Structure once it is available.
2. Update on discussions had around the ERW footprint as things progress including the possible withdrawal of Neath Port Talbot Council from the partnership.

Yours sincerely,

**Angela Davies**  
**Vice Chair and Co-opted Member of Education Scrutiny Group in Powys**  
**Council and Chair ERW Scrutiny Councillor Group**

ERW Scrutiny Councillor Group Scrutiny Support provided by Swansea Council

Contact: Scrutiny Team, Gloucester Room, Guildhall, Swansea SA1 4PE

☎ 01792 637256

✉ [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)

Eich cyf / Your ref:

Gofynner am / Please ask for:

Fy nghyf / My ref:

Llinell Uniongyrchol / Direct Line:

**01267 224050**

Dyddiad / Date:

E-bost / E-mail:

**6.3.2020**

**EDole@carmarthenshire.gov.uk**

**Angela Davies, Chair ERW Scrutiny Councillor Group**  
**(By email only)**

c/o:

Scrutiny Team,  
Gloucester Room,  
Guildhall,  
Swansea,  
SA1 4PE.

Dear Angela Davies,

Thank you for your letter dated 13<sup>th</sup> February 2020.

You may be aware that as of the 12<sup>th</sup> February 2020 Cllr. Ellen ap Gwynn stepped back from the position of ERW Joint-Committee Chair. I therefore now respond to the points you raise in my capacity as interim Chair of the ERW Joint-Committee.

Our ERW Joint-Committee meeting due to be held on the 14<sup>th</sup> February 2020 was postponed. A new date has been arranged, March 19<sup>th</sup>, and I will present and ensure we discuss your letter as a part of the rescheduled meeting.

In the meantime, I felt it important to write and thank you and the members of the ERW Scrutiny Councillor Group for the opportunity Cllr. Ellen ap Gwynn and ERW officers had to discuss a wide range of issues with you in Llandrindod Wells on the 27<sup>th</sup> January.

I'm pleased to read that the work presented by our officers was useful and informative. The Joint Committee places much emphasis on ensuring a collegiate and transparent approach with regard to sharing updates on the progress and impact of ERW's ongoing work in support of children and young people across the region. I'm told that your meeting scheduled for the 4<sup>th</sup> May 2020 will include a presentation from members of our Curriculum Team.

.....cont.

Led by Anna Bolt, Head of Curriculum Reform and Innovation, the Curriculum Team has recently completed a successful second series of 'Curriculum Engagement' events across the region. I'm sure they'll be eager to share some of the content and key messages they've used to support our schools with the members.

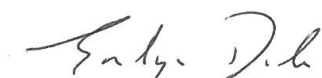
The opportunity to meet with Qualifications Wales will undoubtedly be valuable and provide the group with a direct view on developments across Wales. I understand that Andi Morgan has contacted Mr Philip Blaker, Chief Executive Officer and made arrangements for him to attend on the 4<sup>th</sup> of May.

In response to the key points you raise, I would note that:

- The revised ERW Governance Structure remains deferred to the Joint Committee meeting planned for March 19th. I will be in a position to respond further following the meeting.
- Further discussions with regard to the 'ERW Footprint' will also form part of the next Joint Committee meeting's agenda. Once again, I will respond in greater detail following the meeting.

Thank you again for your letter and the Group's support Angela. I will update you further following the next Joint-Committee meeting.

Yours sincerely,



Cllr. Emlyn Dole.

**ERW Joint-Committee Chair (interim)**

29 Ionawr 2020

Annwyl Gydweithwyr

Rwy'n ysgrifennu i'ch hysbysu am ychydig o newidiadau i'n gwaith cyswllt gyda'r consortia rhanbarthol. Efallai eich bod eisoes yn ymwybodol ein bod wedi penderfynu cynyddu'r adnodd o fis Ionawr trwy neilltuo dau arolygydd cyswllt ar gyfer pob rhanbarth. Bydd hyn yn rhoi capasiti ychwanegol inni fynychu digwyddiadau rhanbarthol, cwrdd â grwpiau o benaethiaid ac olrhain trywyddau penodol er mwyn cael gwell dealltwriaeth o'ch dulliau o wella ysgolion.

Ar hyn o bryd, mae ein cyfarfodydd â chi yn amrywio'n fawr o ran eu trefniadaeth, o fod yn drafodaeth un i un gyda'r rheolwr gyfarwyddwr i dderbyn cyflwyniadau manwl ar agweddau ar waith y rhanbarthau gan nifer o swyddogion. Er bod gan y gwahanol ddulliau eu cryfderau, rydym yn teimlo mai cael agenda cyffredin ar gyfer pob un o'r pedwar consortia ac yna ystyried ar y cyd pwy sydd yn y sefyllfa orau i fynd i'r afael â'r meysydd sy'n cael eu trafod yw'r dull gorau bydd yn helpu pob un ohonom i wneud y defnydd gorau o'n hamser. Gallwn hefyd ychwanegu eitemau ar yr agenda sy'n canolbwyntio ar agweddau sy'n berthnasol i consortiwm unigol yn ôl yr angen. Byddwn yn anfon ein hagendau atoch o leiaf pythefnos cyn y cyfarfodydd ac mae croeso i chi ychwanegu eitemau a'u dychwelyd atom wythnos cyn y cyfarfod.

Byddwn hefyd yn mynychu cyfarfodydd y cyd-bwyllgorau (neu gyfwerth) a chyfarfodydd y bwrdd gweithredol yn dymhorol, felly gofynnwn yn garedig i chi anfon y dyddiadau, yr agendâu a'r dogfennau cysylltiedig atom mewn da bryd. Byddai'n arbennig o ddefnyddiol pe gallech ddarparu dyddiadau'r cyfarfodydd hyn i ni am y flwyddyn fel y gallwn gloi'r rhain yn ein rhaglenni gwaith.

Byddwch yn ymwybodol ein bod yn trefnu o leiaf tair wythnos dysgu broffesiynol (WDB) i'n harolygwyr yn ystod y flwyddyn. Hoffem i bob rhanbarth yn ei dro gyflwyno diweddariad ar eu gwaith i AEM, ac yn y lle cyntaf, hoffwn wahodd GwE i fynychu sesiwn yn ein WDB nesaf yn yr wythnos sy'n dechrau 30 Mawrth yng Ngheiau Deganwy. Gobeithio y byddwch yn hapus i dderbyn y gwahoddiad hwn. Byddwn mewn cysylltiad gyda'r trefniadau manwl yn nes at y dyddiad.

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Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW  
Ffôn/Telephone 02920 446446

ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales  
www.estyn.llyw.cymru • www.estyn.gov.wales

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth. | Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Yn y cyfamser, os oes gennych unrhyw ymholiadau am ein gwaith cyswllt rhanbarthol, cysylltwch â mi neu unrhyw un o'ch arolygwyr cyswllt.

<b>Rhanbarth</b>	<b>Arolygwyr cyswllt</b>
<b>GwE</b>	Tony Bate / Vaughan Williams
<b>ERW</b>	Mark Campion / Karen Newby Jones
<b>CSC</b>	Sarah Lewis / Huw Davies
<b>EAS</b>	Jane McCarthy / Lowri Jones

Cofion cynnes



**Clive Phillips**  
Cyfarwyddwr Cynorthwyol

29 January 2020

Dear Colleagues

I am writing to inform you of a few changes in our approach to our link work with the regional consortia. You may already be aware that we have decided to increase the resource from January by assigning two link inspectors for each region. This will provide us with additional capacity to attend regional events, meet head teacher groups and to do more focused work in order to gain a better understanding of your approaches to improving schools.

At present, our meetings with yourselves differ greatly in their approach and can range from one to one discussions with the managing director to receiving detailed presentations on aspects of the regions' work by a number of officers. Whilst the different approaches have their strengths, we feel that having a common agenda for all four consortia which is adhered to as closely as possible, and then jointly considering who is best placed to address the areas being discussed is probably the best approach and will help us all make best use of our time. We can also add agenda items which focus on aspects relevant to each consortium when relevant. We will send you our agendas at least two weeks in advance of the meetings and you are welcome to add items to the agenda and return to us a week before the meeting.

We will also attend the joint committee meetings (or equivalent) and the executive board meetings every term, so we ask you kindly to send the dates, agendas and related documents to us in good time. It would be especially helpful if you could provide us with the dates of these meetings for the year so that we can lock these in our work programmes.

You will be aware that we arrange a minimum of three professional learning weeks (PLW) for our inspectors during the year. We would like each region in turn to present an update on their work to all HMI colleagues, and we would like to invite GwE to attend a session at our next PLW in the week beginning 30 March at Deganwy Quays. I hope you will be happy to accept this invitation. We'll be in touch about the timing and logistics.

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Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW  
Ffôn/Telephone 02920 446446  
ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales  
www.estyn.llyw.cymru • www.estyn.gov.wales

Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth. | Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

In the meantime, if you have any queries about our regional link work, please contact me or any of your link inspectors.

<b>Region</b>	<b>Link inspectors</b>
<b>GwE</b>	Tony Bate / Vaughan Williams
<b>ERW</b>	Mark Campion / Karen Newby Jones
<b>CSC</b>	Sarah Lewis / Huw Davies
<b>EAS</b>	Jane McCarthy / Lowri Jones

Kind regards



**Clive Phillips**  
Assistant Director





To all Primary School Headteachers,  
To all Secondary School Headteacher,  
PRU and Special Schools,  
Directors of Education,  
School Governing Bodies,  
Regional Consortia

Eich Cyf/Your Ref: INSET  
Ein Cyf/Our Ref: INFO

Date: February 2020

Dear All,

Further to the Minister's end of term letter in July, and now that the change to regulations has come into force, I am writing to provide you with more details around the additional Professional Learning INSET days to support the delivery of the new curriculum; one additional day for the next three years from 2019/2020 .

These additional days will be for the specific purpose of Professional Learning to prepare for the realisation of the new curriculum and will take place **annually each summer term**, with the first to take place during the summer term 2020. By amending the (School Day and School Year) (Wales) Regulations for 2019-2022, the Welsh Government has enabled schools to close to pupils for the additional day.

We recommend that this additional INSET Day is taken as whole school day as opposed to 2 half days or twilight sessions to ensure that the whole school can benefit and make the most of the learning experience. We are currently working with the regional consortia and a group of schools to provide digital, bilingual resources to provide examples of how different schools have undertaken preparation for the new curriculum, from development of whole school vision, modelling learning leadership and different approaches to improving staff Professional Learning, to name but a few. These resources will be available for you to use on these days, no matter where your school is on the curriculum reform journey. We are also working closely with the National Academy for Educational Leadership to develop good practice advice and guidance for schools on the effective use of INSET. This project will

*Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.*

*We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.*

produce new guidance “Leading Professional Learning” which alongside the digital resources will provide support for schools when planning their school sessions.

It will be your decision, which date within the summer term to choose, but the day must be focussed around developing the skills needed to deliver the new curriculum. I do however strongly suggest that the day is scheduled with adequate time before the end of the school year to enable your staff time to reflect on the day within the remaining school year.

We must not forget that while this additional time is valuable, it often comes at a cost to parents. It is therefore essential that this additional day, and the pre-existing INSET days, are used effectively. The Welsh Government requests that you give parents as much notice as possible, (as the majority of schools already do), and to consider the timing of the day with a view to make it easier for parents to cover childcare.

We also acknowledge the feedback from the consultation, that one additional day for three years may not be sufficient to address the Professional Learning needs inherent in the realisation of the new curriculum. We recognise that one day a year would be insufficient, we therefore strongly recommend that all schools also use, as a **minimum**, one of their existing five INSET days each year for the purpose of Professional Learning to support the delivery of the new curriculum. We are aware that many schools are already doing this, but it will be necessary for all schools to use the time carefully and effectively as a whole school to prepare for the new curriculum. We therefore also recommend that all practitioners, from Teaching Assistants to Headteachers, are actively engaged in the INSET day, learning together to enable the whole school to be prepared for the introduction of the new curriculum.

This additional National Professional Learning INSET day is an integral part of the wider National Approach to Professional Learning (NAPL). The additional day should therefore not be seen as a standalone proposal. Neither should this additional day be considered sufficient to address all the Professional Learning needs inherent in the realisation of the new curriculum. Rather, the proposal should be seen within the wider context of the NAPL as a whole, and should be seen in conjunction with the £24 million additional funding we have made available to create further time in schools for engagement with Professional Learning, enabling professionals to develop and up-skill themselves and work collaboratively within and across schools. This should all also be viewed alongside the Professional Learning offer that is being developed by the Regional Consortia to support the introduction of the new curriculum.

Yours sincerely



**Steve Davies**  
**Director of Education / Cyfarwyddwr Addysg**

**ERW JOINT COMMITTEE**  
**21 JULY 2020**  
**(POSTPONED FROM 19<sup>TH</sup> MARCH 2020)**

**APPOINTMENT OF LEAD DIRECTOR**

**Purpose:** Recommendation to Joint Committee for the appointment of Lead Director.

**KEY DECISIONS REQUIRED:**

Appoint Gareth Morgans to the position of Lead Director for ERW.

**REASONS:**

The previous Lead Director has left her post in Pembrokeshire County Council and a new lead director needs to be appointed

<b>Report Author:</b>  Kate Evan-Hughes (on behalf of ERW Education Directors)	<b>Designation:</b>  Former Lead Director	<b>Tel No.</b>  <b>E. Mail:</b>
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**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21 JULY 2020**

<b>Appointment of Lead Director</b>	
<p>Following the resignation of the former Lead Director, Directors met on 24/01/2020. The Director from Swansea proposed Gareth Morgans (Carmarthenshire) be nominated to the Joint Committee and this was seconded by the Director from Ceredigion. There was unanimous support for the proposed appointment from all Directors.</p>	
<b>DETAILED REPORT ATTACHED?</b>	<b>NO</b>

**IMPLICATIONS**

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>NONE</b>	Finance <b>NONE</b>	Risk Management Issues <b>NONE</b>	Staffing Implications <b>NONE</b>
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**CONSULTATIONS**

N/A
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<b>Section 100D Local Government Act, 1972 – Access to Information</b>		
<b>List of Background Papers used in the preparation of this report:</b>		
<b>THESE ARE DETAILED BELOW</b>		
<b>Title of Document</b>	<b>File Ref No.</b>	<b>Locations that the papers are available for public inspection</b>
N/A	N/A	N/A





## ERW JOINT COMMITTEE 21 JULY 2020

### ERW's Interim Chief Officer

**Purpose:** To confirm the appointment of ERW's temporary Chief Officer.

### RECOMMENDATIONS / KEY DECISIONS REQUIRED:

The Joint Committee is requested to approve the:

- 1) ERW's Chief Officer Post Job description, in substitution of the Managing Director Job description, and
- 2) the interim appointment to the position of ERW's Chief Officer from the 1st of September 2020 to March 31, 2021.

### REASONS:

Following the current Interim managing director's retirement at the end of August 2020 there is a need to ensure strong leadership for the Consortia up to the end of the current financial year. It was decided to offer a two-term secondment to a limited group of senior managers to the post of Interim Chief Officer.

<b>Report Author:</b>  Cllr. Emlyn Dole	<b>Designation:</b>  Lead Leader for ERW	<b>Tel No.</b>  E. Mail: EDole@sirgar.gov.uk
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**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21 JULY 2020**

**ERW's Interim Chief Officer**

Following the current Interim Managing Director's retirement at the end of August 2020 there is a need to ensure strong leadership for the Consortia up to the end of the current financial year.

Directors advised the Lead Leader and Lead Chief Executive that a Chief Officer role would be more appropriate at this time as the Consortium is in a period of transformation following the withdrawal of Neath Port Talbot County Council and notices of withdrawal notices issued by Carmarthenshire, Ceredigion and Swansea.

It was decided to offer a two-term secondment, confined to a limited group of senior managers from within ERW, Local Authorities and an interested party from Estyn (following a request by Directors) to the post of Interim Chief Officer. The post would be from the 1<sup>st</sup> of September until the end of March 2021 when reconfigured Consortium would be available.

The current Managing Director Job Description has been reviewed with the focus of the Chief Officer post on delivering the ERW Business Plan and operation of the Consortium. In the meantime, Directors/Local Authority senior managers may need to take a more active role in discussions with Welsh Government and lead on some regional priorities.

Joint Committee members informally agreed that the Chair/Lead Leader would undertake the short-listing and interviews with support from the Lead Chief Executive and Interim Lead Director and that the appointment decision would be approved by the Joint Committee.

**DETAILED REPORT ATTACHED?**

**NO**

## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal  <b>YES</b>	Finance  <b>YES</b>	Risk Management Issues  <b>NONE</b>	Staffing Implications  <b>YES</b>
<p><b>1. Legal</b></p> <p>In line with the Legal Agreement the decision regarding the interim appointment of the Chief officer needs to be made within a quorate formal public committee meeting arena. Any arrangements in the meantime would be informal and lack status.</p> <p><i>Approved by MO 8/7/20</i></p>				
<p><b>2. Finance</b></p> <p>In the current financial climate and a reduction to ERW's core budget we need to take every prudent step to reduce costs. This approach reduces management costs.</p>				
<p><b>3. Staffing Implications</b></p> <p>There will potentially be a requirement to backfill to a post within the structure.</p>				

## CONSULTATIONS

Details of any consultations undertaken are to be included here  NONE
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**Section 100D Local Government Act, 1972 – Access to Information**  
**List of Background Papers used in the preparation of this report:**  
**THESE ARE DETAILED BELOW**

Title of Document	File Ref No.	Locations that the papers are available for public inspection
Job Description		Attached

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## ERW JOB DESCRIPTION

<b>JOB TITLE:</b>	Chief Officer for ERW	<b>POST REF:</b>
<b>DEPARTMENT:</b>	ERW	<b>GRADE: Soulbury 32</b>
<b>DIVISION:</b>	Education	<b>Role Profile:</b>
<b>RESPONSIBLE TO:</b>	ERW Lead Director	

### **JOB PURPOSE**

To be the Chief Officer to strategically lead the delivery and development of the School Improvement Services in the South West and Mid Wales Consortium, ERW. Responsible for the delivery of ERW's mission, values and principles of school improvement, with the overall aims and objectives of raising standards of achievement for all children and young people in the region.

### **PRINCIPAL RESPONSIBILITIES**

- To provide leadership and vision in order to accelerate and realise the school improvement ambitions of the South West and Mid Wales Consortium, ERW
- To work with the senior leadership team to ensure the Statutory Service Plans and Business Plans for service area are formulated, implemented, monitored and evaluated, responding to changing trends, demands and performance issues
- To support the delivery of an effective school improvement model in the region that meets both National Policy and ERW's strategic aims and is consistent across the region
- To be the professional lead in fostering and maintaining Welsh Government relationships for the Region
- To maintain relationships with stakeholders, including Local Authority Leads, schools, and all relevant bodies on local, regional and national levels
- Together with the Directors of Educations in the Consortium, manage the partnership with Local Authorities maximising collective capacity
- To lead the senior leadership team to ensure the co-ordination, quality assurance and self-evaluation of the regional dimension of strategies aligned to the priorities of Our National Mission
- To coordinate the development of the Curriculum for Wales and national policy, engaging with key senior stakeholders including Welsh Government, Qualifications Wales, other regions, ESTYN, WAO, and other professional associations

- To be responsible for a delegated budget and the co-ordination of grant bids and returns to WG on behalf of the region and constituent local authorities and in consultation with the S151 Officer on relevant grant matters.
- To lead and manage all the service's resources; (people, property and information) in support of the agreed targets for service delivery and improvement
- Having strategic responsibility for planning, financial (in conjunction with the S151 Officer), risk, communication, administrative and accountability arrangements for ERW in line with the ERW Executive Programme Board's aims and objectives
- To provide the Executive Board with advice and guidance on strategic matters pertaining to education, inspection and regulation
- To seek innovative and creative solutions to meeting the needs of the service in bringing about change and improvement
- To oversee the implementation of a robust quality assurance model to support schools across the region
- To be responsible for effective data management, analysis and interpretation
- To be accountable for staff's performance through an effective performance management system
- To promote equality of opportunity and access in service delivery and in the employment of staff, in a safe working environment
- To ensure effective recruitment and ongoing professional learning for staff
- To undertake such other duties and responsibilities commensurate with the grade, as may be reasonably required.

**Protecting Children and Vulnerable Adults is a core responsibility of all staff.**

#### **PERSON SPECIFICATION**

<b>SKILLS / ATTRIBUTES</b>	<b>ESSENTIAL or DESIRABLE</b>	<b>EVALUATION METHOD</b>
<b>Knowledge/Education</b>		
Degree or equivalent	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Relevant Professional qualification	<i>ESSENTIAL</i>	Application Form / Reference / Interview
National Professional Qualification for Headship	<i>DESIRABLE</i>	Application Form / Reference / Interview

Thorough knowledge of legislative and regulatory framework	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Detailed knowledge of relevant area(s) of service delivery	<i>ESSENTIAL</i>	Application Form / Reference / Interview
<b>Experience</b>		
Extensive experience of successfully working in Education at a senior level	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Successful record as a senior manager in a multi-disciplinary organisation	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Proven track record in developing, leading and implementing successful strategy and programmes.	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Experience of meeting deadlines, setting targets and managing change	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Record of continuing professional development	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Successful record of partnership working	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Proven record of successful budget management	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Successful record of leadership and management	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Experience of working with elected members or the ability to demonstrate that such political sensitivity could be acquired quickly	<i>ESSENTIAL</i>	Application Form / Reference / Interview
<b>Skills/ Abilities</b>		
Commitment to continuous improvement	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Leading and managing innovation and change	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Effective leadership skills	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Empathy for regional context	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Ability to lead an organisation through its start-up phase and subsequent phases of development whilst sustaining momentum, focus and added value	<i>ESSENTIAL</i>	Application Form / Reference / Interview

Political awareness on local and national level	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Ability to empower others to develop through offering support and challenge in a positive way	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Be creative and have highly developed problem solving, negotiation and decision making skills and be able to produce practical and innovative solutions	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Commitment to personal learning and continuing professional development of all staff, promoting a culture of continuous learning	<i>ESSENTIAL</i>	Application Form / Reference / Interview
High level of interpersonal and presentational skills	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Excellent management and organisational skills	<i>ESSENTIAL</i>	Application Form / Reference / Interview
A good knowledge and understanding of approaches to self-evaluation and improvement planning processes	<i>ESSENTIAL</i>	Application Form / Reference / Interview
An understanding of the legislative frameworks and issues relevant to local government	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Confident user of ICT	<i>ESSENTIAL</i>	Application Form / Reference / Interview
<b>Other Requirements</b>		
Understanding of key education issues, the improvement agenda and the delivery of high quality developmental services across the SEN/inclusion spectrum	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Demonstrate a commitment to local, regional and national school improvement strategies and their promotion through management approaches and practice	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Understanding and knowledge of the national mission lifelong learning agenda	<i>ESSENTIAL</i>	Application Form / Reference / Interview
Ability to work effectively through the medium of Welsh	<i>Level 2 ESSENTIAL  Level 3 DESIREABLE</i>	Application Form / Reference / Interview
Ability to travel throughout the region and beyond to meet requirements of the post	<i>ESSENTIAL</i>	Application Form / Reference / Interview

**ERW JOINT COMMITTEE  
21 JULY 2020  
(POSTPONED FROM 19<sup>TH</sup> MARCH 2020)**

**FINANCIAL UPDATE 2019-20**

**Purpose:**

To provide the ERW Joint Committee with an update on the financial position of ERW for 2019-20.

**RECOMMENDATIONS / KEY DECISIONS REQUIRED:**

- The Joint Committee note the updated ERW financial position as at the end of Quarter 3 2019-20.
- The Joint Committee determine how the increased costs of redundancy will be funded.
- The Joint Committee approves the virement of funding to the six strategic (321) groups.

**REASONS: Compliance with Financial Regulations**

<p><b>Report Author:</b></p> <p>Jon Haswell</p>	<p><b>Designation:</b></p> <p>ERW Section 151 Officer</p>	<p><b>Tel No. 01437 775836</b></p> <p>E. Mail: <a href="mailto:haswellj@pembrokeshire.gov.uk">haswellj@pembrokeshire.gov.uk</a></p>
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**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21 JULY 2020**

**FINANCIAL UPDATE 2019-20**

**BRIEF SUMMARY OF PURPOSE OF REPORT**

To provide the ERW Joint Committee with a financial update on the following:

- **Central Team Budget**
- **Service Level Agreements**
- **Grant Allocations**
- **Grants - Regional Consortia School Improvement Grant (RCSIG)**
- **Business Plan Priorities**
- **Risks**
- **Reserves**
- **Recommendations**

**DETAILED REPORT ATTACHED?**

**YES**

## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>NONE</b>	Finance <b>YES</b>	Risk Management Issues <b>YES</b>	Staffing Implications <b>YES</b>
<p><b>1. Finance</b> The Financial Update will assist the Joint Committee in making decisions relating to 2019-20.</p>				
<p><b>2. Risk Management</b> The key financial risks are the limited level of reserves and the increased costs of redundancy.</p>				
<p><b>3. Staffing Implications</b> The financial implications of the increased costs of redundancy.</p>				

## CONSULTATIONS

Details of any consultations undertaken are to be included here N/A
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<b>Section 100D Local Government Act, 1972 – Access to Information</b> <b>List of Background Papers used in the preparation of this report:</b> <b>THESE ARE DETAILED BELOW</b>		
Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A

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# ERW

Ein Rhanbarth ar Waith  
Education through Regional Working

## ERW Financial Update 2019-20

19 March 2020

### ERW S151 Officer

**Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.  
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.**

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.  
Its aim is to implement the agreed regional strategy and business plan to support school improvement.



## 1. Introduction

This report presents the Joint Committee with a financial update at 31 December 2019.

## 2. 2019-20 Central Team Budget

The 2019-20 Central Team budget was approved by the Joint Committee on 3 April 2019, but has since been amended to take into account the staffing restructure. Whilst it is accepted that we need to limit the number of budget amendments during the year, reality and changing circumstances will inevitably mean that revisions will be required, e.g. responding to changes in funding from Welsh Government. It has been noted that grant dependency has risks, however, these have been accepted by the Joint Committee.

### Service Level Agreements (SLA's)

All SLA's have been reviewed in order to provide full cost recovery for the Authority providing the service. For 2019-20 the budgeted breakdown and projected outturn is as follows:

SLA's	Budgeted Cost	Projected Outturn
Committee Services (Carmarthenshire)	£5,000	£5,000
Scrutiny (Swansea)	£5,000	£5,000
Finance (Pembrokeshire)	£40,000	£40,000
Internal Audit (Pembrokeshire)	£25,000	£30,000
Human Resources (Pembrokeshire)	£20,000	£20,000
Information Technology (Pembrokeshire)	£24,000	£24,000
Procurement (Pembrokeshire)	£20,000	£20,000
Insurance (Pembrokeshire)	£20,000	£0
<b>Total Budgeted SLA's</b>	<b>£159,000</b>	<b>£144,000</b>

The insurance recharge has not been required as it is understood that each Local Authority holds its own insurance which provides relevant cover. Internal Audit have charged an additional £5,000 due to the investigation into ERW operations requested by the Joint Committee, conducted earlier in 2019-20.

Expressions of interest for providing these services have been sought from each Local Authority during 2019-20, with a view to any potential changes commencing in 2020-21. The Joint Committee approved a reduction in core costs of £54,000 from 1 April 2020, with each Local Authority providing a current SLA costed service at a reduced cost (or no cost) to ERW. At the time of writing this report, it is understood that no Local Authority has responded.

Following the report on the ERW Finance Function (including S151 Officer) considered by the Joint Committee on 15 July 2019, the ERW S151 Officer contacted the five other S151 Officers in the region to ascertain whether they would want to provide the ERW Finance Function (including S151 Officer) in future years. It was confirmed that none of the S151 officers wished to provide the ERW finance function.

Budgeted Expenditure	2019-20 Projected Outturn at June 2019 £000's	2019-20 Projected Outturn at December 2019 £000's	Core Funded £000's	Grant Funded £000's	Actual Income / Expenditure December 2019 £000's
<b>Staffing Costs</b>					
Salaries, Secondments, Specialists	676	700	692	8	567
Core Central Staff Salaries to be Recharged	912	714	-	714	159
Travel, Subsistence, Training and Development	6	15	15	-	15
IT Hardware & Mobiles	10	30	30	-	27
Recruitment costs	10	10	10	-	-
	<b>1,614</b>	<b>1,469</b>	<b>747</b>	<b>722</b>	<b>768</b>
<b>Development and Running Costs</b>					
Rent and Accommodation	63	63	26	37	29
Stationary, Telephone, Photocopying	1	1	1	-	1
Translation	15	15	15	-	4
Software, Marketing, R&E,	53	33	33	-	10
Service Level Agreements	159	144	73	71	59
External Audit	14	14	14	-	-
Schools Causing Concern	75	75	75	-	-
Contingency	60	60	60	-	9
	<b>440</b>	<b>405</b>	<b>297</b>	<b>108</b>	<b>112</b>
<b>Total Estimated Expenditure</b>	<b>2,054</b>	<b>1,874</b>	<b>1,044</b>	<b>830</b>	<b>880</b>
<b>Budgeted Income</b>					
Local Authority Contributions	250	250	250	-	250
Other Income	4	4	4	-	-
Grant Funding	1,510	1,330	500	830	630
2018-19 Funding Utilised	290	290	290	-	-
<b>Total Estimated Income</b>	<b>2,054</b>	<b>1,874</b>	<b>1,044</b>	<b>830</b>	<b>880</b>
<b>Net Expenditure</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Appropriation to / (from) Reserve</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

- All office costs charged to the Central Team are recharged to grants where appropriate.
- It is anticipated that £1.33m of Central Team costs will be recovered from grant funding sources.
- The contingency has been allocated to ERW reorganisation costs.
- As planned, £290,000 previously held to fund training will be used to fund the Central Team.
- The planned use of reserves for 2019-20 is nil, resulting in the reserves remaining at £106,000.
- The Joint Committee approved a redundancy of £19,000 on 9 December 2019, as part of the 2020-21 budget planning process. It has since been identified that the actual redundancy cost is £78,000 due to continuous service having been omitted from the original calculation. The £59,000 additional cost has **not** been included in the Central Team projected outturn for 2019-20 above and cannot be funded from grant due to the Terms and Conditions. The ongoing ERW restructure, deletion of posts and delay in appointments may provide some funding to absorb these additional costs, however, the remainder will have to be funded from the remaining £106,000 reserve or by a one-off contribution from each Local Authority.

### 3. 2019-20 Grant Allocations

	Original Grant Income Estimate 2019-20 £000's	Revised Grant Income Estimate 2019-20 £000's
<b>RCSIG</b>		
Curriculum and Assessment	1,881	1,881
Developing the Profession	36,879	36,925
Leadership	626	983
Supporting Self Improving System	417	440
<b>RCSIG Total</b>	<b>39,803</b>	<b>40,229</b>

<b>PDG</b>		
PDG	23,292	23,256
LAC PDG	1,100	1,134
PDG Coordinator	100	100
<b>PDG Total</b>	<b>24,492</b>	<b>24,490</b>

<b>Other Funding</b>		
EWC	480	505
Academic Year Grants Bought Forward *	144	144
All Wales provision	-	12
<b>Other Funding Total</b>	<b>624</b>	<b>661</b>

<b>Total Grant Income</b>	<b>64,919</b>	<b>65,380</b>
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<b>WG Secondment Reimbursement</b>	<b>-</b>	<b>83</b>
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\*These are 2018-19 grants which span the academic year September 2018 – August 2019. This money has been spent between April – August 2019 in line with the 2018-19 ERW Business Plan.

## 4. 2019-20 Grants

**4.1** A breakdown of the funding for the new ERW staffing structure (grant funding and core funding) is shown at Appendix A.

### 4.2 Regional Consortia School Improvement Grant (RCSIG)

The revised RCSIG is allocated according to the National Ministerial Priorities. Grants received are allocated according to the ERW Business Plan 2019-20 priorities:

- Curriculum and Assessment (4.3)
- Developing the Profession (4.4)
- Leadership (4.5)
- Strong and Inclusive Schools (4.6)
- School Improvement (4.7)

The terms and conditions of the grant are carefully adhered to, and wherever possible clear links are made between grants to enable greater value for money when planning expenditure.

Welsh Government will now be distributing the RCSIG on a quarterly basis (2018-19 bi-monthly). The 2019-20 grant offer letter was accepted by the Joint Committee on 30 May 2019. Three instalments and the funding from the November variation letter have been received to date, a total of £29,973,012. The final payment is expected on 12 March 2020.

Attached at Appendix B are the six individual Authority's monitoring reports for the EIG element of RCSIG delegated to each Authority (£32.522m) for the period to 31 December 2019, as summarised below. Further monitoring reports are due on 4 March 2020 based on estimated final expenditure. The final payment will be issued to each Authority in March 2020.

<b>EIG Grant Breakdown by Authority</b>	<b>Total Grant Funding £000's</b>	<b>Match Funding £000's</b>	<b>Total Funding £000's</b>
Swansea	8,856	714	9,570
Powys	4,591	540	5,131
Carmarthenshire	6,975	669	7,644
Ceredigion	2,530	290	2,820
Neath Port Talbot	5,181	479	5,660
Pembrokeshire	4,389	496	4,885
<b>Total Funding</b>	<b>32,522</b>	<b>3,188</b>	<b>35,710</b>

A grant variation letter for RCSIG was received from Welsh Government in November 2019 for a total value of £305,540. The breakdown of additional funding is as follows:

	£
Leading Collaborative Learning Project	62,340
Facilitate the Evaluation of Professional Standards	5,000
National Professional Qualification for Headship (NPQH)	180,000
HLTA (TALP)	10,000
External Policy Advice/Support for the 16-19 PCET Policy Team	23,200
HEI Accreditation Manager	25,000
<b>Total</b>	<b>305,540</b>

It should be noted that whilst we estimated £240k for NPQH, we have in fact only been granted £180k.

A further grant variation letter for RCSIG was received from Welsh Government in February 2020 for a total value of £121,822. The breakdown of additional funding is as follows:

	£
NAEL Endorsement Funding (Management Capacity)	40,000
NAEL Endorsement Funding (Support Delivery)	46,222
PISA	15,100
National Evaluation and Improvement Resource Pilot - Regional Consortia Support	4,000
Welsh Medium Primary - Secondary Conversion Course	10,500
Support for Curriculum Design - Suzi Smith - Ysgol Crug Glas	6,000
<b>Total</b>	<b>121,822</b>

The PDG grant offer letter has been received and confirmed, please refer to Table 3 for the breakdown.

This report and the financial information contained within it should be considered alongside the ERW Business Plan 2019-20.

### 4.3 Curriculum and Assessment

Curriculum and Assessment Budgeted Income	2019-20 Projected Income £000's	2019-20 Projected Income 31 Dec 2019 £000's	Actual Income 31 December 2019 £000's
RCSIG Curriculum & Assessment 2019-20	1,881	1,881	1,359
<b>Total Estimated Income</b>	<b>1,881</b>	<b>1,881</b>	<b>1,359</b>

Curriculum and Assessment Budgeted Expenditure	2019-20 Projected Expenditure £000's	2019-20 Rolling Budget 31 Dec 2019 £000's	Actual Expenditure £000's	Committed £000's
<b>Staffing Costs</b>				
Salaries, Secondments, Specialists	548	508	394	114
Core Central Staff	59	63	63	-
Travel, Subsistence, Training & Devel.	-	5	5	-
	<b>607</b>	<b>576</b>	<b>462</b>	<b>114</b>
<b>Development and Running Costs</b>				
Accommodation & Venue Hire	-	5	3	2
Service Level Agreements	61	71	-	71
	<b>61</b>	<b>76</b>	<b>3</b>	<b>73</b>
<b>Unallocated Funds</b>	<b>176</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Delegated to Schools</b>				
Passported on WG Instruction	750	907	640	267
Regional Support & Support Work	287	322	322	-
	<b>1,037</b>	<b>1,229</b>	<b>962</b>	<b>267</b>
<b>Total Estimated Expenditure</b>	<b>1,881</b>	<b>1,881</b>	<b>1,427</b>	<b>454</b>

## 4.4 Developing the Profession

Developing the Profession Budgeted Income	2019-20	2019-20	Actual Income	
	Projected Income £000's	Projected Income 31 Dec 2019 £000's	31 December 2019 £000's	
RSCIG Developing the Profession 2019-20	36,879	36,925	26,655	
EWC 2019-20	480	505	342	
All Wales Provision	-	12	-	
<b>Total Estimated Income</b>	<b>37,359</b>	<b>37,442</b>	<b>26,997</b>	
Developing the Profession Budgeted Expenditure	2019-20	2019-20	Actual Expenditure £000's	Committed £000's
	Projected Expenditure £000's	Rolling Budget 31 Dec 2019 £000's		
<b>Staffing Costs</b>				
Salaries, Secondments, Specialists	2,172	1,996	1,167	829
Core Central Staff	520	398	216	182
Travel, Subsistence, Training & Devel.	3	40	40	-
IT Hardware & Mobiles	-	1	1	-
Grant Funding used to Fund Core Costs 19-20	500	500	-	500
	<b>3,195</b>	<b>2,935</b>	<b>1,424</b>	<b>1,511</b>
<b>Development and Running Costs</b>				
Accommodation & Venue Hire	-	1	1	0
Stationary, Telephone, Photocopying	-	2	1	1
Translation	1	7	7	-
Software, Marketing, R&E,	-	23	23	-
Professional Learning	-	12	-	12
	<b>1</b>	<b>45</b>	<b>32</b>	<b>13</b>
<b>Unallocated Funds</b>	<b>522</b>	<b>10</b>	<b>-</b>	<b>10</b>
<b>Delegated to Schools</b>				
Passported on WG Instruction	998	998	304	694
Regional Support & Support Work	116	376	-	376
	<b>1,114</b>	<b>1,374</b>	<b>304</b>	<b>1,070</b>
<b>Delegated to Local Authorities</b>	<b>32,527</b>	<b>32,522</b>	<b>16,080</b>	<b>16,442</b>
<b>Strategic (321) Groups</b>				
Prof Learning Group	-	223	-	223
Leadership Group	-	90	-	90
Curriculum Group	-	60	-	60
Digital Group	-	164	-	164
Health & Wellbeing Group	-	6	-	6
Welsh Group	-	13	-	13
<b>Total Strategic (321) Groups Allocation</b>	<b>-</b>	<b>556</b>	<b>-</b>	<b>556</b>
<b>Total Estimated Expenditure</b>	<b>37,359</b>	<b>37,442</b>	<b>17,840</b>	<b>19,602</b>



## 4.5 Leadership

Leadership Budgeted Expenditure	2019-20 Projected Income £000's	2019-20 Projected Income 31 Dec 2019 £000's	Actual Income 31 December 2019 £000's
RCSIG Leadership 2019-20	626	983	466
<b>Total Estimated Income</b>	<b>626</b>	<b>983</b>	<b>466</b>

Leadership Budgeted Expenditure	2019-20 Projected Expenditure £000's	2019-20 Rolling Budget 31 Dec 2019 £000's	Actual Expenditure £000's	Committed £000's
<b>Staffing Costs</b>				
Salaries, Secondments, Specialists	37	51	49	2
Core Central Staff	192	140	74	66
Travel, Subsistence, Training & Devel.	2	19	16	3
	<b>231</b>	<b>210</b>	<b>139</b>	<b>71</b>
<b>Development and Running Costs</b>				
Accommodation & Venue Hire	5	6	6	-
Translation	-	1	1	-
Software, Marketing, R&E,	-	-	-	-
	<b>5</b>	<b>7</b>	<b>7</b>	<b>-</b>
<b>Delegated to Schools</b>				
Passported on WG Instruction	-	1	1	-
Regional Support & Support Work	-	18	-	18
	-	<b>19</b>	<b>1</b>	<b>18</b>
<b>Delegated to Local Authorities</b>	-	-	-	-
<b>Unallocated Funds</b>	<b>390</b>	<b>353</b>	-	<b>353</b>
<b>Strategic (321) Groups</b>				
Leadership Group	-	344	-	344
Health & Wellbeing Group	-	50	-	50
<b>Total Strategic (321) Groups Allocation</b>	-	<b>394</b>	-	<b>394</b>
<b>Total Estimated Expenditure</b>	<b>626</b>	<b>983</b>	<b>147</b>	<b>836</b>

## 4.6 Strong and Inclusive Schools

<b>Strong and Inclusive Schools Budgeted Income</b>	<b>2019-20 Projected Income £000's</b>	<b>2019-20 Projected Income 31 Dec 2019 £000's</b>	<b>Actual Income 31 December 2019 £000's</b>
PDG	23,292	23,256	11,628
PDG Coordinator	100	100	50
LAC PDG	1,100	1,134	567
RCSIG 2018-19 Academic Funding	144	144	144
<b>Total Estimated Income</b>	<b>24,636</b>	<b>24,634</b>	<b>12,389</b>

<b>Strong and Inclusive Schools Budgeted Expenditure</b>	<b>2019-20 Projected Expenditure £000's</b>	<b>2019-20 Rolling Budget 31 Dec 2019 £000's</b>	<b>Actual Expenditure £000's</b>	<b>Committed £000's</b>
<b>Staffing Costs</b>				
Salaries, Secondments, Specialists	70	37	-	37
Core Central Staff	4	2	2	-
Travel, Subsistence, Training & Devel.	-	3	3	-
	<b>74</b>	<b>42</b>	<b>5</b>	<b>37</b>
<b>Development and Running Costs</b>				
Translation	-	1	1	-
	-	<b>1</b>	<b>1</b>	-
<b>Delegated to Schools</b>				
Passported on WG Instruction	-	1,285	1,285	-
Regional Support & Support Work	1,144	121	-	121
	<b>1,144</b>	<b>1,406</b>	<b>1,285</b>	<b>121</b>
<b>Delegated to Local Authorities</b>	<b>23,292</b>	<b>23,071</b>	-	<b>23,071</b>
<b>Unallocated Fund</b>	<b>126</b>	<b>62</b>	-	<b>62</b>
<b>Strategic (321) Groups</b>				
Health & Wellbeing Group	-	52	-	52
<b>Total Strategic (321) Groups Allocation</b>	-	<b>52</b>	-	<b>52</b>
<b>Total Estimated Expenditure</b>	<b>24,636</b>	<b>24,634</b>	<b>1,291</b>	<b>23,343</b>

## 4.7 School Improvement

School Improvement Budgeted Income	2019-20 Projected Income £000's	2019-20 Projected Income 31 Dec 2019 £000's	Actual Income 31 December 2019 £000's
RCSIG Curriculum & Assessment 2019-20	417	440	200
<b>Total Estimated Income</b>	<b>417</b>	<b>440</b>	<b>200</b>

School Improvement Budgeted Income	2019-20 Projected Expenditure £000's	2019-20 Rolling Budget 31 Dec 2019 £000's	Actual Expenditure £000's	Committed £000's
<b>Staffing Costs</b>				
Salaries, Secondments, Specialists	217	203	149	54
Core Central Staff	137	78	64	14
Travel, Subsistence, Training & Devel.	-	3	3	-
	<b>354</b>	<b>284</b>	<b>216</b>	<b>68</b>
<b>Development and Running Costs</b>				
Translation	-	3	3	-
	-	<b>3</b>	<b>3</b>	-
<b>Delegated to Schools</b>				
Passported on WG Instruction	-	77	77	-
Regional Support & Support Work	-	15	-	15
	-	<b>92</b>	<b>77</b>	<b>15</b>
<b>Delegated to Local Authorities</b>	-	<b>20</b>	-	<b>20</b>
<b>Unallocated Funds</b>	<b>63</b>	<b>23</b>	-	<b>23</b>
<b>Strategic (321) Groups</b>				
Prof Learning Group	-	18	-	18
<b>Total Strategic (321) Groups Allocation</b>	-	<b>18</b>	-	<b>18</b>
<b>Total Estimated Expenditure</b>	<b>417</b>	<b>440</b>	<b>296</b>	<b>144</b>

## 5. Risks

This report, in a similar vein to previous Financial Updates, highlights risks for ERW.

The ERW Reserves are diminishing as outlined below, albeit the budget for 2019-20 does not currently include any contribution from reserves pending a decision by the Joint Committee on the increased costs of redundancy.

Work is ongoing in respect of the future financial and funding model for ERW.

## 6. Reserves

The table below shows the projected implications on ERW Reserves for 2019-20.

The projected annual contribution to the cost of the Central Team for 2019-20 is nil.

Movement on the pensions reserve for 2019-20 could reduce the total reserves balance further.

As referred to above, £290,000 previously held to fund training will be used to fund the core Central Team budget. A further £100,000 may be required in respect of supporting NQT's (newly qualified teachers) during 2019-20.

Useable Reserves	Earmarked Joint Committee Reserves £000's	General Working Reserve £000's	Pensions Reserve £000's	Total Reserves £000's
Balance 31 March 2019	322	100	(316)	106
2019-20 To Revenue	-	-	-	-
<b>Balance 31 March 2020</b>	<b>322</b>	<b>100</b>	<b>(316)</b>	<b>106</b>

Income Previously Held to Fund Training		£000's
Balance	31 March 2019	596
2019-20	To Revenue	(290)
<b>Balance</b>	<b>31 March 2020</b>	<b>306</b>

## **7. Recommendations**

- The Joint Committee note the updated ERW financial position as at the end of Quarter 3 2019-20.
- The Joint Committee determine how the increased costs of redundancy will be funded.
- The Joint Committee approves the virement of funding to the six strategic (321) groups.

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<b>Breakdown of Funding for the ERW Staffing Structure</b>							
<b>CENTRAL TEAM</b>			<b>C&amp;A</b>	<b>Dev Prof</b>	<b>Lead</b>	<b>Self Imp</b>	<b>Strong Inc</b>
	<b>Core</b>	<b>Grant</b>	<b>% Total</b>	<b>% total</b>	<b>% total</b>	<b>% total</b>	<b>% total</b>
<b>MD</b>							
	100%	0%					
<b>1 X AMD</b>							
<b>2 year fixed term</b>	50%	50%	50%				
<b>Areas of Specialism (Tier 2)</b>							
Head of Primary Sector - <b>0.6 Secondment</b>	20%	80%		40%		40%	
Head of Secondary Sector - <b>0.6 Secondment</b>	20%	80%		40%		40%	
Head of Special Schools and Education in Alternative Settings <b>0.6 appointmer</b>	20%	80%		40%		40%	
Head Curriculum Reform and Innovation - <b>0.8 secondment</b>	20%	80%		80%			
Lead for research and HEI Partnerships	0%	100%		36%		64%	
Lead for Leadership	0%	100%			100%		
Lead for Secondary and Curriculum and Examinations	0%	100%		100%			
Lead for Welsh in Education <b>maternity cover job share</b>	0%	100%		100%			
Lead for Digital Learning and Systems	0%	100%		100%			
Lead for Health and Wellbeing	0%	100%		100%			
<b>STRAGETIC TEAM</b>							
<b>Secondary Curriculum Leads (Tier 3)</b>							
Science Lead	0%	100%		100%			
Science Lead	0%	100%		100%			
Maths Lead	0%	100%		100%			
Maths Lead	0%	100%		100%			
English Lead	0%	100%		100%			
English Lead 0.8	0%	100%		100%			
English Lead 0.6	0%	100%		100%			
Welsh Lead	0%	100%		100%			
Welsh Lead	0%	100%		100%			
Post 16	0%	100%		100%			
Humanities	0%	100%	100%				
<b>AoLEs Secondary / AoLEs Primary (Tier 3 )</b>							
12 AoLEs (all appointed)	0%	100%	100%				
12 AoLEs (all appointed)	0%	100%	100%				
12 AoLEs (all appointed)	0%	100%		100%			
12 AoLEs (all appointed)	0%	100%		100%			
12 AoLEs (all appointed)	0%	100%		100%			
12 AoLEs (all appointed)	0%	100%		100%			
12 AoLEs (all appointed)	0%	100%		100%			
12 AoLEs (all appointed)	0%	100%		100%			
12 AoLEs (all appointed)	0%	100%		100%			
12 AoLEs (all appointed)	0%	100%				100%	
12 AoLEs (all appointed)	0%	100%				100%	
<b>Service Area Coordinators</b>							
Induction & Alternative Routes Coordinator ( including NQT ) ( fixed term)	0%	100%		100%			
Starter Iaith Coordinator	0%	100%	100%				
HLTA Professional Learning Coordinator ( Fixed Term)	0%	100%		100%			
PDG Coordinator ( fixed term)	0%	100%					100%
Digital learning & Systems Coordinator	50%	50%		50%			
<b>Office Organisation</b>							
Business Support Manager	90%	10%			10%		
Business Support to Professional lead	90%	10%			10%		
Business Support to Professional lead	90%	10%			10%		
Business Support to Professional lead	90%	10%			10%		
Business Support to Professional lead	90%	10%				10%	
HR Manager	90%	10%		10%			
Policy, Information & Communications Officer	90%	10%		10%			
Principal Accountant & Deputy S151 Officer	90%	10%		10%			
Senior Accountant	90%	10%	10%				
Accounting Technician	90%	10%			10%		

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## EDUCATION IMPROVEMENT GRANT ELEMENT OF RCSIG GRANT 2019-2020 MONITORING REPORT TO DECEMBER 2019

Accompanying notes may be provided for clarification on any elements, including around the delegated and devolved amounts, as necessary.

This form should be completed and submitted to [finance@erw.org.uk](mailto:finance@erw.org.uk) ERW.

Area	Budget	Actual costs to September 2019	Remaining committed costs
	£	£	£
<b>Curriculum</b>			
Staffing costs	£263,633	£256,840	£6,792
Development and Running Costs	£6,580	£2,050	£4,530
Delegated to schools	£1,317,556	£1,001,122	£316,434
<b>Developing the Profession</b>			
Staffing costs	£263,633	£179,340	£84,292
Development and Running Costs	£6,580	£2,050	£4,530
Delegated to schools	£1,242,556	£1,001,122	£241,434
<b>Leadership</b>			
Staffing costs	£263,632	£179,340	£84,292
Development and Running Costs	£1,580	£2,050	£-470
Delegated to schools	£1,242,556	£1,001,122	£241,434
<b>Strong Inclusive Schools</b>			
Staffing costs	£263,632	£179,340	£84,292
Development and Running Costs	£1,580	£2,050	£-470
Delegated to schools	£1,262,556	£1,001,122	£261,434
<b>Self-Improving System</b>			
Staffing costs	£263,632	£179,340	£84,292
Development and Running Costs	£1,580	£2,050	£-470
Delegated to schools	£1,242,556	£1,001,122	£241,434
<b>Totals</b>	<b>£7,643,842</b>	<b>£5,990,058</b>	<b>£1,653,784</b>


An authorised signatory of Carmarthenshire County Council

Signature:

Name:

Position:

Date:

  
 Elin Forsyth  
 Principal Challenge Adviser / Interim Head of School  
 15/1/2020

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## EDUCATION IMPROVEMENT GRANT ELEMENT OF RCSIG GRANT 2019-2020 MONITORING REPORT Q3

Accompanying notes may be provided for clarification on any elements, including around the delegated and devolved amounts, as necessary.

This form should be completed and submitted to Katie Morgan, ERW.

Area	Budget	Actual costs to date	Remaining committed costs
	£	£	£
<b>Curriculum</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
<b>Developing the Profession</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
<b>Leadership</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
<b>Strong Inclusive Schools</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
<b>Self-Improving System</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
<b>TOTAL</b>			
Staffing costs	£453,870	£319,206.24	£133,154.21
Development and Running Costs		£1,509.55	
Delegated to schools	£2,366,393	£1,761,529.66	£604,863.34
<b>Total</b>	<b>£2,820,263</b>	<b>£2,082,245.45</b>	<b>£738,017.55</b>

**An authorised signatory of** Ceredigion County Council

Name: Chris Hywel Macey

Signature



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**EDUCATION IMPROVEMENT GRANT ELEMENT OF RCSIG GRANT  
2019-2020 MONITORING REPORT TO December 2019**

Accompanying notes may be provided for clarification on any elements, including around the delegated and devolved amounts, as necessary.

This form should be completed and submitted to [finance@erw.org.uk](mailto:finance@erw.org.uk) ERW.

Area	Budget	Actual costs to December 2019	Remaining committed costs
	£	£	£
<b>Curriculum</b>			
Staffing costs	78,715.40	68,496.93	10,218.47
Development and Running Costs	3,940		3,940
Delegated to schools	978,013.60	610,079.90	367,933.70
<b>Developing the Profession</b>			
Staffing costs	81,1141.4	59,204.61	21,936.79
Development and Running Costs	41,888.50	11,500	30,388.50
Delegated to schools	978,013.60	610,079.90	367,933.70
<b>Leadership</b>			
Staffing costs	81,268.40	61,339.96	19,928.44
Development and Running Costs			
Delegated to schools	978,013.60	610,079.90	367,933.70
<b>Strong Inclusive Schools</b>			
Staffing costs	139,865.40	126,052.30	13,813.10
Development and Running Costs	253,488.50	44,683.69	208,804.81
Delegated to schools	978,013.60	610,079.90	367,933.70
<b>Self-Improving System</b>			
Staffing costs	90,096.40	89,083.80	1012.60
Development and Running Costs			
Delegated to schools	978,013.60	610,079.90	367,933.70
<b>Totals</b>	<b>£5,660,472</b>	<b>£3,510,760.79</b>	<b>£2,149,711.21</b>

An authorised signatory of *Neath Port Talbot CBC*

Name *Nicola Bartle*

Signature *N Bartle*

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**EDUCATION IMPROVEMENT GRANT ELEMENT OF RCSIG GRANT  
2019-2020 MONITORING REPORT TO DECEMBER 2019**

Accompanying notes may be provided for clarification on any elements, including around the delegated and devolved amounts, as necessary.

This form should be completed and submitted to [finance@erw.org.uk](mailto:finance@erw.org.uk) ERW.

Area	Budget	Actual costs to December 2019	Remaining committed costs
	£	£	£
<b>Curriculum</b>	<b>381,940</b>	<b>263,109</b>	<b>118,831</b>
Staffing costs	99,080	72,336	26,744
Development and Running Costs	97,500	45,502	51,998
Delegated to schools	185,360	145,271	40,089
<b>Developing the Profession</b>	<b>4,070,336</b>	<b>2,941,119</b> ✓	<b>1,129,217</b>
Staffing costs	0	0	0
Development and Running Costs	0	0	0
Delegated to schools	4,070,336	2,941,119	1,129,217
<b>Leadership</b>	<b>396,228</b>	<b>334,619</b>	<b>61,609</b>
Staffing costs	215,891	170,215	45,676
Development and Running Costs	67,169	66,785	384
Delegated to schools	113,168	97,619	15,549
<b>Strong Inclusive Schools</b>	<b>0</b>	<b>0</b>	<b>0</b>
Staffing costs	0	0	0
Development and Running Costs	0	0	0
Delegated to schools	0	0	0
<b>Self-Improving System</b>	<b>36,639</b>	<b>27,480</b>	<b>9,159</b>
Staffing costs	36,639	27,480	9,159
Development and Running Costs	0	0	0
Delegated to schools	0	0	0
<b>Totals</b>	<b>£4,885,143</b>	<b>£3,566,327</b> ✓	<b>£1,318,816</b> ✓ DP.

An authorised signatory of

Name **SARAH EDWARDS**  
**DEPUTY 1ST OFFICER**

Signature **Edwards**

Area	Budget	Actual costs to date to Q3	Remaining committed costs	
	£	£	£	
<b>Curriculum</b>	<b>381,940</b>	<b>263,109</b>	<b>118,831</b>	<b>68.89%</b>
Staffing costs	99,080	72,336	26,744	
Development and Running Costs	97,500	45,502	51,998	
Delegated to schools	185,360	145,271	40,089	
			0	
<b>Developing the Profession</b>	<b>4,070,336</b>	<b>2,941,119</b>	<b>1,129,217</b>	<b>72.26%</b>
Staffing costs	0	0	0	
Development and Running Costs	0	0	0	
Delegated to schools	4,070,336	2,941,119	1,129,217	
<b>Leadership</b>	<b>396,228</b>	<b>334,619</b>	<b>61,609</b>	<b>84.45%</b>
Staffing costs	215,891	170,215	45,676	
Development and Running Costs	67,169	66,785	384	
Delegated to schools	113,168	97,619	15,549	
<b>Strong Inclusive Schools</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00%</b>
Staffing costs	0	0	0	
Development and Running Costs	0	0	0	
Delegated to schools	0	0	0	
			0	
<b>Self-Improving System</b>	<b>36,639</b>	<b>27,480</b>	<b>9,159</b>	<b>75.00%</b>
Staffing costs	36,639	27,480	9,159	
Development and Running Costs	0		0	
Delegated to schools	0		0	
	<b>4,885,143</b>	<b>3,566,327</b>	<b>1,318,816</b>	<b>73.00%</b>



**EDUCATION IMPROVEMENT GRANT ELEMENT OF RCSIG GRANT  
2019-2020 MONITORING REPORT TO SEPTEMBER 2019**

Accompanying notes may be provided for clarification on any elements, including around the delegated and devolved amounts, as necessary.

This form should be completed and submitted to [finance@erw.org.uk](mailto:finance@erw.org.uk) ERW.

Area	Budget	Actual costs to September 2019	Remaining committed costs
	£	£	£
<b>Curriculum</b>	<b>£50,000</b>	<b>£400</b>	<b>£50,000</b>
Staffing costs	£35,000	£0	£35,000
Development and Running Costs	£15,000	£400	£15,000
Delegated to schools	£0	£0	£0
<b>Developing the Profession</b>	<b>£50,000</b>	<b>£7,995</b>	<b>£50,000</b>
Staffing costs	£40,000	£0	£40,000
Development and Running Costs	£10,000	£7,995	£10,000
Delegated to schools	£0	£0	£0
<b>Leadership</b>	<b>£100,000</b>	<b>£10,000</b>	<b>£100,000</b>
Staffing costs	£ 90,000	£10,000	£ 90,000
Development and Running Costs	£10,000	£0	£10,000
Delegated to schools	£0	£0	£0
<b>Strong Inclusive Schools</b>	<b>£50,000</b>	<b>£0</b>	<b>£50,000</b>
Staffing costs	£20,000	£0	£20,000
Development and Running Costs	£30,000	£0	£30,000
Delegated to schools	£0	£0	£0
<b>Self-Improving System</b>	<b>£29,556</b>	<b>£0</b>	<b>£29,000</b>
Staffing costs	£19,000	£0	£19,000
Development and Running Costs	£10,000	£0	£10,000
Delegated to schools	£0	£0	£0
<b>Totals</b>	<b>£279,556</b>	<b>£18,395</b>	<b>£279,000</b>

**An authorised signatory of**

Name: EURIG TOWNS (Senior Challenge Advisor)

Signature



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## EDUCATION IMPROVEMENT GRANT ELEMENT OF RCSIG GRANT 2019-2020 MONITORING REPORT TO DECEMBER 2019

Accompanying notes may be provided for clarification on any elements, including around the delegated and devolved amounts, as necessary.

This form should be completed and submitted to [finance@erw.org.uk](mailto:finance@erw.org.uk) ERW.

Area	Budget	Actual costs to December 2019	Remaining committed costs
	£	£	£
<b>Curriculum</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
<b>Developing the Profession</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools	£2,263,802	£1,589,878.22	£673,923.78
<b>Leadership</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
<b>Strong Inclusive Schools</b>			
Staffing costs	£241,758	£208,246.60	£33,511.40
Development and Running Costs			
Delegated to schools	£6,993,000	£5,459,345.08	£1,533,654.92
<b>Self-Improving System</b>			
Staffing costs			
Development and Running Costs			
Delegated to schools			
Administration Expenses	£71,778	£54,008.64	£17,769.36
<b>Totals</b>	<b>£9,570,338</b>	<b>£7,311,478.54</b>	<b>£2,258,859.46</b>

**An authorised signatory of**

Name: Ben Smith

Signature



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## ERW JOINT COMMITTEE 21 JULY 2020 (POSTPONED FROM 19<sup>TH</sup> MARCH 2020)

### OUTLINE BUDGET 2020-21

**Purpose:** To provide the Joint Committee with the Outline Budget 2020-21.

#### RECOMMENDATIONS / KEY DECISIONS REQUIRED:

- The Joint Committee determine how the £91,785 (loss of NPT contribution for 2020-21) will be funded.
- The Joint Committee determine whether the £54,000 savings on SLA's for 2020-21 will be enforced and if not, the Joint Committee determine how the £54,000 will be funded.
- The Joint Committee approve the Central Team budget and contributions for 2020-21 based on five authorities (excluding NPT) and PLASC 19.
- The Joint Committee give the S151 Officer delegated authority to amend the Central Team budget and authority contributions should WG confirm any additional transitional flexibility within the RCSIG for 2020-21.
- The Joint Committee note the indicative allocations of RCSIG for 2020-21.
- The Joint Committee note the risks highlighted in the report.

**REASONS:** Compliance with Financial Regulations

<p><b>Report Author:</b></p> <p>Jon Haswell</p>	<p><b>Designation:</b></p> <p>ERW Section 151 Officer</p>	<p><b>Tel No. 01437 775836</b></p> <p><b>E. Mail:</b></p> <p><a href="mailto:haswellj@pembrokeshire.gov.uk">haswellj@pembrokeshire.gov.uk</a></p>
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**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21 JULY 2020**

**OUTLINE BUDGET 2020-21**

**BRIEF SUMMARY OF PURPOSE OF REPORT**

To provide the Joint Committee with the Outline Budget 2020-21 covering:

- Assumptions
- Approved Budget 2020-21 Proposals (Joint Committee 9 December 2019)
- Central Team Budget 2020-21
- Indicative Grant Allocations 2020-21
- Risks

**DETAILED REPORT ATTACHED?**

**YES**

**IMPLICATIONS**

Policy, Crime & Disorder and Equalities	Legal	Finance	Risk Management Issues	Staffing Implications
<b>NONE</b>	<b>NONE</b>	<b>YES</b>	<b>YES</b>	<b>NONE</b>
<p><b>1. Finance</b> The outline budget will assist the Joint Committee in making decisions relating to 2020- 21.</p>				
<p><b>2. Risk Management</b> The risks are outlined in the Risks section of the detailed report.</p>				

**CONSULTATIONS**

N/A

**Section 100D Local Government Act, 1972 – Access to Information  
List of Background Papers used in the preparation of this report:  
THESE ARE DETAILED BELOW**

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A



# ERW

Ein Rhanbarth ar Waith  
Education through Regional Working

## ERW Outline Budget 2020-21

19 March 2020

### ERW S151 Officer

**Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.  
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.**

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.  
Its aim is to implement the agreed regional strategy and business plan to support school improvement.



## 1. Introduction

The Joint Committee considered a report “ERW Financial and Funding Model for 2020-21” at its meeting on 9 December 2019 and resolved the following:

- To approve the proposals made by the Education Directors in respect of the ERW Financial and Funding Model for 2020-21 based on five authorities (excluding NPT)
- To ascertain if Welsh Government (WG) would allow additional transitional flexibility within the RCSIG from WG in 2020-21, similar to 2019-20
- That a report setting out a road map/options appraisal for any likely future ERW arrangement be considered at the next scheduled meeting
- That the roles referenced b-e within the report be removed.

This report provides the Joint Committee with an outline budget for 2020-21 based on five authorities (excluding NPT), but also includes a comparative for 2020-21 based on the continuation of six authorities.

## 2. Assumptions

A number of assumptions have had to be made in modelling the budget and should be considered throughout.

The assumptions for the comparative for 2020-21 based on six authorities are:

- There is no contingency built into the Central Team budget (2019-20 £60k)
- The funding for the Regional Consortia School Improvement Grant (RCSIG) is indicative only and is subject to change
- The table in section 5 is based on the indicative funding received from WG, with any amounts designated as TBC omitted from this table
- WG have confirmed that PLASC 19 will be used for 2020-21 RCSIG and PDG grant allocations, with a floor to minimise any adverse impact on schools. As the floor is still to be confirmed (expected March 2020) PLASC 16 has been used for the indicative RCSIG and PDG grant allocations for 2020-21
- WG have not yet confirmed whether they will allow any additional transitional flexibility within the RCSIG in 2020-21, similar to 2019-20, so this has not been included.

The assumptions for the outline budget based on five authorities are as above with the following additional assumptions:

- The Central Team staffing structure has not been reduced
- Grant funding has been reduced by 18% based on PLASC 18 data while conversations with WG and NPT continue
- It should be noted that elements of the grant are regional, so WG determination is awaited on future allocations
- NPT commissioning of services from ERW has been excluded from this budget.



### **3. Approved Budget 2020-21 Proposals (Joint Committee 9 December 2019)**

As outlined in (1) above, the Joint Committee approved the following proposals made by the Education Directors in respect of the ERW Financial and Funding Model for 2020-21. Each of these proposals has been actioned and reflected in the outline budget and comparative contained within this report:

- Remove from the staffing structure:
  - Head of Primary
  - Head of Professional Learning and Leadership
  - Two unfilled roles that fall within the Office Organisation staffing structure
  - Lead for Secondary Support
- Remove the budget for Schools Causing Concern
- Core team training budget reduced by 72%
- Service Level Agreement (SLA) core costs to be reduced by £54,000, with each of the authorities to provide a current SLA costed service at a reduced cost (or no cost) to ERW
- EWC funding previously held to fund training - £200,000 to be utilised
- Authorities to provide venues for all possible meetings / training events including Joint Committee meetings
- ERW overnight stay criteria and allowances to be reviewed.

It has been assumed that ERW will continue to receive the following “in kind” services from the following authorities:

- Lead Chief Executive – Swansea
- Section 151 Officer – Pembrokeshire
- Monitoring Officer – Ceredigion
- Lead Education Director – Carmarthenshire (To be confirmed)
- Lead Head of Human Resources – Pembrokeshire (Review and Reform 2019-20 Onwards)
- Data Analysis Service of ERW Schools – Ceredigion
- Legal Services – Ceredigion (Charged per hour per case)

### **4. Central Team Budget 2020-21**

At the Joint Committee meeting on 9 December 2019, the proposed Central Team Budget for 2020-21 was £778,105, which was to be funded by £572,140 in authority contributions (including the £250,000 as in previous years), a £200,000 contribution from the EWC funding previously used to fund training and £5,965 from ending secondments in December 2019 (reserve c/fwd).

## Central Team Budget

The Central Team Budget for 2020-21 is as follows:

<b>Core Budgeted Expenditure</b>	<b>2020-21 Budget £</b>	<b>Core Funded £</b>	<b>Grant Funded £</b>
Salaries, Secondments, Specialists	844,737	592,501	252,236
Service Level Agreements	125,000	64,500	60,500
Rents	52,870	52,870	-
Other Contracted Services	20,000	20,000	-
External Audit	14,500	14,500	-
IT Equipment Purchase	12,000	12,000	-
Utilities	5,400	5,400	-
Stationary, Telephone, Photocopying	5,000	5,000	-
Telephones	3,372	3,372	-
Mileage	2,750	2,750	-
Translation	1,500	1,500	-
Software Purchase	1,368	1,368	-
Catering Supplies	600	600	-
Rent and Accommodation	500	500	-
Hire of Equipment	500	500	-
Mobile Phones	444	444	-
General Office Expenses	300	300	-
<b>Total Estimated Expenditure</b>	<b>1,090,841</b>	<b>778,105</b>	<b>312,736</b>

## Local Authority Contributions

The anticipated contributions from each authority, based on five authorities and PLASC 18, were as follows:

<b>Local Authority</b>	<b>2019-20 Contribution £</b>	<b>2020-21 Contribution £</b>	<b>Increase in Contribution £</b>	<b>Additional RCSIG 2020-21 £</b>	<b>Net Increase £</b>
Powys	33,535	91,677	58,142	(21,650)	36,492
Ceredigion	18,692	51,099	32,407	(12,067)	20,340
Pembrokeshire	33,895	92,660	58,765	(21,883)	36,883
Carmarthenshire	53,167	145,346	92,179	(34,325)	57,854
Swansea	69,998	191,358	121,360	(45,190)	76,170
<b>Total</b>	<b>209,287</b>	<b>572,140</b>	<b>362,853</b>	<b>(135,115)</b>	<b>227,738</b>

The anticipated contributions from each authority, based on six authorities and PLASC 18, were as follows:

Local Authority	2019-20 Contribution £	2020-21 Contribution £	Increase in Contribution £	Additional RCSI 2020-21 £	Net Increase £
Powys	33,535	76,747	43,212	(21,650)	21,562
Ceredigion	18,692	42,775	24,083	(12,067)	12,016
Pembrokeshire	33,895	77,571	43,676	(21,883)	21,793
Carmarthenshire	53,167	121,677	68,510	(34,325)	34,185
Swansea	69,998	160,195	90,197	(45,190)	45,007
NPT	40,713	93,175	52,462	(26,285)	26,177
<b>Total</b>	<b>250,000</b>	<b>572,140</b>	<b>322,140</b>	<b>(161,400)</b>	<b>160,740</b>

It was confirmed at the Joint Committee meeting on 9 December 2019 that whilst NPT were in agreement with the funding proposals, they could not support a net increase in their contribution of £26,177 for 2020-21. All other authorities were in agreement with the funding proposals and increased contributions for 2020-21, however, Swansea have recently confirmed that they will no longer increase their contribution from the 2019-20 level.

The authority contributions have been updated for PLASC 19.

The anticipated contributions from each authority, based on five authorities and PLASC 19, are as follows:

Local Authority	2019-20 Contribution £	2020-21 Contribution £	Increase in Contribution £	Additional RCSI 2020-21 £	Net Increase £	Change PLASC 18 £
Powys	33,535	97,589	64,054	(23,046)	41,008	4,516
Ceredigion	18,692	52,099	33,407	(12,304)	21,103	763
Pembrokeshire	33,895	95,165	61,270	(22,474)	38,796	1,913
Carmarthenshire	53,167	147,691	94,524	(34,878)	59,646	1,791
Swansea	69,998	179,596	109,598	(42,413)	67,185	(8,983)
<b>Total</b>	<b>209,287</b>	<b>572,140</b>	<b>362,853</b>	<b>(135,115)</b>	<b>227,738</b>	<b>0</b>

The anticipated contributions from each authority, based on six authorities and PLASC 19, are as follows:

Local Authority	2019-20 Contribution £	2020-21 Contribution £	Increase in Contribution £	Additional RCSI 2020-21 £	Net Increase £	Change PLASC 18 £
Powys	33,535	81,934	48,399	(23,113)	25,285	3,723
Ceredigion	18,692	43,741	25,049	(12,339)	12,710	694
Pembrokeshire	33,895	79,897	46,002	(22,540)	23,464	1,671
Carmarthenshire	53,167	123,998	70,831	(34,980)	35,851	1,666
Swansea	69,998	150,785	80,787	(42,536)	38,250	(6,757)
NPT	40,713	91,785	51,072	(25,892)	25,180	(997)
<b>Total</b>	<b>250,000</b>	<b>572,140</b>	<b>322,140</b>	<b>(161,400)</b>	<b>160,740</b>	<b>0</b>

### Service Level Agreements (SLA)

Expressions of interest for providing these services have been sought from each authority during 2019-20, with a view to any potential changes commencing in 2020-21. As outlined in Section 3 above, the Joint Committee approved a reduction in core costs of £54,000 from 1 April 2020, with each authority providing a current SLA costed service at a reduced cost (or no cost) to ERW. At the time of writing this report, it is understood that no Local Authority has responded.

The Central Team budget assumes the £54,000 reduction in core costs. If no reductions in core costs are agreed, the Central Team budget will require additional funding of up to £54,000.

### Office Costs

All office costs charged to the Central Team are recharged to grants where appropriate.

### Central Team Funding

Anticipated funding for the Central Team budget for 2020-21 is as follows:

<b>Central Team Funding</b>	<b>6 x Authorities 2020-21 Budget £</b>	<b>5 x Authorities 2020-21 Budget £</b>
Contribution from Authorities	(572,140)	(480,355)
EWC Funding Utilised	(200,000)	(200,000)
Reserve C/fwd	(5,965)	(5,965)
Additional Funding Requirement	-	(91,785)
<b>Total</b>	<b>(778,105)</b>	<b>(778,105)</b>

In the five authority scenario, the £91,785 additional funding requirement will have to be funded by:

- Additional contributions from each of the five authorities
- A commensurate reduction in Central Team costs
- Use of any remaining reserve or EWC funding.

## **5. Indicative Grant Allocations 2020-21**

WG have provided the following indicative grant allocations based on six authorities:

<b>Grant Allocations</b>	<b>6 x Authorities Indicative Grant 2020-21 £</b>	<b>5 x Authorities Assumed Grant 2020-21 £</b>
<b>RCSIG</b>		
Curriculum and Assessment	1,709	1,401
Developing the Profession	36,970	30,315
Leadership	38	31
Supporting Self Improving System	232	190
Strong Inclusive Controls	TBC	TBC
<b>RCSIG Total</b>	<b>38,949</b>	<b>31,937</b>
<b>PDG</b>		
PDG/LAC PDG/PGD Coordinator	TBC	TBC
<b>PDG Total</b>	<b>TBC</b>	<b>TBC</b>

## 5. Risks

This report, in a similar vein to previous Budget and Financial Update reports, highlights risks for ERW. Producing an outline budget for 2020-21 when requirements and assumptions are changing on an ongoing basis has been extremely challenging.

Whilst NPT have given notice to leave ERW at the end of 2019-20, it is understood that other authorities may follow or ERW will be disbanded and recreated at a sub-regional level. The financial implications of this are challenging and the S151 Officer will need to consider the going concern status of ERW.

The ERW Reserves are diminishing with predicted total reserves of only £106k at the end of 2019-20. The EWC funding previously used to fund training will have a balance of between £206k to £306k at the end of 2019-20, but £200k has already been earmarked to contribute to the Central Team budget for 2020-21. The reserves could be eroded further if the Joint Committee determine that the increased costs of redundancy (Financial Update report) are to be funded from reserve or the additional funding requirement for 2020-21 (see section 4) is to be funded from reserve.

WG have not yet confirmed whether they will allow any additional transitional flexibility within the RCSIG in 2020-21, similar to 2019-20, so this has not been included.

Despite nearing the start of 2020-21, WG funding has not yet been agreed and discussions are ongoing. Continued reliance upon grant funding remains a risk.

## 6. Recommendations

- The Joint Committee determine how the £91,785 (loss of NPT contribution for 2020-21) will be funded.
- The Joint Committee determine whether the £54,000 savings on SLA's for 2020-21 will be enforced and if not, the Joint Committee determine how the £54,000 will be funded.
- The Joint Committee approve the Central Team budget and contributions for 2020-21 based on five authorities (excluding NPT) and PLASC 19.
- The Joint Committee give the S151 Officer delegated authority to amend the Central Team budget and authority contributions should WG confirm any additional transitional flexibility within the RCSIG for 2020-21.
- The Joint Committee note the indicative allocations of RCSIG for 2020-21.
- The Joint Committee note the risks highlighted in the report.

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## ERW JOINT COMMITTEE 21<sup>ST</sup> JULY 2020 (POSTPONED FROM 19<sup>TH</sup> MARCH 2020)

### ERW Interim MD Update

**Purpose:**

To provide Joint Committee members with an update and overview of progress gained across our review, reform and provision activity.

**RECOMMENDATIONS / KEY DECISIONS REQUIRED:**

None – report for information only.

**REASONS:**

N/A

<b>Report Author:</b>  Andi Morgan	<b>Designation:</b>  ERW Interim MD	<b>Tel No. 01267 676840</b>  <b>E. Mail:</b> andi.morgan@erw.cymru
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**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21<sup>ST</sup> JULY 2020**

**ERW Interim MD Update**

**BRIEF SUMMARY OF PURPOSE OF REPORT:**

The report provides Joint Committee members with a progress update on the ERW review, reform and provision activity. It highlights activities undertaken since the previous Joint-Committee meeting held on 9.12.19.

Following the onset of Covid-19 and implementation of school closures and 'distance learning' agenda, this updated report includes an additional commentary on the activities and work undertaken by the ERW Team for the period 20.3.20 to 22.6.20.

Content focuses on:

- Section 1: ERW Team Structure
- Section 2: ERW Team activity
- Section 3: ERW Business Planning and service delivery
- Section 4: Appendices

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- Section 5: ERW Team Structure Update (June 2020)
- Section 6: Covid-19 Activity and Contributions (20.3.20 – 22.6.20)
- Section 7: Revised Appendices (22.6.20)
- Section 8: ERW Activity Covid-19 Report (attached as additional pdf)

**DETAILED REPORT ATTACHED?**

**YES**



## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>NONE</b>	Finance <b>YES</b>	Risk Management Issues <b>YES</b>	Staffing Implications <b>YES</b>
<p>1. <b>Finance:</b> All aspects of the review and reform programme have been subject to financial planning processes. Future provision will need to meet the capacity of the revised ERW budget.</p>				
<p>2. <b>Risk Management:</b> The report addresses elements connected to our risk management content with regard to staff capacity.</p>				
<p>3. <b>Staffing Implications:</b> The report addresses current staffing levels and overall team capacity.</p>				

## CONSULTATIONS

<p>Details of any consultations undertaken are to be included here</p> <p>N/A</p>
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<p><b>Section 100D Local Government Act, 1972 – Access to Information</b></p> <p><b>List of Background Papers used in the preparation of this report:</b></p> <p><b>THESE ARE DETAILED BELOW</b></p>		
<p><b>Title of Document</b></p>	<p><b>File Ref No.</b></p>	<p><b>Locations that the papers are available for public inspection</b></p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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Ein Rhanbarth ar Waith  
Education through Regional Working

# Diweddariad Rheolwr Gyfarwyddwr Dros dro ERW

## Interim Managing Director Update

19.3.20

(including Covid-19 updates for the  
period 20.3.20 to 10.7.20)

Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.  
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.  
Its aim is to implement the agreed regional strategy and business plan to support school improvement.



## **Contents:**

- **Purpose of the report**
  - **Section 1: ERW Team Structure**
  - **Section 2: ERW Team activity**
  - **Section 3: ERW Business Planning and service delivery**
  - **Section 4: Appendices**
- 
- **Section 5: ERW Team Structure Update (June 2020)**
  - **Section 6: Covid-19 actions and contributions (20.3.20 – 22.6.20)**
  - **Section 7: Revised Appendices (22.6.20)**
  - **Section 8: ERW Activity Covid-19 Report (attached as additional pdf)**

## **Purpose of the Report:**

To provide Joint Committee members with an overview of ongoing developments within our review, reform and provision programme to date.

## **Section 1: ERW Team Structure:**

Following the recommendations of our Joint-Committee meeting held on 9.12.19, we have realigned the ERW Team structure accordingly. The following secondments have been drawn to a close as of 31.12.19:

- Karen Lawrence, Head of Primary Sector (0.6)
- Jonathan Roberts, Head of Professional Learning (0.6)
- Rhian Carruthers, Curriculum Reform and Innovation (0.2)

We extend our warmest thanks and gratitude to these colleagues for their support, contributions and kind company. We very much hope to continue to gain and benefit in different ways from their expertise and enthusiasm across our ERW community.

(**Appendix 1** provides you with an overview our revised staff structure)

## Section 2: ERW Team activity:



### i) ERW Curriculum Engagement Events (Spring Term 2020):

Following the success of our Autumn Term series of 'Curriculum Engagement Events' we have undertaken a further series across the region during this Spring Term. These events have focused on 'curriculum design' as requested by schools during the Autumn Term feedback. Once again, we are taking advantage of an appropriate range of locations across each local authority to ensure a broad and encompassing geographical spread in support of our schools and practitioners (**Appendix 2** provides further details).

Feedback from the events was once again very positive with Headteachers, CAs and LA officers welcoming these further opportunities to share information and views during the sessions (summary below).

In addition, this work has been further augmented through our Curriculum Team's support for school cluster activities and training day events in a bespoke manner. To date, we have supported a total of 344 schools (Autumn Term, 2019) and 354 schools (Spring Term, 2020) across the region. This equates to some 627 days of support. Based on current feedback and discussions with schools, we are confident that this model of provision and guidance is impacting well on schools. We will continue to support and provide in this manner via close links with our Senior Challenge Advisers to ensure success and ongoing impact for all.

#### Feedback overview (seven questions):

- |    |   |               |
|----|---|---------------|
| 1. | The event met its stated aims & objectives –    | 95% positive  |
| 2. | Presentations were clear, and effective –       | 100% positive |
| 3. | Content was well-organised and easy to follow – | 100% positive |
| 4. | Length and pace was suitable –                  | 98% positive  |

5. Participation and interaction were encouraged – 99% positive
6. Materials and resources shared were helpful – 92% positive
7. Material available bilingually – 87% positive

## ii) National Categorisation of Schools:

We have completed our support and work for this year's National Categorisation programme. The national moderation meeting held on 13.1.20 was kindly chaired by Meinir Ebsworth, Chief Education Officer, Ceredigion. Once again, it proved successful in achieving its goal of an agreed suite of moderated decisions which were published nationally on 31.1.20. We are grateful to Meinir, our Challenge Advisers and Yan James, Regional Lead Moderator for their commitment and support for this activity.

## iii) Developing Professional Learning and Research:

**Building Research Capacity:** Forty five schools from across the region have enjoyed their first day of training with their respective HEIs (Aberystwyth, UWTSO and Swansea). They have begun to explore what is meant by practice enquiry, designing a precise research question, exploring ethical considerations and using a range of research methods to support them with their individual and collaborative action enquiry projects in their schools.

Bro Dinefwr Secondary	Ysgol Gyfun Gymunedol Penweddig	Bishop Gore Comprehensive School
Model Primary School	Ysgol Llanarth Primary	Bishop Vaughan Secondary
Ysgol Gynradd Brynmanan	Ysgol Uwchradd Aberaeron	Clydach Primary
Ysgol y Felin Primary	Cilgerran Primary School	Knelston Primary
Ysgol yr Hendy Primary	Arddleen CP School	Penllergaer Primary
Abbey Primary	Bro Hyddgen 3-16	Pentre'r Graig primary
Blaenhondden	Carno Primary	Sketty Primary
Cwmnedd Primary	Glantwymyn Primary	St David's Primary
Maesmarchog Primary	Llanbrynmair Primary	St Illtyd's Primary
YGG Rhosafan	Llanidloes CP School	Casllwchwr Primary
Coastlands Primary	Penygloddfa CP School	Brynmill Primary
Gelliswick Primary	Welshpool High School	Ysgol Ciliau Parc Primary
Narberth Primary School	Brynteg Primary School	Ysgol Dihewyd Primary

St Francis RC Primary (Milford)	Burry Port Community School	
Stepaside Primary	Parctywyn Primary School	
Ysgol Aberaeron Primary	Penrhos Primary School	

**Lead More Able and Talented (MAT) Schools:** Eight schools drawn from across the region have been collaborating to share best practice regarding MAT pedagogies along with carrying out action enquiry into specific MAT areas linked to well-being, resilience and independence. They have been working with a research expert to ensure the best methods are being used to capture the data. During this term they will begin to work with cluster schools to share their learning to date and support others with approaches to MAT. The work of the Lead MAT Schools is being covered in an article of the next issue of the NACE magazine, 'IMPACT'. These schools are also contributing to a cross-regional MAT Professional Learning Programme which is being developed for all MAT co-ordinators across Wales.

Coedcae School	Ysgol Y Preseli
Bishopston Comp.	Llanidloes HS
Coed Hirwaun Primary	Birchgrove Primary
St. Francis Catholic	Ysgol Uwchradd Aberteifi

**National Professional Enquiry Project (NPEP):** Twenty schools from across the region are continuing to work with UWTSD on the Nation Professional Enquiry Project. They have completed an interim report on their findings which has been quality assured by colleagues at UWTSD for publication on HWB on the 24<sup>th</sup> February. These schools are leading the way in action enquiry with their reports and case studies which are readily available to other schools. During the Spring Term, Lead Enquiry Schools will begin to focus on cluster working, supporting enquiry across the region through close collaboration with a wider range of schools.

Bryngwyn Comprehensive School	Pembroke Dock Community School	Ysgol Gymraeg Castell Nedd
Cefn Hengoed Community School	Penmaes Special School	Ysgol Gynradd Aberteifi

Christchurch Primary School	Pontarddulais Primary School	Ysgol Uwchradd Aberteifi
Coedcae School	Priory Church in Wales School	Ysgol y Preseli
Crickhowell High School	Ysgol Bro Pedr	Ysgol y Strade
Cwmtawe Community School	Ysgol Gyfun Gwyr	Llangattock Church in Wales School
Dwr y Felin Comprehensive School	Ygoel Gymraeg Aberystwyth	

**iv) Communication and Engagement:**

We have continued to undertake a range of communication and engagement activities with numerous partners since we last reported to you in December. These have included:

- **ERW Scrutiny Councillor Group Meeting:** Our Scrutiny Councillor Group met in Llandrindod Wells on 27.1.20. Invited speakers for this session were Ian Altman, Lead for KS4 Curriculum and Examinations and Sally Llewellyn, Lead for Research and HEI Partnerships. Both colleagues provided informative and thought provoking presentations within their key areas. We hope that this format is useful and supportive of the Group's work. The next session will be hosted by Carmarthenshire on 4.5.20 with invitations currently being organised for our Curriculum Team and Qualifications Wales.
- **HLTA National Development Day** (Liberty Stadium, Swansea 12.2.20): The event is provided for all Higher Teaching Assistants who have achieved HLTA Status from Welsh Government are invited to attend the national HLTA development day. This is a national event run in four locations across Wales.
- **Support for Additional Learning Needs Transformation:** Sue Painter, our Head of Special Schools and Alternative Settings has liaised closely with Senior Challenge Advisers and local authority colleagues to provide a range of provision as follows:
  - Special school curriculum workshop sharing work on four purposes and developing resource to share in each LA with attached provisions
  - Training for two ALNCOs from each local authority to deliver national Middle Leader Training (further seventy two ALNCO candidates are currently being nominated from local authorities to commence this programme shortly)
  - Forty six Challenge Advisers have been trained in relation to supporting schools with the 'ALN Toolkit'



- **Children, Young People and Education Committee (CYPE) session:**  
We attended the CYPE session held at the Senedd on 16.1.20. The four Consortia were split into two groups, with GwE and ERW sharing the same interview slot. Questions from the panel of Assembly Members covered areas such as National Categorisation, accountability mechanisms, Schools Causing Concern, work of the Middle Tier etc. The session provided all Consortia with the opportunity to demonstrate and celebrate partnership working with schools, local authorities, Welsh Government and a wide range of additional partners in support of children and young people.
- **Digital Learning Events:** We continue to support schools via a range of Digital Learning events. Much of this work is most effectively coordinated and planned through the specific Strategy Group (Literacy, Numeracy and Digital Skills).

Please see **Appendix 3** for full details.

- **Equity and Well-being Events:** We continue to support schools via a range of Equity and Well-being events\*. This work included a recent 'Develop an Inclusive Vision' conference held at Parc Y Scarlets on 20.2.20. The programme included a variety of informative and stimulating presentations from key note speakers including:
  - Mair Hughes, Headteacher, Ysgol Penglais, Aberystwyth
  - Simon Davies, Headteacher, Ysgol Bryntawe, Swansea
  - Catrin Thomas, Headteacher, Aberaeron Primary School
  - Daniel Sobel, Inclusive Education Adviser
  - Professor Neil Frude, Consultant Clinical Psychologist
  - Liza Lomax, Psychotherapist
  - Andy Williams, Education Consultant

Please see **Appendix 4** for full details.

- **Empowering Learners through the Arts:** held in partnership with the Education Endowment Foundation and the Arts Council of Wales at the Media Resource Centre, Llandrindod Wells on 15.1.20, this workshop explored how creativity and the arts can be used to empower disadvantaged learners and improve educational attainment. Presentations and discussions explored a range of pedagogical approaches that can be used to explore the definitions and value

of creativity and improve teaching and learning as well considering how the Pupil Development Grant can be used to fund creative learning and development of whole school approaches.

- **Holocaust Memorial Day Event:** Thanks to our colleagues at Welsh Government, we were privileged to have the opportunity to work with Dr. Martin Stern during events held at the Liberty Stadium, Swansea and Memorial Hall, Aberaeron on 29.1.20. Dr. Stern shared his experiences of living as a young child through the holocaust period at two separate camps - Westerbork and Theresienstadt. Pupils (Years 5 to 11) from schools across the region were highly respectful and appreciative of Dr. Stern's recollections. We are preparing the release of a film recording for further use across our schools and learning communities.

### **Section 3: ERW Business Planning and service delivery:**

Throughout the Autumn Term, 2019 we focused our time on analyses of the current Business Plan's content and ensured delivery of some key elements. From the outset of the Spring Term, 2020 central team members have been involved in the early stages of review and revision, drafting ideas and models for further consideration. This preparatory work is currently being shared and discussed with each ERW Strategy Group, the Directors' Group, Senior Challenge Adviser Network and ERW Head teacher Representative Board. The final revised plan will outline processes for ongoing monitoring and evaluation of impact in support of the Joint-Committee's work.

The ongoing implementation of our '**ERW Strategy Groups**' is proving positive and effective. Meetings are resulting in agreed elements of defined support for specific areas of our Business Plan delivery. These six groups will continue to undertake the central role in implementing our strategic direction and determining the nature and allocation of support and resources.

The following weeks will witness a greater emphasis on Business Plan review focusing on:

- aligning our key priorities and actions in support of bespoke LA needs and 'Our National Mission'
- ensuring appropriate resources are in place to support delivery of its content from the beginning of the new financial year

A final draft Business Plan will be presented for discussion during the Summer Term Joint-Committee meeting on 5<sup>th</sup> June, 2020.

\*A draft example of the revised Business Plan template is provided for you in **Appendix 5**.

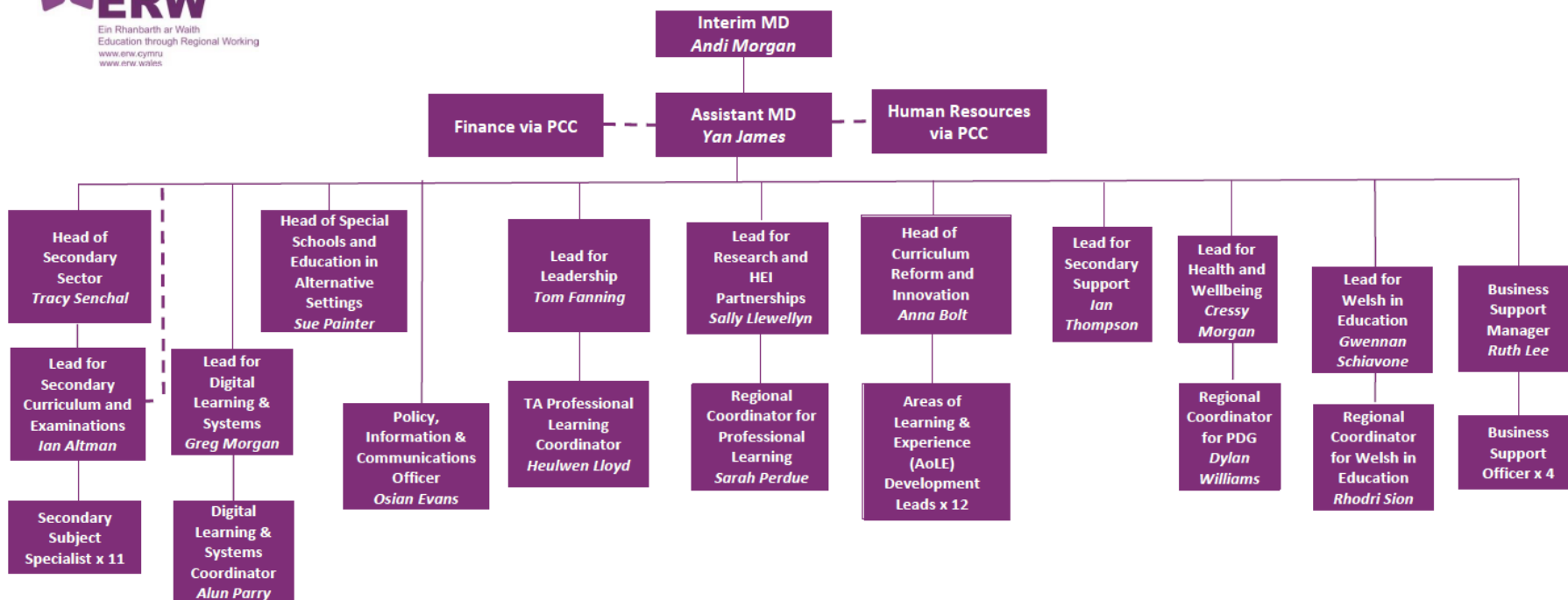
\*ERW Strategy Group composition for each group is provided for you in **Appendix 6**.

Section 4: Appendices:

Appendix 1: ERW Central Team structure and staffing complement (January – March 2020)

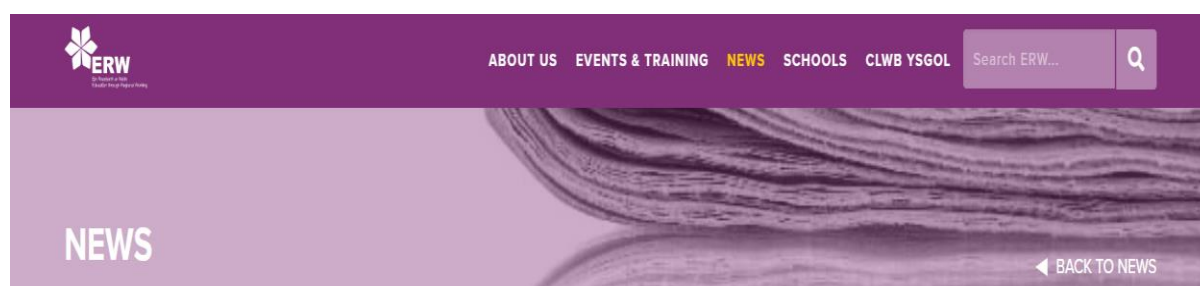


# ERW Team Structure



## Appendix 2: Curriculum Engagement Events (Spring Term, 2020)

Date	Location	Morning session	Afternoon session
28.1.20	Ysgol Caer Elen Pembrokeshire	10.00 – 12.00	1.30 – 2.30
29.1.20	Neuadd Y Gwendraeth, Carmarthenshire	10.00 – 12.00	1.30 – 3.30
30.1.20	Village Hotel, Swansea	10.00 – 12.00	1.30 – 3.30
31.1.20	Village Hotel, Swansea	10.00 – 12.00	1.30 – 3.30
11.2.20	UWTSD, Lampeter, Ceredigion	10.00 – 12.00	1.30 – 3.30
12.2.20	Cefn Lea, Dolfor, Powys	10.00 – 12.00	1.30 – 3.30
13.2.20	Royal Welsh AS, Builth Wells, Powys	10.00 – 12.00	1.30 – 3.30




## ERW SPRING TERM CURRICULUM EVENTS

Following the autumn term curriculum updates, schools indicated that what they need next is support in thinking about designing their curriculum. As the publication of ClW is upon us, the spring events will focus on 'key considerations' for design implications. You will be introduced to ERW's online resource 'Transforming Your Curriculum', an audit, planning and support tool aligned to the region's commitment to cross-regional working and the national 'broad expectations' work. Through interactive workshops schools will begin to explore this resource, thinking about the holistic nature of the new framework. 'Transforming your Curriculum' will suit all levels of entry into planning for reform, aiding schools to set their own timescales for development, identifying areas for support and those they feel they can share with others in the schools as learning organisations model.

In order to facilitate this, ERW will be providing each school with £150 as a contribution towards costs. You will be able to claim funding at the event.

### Appendix 3: Digital Learning Events Calendar:









# DIGITAL LEARNING


## 2019-2020

Visit [www.erw.cymru](http://www.erw.cymru) for more information and to book your place

ERW DIGIMEETS	CRACKING THE CODE	ONLINE SAFETY EVENTS	REGIONAL DIGITAL LEARNING EVENT
Twilight sessions	All day event	All day event	All day event
<p><b>NOVEMBER</b> Wed 27th Ysgol Dafydd Llwyd Powys</p> <p><b>FEBRUARY</b> Tues 4th YGG Bro Myrddin Carmarthenshire</p> <p>Wed 5th St Thomas Primary Swansea</p> <p>Mon 10th Caer Elen School, Pembrokeshire</p> <p>Tue 11th Aberaeron Secondary Schools, Ceredigion</p> <p><b>MARCH</b> Thurs 5th Baglan Primary Neath Port Talbot</p>	<p><b>FEBRUARY</b> Tues 25th Canolfan Griffith Jones St Clears</p> <p>Wed 26th Ysgol Dafydd Llwyd Newtown</p> <p>Thur 27th YGG Lôn Las Swansea</p>	<p><b>JANUARY</b> Tues 21st Felinfach Teaching Centre, Ceredigion</p> <p>Wed 22nd Neuadd y Gwendraeth Carmarthenshire</p> <p>Thur 23rd Baglan Education and Training Centre Neath Port Talbot</p> <p>Tues 28th Civic Centre, Swansea</p> <p>Thur 30th Brecon High School, Powys</p> <p><b>FEBRUARY</b> Tues 4th The Archives Pembrokeshire</p> <p style="text-align: center; margin-top: 20px;">Remember Safer Internet Day on 11th February</p>	<p><b>MARCH</b> Thur 19th The Liberty Stadium Swansea</p>

Appendix 4: Equity and Well-being Events Calendar:









# EQUITY AND WELL-BEING

## 2019-2020

Visit [www.erw.cymru](http://www.erw.cymru) for more information and to book your place

Getting it Right for Every Child – Supporting Adopted Learners	Trauma and Attachment – Curriculum for Wales	PDG Effective Practice Network	Empowering and Engaging Disadvantaged Learners through Creativity and the Arts
Whole day training	Whole day training	09:30 - 12:30	Whole day conference
<p><b>JANUARY</b>                      Wed 22nd Ysgol Bro Dur NPT                      Thur 30th Gwendraeth Hall Carmarthenshire</p> <p><b>FEBRUARY</b>                      Tue 4th MRC Powys                      Thur 6th TBC Pembrokeshire</p> <p><b>MARCH</b>                      Wed 11th Canolfan Rheidiol Ceredigion                      Tue 17th Council Chamber Swansea</p>	<p><b>JANUARY</b>                      Tue 28th Aberteifi Ceredigion</p> <p><b>FEBRUARY</b>                      Mon 10th Gorseinon Centre Swansea                      Thu 13th Pavilion Showground Pembrokeshire                      Mon 24th Gwendraeth Hall Carmarthenshire                      Thu 27th Dŵr y Felin NPT</p> <p><b>MARCH</b>                      Fri 6th Newtown Powys</p>	<p><b>DECEMBER</b>                      Thu 5th Henry Tudor School Pembrokeshire</p> <p><b>FEBRUARY</b>                      TBC TBC TBC Ceredigion</p> <p><b>MARCH</b>                      Thu 19th TBC Powys</p>	<p><b>JANUARY</b>                      Wed 15th MRC Llandrindod Wells</p> <div style="background-color: #d9ead3; padding: 10px; text-align: center; margin: 10px 0;"> <p><b>Developing a shared vision centred on the learning of all learners</b></p> </div> <p>Whole day conference</p> <p><b>JANUARY</b>                      Mon 20th Parc y Scarlets Llanelli</p>

**Getting it right for Every Child – Supporting Adopted Learners (PDG/LAC):** 1 event per LA delivered in partnership with Adoption Cymru and local authority Looked After Children Coordinators.

**Trauma and Attachment – Curriculum for Wales (PDG/LAC):** 1 event per LA delivered by Liza Lomax and co-constructed with Cressy Morgan. A range of interactive workshop where delegates are taken through the key stages of primary attachment with care giver. At the end of each stage delegates turn to the key characteristics of the 'Four Purposes' and consider how/why a child with poor primary attachments may be likely to struggle with this.

**PDG effective network practice (PDG):** Opportunities for Pembrokeshire, Ceredigion and Powys PDG leads to attend networking mornings. Very well received when done previously in Carmarthenshire, Swansea and NPT (Summer Term, 2020 programme will be held in Carmarthenshire, Swansea and NPT).

**Promoting Mental Health in schools (Prof Neil Frude):** Four workshops to be held across the region (Welshpool, Powys, Lon Las, Swansea, Burry Port, Carmarthenshire and Hook, Pembrokeshire) where Neil will focus on some of the key findings of positive psychology. This will contribute to planning and delivery for Health and Well-being AoLE.

## Appendix 5: Example of Business Plan content

<b>Curriculum Strategy Group: Operational Plan</b>			
Plan Owner:	Curriculum Strategy Group		
Strategy Group Members:	Aeron Rees, Meinir Ebsworth, Sian Rowles, Sarah Harwood, Donna Caswell, Daniel Owen		
ERW Supporting Officer/s	Anna Bolt / Ian Altman		
Indicative Budget: £tbc			
<b>Statements of Intent</b>			
<p><b>ERW will ensure that all schools and settings are supported to:</b></p> <ol style="list-style-type: none"> <li>1. develop whole school understanding of a purpose-led curriculum</li> <li>2. consider how the Four Purposes drive all school priorities</li> <li>3. <u>develop</u> an agreed view of priorities for developing teaching and approaches to assessment set out in the Curriculum for Wales guidance.</li> <li>4. <u>remain</u> abreast of qualification requirements and future reform.</li> <li>5. design, plan and trial inclusive approaches to curriculum and pedagogy</li> <li>6. collaborate within and between settings to develop and share their thinking</li> </ol>			
How will we achieve this?	Responsible Officer/s	Timescale	Budget
<p><b>1. ERW will ensure that all schools and settings are supported to develop whole school understanding of a purpose-led curriculum</b></p> <ul style="list-style-type: none"> <li>• Curriculum events across region to ensure consistency aligned to the NM and shared expectation</li> <li>• Roll out of 'Transforming Your Curriculum' online support tool to enable schools and settings to identify their strengths and development/action plans and formulate professional development in relation to understanding the curriculum model</li> </ul>	AB/Curriculum Team	April 20 – March 21	



**Appendix 6: ERW Strategy Groups (membership composition):**

<b>Professional Learning and Research</b>
ERW: Sally Llewellyn
Director: Lynette Lovell (Powys)
LA Officer 1: Mike Daley (NPT) <b>Chair</b>
LA Officer 2: Elin Forsyth (Carmarthenshire)
Headteacher 1: Nia Thomas (Bro Sion Cwilt, Ceredigion)
Headteacher 2: Bev Phillips ( Sketty Primary, Swansea)
Headteacher 3: Ray McGovern (Greenhill, Pembrokeshire)

<b>Leadership</b>
ERW: Tom Fanning
Director: Nick Williams (Swansea)
LA Officer 1: Chris Millis (NPT)
LA Officer 2: Hayley Smith (Powys) <b>Chair</b>
Headteacher 1: Clive Williams (Ysgol Gymraeg, Ceredigion)
Headteacher 2: Fiona Kite (Harri Tudur, Pembrokeshire)
Headteacher 3: Rhian Evans (Carway Federation, Carmarthenshire)

<b>Curriculum</b>
ERW Anna Bolt + Ian Altman
Director: Meinir Ebbsworth (Ceredigion)
LA Officer 1: Aeron Rees (Carmarthenshire) <b>Chair</b>
LA Officer 2: Sian Rowles (Pembrokeshire)
Headteacher 1: Sarah Harwood ( Cwm Nedd, NPT)
Headteacher 2: Daniel Owen (Llanidloes High, Powys)
Headteacher 3: Donna Caswell (Llanrhidian. Swansea)

### **Literacy, Numeracy and Digital Skills**

ERW: Greg Morgan

Director: Steven Richard Downes (Pembrokeshire)

LA Officer 1: Kay Morris (Ceredigion)

LA Officer 2: Huw Rees (Powys)

Headteacher 1: Tim Richards (Melin, NPT)

Headteacher 2: Dylan Evans (Y Dderwen, Carmarthenshire) **Chair**

Headteacher 3: Helen Burgum (Bishopgore, Swansea)

### **Equity and Wellbeing**

ERW: Cressy Morgan + Dylan Williams

Director: Gareth Morgans (Carmarthenshire)

LA Officer 1: Amanda Taylor (Swansea)

LA Officer 2: James White (Pembrokeshire)

Headteacher 1: Hayley Burrows (Tywyn, NPT)

Headteacher 2: Menna Sweeney (Plascrug, Ceredigion)

Headteacher 3: Sarah Groves (Clyro, Powys)

### **Welsh**

ERW: Gwennan Schiavone (Gwenan Hughes + Catrin Phillips interim)

Director: Aled Evans (NPT)

LA Officer 1: Mary Davies (Ceredigion)

LA Officer 2: Helen Morgan Rees (Swansea)

Headteacher 1: Geoff Evans (Strade, Carmarthenshire) **Chair**

Headteacher 2: Sian Davies (Dafydd Llwyd, Powys)

Headteacher 3: Mike Davies (Preseli, Pembrokeshire)

## Section 5: ERW Team Structure Update (June 2020)

Our Team Structure has recently witnessed some further elements of change. Andi Morgan (Interim MD) retired from the post on the 31<sup>st</sup> May, 2020. We thank him for his service and wish him well in retirement.

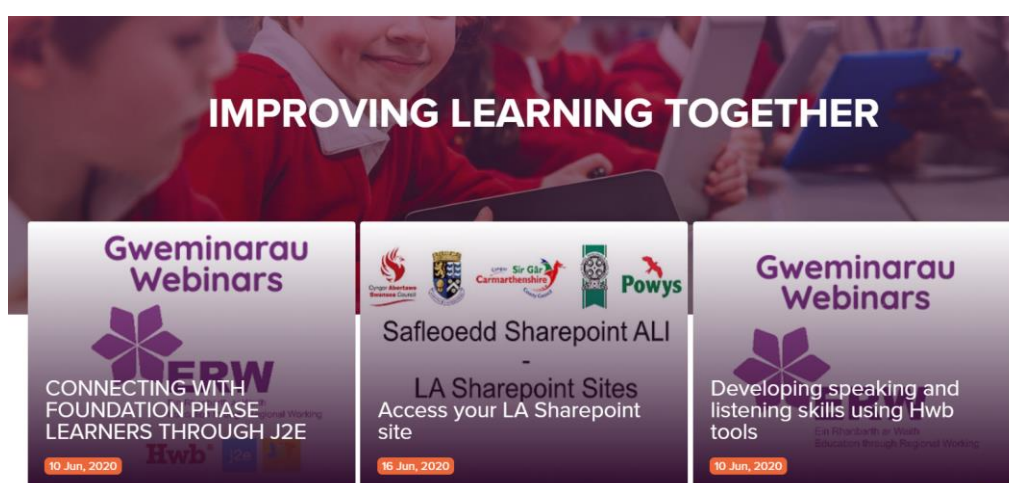
We are grateful to Yan James (Assistant MD) who has taken on the role of Interim MD as of 1<sup>st</sup> June 2020. Yan will remain with us until his retirement date of 31<sup>st</sup> August, 2020.

The Lead CEO and Directors' Group are currently exploring a range of senior leadership options to ensure ongoing progress and development of the ERW service from September 2020 onwards. Given the current discussions with regard to the ERW Footprint, it will not be possible or practical to recruit to a permanent position. We therefore envisage implementation of an interim senior leadership model for the period September 2020 to April 2021. Further updates will be provided to the Joint-Committee and all governance partners and stakeholders as they develop.

## Section 6: Covid-19 actions and contributions (20.3.20 – 22.6.20)

Following the announcement of Kirsty Williams, Education Minister on the 18<sup>th</sup> March, 2020 outlining the 'new purpose' of schools, the ERW workforce set about revising its working patterns and provision to ensure a comprehensive and ongoing support service remained fully in place for our school communities.

Provided below is a summary of the ERW Team's actions and contributions undertaken during this unprecedented time for us all. All of our work has focused tightly on continuing to 'Improve Learning Together' through a wide range of adapted collaborative practices.



Our work has included a range of specific actions and contributions in support of the health and wellbeing of children and young people across our region. A focused has been

maintained on ensuring high quality support for the national Continuity of Learning (CoL) Plan, close collaboration with all our partners and as a result, practical support and resources for all practitioners via our 'Dolen' platform.

Some examples of this work include:

- Supporting the wellbeing of learners through exemplifying strong practice using the Hwb platform to stay in touch and remain connected with their teachers and peers
- A range of guides on effective use of digital tools to support school business e.g. Microsoft Teams
- Numerous resources to support asynchronous delivery
- Numerous resources for schools and teachers to use/adapt in their own context to support literacy, numeracy and digital skills
- Guidance for parents/carers (for schools to adapt for their own settings).
- Professional Learning opportunities for teachers to support distance and blended learning approaches
- Bespoke support for individual schools and clusters via individual officers or teams e.g. Curriculum Team and Secondary Team inputs

To ensure our region provides consistent and constructive provision in line with national guidance, effective regional working has continued to develop and flourish across the Consortia throughout the Covid-19 period. Strong practice has been shared frequently with all key messages to schools aligned consistently. For example, ERW contributed in detail to the creation of 'models' of distance learning across the key stages (these were then published and shared nationally). In addition, regular dialogue with Welsh Government and our constituent LAs has ensured that schools have been effectively supported during this challenging time.

Whilst maintaining our support for our school communities, we have also supported all team members via daily 'check in and out' sessions with line-managers. This practice has ensured that we are all looking out for and after each other's wellbeing. It has also supported the immediate sharing and awareness of key national and regional messages. We believe that this approach has enabled us to establish a stronger team foundation. In turn, we have continued to provide successfully for our schools and engage effectively with all our partners as we move in partnership towards a national 'blended learning approach.'



### Areas of Activity and Contribution

#### 1. The National Continuity of Learning Plan:

Team members have attended, led and contributed significantly to numerous central elements of the Plan's content including the four 'UPs' (Underlying Principles) and series of twelve 'Deliverables' (Ds).

Our activities and contributions have impacted in particular depth and detail through:

- UP2 (Inclusion) design, content and strategic direction
- our significant role in the development, writing, design and publication of regional and national guidance for:
  - D2 (Hardware) and D3 (Tools in the system) - we have collaborated and contributed in depth across both of these 'Deliverable' areas to ensure clear guidance and support for schools
  - D4 (Guidance for HTs, Teachers & TAs) – detailed support for guidance documentation, context of the work and publication of teaching and learning 'models' for use across key stages
  - D5 (Guidance for Parents & Carers) – our work includes the creation of the original draft which was then utilised by WG, along with an innovative animation published on our Dolen site and further, significant contributions to the primary, KS3, 4 and 5 and ALN guidance (regional guides created to support schools to develop advice for parents/carers linked to numeracy, literacy and digital competence)

- D6 (Schools use of Hwb) – we have supported the development of structured guidance for schools in detail, reinforcing the effective use of Hwb across all of our work and publications
  - D7 (School Business) – we contributed to the resources which have supported school leaders' awareness of effective strategies to ensure continuation of school business at an appropriate and manageable level
  - D8 (Web-based Professional Learning) – we have contributed greatly to the resources created and ensured measured direction and guidance for all schools and practitioners
  - D9 (Welsh language skills for all learners) - we chaired this group and provided extensive support for creation of 'phase specific' resources
  - D10 (Preparing for the new curriculum) – the ERW Curriculum Team plays a key role in developing national resources and guidance whilst continuing to develop resources and support schools/clusters locally in readiness for the revised curriculum
  - D11 (Content to support remote learning) - we have supported the quality assurance and development of the 'Staying In is the new Going Out' resource and maintain an ongoing role within this 'Deliverable'
  - D12 (Health & Wellbeing) – we have supported this work extensively at a national level (based on the '5 Ways to Wellbeing') and created a wide range of resources for schools and settings
- collaboration with Cardiff Met and Sport Wales to develop 'Be Active' guidance
  - creation of a range of video based guides published on Hwb
  - a highly successful series of digital learning Webinars (focused on D6 content) and provided for schools across the region and Wales:
    - use of Hwb tools for collaboration
    - supporting transition and connecting with Foundation Phase learners through the 'J2E' software programme
    - developing speaking and listening skills through Hwb
    - Webinars facilitated by ERW digital team with 10 schools from across the region presenting their practice and lessons learned so far (with a key focus on supporting pupils' wellbeing, collaboration and connection)
    - Webinars facilitated by ERW digital team with 10 schools from across the region presenting their practice and lessons learned so far (with a key focus on the following 3 areas; supporting pupils' wellbeing, collaboration and connection, supporting Year 6/7 Transition and connecting with Foundation Phase learners)

**Attendance statistics:**

1216 attendees

352 attended the Welsh medium webinars

864 attended the English medium webinars

822 attended from ERW schools

58 ERW officers attended

327 attendees from the other 3 Consortia (including school based colleagues and Consortium officers)

- collaboration with regional Professional Learning leads across Wales to develop materials and guidance for effective, research informed learning and the development of two sets of guidance for
  - a) producers of web-based Professional Learning
  - and
  - b) consumers of web-based Professional Learning
- provide practical and supportive guidance for practitioners engaged in leadership programmes (where possible to develop online content so that these programmes can continue through remote delivery)

**2. Provision and collaboration with our school communities:**

All ERW Team members were available for redeployment from the onset of Covid-19 with some members called to support within local 'Hubs' and understaffed office-based activities such as supporting eFSM processes within LAs. Collaborative working between our Secondary and Curriculum Teams has impacted well on the nature of the direct support and provision made available for schools.

Recent research on the impact of schools closures on vulnerable and disadvantaged learners has been undertaken and shared with schools. We are confident that this will support the imminent return to school and blended learning agendas well.

In addition, the immediate focusing our school improvement work on constructive and practical provision for our school communities resulted in the creation of over two hundred individual resources currently available on 'Dolen' currently.

We have enhanced the role of our digital support programmes and systems in support of a plethora of valuable activities across all provision.

Further examples of our contributions are noted below:

- a range of resources to support schools to develop material linked to the 'wellbeing of learners'
- guidance materials developed and shared based on 'Recovery Curriculum' trauma informed models
- guidance updates for the effective use of PDG
- further support for schools and settings on the use of 'Flipgrid' to promote wellbeing through developing a sense of belonging and connectedness
- additional Webinars developed on 'Relationship Based Play' to support wellbeing
- support for networks of schools through our distance learning package 'Principles of Excellence' (all practitioners within one member LA will use the model over the next two years supported by our Curriculum Team)
- ongoing provision and enhancement of our dynamic 'Transform Your Curriculum' (TYC) programme (available directly to schools through Dolen)
- ongoing and enhancement of ALN Transformation documentation
- 'AoLE Walkthroughs' developed as online tools to support individual practitioners with their work
- creation of a 'Mass Observation' resource for schools to use as part of their re-opening strategy (based on reintegration, reorientation, wellbeing, belonging and connectedness and the Curriculum for Wales philosophy) - the pack will enable schools to create a nurturing and collaborative project which will support pupils to interpret and manage their Covid-19 experiences, providing an archive of information for the future
- revised support developed for literacy, numeracy and digital skills across all key stages, including subject guides developed and published to support learners moving from KS4 to KS5
- ongoing support for special schools and PRUs to ensure sharing of effective practice to support distance learning approaches and engagement (a range of resources published on 'Dolen' to support ALN specific issues)
- ongoing bespoke support for a range of schools and clusters for:
  - digital systems and learning
  - preparation for the revised curriculum
  - virtual leadership and professional learning activities
  - secondary curriculum support (including secondary middle-leader network meetings with most departments across the region in attendance)



- support for secondary senior and middle leaders with regard to revised examination processes

### **3. Collaborative work and contributions with regional and national partners:**

In the main, this work has been strategically coordinated and directed by the implementation of an over-arching ERW Strategy Group namely, the 'ERW Continuity of Learning Strategy Group.' The group is made up of nominated senior officers from each local authority working alongside the ERW Interim MD, Assistant MD and Lead for Digital Learning and Systems. In turn, this group has been further supported by the existing ERW Senior Challenge Adviser Network which provides direct contact and awareness of 'learner and school voice.'

#### **Together, we have achieved the following key tasks:**

- shared valuable guidance and information between LA officers in support of a range of key issues e.g. National CoL Plan development, WJEC and Qualifications Wales examination updates, availability of resources on 'Dolen' and LA officers able to share local experiences with the ERW SLT members, request additional support where appropriate etc
- communicated effectively and regularly with all LAs through our 'ERW Comms' systems and 'Dolen'
- maintained an ongoing, supportive dialogue with key stakeholders such as Estyn, FE and HEI organisations
- contributed to and developed a wide range of resources for ongoing cross-regional projects (led by ERW SLT and Team staff) in support of our school communities

### **4. Professional Learning and Leadership:**

We have supported and progressed the crucial agendas of professional learning and leadership at local, regional and national levels. We have been sensitively aware of the need to undertake this work in a manner which does not place any practitioners or schools under additional pressure during this highly challenging period. Our collaborative links and engagement with LA officers and schools has ensured that we have succeeded in achieving this goal. We will continue to be supportive of this area of work in readiness for the revised environments our schools will be working within. We will maintain a careful listening ear to the evolving needs of our schools and practitioners as the new routes of providing teaching and learning unfold.

**To date, our ERW Team has focused on providing:**

- guidance and protocols for effective and appropriate web based professional learning
- contributions to an effective transition strategy to ensure that Professional Learning can continue to progress during the academic year 2020/21
- support for cross-regional leadership group working to ensure appropriate reviews of national leadership programmes for 2020/21
- support for regional PL Leads across Wales to develop and redraft the national 'shared expectations' document in support of PL activities during this period
- collaborative support for HEIs to continue to offer remote support for schools engaged with research enquiry, including the National Professional Enquiry Project, Building Research Capacity Projects, Lead MAT Schools Enquiry Project and Post-16 Enquiry Project
- collaborative support for WG and cross-regional PL leads to ensure strategic planning and recruitment of schools to the National Pedagogy Project
- continuation of the 'Leading Collaborative Learning Project' with Dr. Lyn Sharratt (continued successful collaboration with Swansea University in evaluating the impact of the work to date and maintaining contact with Dr. Sharratt's latest publications and Webinars)
- a range of support for NQTs and ongoing work with WG to support ITE providers in to deliver training support current cohort of students during period of lockdown (including dialogue with ITE providers and the OU in support of planning arrangements for cohort of 2020/21)

**5. Outcomes and impact of our activities and contributions:**

- effective communication across central team through focussed SLT meetings has ensured consistency of messaging and resource publication
- our 'ERW Comms' has improved to ensure key messages are shared with all school leaders (the Covid-19 period has witnessed a significant increase in subscriptions)
- schools have engaged well in the range of support we have provided and accessed resources linked to pupil wellbeing (reinforcing a shared understanding of the importance of the welfare of pupils, parents and staff)
- the range of guidance for schools on how to prioritise and structure Distance Learning through our range of high quality resources, Webinars and training opportunities has been well received
- a significant uptake from schools on our Webinars for 'sharing school practice for supporting learners' produced positive feedback

- the guidance for Parents/Carers documents (D5) are available for schools to adapt to their own context and share appropriately
- the range of distance learning models, supported by comprehensive resources created by the ERW Team have supported the reduction of teacher workload
- strengthened use of Microsoft/Google platforms within Hwb has developed effective links within and across schools (supported by effective use of digital resources to support networking events and school staff being upskilled through the use of a digital platform for professional development)
- support and challenge for our work resulting from the Strategy 'CoL' Group and Senior Challenge Adviser Network has secured strengthened collaboration between us and consistent messaging to schools by ERW and LA officers
- we have strengthened collaboration between peers at a cluster level through digital means e.g. ensuring co-constructed strategic thinking with high quality 'virtual transition' events supported at a regional level
- clear, research-informed support for schools on distance learning agenda is available
- high quality Professional Learning has been developed in readiness for future needs
- strong partnership work with ITE has ensured initial teacher training students have clarity on the appointment system for next year
- focused partnership working across the range of Cross-regional Groups has maintained productive dialogue for ongoing projects

These commentaries seek to provide an overview of the valuable contributions and practice provided by our ERW Team since the onset of Covid-19.

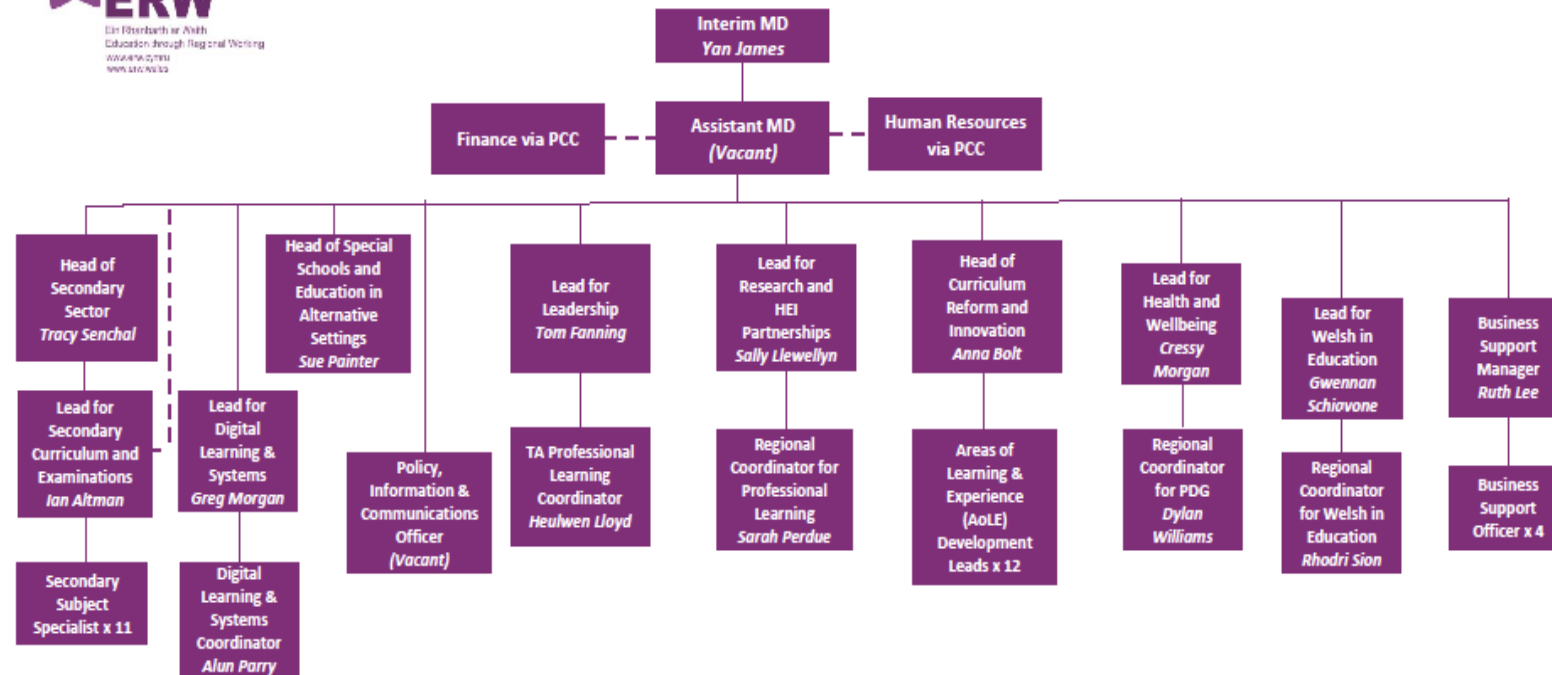
We are most grateful for the ongoing high levels of engagement and collaboration with all our partners across the region and nationally in support of this work.

In support of all learners across our region, ERW will continue to vigorously support the evolving distance and blended learning agenda as it unfolds across our school communities over the coming weeks and months.





## ERW Team Structure – June 2020



## Appendix 2: ERW Strategy Groups (April 2020)

### Continuity of Learning Strategy Group

ERW: Yan James / Greg Morgan

Carmarthenshire: Aeron Rees / Damian Donnelly

Ceredigion: Kay Morris / Gareth Lanagan

Pembrokeshire: David Paice

Powys: Eurig Towns

Swansea: Rob Davies / Sue Edgar

### Professional Learning and Research

ERW: Sally Llewellyn

Director: Lynette Lovell (Powys)

LA Officer: Elin Forsyth (Carmarthenshire)

Headteacher 1: Nia Thomas (Bro Sion Cwilt, Ceredigion)

Headteacher 2: Bev Phillips ( Sketty Primary, Swansea)

Headteacher 3: Ray McGovern (Greenhill, Pembrokeshire)

### Leadership

ERW: Tom Fanning

Director: Nick Williams (Swansea)

LA Officer: Hayley Smith (Powys) **Chair**

Headteacher 1: Clive Williams (Ysgol Gymraeg, Ceredigion)

Headteacher 2: Fiona Kite (Harri Tudur, Pembrokeshire)

Headteacher 3: Rhian Evans (Carway Federation, Carmarthenshire)

### Curriculum

ERW Anna Bolt + Ian Altman

Director: Meinir Ebbsworth (Ceredigion)

LA Officer: Aeron Rees (Carmarthenshire) **Chair**

LA Officer: Sian Rowles (Pembrokeshire)

Headteacher 2: Daniel Owen (Llanidloes High, Powys)

Headteacher 3: Donna Caswell (Llanrhidian. Swansea)

<b>Literacy, Numeracy and Digital Skills</b>
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ERW: Greg Morgan
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Director: Steven Richard Downes (Pembrokeshire)
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LA Officer: Kay Morris (Ceredigion)
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LA Officer: Huw Rees (Powys)
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Headteacher 2: Dylan Evans (Y Dderwen, Carmarthenshire) <b>Chair</b>
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Headteacher 3: Helen Burgum (Bishopgore, Swansea)
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<b>Equity and Wellbeing</b>
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ERW: Cressy Morgan + Dylan Williams
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Director: Gareth Morgans (Carmarthenshire)
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LA Officer: Amanda Taylor (Swansea)
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LA Officer: James White ( Pembrokeshire)
--

Headteacher 2: Menna Sweeney (Plascrug, Ceredigion)
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Headteacher 3: Sarah Groves (Clyro, Powys)
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<b>Welsh</b>
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ERW: Gwennan Schiavone (Gwenan Hughes + Catrin Phillips interim)
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LA Officer: Mary Davies ( Ceredigion)
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LA Officer: Helen Morgan Rees (Swansea)
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Headteacher 1: Geoff Evans ( Strade, Carmarthenshire) <b>Chair</b>
--

Headteacher 2: Sian Davies (Dafydd Llwyd, Powys)
--

Headteacher 3: Mike Davies (Preseli, Pembrokeshire)
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**Section 8: ERW Activity Covid-19 Report (attached as additional pdf)**



**ERW**

Ein Rhanbarth ar Waith  
Education through Regional Working

**ERW Activity Report  
during Covid-19  
Lockdown**

July 2020

Page 11

## **Content:**

**Section 1:** Introduction and Regional context

**Section 2:** Distance Learning – a summary of engagement

**Section 3:** LA strategies and practice

**Section 4:** ERW practice and support

**Section 5:** Key findings and next steps towards 'Blended Learning'

Section 6: Focus of ERW Staff work

Section 7: Communications



## **Section 1: Introduction and Regional context:**

This report provides an overview of the:

- strategies and actions undertaken by ERW officers in support of school communities and Local Authorities during Covid-19 lockdown
- strategies employed by Local Authorities to implement effective contact and engagement with schools in support of pupils' well-being and ongoing learning
- levels of engagement of pupils in distance learning

Since the onset of Covid-19 the ERW region has worked closely and collaboratively with its constituent local authorities (Carmarthenshire, Ceredigion, Powys, Pembrokeshire and Swansea), Consortia partners, WG, Estyn and others in support of the highest quality of distance learning and well-being provision for all learners.

In the main, this work has been strategically coordinated and directed by the implementation of an over-arching ERW Strategy Group namely, the 'ERW Continuity of Learning Strategy Group.' The group is made up of nominated senior officers from each local authority working alongside the ERW Interim MD, Assistant MD and Lead for Digital Learning and Systems. In turn, this group has been further supported by ERW Officers and the existing ERW Senior Challenge Adviser (SCA) Network which provides direct contact and awareness of 'learner and school voice.'

These strategic groups have worked closely with ERW officers to implement and share the nationally devised 'audit tool' in an effective manner. A detailed analysis of this work is noted (current up until June 2020) below within Section 2.

## **Section 2: Distance Learning – a summary of engagement:**

The ERW Senior Leadership Team shared the content and intention of the 'Audit tool' with the ERW Continuity of Learning Strategy Group and Senior Challenge Adviser Network to ensure a collaborative and encompassing approach to this crucial piece of work. It is also important to recognize that throughout the vast majority of discussions with headteachers and senior leaders, schools report positively on the levels of regular contact maintained with pupils and parents since the point of school closure.

The 'conversational approach' to this work has helped to add much validity and detail to the responses obtained.

The key objectives of the exercise were to:

- work collaboratively with schools to complete the 'light touch' questions in regards to engagement of learners.
- develop a regional overview of current practice in regards to how learners are accessing distance learning and engaging.
- identify effective practice to inform and support regional guidance and models going forward
- identify key barriers and how to support schools in collaboration with Local Authority and partners.



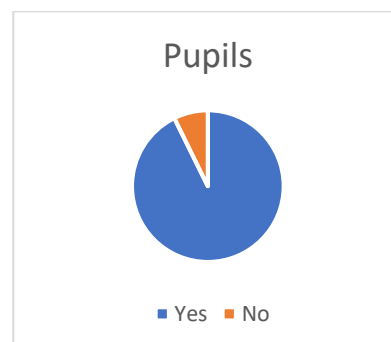
These objectives built effectively upon the work initiated by the Strategy Group and SCA Network from the outset of Covid-19. All ERW partners had demonstrated great eagerness to maintain our well-established levels of collaboration and learning from each other across the region. This supportive approach was greatly enhanced by the implementation of this shared piece of work as follows:

- Senior Challenge Advisers from each of the five Local Authorities along with their colleague Challenge Advisors contacted headteachers and members of senior leadership teams in their schools to discuss the current provision for facilitating Distance Learning
- questions from the audit were used to guide the conversation and the responses were captured in the questionnaire
- 306 responses were recorded during these conversations between headteachers and Challenge Advisers across the following range of schools:

Nursery =	1
Primary =	250
Secondary =	36
All ages (3 - 16/19) =	6
Special =	5
PRU =	6

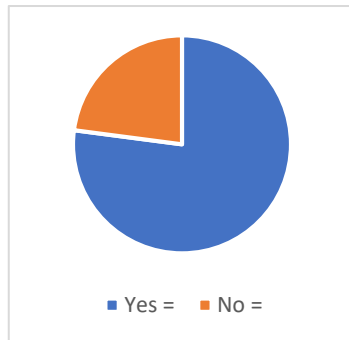
### Summary of responses received from ERW schools:

#### i) Access to Hwb usernames and passwords:

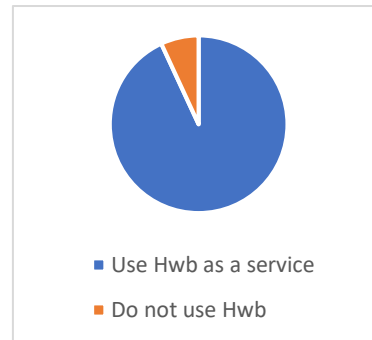


99% of staff had access to Hwb, while pupils in 92% of schools also had access to Hwb.

**Are schools able to communicate Online with learners?**



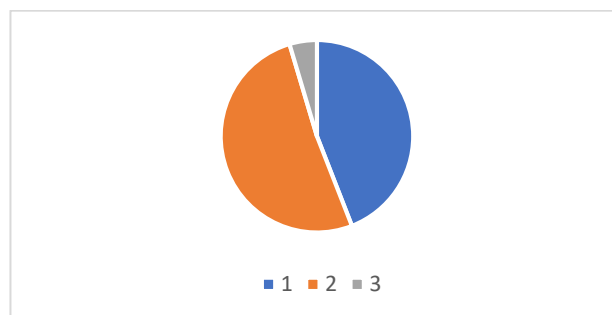
**Do schools use the Hwb platform to facilitate this communication?**



**Key messages:**

- 76% of schools were able to communicate with ALL learners in their settings and 93% of schools use Hwb to facilitate this communication
- 97% of schools are able to share digital tasks and educational resources online with pupils
- 94% of schools are able to assign tasks and receive work back from pupils through learning platform
- 87% of schools are able to provide digital feedback to pupils on work submitted

**ii) Current position of ERW schools:**



**Key messages:**

- 44% 134 schools are currently able to offer online learning activities to pupils and have capacity to support other schools
- 51% 156 school are currently able to offer online learning activities to pupils, however, do NOT currently have capacity to support other schools

- 5% 14 schools needs support to offer online learning activities to pupils

**iii) Additional Regional support for Distance Learning:**

- ERW has prioritised the support of those schools that have been identified as requiring support to offer online learning activities to pupils. This support has been provided.
- ERW has engaged with those schools that are in a position to support others. Digital content from these schools has been shared via Dolen. Schools were also identified and agreed to present at the series of webinars run by ERW.
- ERW has delivered a series of 'Webinars', initially focusing on the use of specific Hwb tools to enable learners to connect and collaborate with each other:

11/3/5/20	Cysylltu Dysgwyr trwy Flipgrid	Cymraeg
13/5/20	Connecting learners through Flipgrid	English
18/5/20	Collaboration and connecting learners using MS Teams	English
18/5/20	Cydweithio a chysylltu dysgwyr trwy MS Teams	Cymraeg
20/5/20	Cydweithio a chysylltu dysgwyr trwy feddalwedd Google for Education	Cymraeg
20/5/20	Collaborating and connecting learners using Google for Education tools	English
21/5/20	Connecting learners through J2e	English
21/5/20	Cysylltu dysgwyr trwy J2e	Cymraeg
3/6/20	Supporting Transition through Flipgrid Webinar	English
4/6/20	Supporting Transition through Flipgrid Webinar	Cymraeg
17/6/20	Connecting with Foundation Phase learners through J2e	English
18/6/20	Cysylltu â dysgwyr yn y Cyfnod Sylfaen trwy j2e	Cymraeg
24/6/20	Datblygu sgiliau siarad a gwrando trwy feddalwedd Hwb	Cymraeg
25/6/20	Developing speaking and listening skills using Hwb tools	English
26/6/20	Supporting Teachers' wellbeing, Professor Neil Frude	English

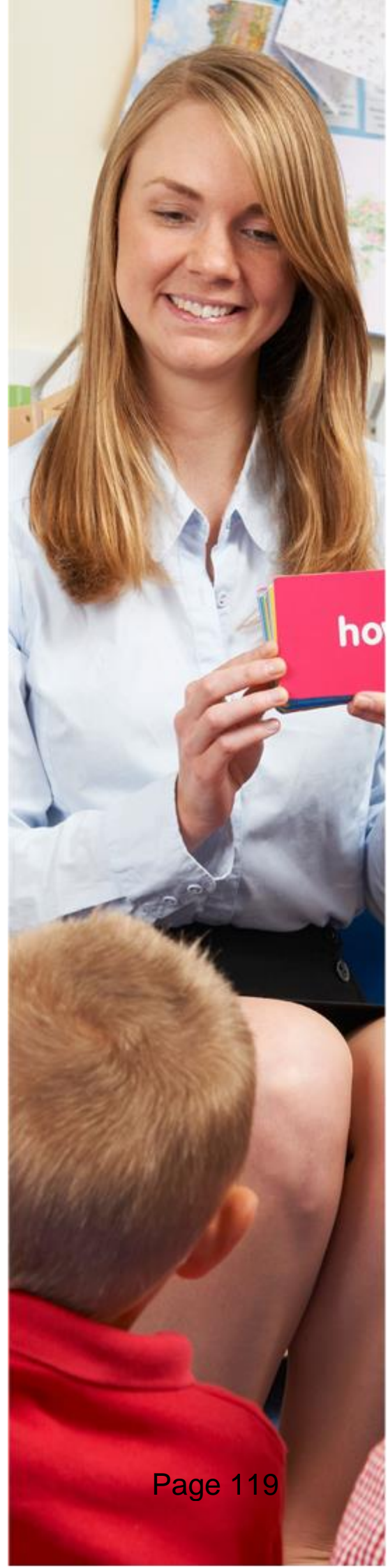
### Section 3: LA Strategies and Practice

The ERW Continuity of Learning Strategy Group has played a pivotal role in ensuring collaborative guidance and consistent support for learners and their families across the region. The key focus and benefit of each weekly meeting has been the opportunity to openly share specific elements of local practice. This has worked exceedingly well along with much discussion to help ‘problem solve’, as a regional team, any individual levels of challenge.

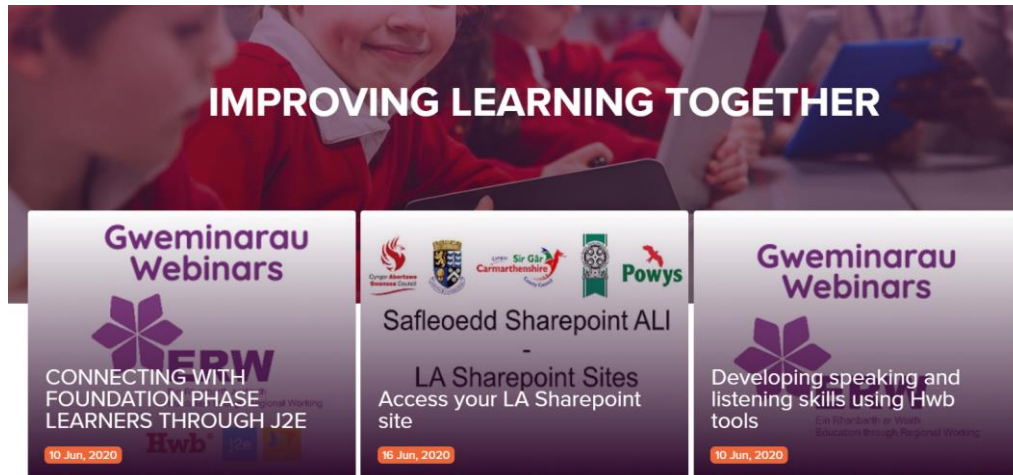


**Local Authorities within ERW have summarized their strategies and practice to date in the following manner:**

- ✓ Local versions of a Continuity of Learning Plan have been developed to facilitate bespoke access to a range of appropriate 'deliverables' in support of all learners
- ✓ Challenge Advisers and colleague LA officers have and continue to maintain very close links with school leaders and governors (this approach has contributed greatly to securing enhanced levels of engagement and providing bespoke support where needed)
- ✓ LAs are maintaining a regular overview of IT equipment, connectivity and resource needs – support for this agenda recognises the future nature of a 'blended learning' environment and is planning accordingly
- ✓ LAs are working closely with schools to provide families with regular updates on the availability of provision, support and evolving plans for future distance / blended learning options at a local school level
- ✓ Weekly professional development newsletters shared with schools by the Local Authority to signpost regional and local materials (detailing approaches to distance learning and highlighting resources to support these approaches)
- ✓ Schools utilising their Cluster School arrangements to design learning plans thus ensuring a consistent approach to distance learning
- ✓ Challenge Advisers provide support for professional development and training for online learning techniques (linked with the ERW Webinar content)
- ✓ Teachers have formulated class plans that encompasses one week of learning with plans including at least three daily activities (literacy and numeracy are featured daily)
- ✓ Topic-based approaches continue to be used successfully, providing context and ensuring learners are connected by a common theme
- ✓ Teachers facilitate the learning of/revision of skills through the use of online clips e.g. BBC bitesize, Oxford Owl, White Rose Maths etc (clips are carefully selected and links to materials are embedded within the class plans)
- ✓ Learning plans are uploaded to the school website every Sunday afternoon for the following week and parents are also notified through the school's Twitter feed



## **Section 4: ERW Practice and support**



Our work has included a range of specific actions and contributions in support of the health and wellbeing of children and young people across our region. A focused has been maintained on ensuring high quality support for the national Continuity of Learning (CoL) Plan, close collaboration with all our partners and as a result, practical support and resources for all practitioners via our ‘Dolen’ platform.

Some examples of this work include:

- Supporting the wellbeing of learners through exemplifying strong practice using the Hwb platform to stay in touch and remain connected with their teachers and peers
- A range of guides on effective use of digital tools to support school business e.g. Microsoft Teams
- Numerous resources to support asynchronous delivery
- Numerous resources for schools and teachers to use/adapt in their own context to support literacy, numeracy and digital skills
- Guidance for parents/carers (for schools to adapt for their own settings).
- Professional Learning opportunities for teachers to support distance and blended learning approaches



- Bespoke support for individual schools and clusters via individual officers or teams e.g. Curriculum Team and Secondary Team inputs
- Support for schools for the re-opening of schools on 29 June 2020.

To ensure our region provides consistent and constructive provision in line with national guidance, effective regional working has continued to develop and flourish across the Consortia throughout the Covid-19 period. Strong practice has been shared frequently with all key messages to schools aligned consistently. For example, ERW contributed in detail to the creation of national 'models' of distance and blended learning across the key stages. In addition, regular dialogue with Welsh Government and our constituent LAs has ensured that schools have been effectively supported during this challenging time.



## **Areas of Activity and Contribution**

### **1. The National Continuity of Learning Plan (V1 and V2):**

Team members have attended, led and contributed significantly to numerous central elements of the Plan's content including the Underpinning Principles and series of Deliverables.

Our activities and contributions have impacted in particular depth and detail through:

- UP2 (Inclusion) design, content and strategic direction
- our significant role in the development, writing, design and publication of regional and national guidance for:
  - D2 (Hardware) and D3 (Tools in the system) - we have collaborated and contributed in depth across both of these 'Deliverable' areas to ensure clear guidance and support for schools
  - D4 (Guidance for HTs, Teachers & TAs ) – detailed support for guidance documentation, context of the work and publication of teaching and learning 'models' for use across key stages
  - D5 (Guidance for Parents & Carers) – our work includes the creation of the original draft which was then utilised by WG, along with an innovative animation published on our Dolen site and further, significant contributions to the primary, KS3, 4 and 5 and ALN guidance (regional guides created to support schools to develop advice for parents/carers linked to numeracy, literacy and digital competence)
  - D6 (Schools use of Hwb) – we have supported the development of structured guidance for schools in detail, reinforcing the effective use of Hwb across all of our work and publications
  - D7 (School Business) – we contributed to the resources which have supported school leaders' awareness of effective strategies to ensure continuation of school business at an appropriate and manageable level
  - D8 (Web-based Professional Learning) – we have contributed greatly to the resources created and ensured measured direction and guidance for all schools and practitioners
  - D9 (Welsh language skills for all learners) - we chaired this group and provided extensive support for creation of 'phase specific' resources

- D10 (Preparing for the new curriculum) – the ERW Curriculum Team plays a key role in developing national resources and guidance whilst continuing to develop resources and support schools/clusters locally in readiness for the revised curriculum
  - D11 (Content to support remote learning) - we have supported the quality assurance and development of the ‘Staying In is the new Going Out’ resource and maintain an ongoing role within this ‘Deliverable’
  - D12 (Health & Wellbeing) – we have supported this work extensively at a national level (based on the ‘5 Ways to Wellbeing’) and created a wide range of resources for schools and settings
- collaboration with Cardiff Met and Sport Wales to develop ‘Be Active’ guidance
  - creation of a range of video based guides published on Hwb
  - collaboration with Professor Neil Frude to provide a web support for school staff wellbeing the week before schools opened on 29 June 2020
  - a highly successful series of digital learning Webinars (focused on D6 - ) and provided for schools across the region and Wales:
    - use of Hwb tools for collaboration
    - supporting transition and connecting with Foundation Phase learners through the ‘J2E’ software programme
    - developing speaking and listening skills through Hwb
    - Webinars facilitated by ERW digital team with 10 schools from across the region presenting their practice and lessons learned so far (with a key focus on supporting pupils’ wellbeing, collaboration and connection)
    - Webinars facilitated by ERW digital team with 10 schools from across the region presenting their practice and lessons learned so far (with a key focus on the following 3 areas; supporting pupils’ wellbeing, collaboration and connection, supporting Year 6/7 Transition and connecting with Foundation Phase learners)

**Attendance statistics:**

1216 attendees

352 attended the Welsh medium webinars

864 attended the English medium webinars

822 attended from ERW schools

58 ERW officers attended

327 attendees from the other 3 Consortia (including school based colleagues and Consortium officers)

- collaboration with regional Professional Learning leads across Wales to develop materials and guidance for effective, research informed learning and the development of two sets of guidance for
  - a) producers of web-based Professional Learning
  - and
  - b) consumers of web-based Professional Learning
- provide practical and supportive guidance for practitioners engaged in leadership programmes (where possible to develop online content so that these programmes can continue through remote delivery)

## **2. Provision and collaboration with our school communities:**

All ERW Team members were made available for redeployment from the onset of Covid-19 with some members called to support within local 'Hubs' and understaffed office-based activities such as supporting eFSM processes within LAs.

Enhanced collaborative-working between our Secondary and Curriculum teams has impacted well on the direct support and provision made available for schools.

Recent research on the impact of schools closures on vulnerable and disadvantaged learners has been undertaken and shared with schools. We are confident that this will support the imminent return to school and blended learning agendas well.

In addition, we focused our school improvement work immediately on constructive and practical provision for our school communities via the creation of over two hundred individual resources currently available on 'Dolen.'

We have enhanced the role of our digital support programmes and systems in support of a plethora of valuable activities across all provision.

Further examples of our contributions are noted below:

- a range of resources to support schools to develop material linked to the 'wellbeing of learners'
- publication of an ERW Google Site to support Distance and Bended Learning
- guidance materials developed and shared based on 'Recovery Curriculum' trauma informed models
- guidance updates for the effective use of PDG
- further support for schools and settings on the use of 'Flipgrid' to promote wellbeing through developing a sense of belonging and connectedness
- additional Webinars developed on 'Relationship Based Play' to support wellbeing
- publication and support for networks of schools through our distance learning package 'Principles of Excellence' (all practitioners within one member LA will use the model over the next two years supported by our Curriculum Team)
- ongoing provision and enhancement of our dynamic 'Transforming Your Curriculum' (TYC) programme (available directly to schools through Dolen)
- ongoing and enhancement of ALN Transformation documentation
- 'AoLE Walkthroughs' developed as online tools to support individual practitioners with their work
- creation of a 'Mass Observation' resource for schools to use as part of their re-opening strategy (based on reintegration, reorientation, wellbeing, belonging and connectedness and the Curriculum for Wales philosophy) - the pack will enable schools to create a nurturing and collaborative project which will support pupils to interpret and manage their Covid-19 experiences, providing an archive of information for the future
- revised support developed for literacy, numeracy and digital skills across all key stages, including subject guides developed and published to support learners moving from KS4 to KS5
- ongoing support for special schools and PRUs to ensure sharing of effective practice to support distance learning approaches and engagement (a range of resources published on 'Dolen' to support ALN specific issues)
- ongoing bespoke support for a range of schools and clusters for:
  - digital systems and learning
  - preparation for Curriculum for Wales

- virtual leadership and professional learning activities
- secondary curriculum support (including secondary middle-leader network meetings with most departments across the region in attendance)
- support for secondary senior and middle leaders with regard to revised examination processes

### **3. Collaborative work and contributions with regional and national partners:**

In the main, this work has been strategically coordinated and directed by the implementation of an over-arching ERW Strategy Group namely, the 'ERW Continuity of Learning Strategy Group.' The group is made up of nominated senior officers from each local authority working alongside the ERW Interim MD, Assistant MD and Lead for Digital Learning and Systems. In turn, this group has been further supported by the existing ERW Senior Challenge Adviser Network which provides direct contact and awareness of 'learner and school voice.'

#### **Together, we have achieved the following key tasks:**

- shared valuable guidance and information between LA officers in support of a range of key issues e.g. National CoL Plan development, WJEC and Qualifications Wales examination updates, availability of resources on 'Dolen' and LA officers able to share local experiences with the ERW SLT members, request additional support where appropriate etc
- communicated effectively and regularly with all LAs through our 'ERW Comms', Twitter systems and 'Dolen'
- maintained an ongoing, supportive dialogue with key stakeholders such as Estyn, FE and HEI organisations
- contributed to and developed a wide range of resources for ongoing cross-regional projects (led by ERW SLT and Team staff) in support of our school communities
- Key messages shared with LA officers through ERW CoL Group and Senior Challenge Adviser group e.g. National CoL development, examination updates, resources on Dolen etc

- LA officers share local experiences with ERW SLT members and request additional support where appropriate.
- Feedback shared on best practice in schools across the LA.
- Consistency of messages developed and shared.
- Effective communication with LAs through ERW Comms and Dolen.
- Performance Management reviews adapted for an April-Sept timeframe in keeping with current situation.
- Information collated and shared on engagement in digital events, training etc.
- Ongoing dialogue with key stakeholders e.g. Estyn, FE, HEI.
- Contribution to and development of resources for full range of cross-regional projects by SLT/Central Team staff.
- Team meetings (SLT/Curriculum/Secondary) effectively delivered through MS Teams to enable sharing of practice etc.
- Staff training on developing Fitzpatrick evaluation for PL, Pupil wellbeing and TYC/PFE.
- Regional guidance QA.
- Evaluation of PDGLAC.
- Development and sharing of digital platforms/systems for regional and LA staff.
- Sharing of key messages of SLO to support schools.

#### **4. Professional Learning and Leadership:**

Guidance and protocols for effective and appropriate web based professional learning developed.

Contribution to effective transition strategy to ensure that PL can continue in 2020/21.

Membership of cross-regional leadership group supporting national leadership programmes and reviewing programmes 2020/21.

Regional PL leads to develop redraft of shared expectations document to support PL during current circumstances.

In collaboration with HEIs to continue to offer remote support to schools engaged with enquiry including National Professional Enquiry Project, Building Research Capacity Projects, Lead MAT Schools Enquiry Project, Post-16 Enquiry Project.

To work with WG and cross-regional PL leads on strategic planning and recruitment of schools to the National Pedagogy.

Leading Collaborative Learning Project with Lyn Sharratt – continue to collaborate with Swansea University in evaluating the impact of the work to date and maintain contact with Dr Sharratt’s latest publications and webinars.

Re-engage schools with work by organizing a national webinar on teacher ‘Clarty’ during a pandemic.

Range of support for NQTs.

Ongoing work with WG to support ITE providers in to deliver training support current cohort of students during period of lockdown.

Dialogue with ITE providers, including the OU, to support planning arrangements for cohort of 2020/21.

**To date, our ERW Team has focused on providing:**

- guidance and protocols for effective and appropriate web based professional learning
- contributions to an effective transition strategy to ensure that Professional Learning can continue to progress during the academic year 2020/21
- support for cross-regional leadership group working to ensure appropriate reviews of national leadership programmes for 2020/21
- support for regional PL Leads across Wales to develop and redraft the national ‘shared expectations’ document in support of PL activities during this period
- collaborative support for HEIs to continue to offer remote support for schools engaged with research enquiry, including the National Professional Enquiry Project, Building Research Capacity Projects, Lead MAT Schools Enquiry Project and Post-16 Enquiry Project
- collaborative support for WG and cross-regional PL leads to ensure strategic planning and recruitment of schools to the National Pedagogy Project
- continuation of the ‘Leading Collaborative Learning Project’ with Dr. Lyn Sharratt (continued successful collaboration with Swansea University in evaluating the impact of the work to date and maintaining contact with Dr. Sharratt’s latest publications and Webinars)
- a range of support for NQTs and ongoing work with WG to support ITE providers in to deliver training support current cohort of students during period



of lockdown (including dialogue with ITE providers and the OU in support of planning arrangements for cohort of 2020/21)

**5. Outcomes and impact of our activities and contributions:**

- Effective communication across central team through focussed SLT meetings. ERW Comms improved to ensure key messages shared with all school leaders. Significantly improved subscription to ERW newsletter.
- Schools have engaged in the range of support and have accessed resources linked to pupil wellbeing.
- Shared understanding of the importance of the welfare of pupils, parents and staff
- Clear guidance given on how to prioritise and structure Distance Learning through range of high quality resources, webinars and training opportunities.
- Significant uptake from schools and positive feedback on webinars sharing schools' support for learners.
- Guidance for Parents/Carers documents available for schools to adapt to their own context and share as appropriate.
- Range of models supported by comprehensive resources from ERW central team to support the distance learning agenda and reduce teacher workload.
- Use of strong practice across the region has ensured sharing of resources on pupil engagement, collaboration as well as a range of subject specific tasks created/adapted to meet the present situation.
- Strengthened use of Microsoft/Google platforms within Hwb to develop effective links within and across schools.
- Effective use of digital resources to support networking events.
- School staff being upskilled through the use of a digital platform for professional development.
- Support and challenge/scrutiny from regional CoL group and Senior Challenge Advisers.
- Consistent messages disseminated to schools by ERW / LA officers.
- Strengthened collaboration between peers at a cluster level through digital means ensuring co-constructed strategic thinking. High quality 'virtual transition' events supported at a regional level.
- Strengthened collaboration between local authority officers and ERW.

- Clear, research-informed support for schools on distance learning agenda.
- Effective cascading of key messages to school staff to ensure consistency and clarity.
- Significant collaboration with stakeholders on and contribution to the national CoL plan.
- Strong regional delivery of resources and guidance on a range of CoL deliverables.
- Increased alignment of key messages across ERW teams.
- Stronger awareness amongst school leaders of effective strategies to ensure continuation of school business.
- Quality Professional Learning developed in readiness for future needs.
- Newly Qualified Teachers having clarity regarding completing their induction year.
- Strong partnership work with ITE to ensure initial teacher training students have clarity on the appointment system for next year.
- Strong partnership working with range of cross-regional groups. Dialogue has continued to be useful even on paused projects.

These commentaries seek to provide an overview of the valuable contributions and practice provided by Team ERW since the onset of Covid-19. We are most grateful for the ongoing high levels of engagement and collaboration across the region and nationally in support of this work. In support of all learners across our region, ERW will continue to vigorously support the evolving distance and blended learning agenda as it unfolds over the coming weeks and months.

## **An overview of the range of ERW support, activities and impact**

### **National Continuity of Learning Plan:**

- Attendance at UP2 meetings.
- Key role in developing and writing guidance for D12 around 5 Ways to Wellbeing.
- Range of resources developed for D12.
- Collaboration with Cardiff Met/Sport Wales to develop 'be active' guidance.
- ERW webinars developed and delivered to support wellbeing, collaboration and connection.
- Key contributions to D3 and D6 in initial iteration of the CoL.
- Range of video based guides published on Hwb.
- Series of digital learning webinars (D6) provided for schools across the region and Wales on – Hwb tools for collaboration, supporting transition, connecting with FP learners through J2E, developing speaking and listening skills through Hwb.
- Webinars facilitated by ERW digital team with 10 schools presenting their practice and lessons learned so far.
- Collaboration with regional PL leads to develop materials and guidance for effective, research informed learning.
- Contribution to D4 guidance including developing and supporting the publication of a range of models at all phases.
- Significant contributions to all guidance, resources and on-line training and support across the country and for schools in the region published under D2/D3.
- Significant contribution to D5 – high level guidance based on ERW draft and linked to 5 Ways to Wellbeing agenda. Animation to support message published on Dolen.
- Contribution made to the primary/KS3/4/5 and ALN guidance for parents and carers. Regional guides created to support schools to develop advice for parents/carers linked to numeracy/literacy/digital competence.
- Contribution to D8 in terms of guidance developed at planning meetings.
- Significant contribution to D9, including developing national message and developing resources through practitioner groups.

- In collaboration with cross-regional PL leads to develop two sets of guidance for producers of web-based PL and consumers of web-based PL.
- Provide guidance for practitioners engaged in leadership programmes, where possible to develop online content so that these programmes can be delivered remotely.
- D10. ERW team continue to develop resources and support schools/clusters.
- Quality assurance contribution to D11 through development of 'Staying in is the new Going Out' resource.
- Provide context for resources and link to D4/5.

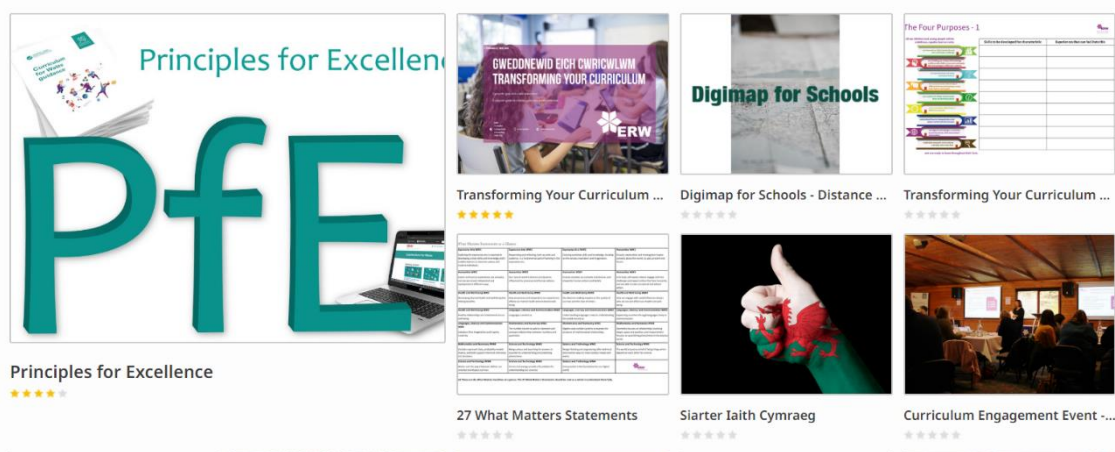
### **Supporting and working with schools:**

- Range of resources to support schools to develop material linked to the wellbeing of learners.
- Guidance materials developed and shared based on 'Recovery Curriculum' trauma informed models.
- Guidance updated and shared on effective use of PDG.
- Further support for schools and settings on using Flipgrid to promote wellbeing through developing a sense of belonging and connectedness.
- Webinar developed on Relationship Based Play to support wellbeing.
- Support for Network of schools through distance learning package 'Principles of Excellence'. All practitioners in one LA to use the model over the next two years supported by the curriculum team.
- Dynamic 'Transform Your Curriculum' (TYC) available through Dolen to support schools.
- ALN Transformation documentation developed.
- AoLE walkthroughs developed.
- Creation of a Mass Observation pack for schools to use as part of their re-opening strategy based on reintegration, reorientation, wellbeing, belonging and connectedness and CfW philosophy. The pack will enable schools to create a nurturing and collaborative project which will support them to deal with and celebrate the Covid-19 experience and provide an archive of information for the future.
- Team members supporting hubs in the region.

- Wide range of resources made available to all schools from curriculum team. These are available on the ERW Dolen platform and can be downloaded and used/adapted by schools.
- Support developed for literacy, numeracy and digital skills in FP and key stage 2.
- 'Time Capsule' resource developed for schools through a series of digital learning resources, Welsh language resources and wellbeing projects.
- Support for special schools – sharing of practice to support distance learning approaches and engagement.
- PRU meetings to support distance learning approaches and engagement.
- Range of resources published on Dolen to support ALN.
- Digital resources developed and published through Dolen.
- Over 200 new resources published on Dolen during this period to support schools.
- Bespoke support for a range of schools and clusters on digital systems and digital learning.
- Regional Google Site on distance learning developed and launched to support schools. Updated to include the move towards blended learning and share international research.
- Comprehensive range of resources developed by the secondary team and published on Dolen and the subject Hwb networks, including models of distance and blended learning. Resources include range of new activities/high quality resources for KS3/4/5 learners to support current context for schools/leaders/learners.
- Range of subject guides developed and published to support learners moving from KS4/5
- Resources adapted to exemplify distance learning through range of Hwb software.
- Bespoke support from secondary team for schools in need of additional support.
- Joint working between secondary and curriculum team to develop aligned support for schools. A few schools engaged with this support as a pilot.
- MS Teams Network meetings for secondary middle leaders across the region with a specific focus on distance/blended learning, asynchronous/synchronous

learning etc. Follow up support delivered to departments through MS Teams. Most departments across the region represented in these meetings with 288 delegates across the sessions.

- Support for senior and middle leaders with examination issues, liaison with Qualifications Wales etc. (where appropriate)
- Research on impact of schools closures on vulnerable and disadvantaged learners undertaken and shared.



## **Section 5: Key findings and next steps towards 'Blended Learning'**

The implementation of the 'audit tool' and ongoing collaboration via the ERW Continuity of Learning Strategy Group has supported several key features of the evolving 'Distance and Blended Learning' agendas well.

These benefits include:

- capitalising on embedded collaborative ways of working across the region
- joint problem solving of specific issues at a local level in a 'team approach' manner e.g. dealing with the balance of provision and avoidance of digital task 'overload'
- sharing the experience of common challenges to progress and engagement which include:
  - engagement levels within specific groups e.g. EAL, Vulnerable pupils and ALN (LAs report a maximum level of c.60%) and a further issue with Year 10
  - levels and content of parental / family engagement with the following elements forming part of the challenge:
    - i) children now taking part in practical activities outside of education e.g. agriculture
    - ii) parents want more formal teaching and 'live streaming' of lessons
    - iii) parents stating that they are not teachers and will not teach their own children (they do not have the basic skills to support their children)
    - iv) working lives of parents clashing with their home-based learning provision
      - challenges due to the lack of 'normal' structures & routines
      - social issues (especially deprivation issues)
      - digital exclusion (due to resource and / or connectivity issues)

- initial concerns and confidence levels of a minority of staff to offer distance and digital learning experiences (effective brokered support put in place immediately and ongoing to deal with this)
  - challenges pertaining to the tracking and monitoring of pupil progress
- agreeing common themes for further support and improvement which include:
- supporting all children and staff into the 'return to school' phase with a particular focus on their mental health and wellbeing
  - ensuring children are accessing the correct stage of work through differentiated learning experiences
  - increasing opportunities for synchronous learning
  - enhanced use of teaching assistants to support small group work and ALN provision
  - keeping learning experiences enjoyable and engaging (including learning which does not involve 'online / digital experiences') to ensure we tackle any emerging levels of disengagement due to the length of the lockdown period
  - enhancing the engagement levels of aforementioned vulnerable groups
  - ensuring wellbeing focuses on practical support for pupils, parents and staff throughout this period, adapting appropriately as 'repurposing and return' to schools commences
  - specific support and guidance for Years 6, 10 and 12 pupils
  - maintaining a 'balance of provision' which may alter as the 'blended learning' agenda evolves along with supportive guidance for learners/parents

This work will continue to be progressed under the strategic leadership of the Continuity of Learning Strategy Group and Senior Challenge Adviser Network. All ERW officers remain fully engaged and active within the national programme of support for the repurposing of our school communities. Our provision will continue to evolve and reinforce this key priority, harnessing the wide range of skills and expertise of the ERW workforce in a structured and effective manner.



## **Focus of ERW Staff Work – March 23 to June 30 2020**

ERW staff, since the decision to close the offices in Carmarthen, have continued to provide support for schools across the 5 LAs, with a specific focus on the health and wellbeing of children, young people and school staff. ERW central team staff have continued to deliver high quality support for senior and middle leaders as key partners in the national Continuity of Learning (CoL) plan as well as through the Dolen platform. ERW leadership has clearly focused on ensuring consistent and effective support throughout this challenging time when the national curriculum has been relaxed.

Effective working has continued to develop within and across the regional consortia and strong practice has been shared frequently and key messages have been aligned

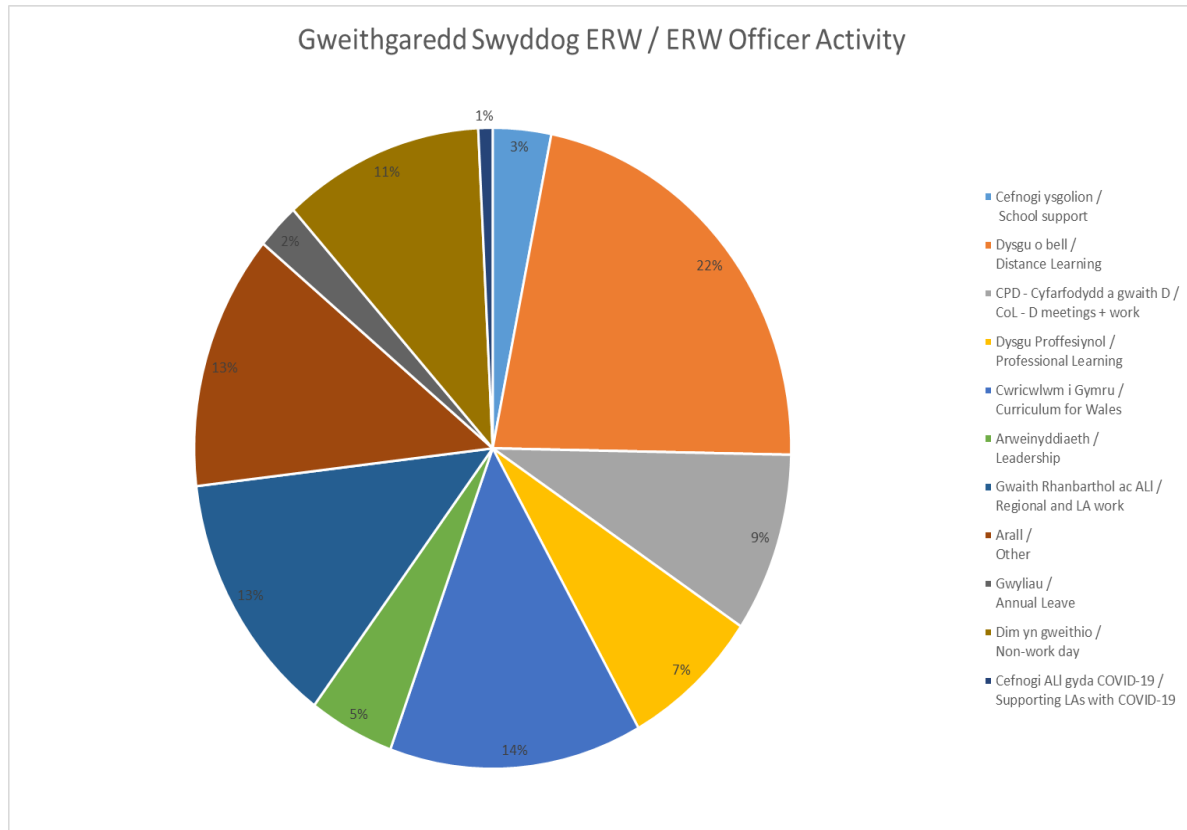
Whilst maintaining our support for our school communities, we have also supported all team members via daily 'check in and out' sessions with line-managers. This practice has ensured that we are all looking out for and after each other's wellbeing. It has also supported the immediate sharing and awareness of key national and regional messages. We believe that this approach has enabled us to establish a stronger team foundation. In turn, we have continued to provide successfully for our schools and engage effectively with all our partners as we move in collaboration towards a national 'blended learning approach.'

We have provided opportunities for ERW staff to access Professional Learning during this period, both as individual teams and whole staff sessions through support for:

- Distance and Bended Learning
- Wellbeing
- Curriculum for Wales
- Hwb Tools

Below is a summary of the school improvement activities that have been undertaken by all ERW school improvement staff and the time allocation to each activity since the lockdown began, covering the period between March 23<sup>rd</sup> to June 30<sup>th</sup>, 2020. The Business Support, HR and Finance team have also been instrumental in ensuring that

staff are well advised and supported during what have been unprecedented working modes.



**Key**

1	School support	Working directly with schools.
2	Distance Learning	Preparation of materials for Dolen, Digital work, webinars, etc.
3	WG Continuity of Learning Plan	'Deliverable' meetings, Under Pinning work meetings, prep time for CoL work.
4	Professional Learning	Materials to support PL, personal research, PL meetings, HLTA.
5	Curriculum for Wales	Materials to support CfW, etc.
6	Leadership	Support for school leadership, Network meetings, NQTs, PDG, etc.
7	Regional and LA work	Regional meetings, cross-regional work, Senior CAs, ERW CoL work.
8	Other	Internal meetings, admin time, report writing, personal prep time, check-ins.
9	Leave / Holiday	
10	Non-working Day	
11	Supporting LAs with Covid-19	Work in Hubs and other supporting activities.

## Communications

### Headteacher Communications Newsletter

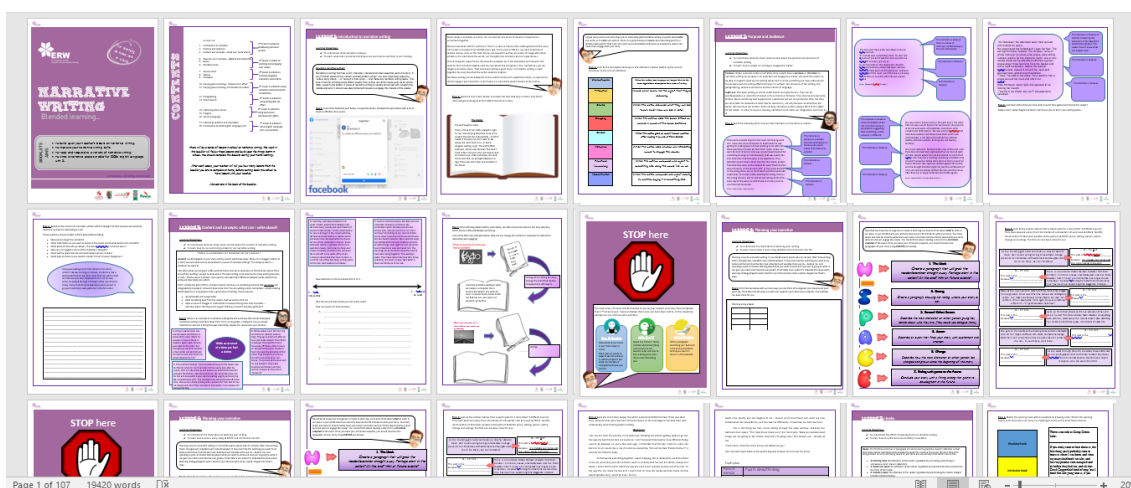
We have continued to publish our weekly Headteacher Communications newsletter on a Thursday and currently issue to **601** school leaders in the region. The content has focused on WG Covid-19 guidance, the WG Continuity of Learning Plan and ERW guidance and support for Distance Learning, Blended Learning and wellbeing of staff and pupils. These overarching themes include support for Curriculum for Wales, Curriculum at KS4, Professional Learning, Digital support (HWB tools), middle and senior leadership, vulnerable learners, NQTs and HLTA. All support is accessible at one point, ERW's digital platform, Dolen.

### ERW General Newsletter

Our General Newsletter for all school staff is issued every two weeks, currently to **451** school practitioners. The content focuses on Continuity of Learning Plan and ERW guidance and support for Distance Learning, Blended Learning and wellbeing published on ERW's digital platform, Dolen. At the end of each month, a 'What's new on Dolen' special issue is published.

### Dolen

Over 200 new resources have been produced and published on Dolen since 23 March 2020. These have been accessed by ERW schools and schools in all other regions.



## Twitter

Our Twitter account @ERWCymru saw a significant increase in activity between 23 March and 30 June 2020. At the end of June 2020, the ERW Twitter account has 4,263 followers.

	April	May	June
<b>Tweets:</b> The number of Tweets published by @ERWCymru	98	120	138
<b>Followers (new)</b>	105	127	120
<b>Mentions</b> A mention is when someone uses the @ERWCymru Twitter handle.	435	362	533
<b>Profile visits</b> The number of times users visited our Twitter profile page.	2,321	2,208	2,282



## **Links:**

### **Dolen**

<https://porth.erw-rhwyd.cymru/repository?redirectedFrom=Hwb>

### **Distance and Blended Learning**

**Google site** <https://sites.google.com/hwbcymru.net/erw-distance-learning-sal/home-english/blended-learning>

<https://porth.erw-rhwyd.cymru/repository/browse?sort=&language=en&category=Distance%20Learning&tags=Distance%20Learning>

### **Curriculum for Wales**

<https://porth.erw-rhwyd.cymru/repository/browse?sort=viewed&language=en&category=Curriculum%20For%20Wales&tags=Curriculum%20For%20Wales>

### **Webinars**

<https://porth.erw-rhwyd.cymru/repository/browse?sort=viewed&language=en&category=Webinars&tags=Webinar&tags=Webinars>

### **Wellbeing and attitudes to learning**

<https://porth.erw-rhwyd.cymru/repository/browse?sort=viewed&language=en&category=Wellbeing%20and%20attitudes%20to%20learning&tags=Wellbeing%20and%20attitudes%20to%20learning>

July 5<sup>th</sup> 2020

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## ERW JOINT COMMITTEE 21 JULY 2020

**To agree to provide agreed services and funding to Neath Port Talbot schools during 2020/21, and for temporary revision to the Legal Agreement to reflect these changes**

**Purpose:** To obtain Joint Committee approval that ERW provides agreed services and funding to Neath Port Talbot schools during 2020/21, and for temporary revision to the Legal Agreement to reflect these changes

### RECOMMENDATIONS / KEY DECISIONS REQUIRED:

The Joint Committee:

- 1) agrees that ERW provides agreed services and funding to Neath Port Talbot schools during 2020/21(as set out in the report below).
- 2) agrees that the core aims and objectives of ERW (as set out in the ERW Legal Agreement) are temporarily extended to include the provision of services and funding to Neath Port Talbot schools during 2020/21
- 3) in consultation with the Executive Board, recommends in principle that the ERW Legal Agreement is revised/varied temporarily to reflect the above changes, subject to each Authority approval being obtained.

### REASONS:

As NPT had left the Consortia in March 2020 it created a challenge regarding how Welsh Government were going to fund ERW going forward. At Welsh Government's request, and to ensure that the learners/staff of NPT schools access key national initiatives, ERW was asked to develop proposals to include NPT in key programmes. WG facilitated discussions and NPT have agreed the approach.

**Report Author:**

Gareth Morgans

**Designation-**

Interim Lead Director

**Tel No:**

Email- [EDGMorgans@sirgar.gov.uk](mailto:EDGMorgans@sirgar.gov.uk)

# EXECUTIVE SUMMARY

## ERW JOINT COMMITTEE

### 21 JULY 2020

#### To agree to provide agreed services and funding to Neath Port Talbot schools during 2020/21, and for temporary revision to the Legal Agreement to reflect these changes

At the end of March 2020 Neath Port Talbot County Borough Council implemented their decision to withdraw from the consortium arrangements with Carmarthenshire, Ceredigion, Pembrokeshire, Powys and Swansea.

This provided Welsh Government with a challenge regarding how to fund the region and this has delayed the issuing of the regional grant. Welsh Government's primary aim is the "protection of learners across the region". NPT's withdrawal has forced WG to look at how the grant funding can be split for 2020-21. Whilst some funding streams were straight forward to allocate e.g. PDG other funding lines were more complex to resolve as they were regional allocations e.g. NPQH, HLTA funding. We were advised that NPT was open to 'areas of joint delivery and collaboration' between ERW and NPT, particularly with regard to curriculum and leadership development work.

At Welsh Government's request ERW officers were asked to consider including NPT schools in some key Welsh Government initiatives and programmes. WG provided a spreadsheet which showed a breakdown of the indicative ERW Regional Consortia School Improvement Grant (RCSIG) for 2020-21 and officers developed proposals which were shared with NPT by Welsh Government officers. The potential arrangements for areas of ongoing collaborative working between ERW and Neath Port Talbot, would form the basis of transitional arrangements for this financial year, while future footprints are discussed and agreed.

The **proposal** noted that ERW would retain all allocated funding for the following areas but provide access and provision for NPT schools:

- Innovation & QI Schools
- Engaging Non Pioneers
- PL - Pioneer Schools
- ITE Partnership Pilots
- ITE Part time & work based
- Non-pioneer Cluster funding
- HEI Accreditation Manager funding
- HLTA and NPQH programmes
- EWC and the NQT Programme

The model identified a clear range of metrics to allocate the remaining grant elements either:

- 1/6<sup>th</sup> NPT and 5/6<sup>th</sup> ERW split (based on equal shares of 25% across each Consortium)
- PLASC split and delegated directly to schools

For **PDG Funding**- NPT and ERW to be split. 16% of the £100k for the co-ordinator role given to NPT. All other PDG funding is allocated to schools.



NPT have confirmed that the proposals are acceptable and that they have received political approval as requested.

Welsh Government's intention is to seek approval from the Minister for Education for the proposal, in which Welsh Government would grant fund ERW and NPT in several pre-agreed areas.

Following approval in principle from the Minister, WG will issue a grant offer letter that excludes those budgets where ERW will continue to support NPT schools. It will then, issue a grant variation letter for those budgets, once they have assurance from ERW on the legal points.

From a public law perspective, it would not be rational for WG to issue NPT through ERW a grant knowing that ERW did not have the powers to use it in the way set out. Therefore, WG proposes to seek approval in principle from the Minister and to only issue a grant offer letter once they have assurance from ERW that it has the power to use the grant (i.e. supporting NPT schools in the pre-defined areas) in the way WG require

This approach would avoid any potential cash-flow issues that could arise if there are further delays in changing the legal agreement. The budgets in the grant variation letter would amount to under £2m of a total grant of c.34m.

The ERW s151 officer is agreeable to the proposals in relation to funding, subject to JC approval being given

### **Legal Agreement**

The current core aims and objectives of ERW as set out in the Legal agreement include improving learning outcomes for all children and young people within the region area. Services means those provided by ERW to the Authorities within its regional area. Funding means funding, including grant aid, provided or advanced to the ERW Consortium

Following the departure of NPT from ERW, the ERW regional area does not now include the area of NPT. If ERW is to provide agreed services and funding to an outside body, Neath Port Talbot, arguably this goes beyond the ERW core aims and objectives and is therefore an additional function. However, the Legal Agreement also permits ERW to do anything else within the law which promotes or contributes to the aims and objectives.

The JC can recommend changes to the ERW Legal agreement in principle, in consultation with the Executive Board, by giving notice to each authority. Each authority shall, on receipt of a notice, use all reasonable endeavours to consider, within six weeks, whether to accept the recommendation. If all Authorities agree to the recommended changes, a memorandum of variation shall be prepared by the Executive Board for execution on behalf of each authority and appended to the legal Agreement.

WG request written assurance from ERW that it has the power to support NPT schools before issuing full grant offer letter. Having an agreement in principle from the Joint Committee on changing our legal agreement on 21<sup>st</sup> July, will allow us to make the necessary changes to the legal agreement as soon as possible. Subject to when we are able to make the changes would determine when WG issue a grant variation letter for the RCSIG budgets where ERW will continue to support NPT schools

WG is conscious that ERW is making a positive gesture in continuing to be willing to work with NPT schools when ERW is under no obligation to do so. WG want to avoid disadvantaging ERW's local authorities and schools.

<b>DETAILED REPORT ATTACHED?</b>	No
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## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>YES</b>	Finance <b>YES</b>	Risk Management Issues <b>YES</b>	Staffing Implications <b>YES</b>
<b>1. Legal</b> That ERW would exceed its powers without approval of the recommendations.				
<b>2. Finance</b> It is imperative that this matter is resolved in order that funding reaches ERW, LAs and schools. Officers have asked WG to confirm that they will be including the £500k flexibility in the grant as they did in 2019-20. In addition, ERW will need to consider delivery costs related to providing support and access to NPT schools.				
<b>3. Risk Management</b> Until ERW receives its grant funding there is a risk to the Consortium's sustainability				
<b>4. Staffing Implications</b> The majority of ERW's staffing are funded via grant funding from Welsh Government.				

## CONSULTATIONS

Details of any consultations undertaken are to be included here  
NONE

**Section 100D Local Government Act, 1972 – Access to Information**  
**List of Background Papers used in the preparation of this report:**  
**THESE ARE DETAILED BELOW**

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A

## ERW 2020-21 Grant Funding Options

**Context:**

Following the departure of NPT as of 31.3.20 we have participated in discussions with both WG to secure an appropriate grant funding model for 2020-21 onwards. Discussions to date have considered a range of funding metrics and models to take this work forward effectively for all.

## Proposed Grant Funding Model for 2020-21:

1. At Welsh Government's request the model provides agreed levels of support for NPT across the following range of national programmes and areas of work during the transition year while future footprint conversations are ongoing. For each element, ERW would retain all allocated funding but provide access and provision for NPT schools.

### HEI Linked

- Innovation & QI Schools
- Engaging Non-Pioneers
- PL - Pioneer Schools
- ITE Partnership Pilots
- ITE Part time & work based
- Non-pioneer Cluster funding
- HEI Accreditation Manager funding

### Nationally Accredited Programmes with clear and measurable expectations

- HLTA
  - NPQH programme
2. The model identifies a clear range of metrics to ensure funding is allocated fairly and appropriately for the remaining grant elements as detailed within the spreadsheet. These focus on splits of either:
    - 1/6<sup>th</sup> NPT and 5/6<sup>th</sup> ERW split (based on equal shares of 25% across each Consortium)
    - PLASC split and delegated directly to schools
  3. **PDG Funding**- NPT and ERW to be split. 16% of the £100k for the co-ordinator role given to NPT. All other PDG funding is allocated to schools.
  4. **EWC and the NQT Programme**- ERW to support NPT.

Considerations are: minimal additional resource required due to the number in NPT and that the work is currently being undertaken vs the resource that would be required to implement the programme within NPT during a transitional period.

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Education through Regional Working  
www.erw.cymru  
www.erw.wales

## ERW JOINT COMMITTEE 21 JULY 2020 (POSTPONED FROM 19<sup>TH</sup> MARCH 2020)

### ERW FOR THE FUTURE

**Purpose: To set out a roadmap/options appraisal for any likely future ERW arrangements.**

#### **RECOMMENDATIONS / KEY DECISIONS REQUIRED:**

- Joint Committee to provide an “in-principle” decision as to the preferred future footprint/model, from the list of four Possible Options provided, subject to the provisions of the Legal Agreement.
- Joint Committee to agree on an appropriate transition period (if the preferred model is not the status quo) subject to the provisions of the Legal Agreement.
- Joint Committee to authorise officers to develop the preferred model and ascertain impact of any changes (including legal, HR and financial), subject to the provisions of the Legal Agreement.

**REASONS: the request of the Joint Committee (December 9th, 2019) Directors were tasked with setting out a roadmap/options appraisal for any likely future ERW arrangements.**

<p><b>Report Author:</b></p> <p>Directors of Education/Chief Officers and Interim Managing Director.</p>	<p><b>Designation:</b></p> <p>From each partner LA and ERW</p>	<p><b>Tel No.</b></p> <p><b>E. Mail:</b></p>
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# EXECUTIVE SUMMARY

## ERW JOINT COMMITTEE

### 21 JULY 2020

## ERW FOR THE FUTURE

### The ERW Regional Education Service

On the 9<sup>th</sup> of December 2019, the Joint Committee tasked officers with setting out a roadmap/ options appraisal for any likely future ERW arrangements.

The ERW Consortium is currently a Joint Education Service for five local authorities:

- Carmarthenshire
- Ceredigion
- Pembrokeshire
- Powys and
- Swansea

The Consortium acts on behalf of the five local authorities to deliver a service that supports schools to raise standards. There is much speculation at present regarding the future configuration and purpose of ERW. This is a matter of serious concern to our schools and education services.

### Challenges

Since its inception ERW has struggled, due to numerous reasons, to function as an effective consortium. It has experienced a number of challenges-

- There have been several changes of political and managerial leadership and it has
- struggled to maintain a consistent strategic grip.
- The sheer size and diversity of the geographical area of the ERW footprint has
- presented operational and organisational difficulties
- School improvement has in many ways become compartmentalised and divorced from
- the broader learning, ALN and skills agenda. It has focussed on specific performance
- measures based almost exclusively on the traditional lines of attainment and
- attendance within schools and divorced from economic ambition.
- Different Local Authorities have different challenges and priorities and ERW has failed
- to address all of these successfully.
- There is sometimes conflict between accountability and provision of services.
- Some partners do not identify the added value that ERW provides and are not
- committed to making it work.

**NEATH PORT TALBOT would need to be involved in discussions in regard to the future footprint and structure of ERW.**

DETAILED REPORT ATTACHED?

YES

## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>YES</b>	Finance <b>YES</b>	Risk Management Issues <b>YES</b>	Staffing Implications <b>YES</b>
<p><b>1. Legal</b></p> <p>If the current ERW footprint is changed there will be a requirement to amend the current (six-authority) Legal Agreement to take into account the withdrawal of the relevant Authorities. Changes to the Legal Agreement will require consultation with all Authorities. This will need to be agreed by respective partners and progressed through each partner's respective democratic processes.</p>				
<p><b>2. Finance</b></p> <p>The core staffing structure agreed by Joint Committee for 2020/21 is currently not fully funded and relies on increased contributions from each partner. Should partners withdraw from the consortium/not increase their contributions it will be difficult to deliver the agreed structure and ERW's Business Plan. Grant funding currently is delivered to partner LAs and schools via the consortium and should the footprint change we will need to work with Welsh Government on alternative arrangements.</p>				
<p><b>3. Risk Management</b></p> <p>ERW's Risk register reflects the current identified risks and associated remedial actions to reduce the risks.</p>				
<p><b>4. Staffing Implications</b></p> <p>There are key posts within the agreed structure which are vacant or removed due to Directors being charged with reducing core costs of the model. Removing staff to reduce has to be done in line with the employer's HR policies. Changes to the current structure could lead to significant redundancy costs.</p>				

## CONSULTATIONS

If there are any changes to the current staffing structure/footprint we will need to consult and engage with ERW's core team in line with HT advice and guidance

**Section 100D Local Government Act, 1972 – Access to Information**  
**List of Background Papers used in the preparation of this report:**  
**THESE ARE DETAILED BELOW**

Title of Document	File Ref No.	Locations that the papers are available for public inspection
The National Model for Regional Working		<a href="https://gov.wales/national-modelregional-working">https://gov.wales/national-modelregional-working</a>
ERW Joint Agreement		In each LA

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## The ERW Regional Education Service

Local authorities operate within a statutory framework that places upon them, amongst others, the following general powers:

- Local authorities must contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary and secondary education is available to meet the needs of the people in its area
- Local authorities must secure that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.
- Local authorities must also secure that sufficient schools for providing primary and secondary education are available for its area.
- Local authorities play a key role in the financing of schools.
- Local authorities have statutory duties to identify, assess and make provision for children's special educational needs.

Any collaboration or cooperation must respect these statutory responsibilities and where collaboration is enacted, it must be subject to local accountability and scrutiny, and assessed to add value.

Education in Wales is in the throes of unprecedented reform; stakes are high in terms of realising the intended outcomes and securing the delivery of the reform agenda. Running parallel to this, are the immediate budget pressures faced by local government and challenges to sustain services.

The options developed by Directors of Education/Chief Education Officers must be considered within this context. Also, the options should be assessed in their effectiveness in delivering a self-improving system where peer review and strategic partnerships drive improvement.

### Background

In February 2011, as Education Minister, Leighton Andrews introduced a series of reforms in schools, in higher education, and student finance. He set out his schools' agenda in a speech, *'Teaching makes a difference'*. His 20-point plan became the focus of education reforms after the May 2011 Assembly elections. Andrews introduced banding of schools (since modified into a categorisation of schools), reforms of school governance, the Literacy and Numeracy Framework accompanied by reading tests for years 2-9, and the review of Qualifications.

One of the priorities the Minister identified was about the structural management and leadership of education in Wales. He included the following direction to local authorities:

*"We will expect local authorities to participate in consortia arrangements, including shared consortium services, or suffer financial penalties, including the withdrawal of Better Schools Funding. The consortia will identify system leaders, who will support and challenge the professional learning communities, which will have a focus on literacy and numeracy."*

As a consequence, local authorities had to formalise their various existing informal arrangements for working together into the four regional consortia that exist now. For South West and Mid Wales, the previous SWAMWAC model, originally designed to address the new arrangements for teachers' workload, was the identified footprint for future collaboration between the councils. However, it has to be noted that regional consortia do not have a statutory basis.

The ERW Consortium is a Joint Education Service for five local authorities:

- Carmarthenshire
- Ceredigion
- Pembrokeshire
- Powys
- Swansea

The Consortium acts on behalf of local authorities to deliver a service that supports schools to raise standards. There is much speculation at present regarding the future configuration and purpose of ERW. This is a matter of serious concern to our schools and education services.

It is difficult to find any logical or evidence-based argument set out at that time for this collaboration footprint to be the right footprint for the consortium-based approach going forward.

## **Challenges**

Since its inception ERW has struggled, due to numerous reasons, to function as an effective consortium. It has experienced a number of challenges-

- There have been several changes of political and managerial leadership and it has struggled to maintain a consistent strategic grip.
- The sheer size and diversity of the geographical area of the ERW footprint has presented operational and organisational difficulties
- School improvement has in many ways become compartmentalised and divorced from the broader learning, ALN and skills agenda. It has focussed on specific performance measures based almost exclusively on the traditional lines of attainment and attendance within schools and divorced from economic ambition.
- Different Local Authorities have different challenges and priorities and ERW has failed to address all of these successfully.
- There is sometimes conflict between accountability and provision of services.
- Some partners do not identify the added value that ERW provides and are not committed to making it work.

## **DRIVERS FOR CHANGE**

Following the previous Managing Director's secondment to Welsh Government, an Interim Managing Director was brought in to lead a review of ERW and develop a revised structure. Since then, between September 2019 and May 2020 there was a subsequent Interim MD and currently the Assistant MD is undertaking the role until his retirement at the end of August.

Since the inception of ERW the service structure has evolved on a basis of need. During that time the changing operational environment, strategic priorities and operational needs have changed considerably. These changes have placed an increasing strain on the structure to the point where the workforce structure was not fit for purpose.

In September 2018, a widespread engagement exercise was undertaken with the 6 Local Authorities' education department leads and subsequently with the wider headteacher community across the region.

Due to the feedback received from the engagement exercise it became evident that an evaluation of the organisational structure needed to take place. The evaluation has shown that the introduction of a clearly defined central staffing structure was required to enable ERW to work in partnership with the 6 Local Authorities and provide an effective and efficient model to provide leadership and co-ordination of a self-improving system.

### **The case for change**

- Withdrawal from ERW issued by Neath Port Talbot (March 2020)
- Internal Audit reports
- Internal evaluation and intelligence
- Welsh Government expectations
- Future regional responsibilities
- Grant conditions
- Estyn reports
- Schools below regression line.
- Views expressed by Headteachers and Governors
- Value for Money
- Duplication
- Inter LA and School Variation
- Accountability
- Feedback from teachers
- Quality of support to schools
- Pace of progress only adequate
- Self-evaluation

The Interim Managing Director worked with Directors on this review and a revised 'Mission Statement' and new business priorities were developed-

**AIM- ERW is a regional partnership designed to promote excellence in all schools through a self-improving system. This will be achieved through collaborative planning for the new curriculum and the provision of professional learning and leadership opportunities that can develop all as individuals, learners, citizens and contributors.**

### **Priorities-**

- **Developing and delivering a transformational curriculum**
- **To develop a high-quality education profession**
- **To develop inspirational leaders and to facilitate them working collaboratively to raise standards.**
- **To develop strong and inclusive schools that are committed to excellence and wellbeing.**
- **To develop robust assessment, evaluation and accountability processes that support a self-improving system**

The new priorities agreed are crucial to the improvement journey that we are embarking upon. In addition, a revised staffing structure was presented to and ratified by the Joint Committee. Staff were permanently appointed to the majority of the agreed posts and secondments were offered to suitably experienced practitioners to posts which did not attract suitable applicants. Since September 2019 the new revised model has been operational. (Appendix 1 – current Team Structure)

The staffing structure was designed to offer an effective and efficient school improvement service. Most of the positions would be employed on a permanent basis within ERW via Pembrokeshire County Council on either Soulbury or Teachers Terms and Conditions. New job descriptions were developed for the positions and evaluated according to Pembrokeshire's evaluation process. Remuneration for each position was evaluated by Finance Department to ensure cost effectiveness and affordability.

The structure created provides ERW with a centrally employed permanent Regional Strategic Team under the leadership of a Managing Director. The Regional Strategic Team consist of 7 individuals:

- Managing Director (Assistant Managing Director *currently undertaking this role on an interim basis*) (*Fixed-term contract*)
- Assistant Managing Director- *vacant*
- Head of Primary Sector (*Vacant at 01-01-20*)
- Head of Secondary Sector (*Secondment- 0.5*)
- Head of Special Schools and Education in Alternative Setting (*Permanent- 0.6*)
- Head of Professional Learning and Leadership (*Vacant at 01-01-20*)
- Head of Curriculum Reform and Innovation (*Secondment – Full time*)

The following positions provide support to the Regional Strategic Team:

- Lead for Leadership (*Full time*)
- Lead for Research and HEI Partnerships (*Full time*)
- Lead for Secondary Curriculum and Examinations (*Full time*)
- Lead for Welsh in Education (*Full time*)
- Lead for Digital & Systems (*Full time*)
- Lead for Health and Wellbeing (*Full time*)

In addition, the following positions enables ERW to provide Welsh Government's Curriculum Reform, Leadership and Professional Learning requirements:

a. **Secondary Subject Specialists** to support middle leadership and provide support through curriculum and examination reform (11 posts in total working under the Lead for Secondary Curriculum and Examinations).

- |               |                                |
|---------------|--------------------------------|
| • English     | • Humanities                   |
| • Welsh       | • Technology                   |
| • Mathematics | • Modern Foreign Languages and |
| • Science     | • Expressive Arts              |

b. **Pedagogy and AOLE specialists** to provide leadership across the region for the development of pedagogical approaches and appropriate integration across

the 6 AOLEs, with a focus on primary education and transition (12 posts in total).

## Funding

The majority of ERW's funding is secured through Welsh Government grants. Prior to working as a Consortia, the partner Local Authorities were the recipients of these school improvement grants. The quantum however has increased substantially with the introduction of e.g. the Pupil Development Grant and specific elements of the grant for Curriculum reform and professional development.

In addition to the grant funding there is core funding provided by each partner local authority based on a total contribution of £250,000 split according to PLASC Pupil numbers.

<b>Local Authority</b>	<b>2019/20 Contributions</b>
Carmarthenshire	53,167
Ceredigion	18,691
Neath Port Talbot	40,713
Pembrokeshire	33,895
Powys	33,535
Swansea	69,998
<b>TOTAL</b>	<b>250,000</b>

As part of the review there was a requirement, as from the start of the 2020/21 financial year, to increase contributions from partner authorities to fund the new structure agreed at the Joint Committee.

## Reasons why an alternative Consortia footprint is being considered

1. All Local Authorities were in agreement with the revised structure however one Local Authority were not supportive of the proposals in regard to increased contributions for 2020-21. As there wasn't a consensus in regard to the funding of the new structure a revised model needed to be considered.
2. Neath Port Talbot have implemented their withdrawal from ERW.
3. **Three other Local Authorities have now expressed their intentions to leave ERW by the 31<sup>st</sup> March 2021; Carmarthenshire, Ceredigion and Swansea.**
4. One Local Authority was advocating a 'commissioning model' i.e. only buying the services they require.
5. The City Deal footprint was proposed as a new Consortia footprint as it aligned the education and skills agendas and was in line with current legislative proposals considered by Welsh Government.
6. Led by Ceredigion, an alternative footprint, Dyfed-Powys was tabled.
7. Officers from all LAs are monitoring progress of ERW's work and seeking assurances that Local Authority needs were being met and there is equitable allocation of resources.

Directors were tasked with slimming down the core staffing model and to develop proposals for a future ERW configuration. Workshops have been held to examine each option and to articulate the positives and negatives of each proposal. The Joint Committee are requested to provide officers with a steer in regard to future partnership arrangements.

## Options Considered

1. The status quo
2. Transfer to a model based on the City Deal and Growing Mid Wales Partnerships
3. Dyfed Powys (Ceredigion Proposal) and West Glamorgan footprints
4. To operate school improvement as individual councils (those councils who wish to continue collaboration continue to do so)

<b>1. Status Quo</b>	
<b>A continuation of the current footprint of 6 LAs and the revised structure.</b>	
+	-
<ul style="list-style-type: none"> <li>• ERW provides a critical mass and economies of scale</li> <li>• The revised structure already in place that includes high-quality and respected individuals in key posts.</li> <li>• There is now a better understanding of ERW's responsibilities and structure.</li> <li>• There is better face-to-face communication between ERW and school leaders</li> <li>• There is the ability to build on current effective practice e.g. Middle Leaders programme, school to school work</li> <li>• There is effective support for secondary schools following inspections (e.g. Powys/ Pembrokeshire)</li> <li>• There is evidence of effective support for schools causing concern</li> <li>• Our Challenge Advisers know each other well and work across region</li> <li>• Lack of capacity in some authorities to continue to meet responsibilities and therefore dependent on ERW</li> </ul>	<ul style="list-style-type: none"> <li>• Still a lack of trust in the organisation being able to deliver</li> <li>• Still a lack visibility</li> <li>• Less connection to local issues</li> <li>• Lack of link to key officers in the local authority e.g. Education Welfare Service (EWS)</li> <li>• Too far removed from schools/LAs (geographically)</li> <li>• Risk to capacity as people do not want to work for ERW</li> <li>• Could be seen as a regional bureaucratic industry when school budgets so stretched</li> <li>• Support for secondary schools has been variable</li> <li>• Model not agile enough to meet needs/not responsive enough</li> <li>• Perception that ERW that does not provide value for money/impact of ERW</li> <li>• LA contributions do not meet the core costs.</li> <li>• Lack of flexibility for using grant funding terms and conditions.</li> <li>• Large land mass and geography of region poses significant logistical challenges</li> <li>• Diverse nature of the region, the socio-economic profiles of LAs and linguistic makeup make it difficult to provide a service that meets the needs of all school communities.</li> <li>• A lack of clarity on exact nature of ERW's role and relationship with LAs.</li> <li>• Disconnect between Welsh Government and Local Government.</li> </ul>

<b>2. Model based on the City Deal and Growing Mid Wales Partnerships</b>	
<b>This would be a partnership of 4 (Carmarthen, Neath Port Talbot, Pembrokeshire and Swansea) and 2 (Ceredigion and Powys)</b>	
+	-
<ul style="list-style-type: none"> <li>• The geography is more manageable</li> <li>• Geographical advantages and in line with emerging footprints</li> <li>• There is already a degree of political support for this pattern of working</li> <li>• It will enable us to better link the education agenda with skills, apprenticeships and</li> </ul>	<ul style="list-style-type: none"> <li>• Current structure not suitable/sustainable leading to redundancies etc.</li> <li>• Continue to be unsure of accountabilities</li> <li>• Consistency in CAs performance</li> </ul>

<p>employment pathways in the key sectors we want to support.</p> <ul style="list-style-type: none"> <li>• It allows us to disband current structures and re-create new ones and therefore address the brand, governance and structure issues</li> <li>• Smaller scale could ensure improved consistency</li> <li>• Ability to build on current strengths</li> <li>• School leaders value local response from Challenge Advisors</li> <li>• Could realise clearer communication</li> <li>• Could realise clearer division of functions</li> <li>• Improved tackling of under-performance</li> <li>• Better perception of model with local face</li> <li>• Easier to build positive relations with schools and build reputation</li> <li>• More agile to deliver local/national priorities</li> <li>• Greater control of apportioning of resource</li> <li>• Small enough to function in a timely way to support schools</li> <li>• Not seen to be fattening a middle tier</li> <li>• Greater autonomy for schools on funding</li> </ul>	<ul style="list-style-type: none"> <li>• Tension between region and local authority</li> <li>• Could still be faceless to schools</li> <li>• Still could be issues of perceived quality</li> <li>• Could be very challenging for 2 relatively small LAs to deliver a comprehensive school improvement service (19 secondary schools across the 2 LAs)</li> <li>• Not a sustainable region</li> <li>• Significant differences in socio-economic footprint within the different partnerships</li> <li>• Issues in delivering Welsh language support as there are different priorities and expectations in each LA.</li> </ul>
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<b>3. Dyfed Powys / West Glamorgan footprints</b>	
<b>This would be a partnership of 4 (Carmarthen, Ceredigion Pembrokeshire and Powys) and 2 (Neath Port Talbot and Swansea).</b>	
+	-
<ul style="list-style-type: none"> <li>• The geography is more manageable</li> <li>• It allows us to disband current structures and re-create new ones and therefore address the brand, governance and structure issues</li> <li>• Improved consistency</li> <li>• Building on current strengths</li> <li>• Heads appreciate local response from Challenge Advisors (CAs)</li> <li>• Clearer internal communication</li> <li>• Clearer division of functions</li> <li>• Tackling under-performance</li> <li>• Better perception of model with local face</li> <li>• Easier to build positive relations with schools and reputation</li> <li>• Geographical advantages</li> <li>• More agile to deliver local/national priorities</li> <li>• Greater control apportioning of resource</li> <li>• Return to pre-LGR footprint of West Glamorgan and Dyfed Powys</li> <li>• Small enough to function in a timely way to support schools</li> <li>• Greater autonomy for schools on funding</li> </ul>	<ul style="list-style-type: none"> <li>• Current structure not suitable/sustainable leading to redundancies etc.</li> <li>• Could continue to be unsure of accountabilities</li> <li>• Consistency in CAs performance</li> <li>• Tension between region and local authority</li> <li>• Could still be faceless to schools</li> <li>• Still could be issues of perceived quality</li> <li>• Losing advantage of working with diverse authorities.</li> <li>• Not aligned to the Swansea City Deal (CCC+ Pembs)</li> <li>• Risk if CCC does not sign up to the DP and impact on the 3 partners- viability?</li> <li>• Redundancy issues</li> </ul>

<b>4. Operate school improvement as individual councils</b>
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**Each local authority to operate separate improvement and support services with commitment to collaborate. (ERW could cease to exist or LAs could agree to commission a central team to provide specific support to deliver key aspects of the national reform agenda, e.g. curriculum development)**

+	-
<ul style="list-style-type: none"> <li>• The geography is more manageable</li> <li>• School leaders appreciate local response from Challenge Advisors (CAs)</li> <li>• Clearer internal communication</li> <li>• Clear division of functions</li> <li>• Clarity of role and responsibility</li> <li>• Current governance and scrutiny arrangements are in place and robust</li> <li>• School improvement service sits with the body which has the statutory responsibility.</li> <li>• Ability to commission from a wider range of providers and in line with LA priorities.</li> <li>• LAs can collaborate according to strategic priorities.</li> <li>• Each LA can commission what it needs and therefore more funding could reach front line services.</li> <li>• Services provided more bespoke to individual LA's needs</li> <li>• ERW could provide critical mass, economies of scale and broker support required.</li> <li>• The revised structure is already in place and high-quality and respected individuals in key posts.</li> <li>• There would be a better understanding of ERW's responsibilities and structure.</li> <li>• There is the ability to build on current effective practice e.g. Middle Leaders programme, school to school work</li> <li>• Lack of capacity in some authorities to continue to meet responsibilities and therefore dependent on ERW</li> <li>• Market forces would drive ERW to improve its performance and quality of support offer.</li> </ul>	<ul style="list-style-type: none"> <li>• Current structure not suitable/sustainable leading to redundancies etc.</li> <li>• Consistency in CAs performance</li> <li>• Does not meet Welsh Government expectations</li> <li>• Does not align with the Wellbeing of Future Generation Act.</li> <li>• Danger of isolation for LAs/ schools/ leaders</li> <li>• Possible capacity issues from providers</li> <li>• Lack of capacity in some authorities to continue to meet core statutory responsibilities to intervene in school/deliver school reorganisation</li> <li>• HR challenges- redundancy/challenges</li> <li>• Not a consortium- need to start again</li> <li>• Two local authorities in Estyn's serious concern category; senior leadership experience and capacity in both authorities is challenged.</li> <li>• ERW unable to sustain a core structure without core funding</li> <li>• Current structure not suitable/sustainable leading to redundancies etc.</li> <li>• Risk to capacity as people do not want to work for ERW</li> <li>• Success to date has been variable</li> <li>• Model not agile enough to meet needs/not responsive enough</li> <li>• LAs could commission from outside ERW.</li> <li>•</li> </ul>

Having considered all the possible options, it is suggested that-

1. Joint Committee comes to a decision as to the preferred future footprint/model, from the list of Possible Options provided, subject to the provisions of the Legal Agreement.
2. Joint Committee agrees on an appropriate transition period (if the preferred model is not the status quo) subject to the provisions of the Legal Agreement. A year (2020/21) is recommended.
3. Joint Committee authorises the Chief Executives and Directors of Education in liaison with Leaders to develop the preferred model and ascertain impact of any changes (including legal, HR and financial), subject to the provisions of the Legal Agreement.



**Appendix 1- ERW Staffing Structure (June 2020)**

**Appendix 2- ERW- PROPOSED GOVERNANCE STRUCTURE**

**Appendix 3- ERW- KEY PRINCIPLES and KEY DELIVERABLES**

**Appendix 4- ERW- CORE VALUES**

**Appendix 5- ERW- What do we do?**

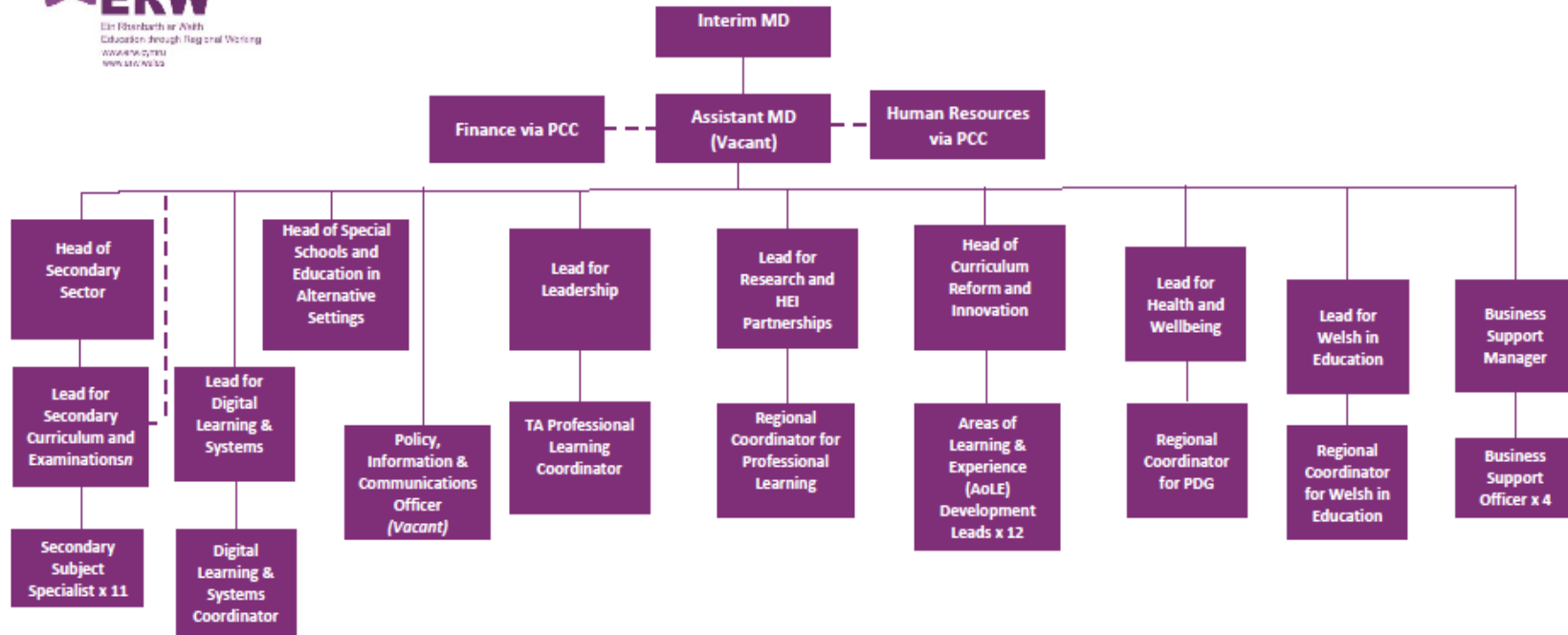
**Appendix 6- ERW Business Plan**

**Appendix 7- Proposal for the future of ERW on behalf of Ceredigion, Pembrokeshire and Powys LAs**

Appendix 1- ERW Staffing Structure (June 2020)



# ERW Team Structure



## Appendix 2- ERW- PROPOSED GOVERNANCE STRUCTURE

Our proposed governance model is as follows:

- The **Joint Committee** meets termly to agree the strategy and business plan, agrees and monitors budget and performance.
- The **Advisory (Executive) Board** reviews and challenges progress once a term.
- The **Management Board** (Directors of Education and ERW Managing Director) meet monthly and have a strategic decision making role – decisions will be reported to the Joint Committee.
- The **Strategic Groups** meet monthly to monitor the implementation of the business plans and oversee funding delegated to the strategic groups
- The **Headteacher Group** meets half termly to inform regional strategy and advocate on behalf of schools
- The **Trade Union Reference Group** meets half termly to discuss and inform regional policies relating to HR issues, and where relevant make recommendations to policy development
- The **Scrutiny Councillor Group** meets bi-annually to monitor performance, contribute to policy development and review and investigate matters which affect the Councils they represent. Another function of the Scrutiny group is holding the Joint Committee to account by examining and questioning their decisions.
- The **Senior Leadership Team** develops draft strategies and approaches to meet WG priorities and grant requirements. The SLT report to each authority's Scrutiny Committee at least annually with an annual performance report.
- The **Operations Group** meets fortnightly with a focus on operational performance and strategy.

## Appendix 3- ERW- KEY PRINCIPLES

- Regional working will be underpinned by the principles of transparency, shared leadership, clear communication, robust quality assurance, accountability and integrity.
- The regional support service will be resourced and staffed in accordance with its remit and status. It will have a Head of Service and a dedicated team of experts who will add value to the regional approach to the national reform agenda.
- The regional school support service will commit to providing all aspects of support bilingually in line with expectations of the Welsh Standards.
- Current regional governance structures will continue.
- Regional working will be underpinned by the principle of working towards developing a self-improving system where peer review and strategic partnerships drive improvement.
- Regional working should strengthen the role of School Clusters (depending on theme/focus).
- Regional working will be guided by the aim of ensuring that all schools are at least good and that all pupils benefit from a high-quality education.
- Regional working will commit to support local authority capacity and ability to provide education services of the highest standard across all areas of its responsibility.
- That we strengthen relationships between the local authorities, the consortium and Welsh Government.

## REGIONAL

The agreed regional support service priorities are-

- Developing and delivering a curriculum for Wales
  - Developing a high quality education profession that has a positive impact on learners' progress and standards
  - Ensure Inspirational leadership has a positive impact on provision and standards
  - Develop strong and inclusive schools committed to excellence, equity and well-being
  - Develop robust assessment, evaluation and accountability arrangements supporting a self-improving system
- The regional school support service will lead on pedagogy, leadership development and moderation and standardisation.
  - The regional support service will engage on behalf of LAs with ITT institutions to ensure that local needs are shared.
  - Regional governance systems will relate to the performance and management of the regional support service.
  - The regional improvement service will contribute to governor training when appropriate and within remit.
  - The Business Plan will be informed by local priorities and steered through the Strategy Groups.
  - The regional improvement service will provide a directory of specialisms.
  - We will have an agreed model of resource deployment to secure improvement and to avoid duplication.
  - We commit to re-launching and re-invigorating our regional commitment to a self-improving system.

## **LOCAL AUTHORITY**

- Accountability and statutory responsibility lies with local authorities (LA), therefore school improvement resource and workforce will remain in each LA to be determined by local priorities and be subject to local scrutiny.
- Challenge Advisers will be responsible for support visits, annual reports on performance and progress and brokerage of support for schools.
- The LA CAs and school improvement resource will be available to work across the region in accordance with current legal agreement.
- Local scrutiny arrangements will apply to the performance of schools and the standards attained by pupils.
- ALN is a local authority responsibility.
- LAs will be accountable for schools causing concern by their individual systems, however all local authorities will commit to providing support and challenge to each other in addressing issues of underperformance.
- The delegation of the Welsh element of the Regional School Consortium Improvement Grant (RCSIG) to each LA needs to be considered in order to support individual LA Welsh in Education Plans (WESP). Opportunities to secure economies of scale will be actively pursued.

## **Self-Improving School System**

- School leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice by collaborating.
- Schools are 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.
- Schools become participants so that strengths are spread across the system and areas for improvement are tackled through peer engagement and support.
- Schools will thrive in a supportive and collaborative environment to raise standards and ensure that every young person can access excellent education.
- Schools have a strong vision for why, how and what children and young people learn.

## **Appendix 3- ERW- KEY DELIVERABLES**

### **Performing**

- Improved pupil and school performance.
- Effective use of data and deployment of high-quality resources to ensure effective interventions and support to deliver improved pupil outcomes
- Improved school categorisation and more positive Estyn school inspection reports in all partner Local Authorities

### **Accountable**

- Establishment of a coherent regional school Improvement structure which promotes high performance.
- Clear accountabilities, streamlined and integrated services delivering monitoring, support and challenge to achieve a positive impact and provide genuine value for money.

### **Self-Improving**

- Development of a culture of self-improvement which is reflective, collaborative and based on positive professional relationships.
- Issues and challenges addressed honestly and transparently in an environment which encourages innovation, demonstrating high trust and effective communication.
- An agile, responsive workforce with the skills to respond as required.

### **Strategic**

- Effective management and use of data and other intelligence to provide improved knowledge of all schools, enabling the strategic deployment of high-quality resources to meet current and emerging needs of schools, local authorities and the region.

### **Talented**

- Effective structures and arrangements to recruit, retain and develop high quality staff.
- A positive employment culture which builds capacity and expertise, motivating and valuing individuals to excel within systems which are clear, consistent and supported by effective performance management.

### **Influential**

- Establishing an influential and respected consortium which is authoritative and influential in shaping Welsh Government policies.
- Effective in representing the views of Local Authority partners to secure arrangements which deliver National priorities in a way which reflects the unique nature of the region whilst offering consistent support to Welsh language and cultural heritage.

## **Appendix 4- ERW- CORE VALUES**

### **Effectiveness**

- We lead by example and inspire confidence in others
- We promote and drive continuous improvement by asking how we could do this better
- We focus on longer-term outcomes rather than short-term goals.
- Barriers and challenges are resolved promptly and success is celebrated.

### **Commitment**

- We take pride in the job that we do and we are ambitious for all of our schools and their pupils
- We are passionate about learning and ensuring that pupils reach their potential
- We make a difference for thousands of pupils every year

### **Integrity**

- We are trustworthy and reliable
- We are able to adapt to changing priorities and seek to create a positive and healthy working environment.
- We stand by difficult decisions and openly acknowledge errors
- We challenge and confront poor performance

### **Innovation**

- We inspire others and continuously seek innovative solutions.
- We effectively plan and anticipate change.
- We act on opportunities.
- We recognise problems and implement solutions.

### **Collaboration**

- We engage and support each other by working together and developing a shared focus.
- We build effective relationships with all stakeholders and partners.
- We recognise people's contributions and achievements
- We talk about 'we' and not 'I'.

## **Appendix 5- ERW- What do we do?**

### **What do we do for schools and their pupils?**

- Develop capacity of all schools to become self-improving, resilient organisations who continually improve outcomes and wellbeing for pupils
- Provide high quality differentiated support to schools in line with the national categorisation system
- Enable useful opportunities for school to school working to develop the self-improving system

### **What do we do for teachers?**

- Provide high quality curriculum support to support the development of high-quality pedagogy
- Provide useful resources to reduce teacher workload, improve wellbeing and support the developments of high impact strategies to improve pupil outcomes
- Provide high quality bespoke support to develop the high quality of teaching and learning in all schools
- To provide useful opportunities for professional networks to encourage the sharing of good practice and to develop the self-improving school system.

### **What do we do for school leaders?**

- Support education professionals to fulfil current and future roles in a wide range of educational settings.
- Provide, broker and quality assure a range of approved programmes for our education system. For example, middle leaders, aspiring heads, NPQH and support for newly appointed headteachers.
- We will develop current and future leadership talent for the ERW region

### **What do we do for our employees?**

- We lead with clarity and focus
- We provide professional learning opportunities that build confidence and competence
- We provide a good balance between autonomy and clarity
- We provide opportunities for our team to develop professionally and reinvest in a self-improving system



## **Appendix 6- ERW's Business Plan and Provision**

ERW has five improvement priorities that match the enabling objectives of The National Mission:

- **Developing and delivering a transformational curriculum**
- **To develop a high-quality education profession**
- **To develop inspirational leaders and to facilitate them working collaboratively to raise standards.**
- **To develop strong and inclusive schools that are committed to excellence and wellbeing.**
- **To develop robust assessment, evaluation and accountability processes that support a self-improving system**

### **Business Plan Priorities**

#### **1. Developing and delivering a curriculum for Wales**

The region will work with the education system to support the development of the new curriculum and associated assessment arrangements that will help raise standards for all pupils in the region. The region will ensure that high quality professional learning will enable schools to plan for the new curriculum and all associated assessment arrangements.

#### **2. Developing a high-quality education profession that has a positive impact on learners' progress and standards**

The region will support our teachers to be lifelong professional learners that reflect on and enhance their own practice to motivate and inspire the children and young people in their care. The region will support schools to develop pedagogy and practice in order to effectively prepare for 'A curriculum for Wales, a curriculum for life.' The region will support, challenge & intervene in schools by implementing a rigorous and consistent approach to ensure that all schools have a clear understanding of what constitutes consistently high-quality teaching and learning for all learners. The region will ensure that assessment information is used diagnostically to influence teaching, learning and learner progress and secure robust reliability procedures for end of key stage assessment

#### **3. Ensure Inspirational leadership has a positive impact on provision and standards**

The region will prioritise developing system leadership as a prime driver of education development across our schools. Promoting and supporting effective, collaborative leadership will therefore be central to our delivery. The region will develop effective school leadership and increase capacity across the region by developing universal and targeted support, challenge and intervention for current and aspiring school leaders at all levels. The region will develop and implement a comprehensive programme of professional learning in order to promote high expectations and develop knowledge, skills, personal qualities, values and

professional characteristics that will enable leaders to offer consistently high-quality education in all schools

**4. Develop strong and inclusive schools committed to excellence, equity and well-being**

All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. The region is committed to delivering a fair and fully inclusive education system ensuring where schools across the region are equipped to support all learners in a manner which minimises obstacles and maximises the opportunities for reaching their full potential. The region will continue to develop the workforce so that schools can receive the necessary levels of support and challenge around inclusive practice.

**5. Develop robust assessment, evaluation and accountability arrangements supporting a self-improving system**

Through the use of evidence-based approaches and co-construction, we will deliver a coherent assessment and evaluation framework that will ensure effective accountabilities so that schools, LAs and the region play a full part in delivering the best for our learners and their teachers. We will encourage and acknowledge schools that are collaborative and supportive of each other and will ensure that smaller and rural schools are better supported to play their full part in a collaborative self-improving school system.

## **Appendix 7- Proposal for the future of ERW on behalf of Ceredigion, Pembrokeshire and Powys LAs**

### **Background**

The ERW region's directors, chief executives, portfolio holders and council leaders have collectively invested significant energy over many years to secure effective regional working, since the inception of SWAMWAC. There have been times of clarity and times of challenge, but throughout there has been an unwavering commitment to securing the creation of a regional school improvement service to improve outcomes and experiences for all learners within the region.

The last few years have been particularly challenging, despite periods of optimism, as partners have struggled to honour a collaborative approach across all six authorities. Despite reaching agreement, the risk of fragmentation has always been high. At times, it has been argued that conforming to regional processes has limited local authorities' opportunities to innovate. Over time, different views and priorities within individual local authorities have impacted on the pace, effectiveness and influence of the regional school improvement service.

However, the undersigned authorities (\*) express their full commitment to the principle of regional working. With our spread of rural and small-town schools, working across our two languages in areas of sparse population and often of rural deprivation, we have more in common than that which separates us. We are also more than aware of the risks that our schools can become isolated, with lack of exposure to practice and innovation from other areas of Wales and beyond.

The preferred option for each of our authorities would always have been to secure a successful 6-LA region. However, having made significant and sincere commitments to develop and sustain that model, our shared experiences now point toward a need to move on, at pace. There is now a strong feeling across our authorities that a new footprint is needed for our school improvement collaboration, and we propose that footprint to be organised as a Dyfed- Powys entity.

For this reason, we wish to move ahead in a spirit of open, committed collegiality to affirm a sustainable, collaborative and excellent regional service, where staff can engage professionally in an environment of safety and security, delivering crucial support for our schools and our learners. If that regional service requires a variation from its current geographical footprint, we as local authorities are prepared to engage collectively to build and embed a service based on a revised footprint. We can no longer be held back by the challenges that have inhibited our honourable ambitions over recent years.

### **Core Values**

Each one of our authorities has high expectations of its regional school improvement service and will expect the following core values to be exemplified:

- excellent leadership, communication and relationships between the local authorities and the regional school improvement service, based on transparency, integrity and mutual trust
- exceptional quality, innovation and rigour in the delivery of agreed support services that provide good value for money
- a bilingual service that is led by the needs of schools and local authority priorities as they respond to our changing educational landscape
- a continued focus on getting resources to our classrooms by working collaboratively to avoid unnecessary duplication of services

## **Service Delivery**

As a group of authorities, we need a regional school improvement service to deliver and add value to the local authority offer in a range of key domains. In particular, we wish to commit to a service that offers functions a)-d) noted below:

### **a) Leadership programmes at all levels throughout the schools' workforce**

A service that provides a single regional administration and delivery of a growing range of programmes, that can act as a conduit for national collaboration through the National Academy for Educational Leadership and our universities to develop the full range of future leadership programmes.

- Middle leader development - development planning, monitoring and evaluation
- The National Professional Qualification for Headship
- New and acting headteacher programme
- Aspiring senior leaders
- Experienced headteachers
- Higher Level Teaching Assistant development, and support for pathways for teaching assistants.

### **b) Initial Teacher Education and career-long learning**

The new national arrangements for Initial Teacher Education and the very recent developments (and anticipated growth) in part-time and work-based routes into teaching provide an opportunity to utilize a single regional approach to the promotion and partnership building needed for these programmes with schools and Higher Education Institutions. This can also apply to the standardization of induction and early professional learning of new teachers.

These priority areas will need to be supported by a comprehensive regional and local workforce development programme, with the Schools as Learning Organisations model at its core.

For secondary subjects (in particular core subjects) ERW's Secondary leaders of learning team has been an effective feature of the support and work provided by the region. They provide access to cutting edge practice and research and have been fully involved in supporting departments in secondary schools where there is

underperformance. Each of their appointments in summer 2019 were supported unanimously by directors and headteachers at appointments panels.

### **c) Support for the Curriculum for Wales**

With the final version of the new curriculum published this week, the schools' sector can now move with some assurance from speculative future planning to more specific implementation planning. The regional service's new curriculum team from September 2019 exists to share information and embed key principles around the four core purposes and pedagogy. It is their work to support curriculum development and design, underpinned by a range of programmes to improve pedagogy and pupils' skills. Their work, through roadshows, engagement with Lead Practice Schools, networking opportunities and school to school support is crucial, and it is expected that the pace of engagement will now accelerate.

Whilst recognizing the local dimensions of the new curriculum, there is plenty of scope for local, regional, national and international learning to be brought to bear. The benefits of an agile team at a regional level to support innovative and creative curriculum design and content are clear.

### **d) Support for Schools Causing Concern (SCC) /schools at risk of causing concern**

Across the region there are excellent examples of schools benefiting from leadership and curriculum support from highly accomplished leaders from neighbouring authorities – facilitated through the regional service. This has added value and complemented local authority led provision, for example, inclusion, ALN, Finance, HR. In some authorities there is compelling evidence that this practice has been beneficial and has brought about improved outcomes for pupils. The ability of the regional SCC team to work with the team of key secondary curriculum specialists and local authority challenge advisers has embedded new practices across some of our most challenging schools. It is the view of the authorities that wish to proceed with re-affirming our regional approach that this service should be maintained as a core service within the region. It should be needs-led and should be available at no additional cost to schools or their Local Authorities.

In addition to the core functions **a)-d)** noted above, there are other benefits (some planned, some derived) that have already accrued from joint regional working, and it would be beneficial for these to continue. Some of these include:

The regional leadership provided for moderation and standardisation of curriculum outcomes, the joint professional learning opportunities that exist for challenge advisers, contributions made to governor training and local authority scrutiny processes on matters relating to the agreed regional functions, the sharing of best practice and specialisms across the region, the development of the self-improving system through strengthened cluster and collaborative working, shared projects with universities and Welsh Government which add to regional knowledge for sharing across all schools (e.g. the Lyn Sharratt Project). These should continue to be developed under the existing

governance arrangements with delivery agreed in a shared regional business plan that can secure the timely drawing down of grants for the benefit of our schools.

### **Moving on and future arrangements**

Our authorities are clearly in different places in terms of our school improvement journeys. However, we are all committed to either maintaining or securing high standards for all of our learners by working collaboratively across boundaries during this period of unprecedented change.

If there is to be a regional service, all future stakeholders in that regional school improvement service will need to be committed, engaged and positive regarding the value that such a collaboration can bring to all partner authorities. It is imperative that all partners share a vision and common goals for the region, and commit to behaviours that help achieve the best for our learners. Furthermore, there must be a clear duty on a regional service to enable all constituent local authorities to fully comply with their legislative obligations, such as Welsh Language Standards and the ambitions of Cymraeg 2050, through their WESPs.

Whilst the six authority model has the benefits of economies of scale and a wider talent pool, recent years have been challenging and we have not succeeded in building a regional service that can maximize the benefits to our learners, be a stable partnership for our school leaders, nor have we created an inspiring service in which to work.

If we are to secure the best support for school leaders and their staff, with resulting benefits for learners, it is now opportune to work to a footprint that can combine authorities that wish to commit to the same ambitions. If that is more possible by working in a partnership where authorities have similar socio-economic profiles as well as quite similar socio-linguistic and geographical patterns, we believe that we should set out to achieve that ambition.

We need to move on from debating processes, structures, budgets and accountabilities to work towards a common approach to educational infrastructure that can deliver excellence in teaching and learning. This would enable the region to maximise its resources to improve outcomes and experiences for learners.

Consequently, the undersigned authorities are expressing our joint commitment to securing a highly effective and collegiate new approach to regional working, underpinned by the functions and values outlined above.

Provisional Signatures for a reformed regional school improvement service to be instituted as soon as is reasonably practicable.

Cyngor Sir Ceredigion – Ceredigion County Council  
**Cyngor Sir Gaerfyrddin – Carmarthenshire County Council?**  
Cyngor Sir Penfro – Pembrokeshire County Council  
Cyngor Sir Powys – Powys County Council



## ERW JOINT COMMITTEE

21<sup>st</sup> JULY 2020

(POSTPONED FROM 19th MARCH 2020)

### Governance Arrangements

**Purpose:** To present the proposed governance arrangements to Joint Committee

#### RECOMMENDATIONS / KEY DECISIONS REQUIRED:

For Joint Committee to agree the proposed revised governance structure

#### REASONS:

Following Review and Reform there is a need to amend the governance arrangements to reflect the required changes.

<p><b>Report Author:</b>  Kate Evan-Hughes</p>	<p><b>Designation:</b>  Lead Director</p>	<p><b>Tel No.</b>  E. Mail: kate.evan-hughes@pembrokeshire.gov.uk</p>
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**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21<sup>ST</sup> JULY 2020  
(POSTPONED FROM  
19<sup>th</sup> MARCH 2020)**

**Governance Arrangements**

**BRIEF SUMMARY OF PURPOSE OF REPORT**

Following the implementation of the review and reform programme, it is appropriate that the governance arrangements for ERW are reviewed. The attached report provides a proposed governance arrangement.

If Joint Committee approve the proposed governance structure a subsequent report will be provided by the monitoring officer detailing any legal implications and changes required to the ERW Legal Agreement.

**OPTIONS AVAILABLE AND THEIR PROS AND CONS**

1. Adopt the proposed governance arrangements
2. Not adopt the proposed governance arrangements

**DETAILED REPORT ATTACHED?**

**YES**





## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>YES</b>	Finance <b>NONE</b>	Risk Management Issues <b>NONE</b>	Staffing Implications <b>NONE</b>
<p><b>1. Legal</b>  <b>If adopted changes to the Legal Agreement will be required in line with the new governance arrangements</b></p>				

## CONSULTATIONS

N/A
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<p><b>Section 100D Local Government Act, 1972 – Access to Information</b>  <b>List of Background Papers used in the preparation of this report:</b>  <b>THESE ARE DETAILED BELOW</b></p>		
Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A



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# Proposed Governance Arrangements ERW

September 2019

**Our governance model is as follows:**

- The **Joint Committee** meets termly to agree the strategy and business plan, agrees and monitors budget and performance.
- The **Advisory Board** reviews and challenges progress once a term.
- The **Management Board** (Directors of Education and ERW Managing Director) meet monthly and have a strategic decision making role – decisions will be reported to the Joint Committee.
- The **Strategic Groups** meet monthly to monitor the implementation of the business plans and oversee funding delegated to the strategic groups
- The **Headteacher group** meets half termly to inform regional strategy and advocate on behalf of schools
- The **Trade Union Reference Group** meets half termly to discuss and inform regional policies relating to HR issues, and where relevant make recommendations to policy development
- The **Scrutiny Councillor Group** meets bi annually to monitor performance, contribute to policy development and review and investigate matters which affect the Councils they represent. Another function of the Scrutiny group is holding the Joint Committee to account by examining and questioning their decisions.
- The **SLT** develops draft strategies and approaches to meet WG priorities and grant requirements. The

**SLT** report to each authority's Scrutiny Committee at least annually with an annual performance report.

- The **Operations Group** meets fortnightly with a focus on operational performance and strategy.

## Decision Making Relationships

### ERW Joint Committee

Leaders or Portfolio Leads,

In attendance - Chief Executives, Lead Director, Managing Director, Section 151

### ERW Management Board

Directors of Education / Managing

Director - monthly meetings

### ERW Strategy Groups

ERW SLT, 1 x Director of Education, 2x LA Officers, 3 x Headteachers/Practitioners

### ERW Senior Leadership Team

ERW Managing Director / ERW Heads of Service

### ERW Operations Group

Principal ChAds / ERW Senior Leadership Team

## Recommendation / Consultative

### ERW Advisory Board

termly meeting

### ERW Scrutiny Councillor Group

Chair and Vice Chair of each constituent

Local Authority

### ERW Headteacher Reference Group

### ERW Trade Union Reference Group

# ERW Joint Committee

## ERW Advisory Board

1 x representative of the Joint Committee

1 x Welsh Government nominee

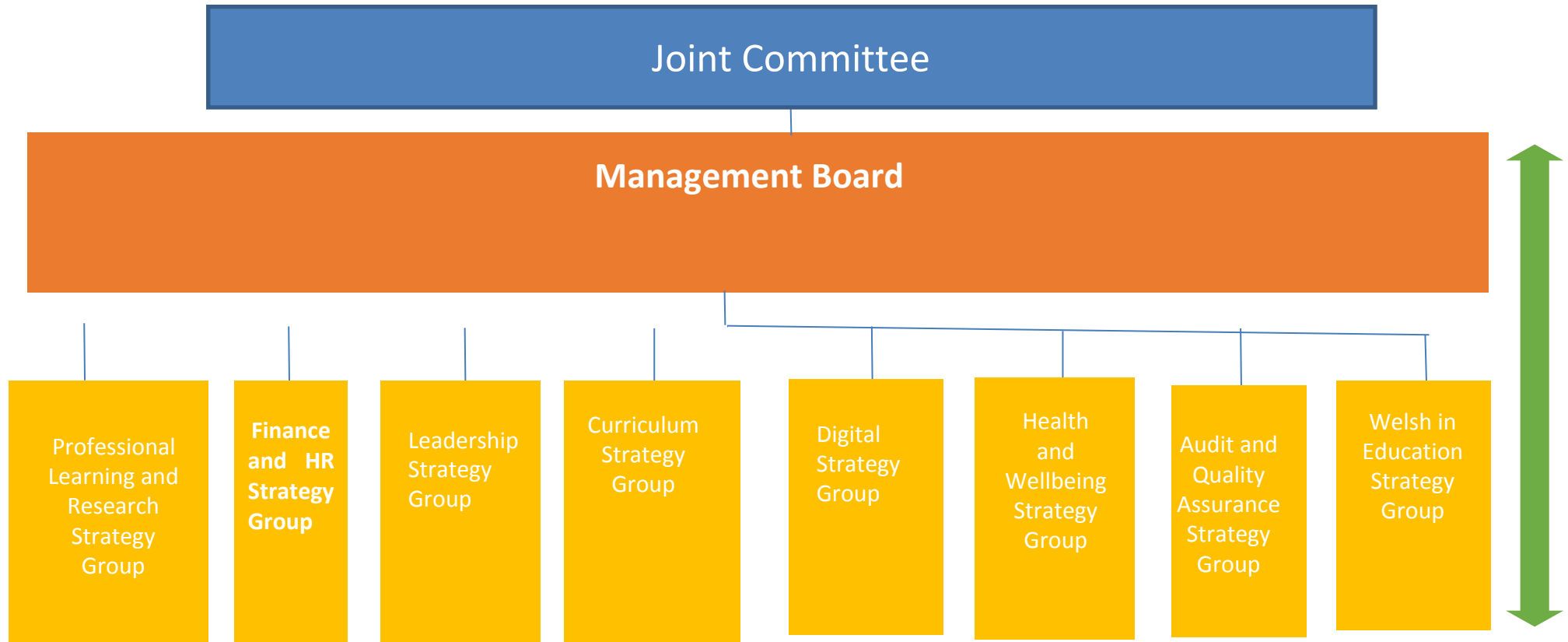
1x Estyn representative

5 x independent individuals approved by JC recognised for their experience of leading in education and expertise in corporate governance including representation from HEI

2 x Headteacher representative (Nominated by HT Group)

Directors/Chief Education Officers and Managing Director to attend to present reports. Other officers to attend as and when required to present reports.

# Business Planning and Evaluation





## ERW JOINT COMMITTEE

### JOINT COMMITTEE MEMBERSHIP

- The membership of the joint committee is set out below
- The quorum necessary for a joint committee meeting shall be five voting (5) members of the joint committee.
- The agreement will also provide for the attendance of a deputy if required.

Voting Members	Officer Members –Non Voting
6 x Education Portfolio Members / Council Leaders ( <i>one from each LA</i> )	6 x Chief Executives ( <i>one from each LA</i> ) 1 x Lead Education Director
Co-opted Non-voting Members*	Officers in Attendance
1 x Diocese Representative 1 x Primary Schools Representative 1 x Secondary Schools Representative 1 x Special Schools Representative 1 x Welsh Government 1x WLGA 1 x Estyn	1x Legal Representative 1x S151 Representative Monitoring Officer Head of Internal Audit (as required)

Headteacher User Group nominates a Secondary, Primary, Special Headteacher representative to take the respective seats on the Joint Committee

A body may nominate a Deputy to attend the Joint Committee on behalf of a member in the following circumstances:

- a. to take the place of a member of the Joint Committee;
- b. where the member is unable to attend the whole meeting; and
- c. if the member has notified the Chairman in advance of the relevant meeting.

A Deputy shall only have the right to speak and where relevant vote at that meeting of the Committee or Sub Committee and no other function or appointment including appointments to Working Groups will be applicable to them when acting as a Deputy.

### JOINT COMMITTEE TERMS OF REFERENCE AND DELEGATED FUNCTIONS

The Inter Authority Agreement defines the governance arrangements for the Joint Committee, including its Terms of Reference and Delegated Powers. In doing so it also identifies which matters are specifically to the individual partner authorities to determine.

The terms of reference and delegated powers of the Joint Committee are:

To promote joint working in the delivery of the Service through:

- facilitating constructive partnership working;
- engaging with key interested bodies and stakeholders when appropriate; and
- carrying out such other activities calculated to facilitate, or which are conducive to the successful delivery of the Service; and
- to oversee the management of the Service and ensure that the Service is provided and performs in accordance with the expectations of the Partner Authorities Inter Authority Agreement and agreed Annual Business Plan;
- to approve the budget for the Service on an annual basis’;
- to approve the business plan for the Service on an annual basis;
- to monitor and manage the risks associated with the Service;
- to approve the staff structure of the Service;
- to appoint the Managing Director of the Service;
- to decide on disciplinary action against the Managing Director; and
- where required, to determine or arrange for the determination of appeals in relation to Human Resources matters.
- Receiving / approving the Statement of Accounts
- Receiving / approving ISA260 report
- Receiving / approving Head of Internal audit annual assurance opinion, internal audit plan and report
- Receiving / approving Annual Governance Statement
- To approve strategies and policies upon recommendation from the Management Board

The following matters are specifically reserved for individual Cabinet decision:

- approval of inter-Council partnership governance arrangements;
- increase of budget over agreed Council contributions;
- procuring the necessary audit and assurance checks; and
- termination of the Partnership.

# ERW Advisory Board

## Membership

5 Experts appointed by the Joint Committee:	
1 x Education Portfolio Holder (Lead for Region)	
6 LA Directors	
ERW Managing Director & members of Senior Leadership Team (as required)	

## Terms of Reference

### Purpose

- To provide strategic advice and challenge to ERW acting as a critical friend and sounding board regarding policies and proposals, informing the policy and strategic priorities.
- As experts in their own fields, to provide advice, support, scrutiny and challenge to ERW to secure the effective delivery of the objectives of ERW
- Constructively challenge and contribute to the development of strategy to enable the organisation to achieve its goals;
- Consider and make recommendations to the joint committee in relation to the annual Business Plan;
- Monitor and review the performance of management in meeting assigned goals and objectives and monitor the reporting of performance;
- Report termly to the joint committee.

### Constitution

- The Advisory Board is expected to be made up of representatives from across education and wider sectors.
- An independent chair (not local authority or ERW employee) will chair meetings.
- Secretariat will be provided by the Carmarthenshire County Council.
- This Advisory Board is **not accountable** for the performance, policies, financial or other management affairs of ERW.

## ERW MANAGEMENT BOARD- DRAFT

The **ERW MANAGEMENT BOARD** will be a key driver in ensuring that ERW succeeds in its core business of creating a consistently high performing schools across the region with every school a good school offering high standards of teaching under high quality leadership resulting in all learners achieving their maximum potential.

The **MANAGEMENT BOARD**'s main function is to ensure that the Joint Committee's decisions are actioned, that ERW's policies and strategies reflect current priorities, efficiency is promoted and effective partnership working with external bodies is encouraged.

### Membership

Local Authority- Directors/Chief Education Officers	6
ERW Managing Director	1
ERW Finance Officer( <i>as an when required</i> )	1
Monitoring Officer / HR Lead ( <i>as and when required</i> )	2
Others ( <i>as and when required</i> )	

### General Principles

1. The **ERW Management Board** will play a key role in improving ERW's services by providing strong leadership to advise the Joint Committee and ensure that their decisions are actioned and delivered.
2. The **ERW Management Board** will be proactive and innovative.
3. The **ERW Management Board** will constructively challenge and contribute to the development of strategy to enable the organisation to achieve its goals in relation to-
  - *Improving the quality of leadership and its impact on outcomes;*
  - *Improving the quality of teaching and learning experiences and its impact on outcomes*
  - *Reducing the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential*
  - *Delivering high quality and bespoke support, challenge and intervention to schools*
  - *Maintaining an effective and efficient organisation to support ERW's core business*
4. The **ERW Management Board** will consider and make recommendations to the Joint Committee in relation to ERW's services and Business Plan ensuring it is costed and affordable.
5. The **ERW Management Board** will monitor and review the performance of management in meeting assigned goals and objectives and monitor the reporting of performance

6. The **ERW Management Board** will enable the participation of external organisations and partners in consideration of issues that may impact upon the delivery of ERW and regional priorities.
7. The **ERW Management Board** will assist the Joint Committee in the development, monitoring and review of policy and report regularly to the Joint Committee on progress.

### **Operational Issues**

1. The Management **Board** will meet on a monthly basis at Y Llwyfan unless previously agreed that an alternative venue is appropriate
2. Agenda and papers will be shared at least one calendar week before the meeting.
3. If any member is not able to attend they should ensure an appropriate substitute is in attendance who is able to make decisions on behalf of their local authority
4. The monthly agenda will include the following-
  - *Examine how well ERW is performing- monitor progress against the Business Plan and the performance of services and functions.*
  - *Scrutinise financial planning and accountability and any proposed revenue budget strategy.*
  - *Hold the Managing Director and Senior ERW Officers to account for agreed actions and seek to promote open and transparent decision-making.*
  - *Consider the Managing Director's monthly report.*
5. The Management Board will co-construct the annual Business Plan, including the individual appendices to identify specific requirements at individual LA Level;
6. The Management Board will monitor progress against the priorities and outcomes identified in the Business Plan on a regular basis;
7. The Management Board will have arrangements in place to make sure that financial controls and systems are robust;
8. The Management Board will provide professional advice to the joint committee with regard to the appointment of the Managing Director;
9. The Management Board will report to the joint committee termly
10. In decision making the Management Board will endeavour to make unanimous decisions however if this is unattainable, where there is no unanimous decision, the majority decision will be supported but exceptions to unanimity, will be reported to the Joint Committee

## Finance and Human Resources Strategy group

### Purpose

To oversee the formation and application of Finance and Human Resources Strategy, Business Plans, all ERW finance and human resources Policies and Procedures, report related risks to the Joint Committee as appropriate.

### Membership

Title	Name
1 x Director of Education	
1 x Lead Finance Officer	
1 x Lead HR Officer	
3 x Headteacher	

**Relevant ERW officers will attend as required to present papers**

**Frequency of Meetings** – Half termly

### Duties

To monitor and recommend actions to the Joint Committee in respect of:

- Finance and HR strategy
- Assess the impact of policy and ensure they are addressed in financial and HR planning
- Assess financial risks and risk management arrangements
- Approve business cases for investment and delegation of grant funding to schools and local authorities
- Approve business cases for recruitment for the ERW structure
- Review annual efficiency programmes, ensure sound governance arrangements are in place, monitor progress in delivering agreed savings and any remedial action taken to deal with variances
- Review spending against planned programme of expenditure and ensure that there is robust control of expenditure and of variations to the agreed plan
- Approve changes to Employment Policies
- Approve Training and Workforce Development plans
- Approve Equality and Diversity strategies
- Monitor actions arising from Staff Attitude Surveys and Audits
- Changes to pay and conditions for ERW staff, within nationally agreed frameworks
- Changes to HR policies relating to ERW staff

### Reporting Arrangements

The Group will report its recommendations and decisions to the full Joint Committee and Management Board through the circulation of its minutes.

## Professional Learning and Research Strategy Group

### Purpose

To oversee the formation and application of Business Plans, relevant Policies and Procedures, report related risks to the ERW Management Board as appropriate.

### Membership

Title	Name
1 x Director of Education	
1 x Lead Finance Officer	
1 x Lead HR Officer	
3 x Headteacher	

### Frequency of Meetings – Half termly

**Chair** – To be decided by the group

### Duties

To monitor and recommend actions to the Joint Committee in respect of:

- Relevant business plan
- Assess the impact of policy and ensure any shortcomings are addressed
- Assess financial risks and risk management arrangements
- Approve business cases for investment and devolution of grant funding to schools, in line with the budget delegated to them by the Management Group and ERW business plan and report to management group on all expenditure
- Review spending against planned programme of expenditure and ensure that there is robust control of expenditure and of variations to the agreed plan
- Monitor feedback from all stakeholders relevant to the strategy group focus

### Reporting Arrangements

The group will report its recommendations and decisions to the Management group through the circulation of its minutes and exception reporting by the Director attending the group.

## Leadership Strategy Group

### Purpose

To oversee the formation and application of Business Plans, Policies and Procedures, report related risks to the ERW Management Board as appropriate.

### Membership

Title	Name
1 x Director of Education	
1 x Lead Finance Officer	
1 x Lead HR Officer	
3 x Headteacher	

### Frequency of Meetings – Half termly

**Chair** – To be decided by the group

### Duties

To monitor and recommend actions to the Joint Committee in respect of:

- Relevant business plan
- Assess the impact of policy and ensure they are addressed
- Act as a point of contact for the Leadership Academy
- Assess financial risks and risk management arrangements
- Approve business cases for investment and devolution of grant funding to schools, in line with the budget delegated to them by the Management Group and ERW business plan and report to management group on all expenditure
- Review spending against planned programme of expenditure and ensure that there is robust control of expenditure and of variations to the agreed plan
- Monitor feedback from all stakeholders relevant to the strategy group focus

### Reporting Arrangements

The Group will report its recommendations and decisions to the Management group through the circulation of its minutes and exception reporting by the Director attending the group.



## Curriculum Strategy Group

### Purpose

To oversee the formation and application of Business Plans, Policies and Procedures, report related risks to the ERW Management Board as appropriate.

### Membership

Title	Name
1 x Director of Education	
1 x Lead Finance Officer	
1 x Lead HR Officer	
3 x Headteacher	

### Frequency of Meetings – Half termly

**Chair** – To be decided by the group

### Duties

To monitor and recommend actions to the Joint Committee in respect of:

- Relevant business plan
- Assess the impact of policy and ensure they are addressed
- Assess financial risks and risk management arrangements
- Approve business cases for investment and devolution of grant funding to schools, in line with the budget delegated to them by the Management Group and ERW business plan and report to management group on all expenditure
- Review spending against planned programme of expenditure and ensure that there is robust control of expenditure and of variations to the agreed plan
- Monitor feedback from all stakeholders relevant to the strategy group focus

### Reporting Arrangements

The group will report its recommendations and decisions to the Management group through the circulation of its minutes and exception reporting by the Director attending the group.

## **Skills Strategy Group**

### **(Literacy Numeracy and Digital)**

#### **Purpose**

To oversee the formation and application of Business Plans, Policies and Procedures, report related risks to the ERW Management Board as appropriate.

#### **Membership**

Title	Name
1 x Director of Education	
1 x Lead Finance Officer	
1 x Lead HR Officer	
3 x Headteacher	

#### **Frequency of Meetings – Half termly**

**Chair** – To be decided by the group

#### **Duties**

To monitor and recommend actions to the Joint Committee in respect of:

- Relevant business plan
- Assess the impact of policy and ensure they are addressed
- Assess financial risks and risk management arrangements
- Approve business cases for investment and devolution of grant funding to schools, in line with the budget delegated to them by the Management Group and ERW business plan and report to management group on all expenditure
- Review spending against planned programme of expenditure and ensure that there is robust control of expenditure and of variations to the agreed plan
- Monitor feedback from all stakeholders relevant to the strategy group focus

#### **Reporting Arrangements**

The group will report its recommendations and decisions to the Management group through the circulation of its minutes and exception reporting by the Director attending the group.

## Health and Wellbeing Strategy Group

### Purpose

To oversee the formation and application of Business Plans, Policies and Procedures, report related risks to the ERW Management Board as appropriate.

### Membership

Title	Name
1 x Director of Education	
1 x Lead Finance Officer	
1 x Lead HR Officer	
3 x Headteacher	

**Frequency of Meetings** – Half termly

**Chair** – To be decided by the group

### Duties

To monitor and recommend actions to the Joint Committee in respect of:

- Relevant business plan
- Assess the impact of policy and ensure they are addressed
- Assess financial risks and risk management arrangements
- Approve business cases for investment and devolution of grant funding to schools, in line with the budget delegated to them by the Management Group and ERW business plan and report to management group on all expenditure
- Review spending against planned programme of expenditure and ensure that there is robust control of expenditure and of variations to the agreed plan
- Monitor feedback from all stakeholders relevant to the strategy group focus

### Reporting Arrangements

The group will report its recommendations and decisions to the Management group through the circulation of its minutes and exception reporting by the Director attending the group.

## Welsh in Education Strategy Group

### Purpose

To oversee the formation and application of Business Plans, Policies and Procedures, report related risks to the ERW Management Board as appropriate.

### Membership

Title	Name
1 x Director of Education	
1 x Lead Finance Officer	
1 x Lead HR Officer	
3 x Headteacher	

### Frequency of Meetings – Half termly

**Chair** – To be decided by the group

### Duties

To monitor and recommend actions to the Joint Committee in respect of:

- Relevant business plan
- Assess the impact of policy and ensure they are addressed
- Assess financial risks and risk management arrangements
- Approve business cases for investment and devolution of grant funding to schools, in line with the budget delegated to them by the Management Group and ERW business plan and report to management group on all expenditure
- Review spending against planned programme of expenditure and ensure that there is robust control of expenditure and of variations to the agreed plan
- Monitor feedback from all stakeholders relevant to the strategy group focus

### Reporting Arrangements

The group will report its recommendations and decisions to the Management group through the circulation of its minutes and exception reporting by the Director attending the group.

## ERW Senior Leadership Team

### Purpose

- To work respond to directives from the **Joint Committee/Management Board**
- To support schools and local authorities in their efforts to:
  - improve learner outcomes for all young people;
  - ensure the delivery of high quality teaching and learning; and
  - support and empower school leaders to better lead their schools.
- To develop ERW's strategies, Plans, Policies and Procedures in respect to School Improvement and in response to Welsh Government requirement/grant conditions.

### Membership

Title	Name
Managing Director	
Heads of Service	
Other ERW or LA employees as to be co-opted required	

**Frequency of Meetings** – weekly with a focus on operational performance and strategy

### Duties

To develop strategies, plans and policies and to monitor performance and progress in respect to:

- Improving the quality of leadership and its impact on outcomes;
- Improving the quality of teaching and learning experiences and its impact on outcomes
- Reducing the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential
- Delivering high quality and bespoke support, challenge and intervention to schools
- Maintaining an effective and efficient organisation to support ERW's corebusiness
- Schools Causing Concern
- Curriculum development
- Workforce development
- Utilising Welsh Government funding

### Reporting Arrangements

The Group will report its recommendations and decisions to the Management Board via the MD and ERW's Core team.

## ERW Operations Group

### Purpose

To work with and support ERW's core team by contributing to the development of ERW's strategies, Plans, Policies and Procedures.

### Membership

Title	Name
6 x Principal Challenge Advisors	
ERW Managing Director (or nominee)	
Other ERW or LA employees e.g. HoS to be co-opted as required and at the determination of the LA	

**Frequency of Meetings** – monthly with a focus on strategic development and operational performance.

### Duties

To develop strategies, plans and policies and to monitor performance and progress in respect to:

- Improving the quality of leadership and its impact on outcomes;
- Improving the quality of teaching and learning experiences and its impact on outcomes
- Reducing the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential
- Delivering high quality and bespoke support, challenge and intervention to schools
- Maintaining an effective and efficient organisation to support ERW's corebusiness
- Schools Causing Concern
- Curriculum development
- Workforce development
- Utilising Welsh Government funding

### Reporting Arrangements

The Group will report its recommendations and decisions to the Management Board via the MD and ERW's Core team

## ERW Meeting Schedule

<b>Budgeting and Preparation Meetings</b>
<i>(Details on timings available on admin calendar, and calendar invites for Lead Officers)</i>
16 <sup>th</sup> September, 2019 (PM)
11 <sup>th</sup> November, 2019 (PM)
13 <sup>th</sup> January, 2020 (PM)
24 <sup>th</sup> February, 2020 (PM)
27 <sup>th</sup> April, 2020 (PM)
8 <sup>th</sup> June, 2020 (PM)

<b>Strategy Group Meetings</b>
<i>(Details on timings available on admin calendar, and calendar invites for attendees)</i>
26 <sup>th</sup> September, 2019 (AM)
13 <sup>th</sup> + 15 <sup>th</sup> November, 2019 (AM)
16 <sup>th</sup> + 17 <sup>th</sup> January, 2020 (AM)
27 <sup>th</sup> + 28 <sup>th</sup> February, 2020 (AM)
30 <sup>th</sup> April + 1 <sup>st</sup> May, 2020(AM)
11 <sup>th</sup> + 12 <sup>th</sup> June, 2020 (AM)

<b>Senior Challenge Adviser Network Meetings</b>
10:00 am, 13 <sup>th</sup> September, 2019
1:00 pm, 22 <sup>nd</sup> November, 2019
10:00 am, 24 <sup>th</sup> January, 2020
1:00 pm, 13 <sup>th</sup> March, 2020
10:00 am, 7 <sup>th</sup> May, 2020
1:00 pm, 26 <sup>th</sup> June, 2020

<b>School Performance Team Meetings</b>
<i>(Details on timings to be discussed with Senior ChAds)</i>
21 <sup>st</sup> October, 2019
9 <sup>th</sup> December, 2019
10 <sup>th</sup> February, 2020
23 <sup>rd</sup> March, 2020
18 <sup>th</sup> May, 2020
6 <sup>th</sup> July , 2020

<b>Headteacher Board Meetings</b>
1:30 pm 4 <sup>th</sup> October, 2019
10:00 am 22 <sup>nd</sup> November, 2019
13:30 pm 31 <sup>st</sup> January, 2020
10:00 am 13 <sup>rd</sup> March, 2020
13:30 pm 15 <sup>th</sup> May, 2020
10:00 am 16 <sup>th</sup> July , 2020

<b>Trade Union Meetings</b>
11:00 am, 29 <sup>th</sup> November 2019
11:00 am, 20 <sup>th</sup> March 2020
11:00 am, 19 <sup>th</sup> June 2020

<b>ERW Director Meetings</b>
1:30 pm, 20 <sup>th</sup> September 2019
10:00 am, 25 <sup>th</sup> October 2019
1:30 pm, 15 <sup>th</sup> November 2019
10:00 am, 13 <sup>th</sup> December 2019
1:30 pm, 17 <sup>th</sup> January 2020
1:30 pm, 28 <sup>th</sup> February 2020
10:00 am, 27 <sup>th</sup> March 2020
1:30pm, 1 <sup>st</sup> May 2020
1:30 pm, 12 <sup>th</sup> June 2020
10:00 am, 10 <sup>th</sup> July 2020

<b>Executive Board Meetings</b>
11:00 am 4 <sup>th</sup> October, 2019
11:00 am 31st January, 2020
11:00 am 15th May, 2020

<b>Joint Committee Meetings</b>
14:30 18 <sup>th</sup> October, 2019
10:00 am 14th February, 2020
10:00 am 5th June, 2020



**ERW JOINT COMMITTEE**  
**21<sup>ST</sup> JULY 2020**  
**(POSTPONED FROM 19<sup>TH</sup> MARCH 2020)**

**Risk Register**

**Purpose:**

To inform the Joint Committee of the updated regional Risk profile

**RECOMMENDATIONS / KEY DECISIONS REQUIRED:**

That the Joint Committee note the overall increase in risk profile, and accept the report

**REASONS:**

Governance Arrangements, Risk Management

<b>Report Author:</b>  Osian Evans	<b>Designation:</b>  Policy, Information and Communications Officer	<b>Tel No. 01267 24 5640</b>  <b>E. Mail:</b> osian.tirnanog@btinternet.com
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**EXECUTIVE SUMMARY  
ERW JOINT COMMITTEE  
21<sup>ST</sup> JULY 2020  
(POSTPONED FROM 19<sup>TH</sup> MARCH 2020)**

**Risk Register**

**BRIEF SUMMARY OF PURPOSE OF REPORT**

The report outlines the overall risk profile of the regions. The heat map indicates the following risks as High Scoring:

**Very High Probability + Very High Impact**

**NPT Withdrawal**

**Very High Probability + High Impact**

**Cuts to School Budgets**

**High Probability + Very High Impact**

**Data Protection  
Failure to comply with Estyn Action Plan  
ERW Governance  
Transparency of Governance**

**DETAILED REPORT ATTACHED?**

**YES**

## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>NONE</b>	Finance <b>YES</b>	Risk Management Issues <b>YES</b>	Staffing Implications <b>NONE</b>
<p><b>1. Finance</b> There is a section on the register dedicated to Financial Risks</p>				
<p><b>2. Risk Management</b> The Risk Register is the primary risk analysis mechanism in ERW's governance system.</p>				

## CONSULTATIONS

N/A
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**Section 100D Local Government Act, 1972 – Access to Information**  
**List of Background Papers used in the preparation of this report:**  
**THESE ARE DETAILED BELOW**

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A

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**ERW**

Ein Rhanbarth ar Waith  
Education through Regional Working  
[www.erw.cymru](http://www.erw.cymru)  
[www.erw.wales](http://www.erw.wales)

# **Corporate Risk Register (Threats)**

## **2019-2020**

### **For Joint Committee March 2020**

# Introduction

ERW's Corporate Risk Register contains the strategic business risks (threats) to the achievement of the ERW's Vision and Aims as outlined within the ERW Business Plan.

**ERW's Vision: "Improving Learning Together"**

**ERW's Objectives:**

- Improve the quality of leadership and its impact on outcomes
- Improve the quality of teaching and learning experiences and its impact on outcomes
- Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential
- Deliver high quality and bespoke support, challenge, and intervention to schools
- Communicate effectively with all stakeholders

Corporate business risks (threats) are scored against the risk (threats) evaluation matrix shown on page 4, using the probability and impact criteria shown on pages 5 and 6.

The Corporate Risk Register is a live document which is subject to regular review by the ERW Managing Director. New business risks identified or escalated via Local Authority risk registers are captured as proposed business risks and considered for inclusion on the Corporate Risk Register by the Lead Chief Executive. The updated Corporate Risk Register is then formally reviewed by the ERW Executive Board. The Corporate Risk Register is reviewed regularly by the ERW Joint Committee.

**Business risks are scored at inherent level (before any control measures are applied) and at residual level (after control measures have been applied).**

Although control measures are applied, they may not be sufficient to reduce the residual score if external factors (outside of officer control) still have a high influence on the probability of the risk occurring or the impact should it occur, e.g. Review and Reform Programme. The heat map on page 7 shows the highest residual risks on the Corporate Risk Register.

**Each risk has its own table showing the inherent and residual risk score along with the tolerance for the risk. Tolerance levels and responsible officers should ultimately be decided by the Joint Committee, who will be advised by the ERW Central Team.**

To assist with the monitoring of changes to the Corporate Risk Register between reviews, the risk score table for each risk includes a movement column which shows if the residual risk has increased↑, decreased↓, or stayed the same↔.Where there

is no arrow icon, this process will commence from the report presented to the next Joint Committee.

The Corporate Risk Register for 2018-19 contains 17 business risks (threats), each of which is indexed at page 8 and 9, and shown in detail on pages 10 to 21.

**Risks are categorised under one of the four following groupings, with each grouping requiring an agreed tolerance level.**

1. Financial Risks - Tolerance Level 6
2. Infrastructure Risks – Tolerance Level 8
3. People and Knowledge Risks – Tolerance Level 9
4. Governance and Compliance – Tolerance Level 4

**Every risk is explained in three steps:**

1. Event
2. Consequence
3. Impact

# Risk Evaluation Matrix

Threats					
<b>Probability</b>	<b>Very High</b>	Low (4)	Medium (8)	High (12)	High (16)
	<b>High</b>	Low (3)	Medium (6)	Medium (9)	High (12)
	<b>Medium</b>	Low (2)	Low (4)	Medium (6)	Medium (8)
	<b>Low</b>	Low (1)	Low (2)	Low (3)	Low (4)
		<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>Very High</b>
		<b>Impact</b>			



## Impact assessment criteria

(Review the risk against the following criteria, chose the one that best describes the impact and rate accordingly from 1 – 4)

Rating	Description	Financial Capital / Revenue	Political	Service / Operations
4	<b>Very High</b>	>40% to <100% budget	<ul style="list-style-type: none"> <li>Political intervention required.</li> </ul>	<ul style="list-style-type: none"> <li>Catastrophic fall in service quality and statutory service standards are not met.</li> <li>Long term interruption to service provision.</li> <li>Report from regulator or inspectorate requiring major project for corrective action.</li> </ul>
3	<b>High</b>	>15% to <40% budget	<ul style="list-style-type: none"> <li>Major adverse political reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Major impact to service quality, statutory service standards are not met, long term disruption to operations, multiple partnerships affected.</li> <li>Report of breach to regulator with immediate correction to be implemented.</li> </ul>
2	<b>Medium</b>	>5 % to < 15 % budget	<ul style="list-style-type: none"> <li>Significant adverse regional political reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Significant fall in service quality, major partnership relationships strained, serious disruption to statutory service standards.</li> <li>Reportable incident to regulator(s).</li> </ul>
1	<b>Low</b>	< 5% budget	<ul style="list-style-type: none"> <li>Minor adverse political reaction and complaints which are quickly remedied.</li> </ul>	<ul style="list-style-type: none"> <li>Minor impact to service quality, minor statutory service standards are not met.</li> </ul>

< = Less than

> =More than

## Probability assessment criteria

(Select one of the ratings from the definitions below)

Rating	Annual Frequency			Probability	
	Description	Definition		Description	Definition
4	Very High	More than once in last 12 months		Very High	>85 % chance of occurrence
3	High	Once in last 2 years		High	>45% to <85 % chance of occurrence
2	Medium	Once in 3 years up to 10 years		Medium	>15% to < 45 % chance of occurrence
1	Low	Once in 10 years		Low	<15 % chance of occurrence

< = Less than

> =More than

# Corporate Business Risks

The heat map below summarises the highest residual risks contained on the Corporate Risk Register.

<b>Very High Probability</b>	<p style="text-align: center;"><b>12</b></p> <ul style="list-style-type: none"> <li>• Cuts to School Budgets</li> </ul>	<p style="text-align: center;"><b>16</b></p> <ul style="list-style-type: none"> <li>• NPT Withdrawal</li> </ul>
<b>High Probability</b>	<div style="background-color: #cccccc; width: 100%; height: 100%;"></div>	<p style="text-align: center;"><b>12</b></p> <ul style="list-style-type: none"> <li>• Data Protection</li> <li>• Failure to comply with Estyn Action Plan</li> <li>• ERW Governance</li> <li>• Transparency of Governance</li> </ul>
	<p style="text-align: center;"><b>High Impact</b></p>	<p style="text-align: center;"><b>Very High Impact</b></p>

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## Review and Reform

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# Contextualisation

ERW (Education through Regional Working) is one of 4 regional education consortia in Wales. It is an alliance of six local authorities - Carmarthenshire, Ceredigion, Pembrokeshire and Powys, the County Borough of Neath Port Talbot and the City and County of Swansea. The purpose of ERW is to deliver a single, consistent and integrated professional school improvement service for children and young people across the South-West and Mid-Wales region.

ERW works closely with Welsh Government and with the other three regional consortia to deliver national priorities and policies in Wales, such as literacy, numeracy and digital competence, and improving learner outcomes.

The regional education consortia were formally established following the publication of the National Model for School Improvement by Welsh Government in 2014. The National Model is based on a vision of regional school improvement consortia working with and on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. This would be achieved by allowing local authorities to work collaboratively to share good practice, knowledge and skills, build capacity and increase opportunities for constructive challenge and targeted support.

ERW works to communicate, broker and support the development of high performing school networks in order to identify the challenges and establish improvement pathways that lead to success. It seeks to ensure that every school is a good school offering high standards of teaching and good leadership resulting in all learners achieving their maximum potential. This can only be achieved by building school capacity through support, challenge and intervention so that they become self-improving, resilient organisations which continually improve outcomes for learners.

## Our Objectives:

- 1. Developing a high-quality education profession**
- 2. Inspirational Leaders working collaboratively to raise standards**
- 3. Strong and inclusive schools committed to excellence, equity and well-being**
- 4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system**

## Central Risks

### 1.1 Estyn Monitoring activity results in continued follow up for Powys later than November 2021.(Governance and Compliance)

#### Description of Risk

Estyn follow up visits result in Powys continuing to be placed in category or requiring further attention.

#### Background

Powys was subject to an Estyn improvement conference in 2016 and 2017 primarily because the Authority had too many secondary schools in Estyn follow up

Powys received notice that they were to be inspected in July 2019. They were judged to be causing significant concern and requiring follow-up activity. The local authority has updated its improvement plans to show how it is going to address the recommendations. Estyn have reviewed the authority's progress through a post-inspection improvement conference and progress conferences on Nov 28<sup>th</sup>. Estyn were reassured that all 4 progress criteria were being met sufficiently.

As Powys has developed their response and action plan following the inspection the scoring of this risk can manifest.

**Objectives at Risk:** All

#### Risk Control Measures

Collaboration with numerous regional programmes surrounding Leadership – Secondary Support Team being a good example

Local Mitigation – PIAP agreed, WG Improvement and Assurance Board, Scrutiny arrangements. Monthly meeting with all Political party leaders in the authority. Transformation Board established. Transformation Delivery Board established. Regular updates for Cabinet to ensure sufficient progress.

#### Risk Scores:

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>4</b>	<b>4</b>	<b>16</b>	↑
<b>Residual</b>	<b>2</b>	<b>4</b>	<b>8</b>	↑
<b>Tolerance</b>			<b>4</b>	

#### Risk Owner

Lynette Lovell (Powys)

## 1.2 Estyn Monitoring activity results in follow up for Ceredigion (Governance and Compliance)

### Description of Risk

Estyn visits result in Ceredigion being placed in follow up / special measures or requiring further attention.

### Background

**Objectives at Risk : All**

### Risk Control Measures

Consolidation of existing strengths in processes and procedures deemed to be successful in the previous Estyn inspection. Many are still relevant in the new Estyn Local Authority Education Service Inspection Framework.

Continue work to improve quality, resilience and impact of senior and middle leadership in schools, particularly where recruitment has been difficult in order to improve intra and inter school variation.

Continue to provide high quality curriculum and leadership support for schools, in particular in core subject areas in specific secondary schools.

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>1</b>	<b>4</b>	<b>4</b>	↔
<b>Residual</b>	<b>1</b>	<b>4</b>	<b>4</b>	↔
<b>Tolerance</b>			<b>4</b>	

### Risk Owner

Meinir Ebbsworth (Ceredigion)



### 1.3 [Estyn Monitoring activity results in follow up for Pembrokeshire lasting longer than July 2022.](#)

#### Description of Risk

Estyn visits result in Pembrokeshire being placed in follow up / special measures or requiring further attention.

#### Background

Pembrokeshire has had two improvement conferences undertaken by Estyn. Pembrokeshire has received notice that they will be inspected by Estyn on the 2<sup>nd</sup> of December.

Pembrokeshire's inspection report was published on the 12<sup>th</sup> of February. Following publication, Pembrokeshire local government education services have been deemed as causing significant concern, and requiring follow up activity. Pembrokeshire

**Objectives at Risk :** All

#### Risk Control Measures

The Local Authority will update its improvement plan, to show how it is going to address the 4 recommendations made. The Local Authority will have a Post Inspection Action Plan Improvement Conference, and progress conferences. Monitoring visit will take place July 2022.

Local Mitigation – PIAP agreed, WG Improvement and Assurance Board, Scrutiny arrangements. Monthly meeting with all Political party leaders in the authority. Transformation Board established. Transformation Delivery Board established. Regular updates for Cabinet to ensure sufficient progress.

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>4</b>	<b>4</b>	<b>16</b>	↑
<b>Residual</b>	<b>2</b>	<b>4</b>	<b>8</b>	↔
<b>Tolerance</b>			<b>4</b>	

#### Risk Owner

Steven Richards Downes (Pembrokeshire)

## 1.4 Estyn Monitoring activity results in follow up for Carmarthenshire (Governance and Compliance)

### Description of Risk

Estyn visits result in Carmarthenshire being placed in follow up / special measures or requiring further attention.

### Background

**Objectives at Risk :** All

### Risk Control Measures

- Ensure that there is clarity in terms of vision and staff role and remit in their work towards achieving this vision.
- Effective appointments and support and training provided to provide a high quality, skilled team of Senior Managers and officers.
- A regular review of core services, to determine whether outcomes are being achieved and where potential issues may be arising.
- Effective business function evaluation and monitoring in place as part of regular Directorate Team meetings with overview of risk register, financial planning, outcomes measurement etc.
- Effective and constructive partnership working with schools, Council Services, the regional Consortium and other partners who contribute to delivering school improvement and education services.
- Robust and honest self-evaluation, incorporating the views of a range of stakeholders and partners, leading to clear Business Plans identifying successes and challenges/areas to develop.
- Service and Business Plan development put in place in order to ensure most effective use of resources across services and with partners in order to achieve excellent outcomes for our children and young people.
- Effective Performance Management and performance reporting in place throughout the directorate.

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>2</b>	<b>4</b>	<b>8</b>	↓
<b>Residual</b>	<b>1</b>	<b>4</b>	<b>4</b>	↓
<b>Tolerance</b>			<b>4</b>	

### Risk Owner

Gareth Morgans (Carmarthenshire)

## 1.5 Estyn Monitoring activity results in follow up for Swansea (Governance and Compliance)

### Description of Risk

Estyn visits result in Swansea being placed in follow up / special measures or requiring further attention.

### Background

### Objectives at Risk : All

### Risk Control Measures

- The local authority benefits from strong leadership at all levels, strong partnership with schools and other key agencies and has a good track record of delivering strong outcomes for children and young people.
- Self-evaluation processes are robust and clear priorities are identified in operational plans. Areas of underperformance are identified as early as possible and support and challenge put in place to secure improvements.
- Existing monitoring processes will be further developed to ensure that key strategic priorities, eg foundation phase, wellbeing post 16 provision, school leadership, are addressed.
- Through our ERW partnership, the local authority will continue to secure good standards and overall progress of learners, including specifically raising standards in primary schools and provision for pupils in key stage 4.

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>2</b>	<b>4</b>	<b>8</b>	↔
<b>Residual</b>	<b>1</b>	<b>4</b>	<b>4</b>	↔
<b>Tolerance</b>			<b>4</b>	

### Risk Owner

Nick Williams (Swansea)

## 1.6 Estyn Monitoring activity results in follow up for Neath Port Talbot (Governance and Compliance)

### Description of Risk

Estyn visits result in Neath Port Talbot being placed in follow up / special measures or requiring further attention.

### Background

- NPT was inspected by Estyn in December 2017 and judged to be good in all inspection areas. NPT will now focus on delivering progress against the four recommendations made.

**Objectives at Risk : All**

### Risk Control Measures

- The local authority benefits from strong leadership at all levels, strong partnership with schools and other key agencies and has a long, secure track record of delivering strong outcomes for children and young people.
- Business planning processes have been modified to account for the four recommendations and progress will be scrutinised by elected members on a regular basis.
- Self-evaluation processes have been revised to secure improvement and to better inform planning processes. These will continue to be developed in order to identify aspects of underperformance as early as possible.
- Existing monitoring processes will be further developed to ensure that key strategic priorities, eg children's school readiness, post 16 transition, school leadership, are addressed.
- Action has been taken to address the safeguarding issue identified during the inspection and Estyn is satisfied with the progress made in relation to this area.
- Through our ERW partnership, the local authority will continue to secure good standards and overall progress of learners, including specifically raising standards in primary schools and provision for pupils in key stage 4.

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>2</b>	<b>4</b>	<b>8</b>	↔
<b>Residual</b>	<b>1</b>	<b>4</b>	<b>4</b>	↔
<b>Tolerance</b>			<b>4</b>	

### Risk Owner

Aled Evans (Neath Port Talbot)

## 2. Failure to comply with Estyn Action Plan (Governance and Compliance)

### Description of Risk

Inspection/ Visit of Region finds less than adequate progress on any recommendation thus resulting in further follow up activity for ERW.

### Background

ERW received a judgement of limited progress (Nov 2017) against Recommendation 1 (improvement in Schools Causing Concern, most notably secondaries), from its June 2016 inspection.

Following positive feedback from the Estyn team in 2019 over 2 visits, and the re-structure of the ERW Central Team to include a regional resource for secondary leadership, there was sufficient cause to de-escalate the probability of this risk.

However, as of the 2020-21 Academic Year the future of a regionally deployed support resource for Secondary school leadership is uncertain. Should this capacity be removed from the system, this risk will require re-evaluation.

Schools Causing Concern have dropped from 21 in September 2017, to a current number of 18 (As per School Performance Team logs January 2020). Secondary SCC have reduced from 11 to 7 – however, of the remaining 7, 5 schools have been logged as Schools Causing Concern since September 2017.

**Objectives at Risk : All**

### Risk Control Measures

- Schools Performance Team now meets regularly with each Principal Challenge Adviser individually to discuss early warning signs for schools, increasing chances of prevention and administering additional support where needed
- Renewed capacity within the ERW Secondary Subject Specialist Team

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>3</b>	<b>4</b>	<b>12</b>	↔
<b>Residual</b>	<b>3</b>	<b>4</b>	<b>12</b>	↑
<b>Tolerance</b>			<b>4</b>	

### Risk Owner

ERW Managing Director, Lead Director and Lead Chief Executive

### 3. Failure to deliver Business Plan (Governance and Compliance)

#### Description of Risk

Delivery of Business Plan fails to meet the satisfaction of Welsh Government/WAO/Estyn.

#### Background

Monitoring systems and exception reporting now in place for the 2019-20 Business Plan. Strategic groups in place to begin formation of 2020-21 Business Plan, and to oversee the remainder of the 19-20 business year.

Indicative funding has been received for 2020-21, and budget setting exercises are underway so that the Business Plan can be costed from outset. However, the uncertainty over whether ERW will be a Consortium of 5 or 6 Local Authorities make planning inherently difficult.

**Objectives at Risk :** All

#### Risk Control Measures

- Ongoing dialogue with Welsh Government and other monitoring bodies
- BP aligned to National Mission document
- Established Strategy Groups who will co-construct a large amount of 2020-21 Business Plan

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	<b>(a)</b>	<b>(b)</b>	<b>(a) X (b)</b>	↑↓↔
<b>Inherent</b>	<b>3</b>	<b>3</b>	<b>9</b>	↑
<b>Residual</b>	<b>2</b>	<b>3</b>	<b>6</b>	↑
<b>Tolerance</b>			<b>4</b>	

#### Risk Owner

Managing Director, Lead Director

#### 4. ERW Governance (Governance and Compliance)

##### Description of Risk

Organisational Design, Governance or Legal footing of ERW found to be ineffective at securing consistent improvement across all LAs by Estyn / WAO / WG / Self-Evaluation, or to not be fit for organisational purpose. This then resulting in action by the inspectorate, or clawback of funds from WG.

##### Background

Estyn follow up report note that the governance structure has hindered progress. December 2017

Paper submitted to Autumn 2019 Joint Committee surrounding revised Governance of ERW to support the new structure. Paper deferred, and requires clarification of financial delegation arrangements at all levels of the structure.

Notable factor: The Executive Board has not met in the 19-20 Academic Year, at the point of this report being written. This presents significant risks, especially as the board has several key stakeholders in attendance – WG, Estyn, and Headteacher Board representatives.

Several Internal Audit Recommendations around changes to ERW's Governance, and updating of the Legal Agreement, remain outstanding.

**Objectives at Risk:** All

##### Risk Control Measures

- Andi Morgan appointed as Interim MD September 2019
- Revised Governance document currently in circulation,

##### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	3	4	12	↔
<b>Residual</b>	3	4	12	↑
<b>Tolerance</b>			4	

**Risk Owners:** Lead Chief Exec, Section 151 Officer, Monitoring Officer, Lead Director, Managing Director





## 5. Data Protection (Governance and Compliance)

### Description of Risk

ERW fails to comply with the Data Protection Act 2018, resulting in action from the ICO.

### Background

Currently ERW does not have a clearly designated Data Protection Officer which is a requirement of General Data Protection Regulations as of May 2018.

**Objectives at Risk:** All

### Risk Control Measures

ERW has taken pro-active steps to prepare staff for GDPR, including awareness seminars at ERW Central Team Training. However, the absence of a dedicated DPO remains a concern.

Some of this risk is mitigated by the Local Authorities employing their own DPOs for schools respectively.

Executive Board 21.9.18 agreed an interim measure of the Managing Director being named DPO, with a view of appointing a Business and Finance Manager for ERW and naming them DPO once appointed and sufficiently trained.

Joint Committee named Andi Morgan, interim MD, as the DPO on an interim basis in December 2019. In order to secure a longer-term solution, the ERW Policy Officer has met with the Head of Internal Audit, and is currently mapping all data collated by ERW's Central Team in order to better ascertain the scale of work involved for a permanent DPO, having received clarification on the criteria required of the post.

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>3</b>	<b>4</b>	<b>12</b>	↔
<b>Residual</b>	<b>3</b>	<b>4</b>	<b>12</b>	↔
<b>Tolerance</b>			<b>4</b>	

### Risk Owner

Managing Director, Lead Chief Executive, Lead Director

## 6. ERW is judged to not provide Value for Money (Governance and Compliance)

### Description of Risk

### Background

In ERW's 2017 Estyn Report, it is stated:

“Senior leaders understand that the current organisational design constrains ERW's ability to deliver value for money”

The new ERW model is now in place, however efficiencies and full increase of funding to frontline services do not take effect until the 2020-2021 business year. Should this structure change further, the scoring of this risk will need to be revisited.

**Objectives at Risk:** All

### Risk Control Measures

- Comprehensive VFM Framework in place.
- In house monitoring of effectiveness; support in any identified areas of concern.
- VFM monitoring and recommendations from Internal Audit undertaken.
- Annual Governance Statement
- Proposed financial efficiencies in the new ERW Model.

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	<b>(a)</b>	<b>(b)</b>	<b>(a) X (b)</b>	↑↓↔
<b>Inherent</b>	<b>3</b>	<b>4</b>	<b>12</b>	↔
<b>Residual</b>	<b>2</b>	<b>4</b>	<b>8</b>	↔
<b>Tolerance</b>			<b>6</b>	

### Risk Owner

Managing Director

## 7. Local Authority failure to comply with Grant Regulations (Governance and Compliance)

### Description of Risk

Individual LAs fail to comply with Grant Regulations and limited assurance given from other LA's to PCC, resulting in clawback of funding,

**Objectives at Risk:** All

### Risk Control Measures

- Correspondence from Section 151 Officer and Internal Audit to all LA's.
- Assurance for PCC from each LA.
- Improved communication and understanding of roles, responsibilities and risks.
- Training and termly finance officers meeting.
- LA Local Delivery Plans sent to ERW Finance Team as costed documents

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>3</b>	<b>4</b>	<b>12</b>	↔
<b>Residual</b>	<b>2</b>	<b>4</b>	<b>8</b>	↔
<b>Tolerance</b>			<b>6</b>	

### Risk Owner

LA Section 151 Officers, Head of Internal Audit,

## Financial Risks

### 1. Timeliness of WG Funding (Financial Risk)

#### Description of Risk

WG Funding may not be timely, resulting in underspend, lateness of planning, or an inability to spend at the end of the financial year.

#### Background

Financial forward planning with contingency arrangements so that essential implementation is not hindered.

Due to a significant dependence on grants and the use of ERW's reserves, timely receipt of funding is a key cash flow issue. This issue has largely been resolved through a quarterly payment profile of the RCSIG grant

The key issue for ERW regarding this risk, is the need to receive indicative grant funding before the beginning of the financial year, so that Business Planning can take funding streams into account at the beginning of the process. 2020-21 Indicative Funding received January 2020, however the issue of NPT Withdrawal will have an impact.

In-year variation funding from WG does occasionally materialise, sometimes as late as February (as happened in 18-19). This late arrival of funding is a contributing factor to this risk.

**Objectives at Risk:** All

#### Risk Control Measures

- A new quarterly payment profile has been established with Welsh Government
- Financial forward planning with contingency arrangements so that essential implementation is not hindered.
- Constant communication with WG to improve expectation, and to improve timeliness of in-year funding.

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>3</b>	<b>3</b>	<b>9</b>	↔
<b>Residual</b>	<b>3</b>	<b>3</b>	<b>9</b>	↑
<b>Tolerance</b>			<b>6</b>	

#### Risk Owner

Section 151 Officer, Lead Banker Authority

## 2. Real Term Cuts to school/education budgets (Financial Risk)

### Description of Risk

Further cuts to school services and reductions of quantum in Welsh Government funding, which in turn have an effect on service capacity, and therefore outcomes in schools.

### Background

Financial pressures in each LA leading to cuts affecting school services. This would then have a further impact on capacity and willingness of schools to engage in the self-improving system

Local Government 20-21 budgets and the Teachers Pay Award also present significant risks. Other risks that were noted by the ERW Headteacher Representative Board were the rise in teacher pensions, as well as the permanence of the new Professional Learning Funding. Local Government 2020-2021 settlement reported to be higher than initial expectations.

Another issue raised by Headteacher representatives is the use of 2016 PLASC figures for allocation of the PDG grant. Recent reports from WG indicate that 2019 PLASC data will be used moving forward.

**Objectives at Risk:** All

### Risk Control Measures

Further work with HT board to ensure clarity around expectations of HT to collaborate and the remuneration.

Maximising of delegated funding to schools wherever possible.

The new WG funding stream for schools, dedicated to Professional Learning is aimed at reducing the impact of this risk.

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	4	4	16	↔
<b>Residual</b>	4	3	12	↔
<b>Tolerance</b>			6	

### Risk Owner

Managing Director, Lead Director, All 6 LA Directors, Section 151 Officer, Lead Chief Executive.

### 3. [ERW unable to deliver National Mission \(Financial Risk\)](#)

#### Description of Risk

ERW fails to deliver their elements of Welsh Government's National Mission. Subsequently, WG could tie funding conditions to this delivery, risking grant clawback.

#### Background

With the ERW Review and Reform programme having delivered a new regional structure with increased capacity, this risk can be scored lower as ERW can now better work towards the aim of the National Mission. Once the impact of this model can be measured, a case can be made for the removal of this risk. However, further changes to model may lead to a rescoring

**Objectives at Risk:** All

#### Risk Control Measures

- ERW Review and Reform Programme has delivered new structure, positively received by Estyn. (Meilyr Rowlands letter 28.06.2019)
- Aligning of ERW Business Plan to National Mission document

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	<b>(a)</b>	<b>(b)</b>	<b>(a) X (b)</b>	↑↓↔
<b>Inherent</b>	<b>3</b>	<b>3</b>	<b>9</b>	↔
<b>Residual</b>	<b>2</b>	<b>3</b>	<b>6</b>	↔
<b>Tolerance</b>			<b>6</b>	

#### Risk Owner

Managing Director, 6 LA Directors, Joint Committee

#### 4. Failure to comply with Grant Conditions from WG (Financial Risk)

##### Description of Risk

ERW fails to comply with Welsh Government Grant Conditions, resulting in the withholding or clawback of funding, adversely affecting the region's School Improvement service.

##### Background

The only area of concern remaining for this risk is that RCSIG grant funding conditions currently requires that all constituent Local Authorities pay their contribution to ERW – should Neath Port Talbot complete their withdrawal from the region, it is unclear what effect this will have on ERW's ability to meet the grant conditions, or how those grant conditions may change. Discussions are ongoing.

##### Objectives at Risk: All

##### Risk Control Measures

- Central Team and Senior Challenge Advisers commissioned to provide additional Business Plan Details for 2018-19
- Ongoing dialogue with Welsh Government
- Business Plan for 2019-2020 co-constructed alongside LA and Headteacher partners in early 2019, approved by May

##### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	<b>2</b>	<b>4</b>	<b>8</b>	↔
<b>Residual</b>	<b>2</b>	<b>4</b>	<b>8</b>	↔
<b>Tolerance</b>			<b>6</b>	

##### Risk Owner

Lead Director, Managing Director, Lead Chief Executive, Section 151 Officer

## Review and Reform Risks

### 1. Neath Port Talbot withdraws from ERW

#### Description of Risk

Neath Port Talbot withdraws from the ERW Consortium on the 31<sup>st</sup> of March 2020, as set out in its cabinet report on 27<sup>th</sup> March 2019.

#### Background

During the 2018-19 Academic Year, NPT Council confirmed a decision to issue notice of their intent to withdraw from the ERW Consortium, effective March 2020. This decision has yet to be reversed/withdrawn.

#### Impact of Risk:

Should the risk be realised, then we can expect significant impact, not only on ERW service delivery but on local arrangements within NPT. ERW would potentially need to consult the Monitoring Officer about how to proceed, with regard to the ERW Legal Agreement.

Other significant impact of note:

- NPT teaching workforce access to consortia-led national programmes such as the NPQH
- Large scale changes to Grant Funding from WG
- NPT access to WG Grants that typically come through Regional Consortia
- Decreased confidence or potential monitoring of ERW / NPT by Estyn due to large-scale changes
- Adverse effect on public and professional perceptions of the new ERW structure

#### Risk Control Measures

Significant dialogue undertaken between Lead Chief Executive, and NPT Chief Executive. NPT Director of Education has been consistently involved in the design and co-construction of the new ERW Structure, as well as planning meetings regarding 2020-2021 funding arrangements. ERW's new operational governance has been structured to include all 6 LAs as significant stakeholders in the decision making process, at school, Challenge Adviser and Director of Education level. However, it must be noted that despite the above, NPT Council have yet to reverse their notice to leave.

#### Risk Scores:

Risk Stage	Probability	Impact	Risk Score	Movement
	<b>(a)</b>	<b>(b)</b>	<b>(a) X (b)</b>	↑↓↔
<b>Inherent</b>	4	4	<b>16</b>	↔
<b>Residual</b>	4	4	<b>16</b>	↔
<b>Tolerance</b>				

#### Risk Owner

Lead Chief Executive, Interim Managing Director, NPT Chief Executive, NPT Director of Education



## 2. Continued lack of clarity on ERW's functions

### Description of Risk

That the new ERW structure does not bring sufficient clarity on the function of ERW and its central team.

### Background

Despite thorough stakeholder engagement when constructing the new ERW structure, there remains work to be done with regard to communicating and clarifying the function of the new ERW to all stakeholders. Should this work not be completed, or fail to gain traction, there could be significant impact on the perception of ERW within the education sector.

### Impact of Risk:

- Unwillingness of schools to engage with ERW as a result of legacy perceptions
- Lack of clarity on the difference between the role of the LA, and the role of the region, among the teaching community
- Lack of confidence in the new structure, loss of trust with the profession

### Risk Control Measures

- The ERW SLT have attended Headteacher meetings across all 6 LAs to present on what the new ERW can offer
- A comprehensive Communications Strategy is being drafted, which will include a communications plan for all key stakeholder groups,
- Communications systems have been overhauled in the Autumn term to better streamline outgoing information
- Consistent dialogue is being undertaken with LA partners to ensure consistency of communication through both regional and local channels

### Risk Scores:

Risk Stage	Probability	Impact	Risk Score	Movement
	<b>(a)</b>	<b>(b)</b>	<b>(a) X (b)</b>	↑↓↔
<b>Inherent</b>	2	3	<b>6</b>	↔
<b>Residual</b>	2	3	<b>6</b>	↔
<b>Tolerance</b>				

### Risk Owner

Interim Managing Director, ERW SLT,

### 3. Lack of communication and clarity of roles between LA and ERW staff

#### Description of Risk

Insufficient communication and clarity between LA and ERW staff leads to conflicting messages reaching schools

#### Background

LA's will need to employ curriculum support or other roles as according to their need and priority areas – i.e with less than 2 fte for secondary English support across the region an LA may wish to 'top up' locally. Furthermore, the linguistic need of each LA is different and current ERW structure does not guarantee that the linguistic needs of all Local Authorities can be met.

With clarity, LA and ERW staff could complement each other and add value, but it is imperative that communication channels are robust, and that clear protocols are in place.

#### Impact of Risk:

- Reinforcement of the narrative that there are “too many layers”
- Raising questions surrounding value for money
- Lack of clarity for schools on what advice to follow
- Local Authorities being perceived as “not buying in” to the new ERW function

#### Risk Control Measures

- Consistent two-way communication between local resources supporting the new curriculum, and the regional body
- Join-up of work and personnel wherever possible
- Use of local arrangements to cascade the regional message
- Membership of Regional Strategy Groups to contain all 6 constituent LAs
- Brokerage pathway protocol to be agreed at Director Level

#### Risk Scores:

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	3	3	<b>9</b>	↔
<b>Residual</b>	2	3	<b>6</b>	↔
<b>Tolerance</b>				

#### Risk Owner

Lead Chief Executive, Interim Managing Director, Directors of Education, Lead Director

## 4. Failure to improve transparency through governance arrangements

### Description of Risk

That the changes to ERW's operational governance arrangements do not increase transparency / confidence of the profession.

### Background

ERW has adopted some new strategic meetings that include a variety of key stakeholders in the decision making process. The main aim of this change is that there is increased transparency around decision making and allocation of funding. Should these new strategic meetings fail to improve transparency, there will be significant adverse effects

Governance Revision document deferred in November 2019 Joint Committee meeting. Strategy Groups signed off in December 2019 Joint Committee, remainder of Governance paper remains deferred.

Executive Board has not met during the 19-20 Academic Year at time of writing – stakeholders including WG, Estyn and Headteacher Board representatives.

Financial Delegation Arrangements for Strategy Groups remain unclear, and could easily have an effect on progress of the 19-20 Business Plan in its final quarter, as well as the beginning of 2020-21 financial year.

### Impact of Risk:

- Loss of confidence from regulatory bodies
- Loss of trust with the teaching profession, and constituent LAs
- Increased tensions within the context of funding for education
- Challenges regarding value for money

#### Risk Control Measures

- Consistent Terms of Reference for all Strategy Groups
- Clear lines of reporting for all groups
- Director Group oversight of decisions made, and approval of any decisions that require it
- Potential publishing of delegated decisions on ERW website.
- Directors receive monthly updates of ERW funding to schools

### Risk Scores:

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
<b>Inherent</b>	4	4	<b>16</b>	↑
<b>Residual</b>	3	4	<b>12</b>	↑
<b>Tolerance</b>				

### Risk Owner

Lead Chief Executive, Interim Managing Director, Directors of Education, Lead Director





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**ERW JOINT COMMITTEE  
21<sup>ST</sup> JULY 2020  
(POSTPONED FROM 19<sup>TH</sup> MARCH 2020)**

**PROTOCOL FOR PRE-DECISION/CONSULTATION SCRUTINY  
ERW JOINT COMMITTEE DECISIONS**

**Purpose:** The protocol seeks to enable scrutiny councillors to better engage with the agendas of the Joint Committee

**RECOMMENDATIONS / KEY DECISIONS REQUIRED:**

Joint-committee members to consider the content and purpose of the protocol and formulate a written response to the ERW Scrutiny Councillor Group

**REASONS:**

<p><b>Report Author:</b></p> <p><b>Michelle Roberts</b></p>	<p><b>Designation:</b></p> <p><b>Scrutiny Officer</b></p>	<p><b>Tel No. 01792 637256</b></p> <p><b>E. Mail:</b> <b>michelle.roberts@swansea.gov.uk</b></p>
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**EXECUTIVE SUMMARY**  
**ERW JOINT COMMITTEE**  
**21<sup>ST</sup> JULY 2020**  
**(POSTPONED FROM 19<sup>TH</sup> MARCH 2020)**

**Pre-decision Scrutiny Protocol**

**BRIEF SUMMARY OF PURPOSE OF REPORT:**

**Protocol for Pre-decision/consultation Scrutiny**  
**ERW Joint Committee decisions**

1. Pre-decision scrutiny provides the ERW Scrutiny Group the opportunity for consultation with the Joint Committee on fully developed proposals where a clear recommendation exists before that decision is taken by the ERW Joint Committee.
2. The purpose is to enable the ERW Councillor Group to gain information and develop an understanding of the matter, and, act as a 'critical friend' by asking questions and commenting on the proposals. This gives scrutiny a valuable opportunity to inform and influence decision-making through debate and challenge.
3. The ERW Scrutiny Councillor Group will identify items for pre-decision scrutiny from the ERW Joint Committee Forward Work Plan or from information given by the ERW Managing Director or ERW Joint Committee on key up and coming decisions.
4. In terms of key questions, the ERW Councillor Group may consider:
  - The rationale for the report/decision
  - Robustness of the proposed decision and process
  - Potential impact and implications (including policy/performance/budget issues) and risks
  - How different options have been considered
  - The extent of consultation undertaken
5. The Councillor Group will share its views with the Joint Committee on the decision, which may include giving support, providing other suggestions on the way forward, or flagging up any concerns.
6. The ERW Councillor Group (through the Chair) will present its views, conclusions and recommendations about the report/decision to the Joint Committee by email to the Chair of the Joint Committee when time is limited (this will be followed up in a letter from the Chair of the ERW Scrutiny Councillor Group).

The views of the ERW Councillor Group is formally considered by the Joint Committee before it makes the decision on the proposals. Feedback should be given to the ERW Councillor Group including explanation for any rejection of views expressed.

The creation of a Joint Scrutiny Committee is also to be considered.



## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal  <b>YES</b> Local Government Measure 2011  Local Government Act 1972	Finance  <b>NONE</b>	Risk Management Issues  <b>NONE</b>	Staffing Implications  <b>NONE</b>
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## CONSULTATIONS

Details of any consultations undertaken are to be included here: **N/A**

**Section 100D Local Government Act, 1972 – Access to Information**  
**List of Background Papers used in the preparation of this report:**  
**THESE ARE DETAILED BELOW**

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A

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## ERW JOINT COMMITTEE 21 JULY 2020

### ERW CONSORTIUM INTERNAL AUDIT REPORT 2019-20

#### PURPOSE:

To provide the Joint Committee with the findings from the Internal Audit review of the ERW Consortium 2019-20.

#### RECOMMENDATIONS / KEY DECISIONS REQUIRED:

- To note the Internal Audit Report 2019-20.
- To approve the revised Schedule of Delegation

#### REASONS:

To provide assurance and highlight areas for improvement to the Joint Committee on the effectiveness of governance, internal control, risk management and financial management arrangements in place for the ERW Consortium.

<b>Report Author:</b> Jo Hendy	<b>Designation:</b> Head of Internal Audit	<b>Tel No. 01437 776213</b>  <b>E. Mail:</b> joanne.hendy@pembrokeshire.gov.uk
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# EXECUTIVE SUMMARY ERW JOINT COMMITTEE 21 JULY 2020

## ERW CONSORTIUM INTERNAL AUDIT REPORT 2019-20

### BRIEF SUMMARY OF PURPOSE OF REPORT

To give assurance to the Joint Committee on the effectiveness of governance, internal control, risk management and financial managements in place for the ERW Consortium.

The Internal Audit review for 2019-20 resulted in a limited assurance opinion. The following provides a key summary of weaknesses identified:

- There has been limited progress in implementing recommendations from both the previous internal audit review and the Significant Governance Issues and Priorities for Improvement that were contained within the 2018-19 Annual Governance Statement. There is a lack of oversight by the Joint Committee to ensure previously identified matters arising are addressed and resolved.
- A revised Schedule of Delegation has now been prepared, in compliance with (Recommendation LOL R2), and is attached for approval by the Joint Committee (Appendix 2).
- There are a number of emerging governance concerns around the future Footprint of the Consortium, and the consequential funding ramifications of this. This has diverted an element of the strategic focus away from undertaking the core work of the consortium, has increased the level of uncertainty over the future of the Consortium, and could potentially impact upon the morale of staff employed.
- Information presented to the Joint Committee to monitor the operational implementation of the Business Plan is disjointed, inhibiting the Joint Committee's ability to scrutinise the performance of the Consortium.
- At the time of the audit, a methodology for evaluating the effectiveness of the 2019-20 Business Plan had not yet been fully developed, as the 2019-20 Business Plan did not contain performance metrics to enable effective monitoring.

The factual accuracy of the draft Internal Audit Report has been agreed. Management responses have been received, with the report being finalised on 26 June 2020.

**DETAILED REPORT ATTACHED?**

**YES**

- 1 – Internal Audit Report 2019-20**
- 2 – Revised Schedule of Delegation**

## IMPLICATIONS

Policy, Crime & Disorder and Equalities <b>NONE</b>	Legal <b>YES</b>	Finance <b>YES</b>	Risk Management Issues <b>YES</b>	Staffing Implications <b>NONE</b>
<p><b>1. Legal</b> The governance arrangements within the Legal Agreement are not being adhered to. The Executive Board only met once during 2019-20, with Education Directors meeting in place of the Board. The report also highlights areas for improvement to comply with the General Data Protection Regulations, and previous Significant Governance Issues and Priorities for Improvement from 2018-19 which have still not been addressed.</p>				
<p><b>2. Finance</b> The report highlights that following confirmation of the future Footprint of ERW, discussions should be held with partner Authorities regarding the level of core contributions required to fund the agreed Central team over the medium term, to ensure the level of funding provided is suitable in order to provide sustainability and stability for the Consortium moving forward.</p>				
<p><b>3. Risk Management</b> The report highlights the risks surrounding emerging governance issues, and the impact of these upon the Consortium.</p>				

## CONSULTATIONS

N/A
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### Section 100D Local Government Act, 1972 – Access to Information

#### List of Background Papers used in the preparation of this report:

#### THESE ARE DETAILED BELOW

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A	N/A	N/A

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# EDUCATION THROUGH REGIONAL WORKING CONSORITUM

**Report Issued to:**

Yan James, ERW Interim Managing Director

**Report Issued to:**

Jon Haswell, ERW Section 151 Officer

**Report Copied to:**

ERW Joint Committee (Final Only)

**Auditor:**

Charlotte Hodges, Audit Team Leader

**Rationale for Audit:**

Annual Risk Based Review

Internal Audit Report No:	19091 (2019-20)
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Assurance Rating:	Limited
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Progress To Date (↑, ↓ or →):	↓
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Fieldwork Completed:	03-03-2020
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Draft Report:	11-03-2020
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Management Comments:	26-06-2020
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Final Report Issued:	26-06-2020
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## **Introduction and Objectives**

The audit review of the Education Through Regional Working (ERW) Consortium has been carried out as part of the 2019-20 Internal Audit Plan, as agreed with the Joint Committee, the ERW Section 151 Officer and the ERW Interim Managing Director. The objective of the audit was to provide assurance to the Joint Committee, the ERW Section 151 Officer and the ERW Interim Managing Director that the Consortium has adequate governance, internal control, risk management and financial management arrangements in place, which are operating effectively, and that the recommendations arising from the previous Internal Audit reviews and actions contained within the Annual Governance Statement have been implemented.

### **Audit Scope**

Governance: Internal Control: Risk Management:	<ul style="list-style-type: none"> <li>• Follow Up of Previous Internal Audit Recommendations and Annual Governance Statement (AGS) Actions</li> <li>• Emerging Governance Matters</li> <li>• ERW Business Plan</li> </ul>
Financial Management:	<ul style="list-style-type: none"> <li>• Sustainability of Funding for Central Team</li> <li>• Core Costs and Expenditure</li> <li>• Grant Schedules &amp; Returns from Authorities</li> </ul>

### **Methodology**

<ul style="list-style-type: none"> <li>• Interviews with relevant Officers</li> </ul>
<ul style="list-style-type: none"> <li>• Examination of systems and relevant documentation</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation of the adequacy of internal controls</li> </ul>
<ul style="list-style-type: none"> <li>• Sample testing</li> </ul>

### **Executive Summary**

There have been significant changes to the composition of the Consortium during 2019-20, with a change in the Interim Managing Director and the commencement of the revised staffing structure in September 2019.

There has been limited progress in implementing recommendations from both the previous internal audit review and the Significant Governance Issues and Priorities for Improvement that were contained within the 2018-19 Annual Governance Statement. There is a lack of oversight by the Joint Committee to ensure previously identified matters arising are addressed and resolved.

Previously identified governance issues have not been addressed, and there are a number of emerging governance concerns around the future Footprint of the Consortium, and the consequential funding ramifications of this. This has diverted an element of the strategic focus away from undertaking the core work of the Consortium, has increased the level of uncertainty over the future of the Consortium and could potentially impact upon the morale of staff employed.

A concerted effort has been made during 2019-20 to reduce the core costs of the Consortium, with reductions noted across a number of budget lines. Examination of expenditure is continuing to ensure efficiencies are realised where possible.

The 2019-20 Business Plan is aligned to the National Mission, and was approved by the Joint Committee on 3 April 2019. Following approval, the Business Plan was costed. Information presented to the Joint Committee to monitor the operational implementation of the Business Plan (such as Team Activity, implementation, and financial monitoring) is disjointed, inhibiting the Joint Committee's ability to scrutinise the performance of the Consortium. A methodology for evaluating the effectiveness of the 2019-20 Business Plan has not yet been fully developed, as the 2019-20 Business Plan did not contain performance metrics to enable effective monitoring. Assurance was provided that lessons have been learned from this, and will be resolved within the Business Plan that is developed for 2020-21.



## PREVIOUS INTERNAL AUDIT RECOMMENDATIONS AND AGS ACTIONS

There has been limited action to address the recommendations arising from the previous internal audit reviews, the Leaders of Learning Programme Investigation or the matters arising in the 2018-19 Annual Governance Statement. It has been confirmed that:

- 5 of 21 recommendations have been actioned in full from the previous internal audit review, with 5 further recommendations currently in progress;
- 2 of 3 recommendations have been actioned from the grant work undertaken during 2018-19;
- 2 of 10 recommendations have been actioned in full from the Leaders of Learning Investigation with 5 further recommendations in progress;
- 1 Significant Governance Issue is outstanding, with the other currently in progress;
- 1 of 6 Priorities for Improvement is currently in progress, and 1 Priority for Improvement has been partially addressed. The remaining actions are outstanding.

(Full details are provided in Appendix 1)

A number of recommendations, along with AGS Actions relate to the governance and future funding arrangements for ERW. Limited progress has been made on these matters. A paper detailing revised Governance Arrangements was submitted to the Joint Committee in November 2019, but was deferred to a future meeting.

A process for monitoring the implementation of recommendations and Annual Governance Statement actions by the Joint Committee has not been devised. Such oversight would assist in ensuring recommendations are addressed, provide challenge where progress is not made at the expected pace, and inhibits the Joint Committee's ability in discharging its commitment to implementing the improvements outlined in the Annual Governance Statement.

## RECOMMENDATION 1

Action must be taken to implement the recommendations outstanding from previous internal audit reviews, and Annual Governance Statement actions. Progress reports on the implementation of internal audit recommendations and Annual Governance Statement Significant Governance Issues and Priorities for Improvement should be submitted to each meeting of the Joint Committee, and could be incorporated into an Integrated Report. This will allow effective oversight, monitoring and scrutiny of the implementation of recommendations and assist in ensuring improvements are made at the required pace.

**Grade: Critical**

## MANAGEMENT RESPONSE

- Measures will be put in place to ensure progress monitoring the outstanding recommendations within an appropriate and achievable timescale given the current Covid-19 challenges.
- In partnership with key governance groups, officers will focus on:
  - 6.1b, 8.2a, LOLR3, LOLR2, IAR6.6, IAR6.7c, IAR6.7d, IAR8.2b, IAR8.5
  - IAR8.3 has been commenced and will be revised in line with Covid-19 implications (including revised funding levels)
  - IAR 6.4 has been commenced will be published in line with Covid-19 implications and circumstances

### Responsible Officer

Interim MD + Principal Accountant

### Timescale for Action

May – December 2020

## EMERGING GOVERNANCE MATTERS

At the time of the internal audit review there were a number of emerging governance matters which could have a significant impact upon the future of the Consortium, along with the governance issues identified during previous audit reviews which still remain outstanding. These include:

- One Local Authority having given notice to withdraw from the partnership, with this withdrawal coming into effect from 31 March 2020.
- Education Services from two Local Authorities in the Region were inspected by Estyn during 2019-20, with Estyn providing judgements that both were a significant cause for concern and require follow-up activity.
- The future Footprint of ERW has been under discussion during the latter part of 2019-20, with a paper setting out a roadmap/options appraisal for any likely future ERW arrangements submitted to the February 2020 Joint Committee (which was subsequently postponed to a later date). Whilst the paper recommends that the Joint Committee provide an “in-principle” decision on the preferred future Footprint/model, there is concern that such an “in-principle” decision may not be made at the meeting, which would lead to further continued uncertainty around the future of the Consortium. Any final decision regarding the future Footprint would also be required to be made by each partner Local Authority rather than the Consortium. This uncertainty also has implications on the morale of permanent employees, as any decision could impact upon future staffing requirements. A decision to change the Footprint of ERW could also have financial implications for partner Authorities if redundancy processes were instigated.
- At the December 2019 meeting, the Joint Committee approved the proposals in respect of the ERW Financial and Funding Model for 2020-21 based on six authorities (despite one having given notice). Concern has been raised that another local authority has since inferred they will not increase their core contribution. This would leave a shortfall in funding for the core budget, and raise concerns of equity across the Region if different contributions levels were paid.

*(continued)*

## RECOMMENDATION 2

The process to agree the future Footprint of ERW should be expedited to ensure a swift resolution, enabling the Consortium and partner Local Authorities to move forward on an agreed agenda, and to provide stability to the future partnership arrangements. Following resolution, Local Authorities should reconfirm their commitment to partnership working, and the vision and objectives of the Consortium to ensure there is a clear strategic focus and all are working towards a collective goal. A robust governance structure must also be put in place.

**Grade: Critical**

## MANAGEMENT RESPONSE

- Work has commenced and progressed in line with pre Covid-19 expectations as noted within the commentary
- The rescheduled Joint-Committee Meeting (21.7.20) will progress the agenda further forward and set out a series of achievable milestones to ensure completion of the revised ‘Footprint’ at the earliest opportunity and in readiness for the financial year 2021-22
- The Autumn and Spring term Joint-Committee meetings will monitor and support progress across this key priority area

### Responsible Officer

Lead CEO, Lead Director + Interim MD

### Timescale for Action

July 2020 – March 2021

## EMERGING GOVERNANCE MATTERS (continued)

- The draft minutes for the 9 December 2019 Meeting record that the Joint Committee resolved to approve the proposals made by the Education Directors based on five authorities (excluding NPT). This decision was not consistent with the information presented to the Joint Committee.
- The governance arrangements within the Legal Agreement are not being adhered to. The Executive Board have only met once during 2019-20, with the Education Directors meeting in place of the Board. Directors are presenting recommendations for decision to the Joint Committee, with no oversight by the Executive Board, which is not constituted with the delegated responsibilities included within the Legal Agreement. The Education Directors group is not constituted within the Legal Agreement. The governance arrangements are under review, and all current governance failings will need to be addressed within the new governance model.
- Arrangements for compliance with Data Protection legislation require enhancement.

## RECOMMENDATION 3

ERW must ensure it operates within the governance structure of the Legal Agreement, with the Executive Board being responsible for recommending action on matters to the Joint Committee and undertaking the operational decision making, as opposed to the Education Directors group (section 9 of the Legal Agreement refers).

**Grade: Critical**

## MANAGEMENT RESPONSE

- Arrangements are in place to ensure enhanced adherence to governance arrangements outlined within the Legal Agreement (Executive Board meeting scheduled for June 2020 prior to Joint-Committee on 21.7.20)
- Pending agreement with the Joint-Committee, such arrangements will then be further enhanced via the adoption of the revised Governance Structure as outlined in within the report commentary
- Compliance with Data Protection will continue to be developed via the exploration of securing specific SLA support arrangements (forming part of the wider SLA review process integral to the Footprint agenda)

### Responsible Officer

Lead CEO, Lead Director, Interim MD + Monitoring Officer

### Timescale for Action

July 2020 – March 2021

## FINANCIAL MANAGEMENT

Currently less than 25% of the ERW core budget is supported by Local Authority contributions. It has been identified that the current level of contributions is not sustainable for the future provision of services, and resulted in the Joint Committee approving an increased contribution level for 2020-21. This increase would enable approximately 75% of the core budget to be met through Local Authority contributions for 2020-21, with the remaining 25% being met through other funding sources. However, as referred to in the 'Emerging Governance Matters' section above, one Local Authority has indicated they may not pay the increased rate. To ensure a self-sustaining organisation, the Joint Committee would need to agree further increases to contributions going forward as sufficient balances are not held by ERW to continue to support the core budget beyond 2020-21.

The Interim Managing Director advised that a concerted effort has been made to reduce core costs, and this has been supported by a Joint Committee decision in December 2019 to reduce costs arising from booking meeting rooms by making use of Local Authority premises rather than external venues. Savings have been identified by the Principal Accountant. Further efficiencies could be realised by reviewing ancillary costs in more detail (e.g. refreshments provided etc.).

There has been a reduction in both accommodation and mileage costs incurred by ERW, with reductions of 20% and 12% respectively when compared to the same period in 2018-19. Further efficiencies could be realised by ensuring the criteria for overnight accommodation is strictly adhered to, and values incurred are in line with the maximum limits set out with the Travel & Expense Policy. Instances were also identified where mileage was claimed which was not in accordance with the Travel & Expense Policy, with start and end locations not always recorded, home to work mileage not always deducted and minor variations noted between the journey claimed for and the actual mileage of the journey. Full details were passed to the Principal Accountant for review, and the Principal Accountant stated that a monthly monitoring process would be instigated going forward.

## RECOMMENDATION 4

Following confirmation of the future Footprint of ERW, discussions should be held with partner Authorities regarding the level of core contributions required to fund the agreed Central team over the medium term, to ensure the level of funding provided is suitable in order to provide sustainability and stability for the Consortium moving forward.

**Grade: Critical**

## MANAGEMENT RESPONSE

- Specific measures previously implemented to ensure reductions in costs will be maintained and enhanced where possible and practical
- The Joint-Committee will continue to address the Footprint agenda as noted within Rec. 2 (programme of 'milestones' for activity and implementation)
- Levels of 'Core contributions' will be central to the agreed footprint model's financial mechanism, thus ensuring a sustainable service for effective school improvement
- Creation of a MTFP for ERW for 2021-22 Onwards

### Responsible Officer

Lead CEO, Lead Director, Interim MD,  
S151 Officer + Principal Accountant

### Timescale for Action

July 2020 – March 2021

## ERW BUSINESS PLAN

The ERW Business Plan for 2019-20 is aligned to the Priorities identified within Welsh Government's "Education in Wales: Our National Mission" document. The Business Plan was approved by the Joint Committee in April 2019, although the costed version of the Business Plan has not been submitted to the Joint Committee for approval.

The 2019-20 Business Plan did not detail the value for money framework within which it will operate, as previous years plans have done, nor did it include any milestones, performance metrics or key success criteria against which it should be measured. There was no evidence that this was raised or challenged by the Joint Committee when the Business Plan was approved.

The Joint Committee have not monitored the implementation of the Business Plan during 2019-20. The Interim Managing Director update to Joint Committee does not contain sufficient detail to enable oversight of the progress made in implementing the Business Plan, nor a direct link to the Activity of the Team which is contained within, or financial reports when they are presented. The Joint Committee have not requested further information on the progress of the 2019-20 Business Plan.

Level 2 of the Business Plan provides detail on how the Regional actions will be implemented, along with detailing the Responsible Officer and the associated budget. It is not possible to directly monitor expenditure for each line of activity within the Level 2 Business Plan, due to instances where one budget code spans a number of actions. The Principal Accountant provided assurance that overall the activity undertaken will not exceed the total budget set for the delivery of the Business Plan, and that the coding structure is being revised for the 2020-21 financial year to provide the required level of clarity.

The Interim Managing Director advised that, in the main, work to implement the actions contained within the Business Plan commenced in September 2019, following implementation of the revised staffing structure. This has resulted in a condensed period within which activity to deliver the Business Plan can take place.

*(continued)*

## RECOMMENDATION 5

An Integrated Report, evidencing how the objectives of ERW are being achieved, should be standing agenda item to each meeting of the Joint Committee. The Integrated Report would provide a holistic overview of the effectiveness and added value of the Consortium by providing clear and concise management information, enabling effective scrutiny, openness and transparency over the activity of the Consortium. The Integrated Report should include progress against the delivery of the Business Plan, performance measures and outcomes, updates on the risks to the achievement of the objectives, financial information and any outstanding governance actions.

**Grade: Critical**

## MANAGEMENT RESPONSE

- Development of a revised and funded Business Plan for 2020-21 focusing on six key strategic areas (ERW Strategy Groups) commenced during the Spring Term 2020
- Officers have worked in close collaboration with members of ERW Strategy Groups thus ensuring a well-informed and transparent approach to securing the appropriate priorities for each strategic element
- The impact of Covid-19 on the nature and content of provision within our school communities will now be articulated across the plan (thus providing an appropriate revision in readiness for school repurposing)
- An effective monitoring and review structure has been initiated which will continue to be developed in line with the final BP revision and readiness for Joint-Committee reporting during the Autumn Term 2020

### Responsible Officer

Lead Director + Interim MD

### Timescale for Action

September 2020 onwards

## ERW BUSINESS PLAN (continued)

A Business Plan Action Log has been developed for monitoring the implementation of the Regional actions, however, this is not maintained up to date, with the majority of lines only completed up to the first Autumn Half Term.

The Action Log has not been subject to ongoing detailed scrutiny by the Interim Managing Director or Assistant Managing Director. The Interim Managing Director advised that verbal feedback on delivery is received at ERW Senior Leadership Team Meetings, and the focus has been on delivering the actions rather than keeping the Action Log up to date. A sample of actions recorded within the Regional Business Plan were selected for further scrutiny, with Responsible Officers providing detail of activity which had been undertaken to implement the specific strand along with the expected evidence base, if applicable. This confirmed activity has been undertaken beyond the detail recorded in the Action Log.

The Interim Managing Director advised that they are at an early stage of considering how to undertake an assessment of whether the actions recorded within the Business Plan have been completed, what evidence base there is to support judgements made, and what the impact of the action is using qualitative and quantitative data. The Senior Leadership team advised that data is available to support activity, such as survey results, training evaluations, categorisation outcomes etc., but it is too early to determine what actions this data would cover and how the intelligence could be used to evaluate delivery, due to key performance indicators not being developed for the current Business Plan.

It is not evident how it was intended to ensure the 'Sub-Region' and 'School' elements of the Business Plan had been implemented. Monitoring arrangements for the 'Sub-Region' and 'Schools' have not been developed.

The Interim Managing Director advised that lessons have been learned from development, implementation and monitoring of the 2019-20 Business Plan, and these will be resolved within the Business Plan for 2020-21 to enable effective monitoring to be undertaken. The Assistant Managing Director is in the process of developing a monitoring tool to support the delivery of the 2020-21 Business Plan.

## RECOMMENDATION 6

A methodology must be devised for monitoring and evaluating the implementation of the Business Plan, utilising a combination of qualitative and quantitative evidence, showing how the implementation of the Business Plan has impacted upon the Region and provided Value for Money. An end of year report on the effectiveness of the 2019-20 should be presented to the Joint Committee, to enable effective oversight, monitoring and scrutiny of activities undertaken.

**Grade: Critical**

## MANAGEMENT RESPONSE

- An effective and revised methodology for monitoring and evaluating progress of the revised Business Plan will be developed in partnership with the content of Rec. 5
- The methodology will enable a streamlined and consistent process for reporting to a range of key governance partners including the Joint-Committee, HTRB and Executive Board
- As a result of Covid-19, a revised end of year report will be devised and shared with Joint-Committee during the Autumn Term, 2020 meeting

### Responsible Officer

Interim MD + ERW SLT

### Timescale for Action

July – September 2020

## GRANT FUNDING SCHEDULES AND RETURNS FROM LOCAL AUTHORITIES

Local Authorities are provided with timetables for returning the Regional Consortia School Improvement Grant (RCSIG) and Pupil Development Grant (PDG) claim forms and audit checklists promptly after the funding award is confirmed by Welsh Government. However, testing identified that Local Authorities are not always returning their completed in-year claim forms and audit checklists in line with the required timeframes.

Whilst claims are generally submitted within a day or two of the deadline for RCSIG, the Q3 2019-20 audit checklists from two Authorities remain outstanding. For PDG, two Local Authorities submitted their Claim 2 returns late, and no returns (claim forms or audit checklists) have been received from a further two Local Authorities. An escalation process should be established for highlighting non-receipt of claims and audit checklists, to allow this to be addressed accordingly.

The end of year (2018-19) audit reviews of both PDG and RCSIG received 'Moderate' assurance ratings, most specifically due to Local Authorities not returning grant claim forms and audit checklists within the required timeframes.

## RECOMMENDATION 7

An escalation process should be established to highlight non-receipt of Local Authority in-year grant claim forms and audit checklists, to allow appropriate action to be taken.

**Grade: Important**

## MANAGEMENT RESPONSE

- An 'escalation process' will be devised as part of the revised ERW Footprint arrangements, thus ensuring its appropriateness and effectiveness for partner members.

### Responsible Officer

Interim MD, S151 Officer +  
Principal Accountant

### Timescale for Action

July – September 2020

### Outstanding Internal Audit Recommendations, Significant Governance Issues and Priorities for Improvement

Reference	Recommendation	Progress
AGS SGI IAR 6.2a	Following extensive engagement across the region during 2018-19, the ERW Review & Reform Programme was approved by the Joint Committee in February 2019 as a working model, subject to further budget discussions. Discussions have been held with Section 151 Officers, Leaders and Chief Executives to discuss the revised funding model for 2019-20 and beyond. This is a key piece of work for ERW which will be prioritised for delivery in 2019-20.	<b>In Progress.</b> The funding model for 2019-20 was agreed upon. Central posts continue to be funded by grant. Work is ongoing to agree the funding model for 2020-21. The Joint Committee have agreed the level of Local Authority contributions, but at the time of the audit the Education Directors were still in discussion over this. <i>(Refer to Recommendation 4)</i>
AGS SGI IAR 6.1b	The ERW Legal Agreement needs to be reviewed and updated following conclusion of the Review & Reform Programme. Governance arrangements should be reviewed; in particular, the distribution of roles and responsibilities, to ensure there is an equitable balance of power and responsibility.	<b>Outstanding.</b> A Revised Governance Paper was submitted to the ERW Joint Committee in November 2019. A decision on the paper was deferred to a future Joint Committee meeting. This has not yet been addressed. <i>(Refer to Recommendation 2 and Recommendation 3)</i>
AGS Pfl IAR 8.2a	There needs to be greater transparency of meetings of the Executive Board through publishing minutes of meetings. This should also provide evidence to the Joint Committee that robust challenge is undertaken by the Executive Board, including delivery of outcomes, financial challenge and value for money scrutiny.	<b>Outstanding.</b> The Executive Board has only met once during 2019-20 to date. Minutes of the Executive Board meeting, or decisions arising from the meeting, have not been published upon the ERW Website. <i>(Refer to Recommendation 3)</i>
AGS Pfl LOL R3	There needs to be greater transparency over grant funding arrangements. The Joint Committee should approve utilisation of grant funding and ratify decisions delegated to the Executive Board, this should include any centrally retained funding.	<b>Outstanding.</b> Reports directly linking grant funding to the Business Plan at an operational level have not been provided to the Joint Committee to allow approval of how grant funding is to be utilised. <i>(Refer to Recommendation 5)</i>
AGS Pfl IAR 6.3a IAR 6.3b LOL R2	Delegation arrangements should be clarified and formally approved by the Joint Committee. Records should be published of delegated decisions to improve transparency and accountability.	<b>Outstanding.</b> Revised Governance Arrangements were submitted to the Joint Committee in November 2019, but a decision on the paper was deferred to a future Committee meeting. A revised Schedule of Delegation has not been prepared or submitted to the Joint Committee for approval. A Delegated Decision Register is maintained, however this has not been updated since June 2018. Delegated Decisions are not published on the ERW Website. <i>(Refer to Recommendation 2)</i>



Reference	Recommendation	Progress
AGS Pfl LOL R6	The Business Plan should be fully costed to ensure priorities deliverable and performance measures identified which demonstrate value for money. Performance should be monitored by the Joint Committee throughout the year to ensure that outcomes are delivered in accordance with National Priorities and value for money is being achieved.	<b>Partially Addressed.</b> The 2019-20 Business Plan has been fully costed, but the costed Business Plan was not submitted to the Joint Committee for approval. Financial performance has not been monitored by the Joint Committee since July 2019. Operational performance and delivery of the Business Plan is not monitored by the Joint Committee. <i>(Refer to Recommendation 5)</i>
AGS Pfl IAR 6.6	Arrangements to ensure compliance with Data Protection legislation need to be put in place.	<b>Outstanding.</b> Arrangements have not been put in place to ensure ERW is compliant with Data Protection legislation. <i>(Refer to Recommendation 1)</i>
AGS Pfl IAR 8.1	Register of Interest forms should be completed annually, continuously considered for potential conflicts and should be available for review by the Joint Committee.	<b>In Progress.</b> Register of interest forms are due to be completed during the next meeting of the Joint Committee by Joint Committee Members and Statutory Officers. <i>(Refer to Recommendation 1)</i>
IAR 6.1a	Contract Procedure Rules must be complied with for all instances where individual or aggregate payments to suppliers exceeds £25k and that the spirit of the Contract Procedure Rules are followed for all individual or aggregate payments above the value of £5k and below £25k.	<b>In Progress.</b> Expenditure in excess of CPR levels was identified, with no contracts being in place. Details of expenditure were shared with the Principal Accountant. The Principal Accountant is liaising with the Procurement team to resolve the matter and ensure compliance going forward. <i>(Refer to Recommendation 1)</i>
IAR 6.2b	The number of journals carried out should be monitored to ensure they decrease as expected. If numbers do not decrease, the reasons why they continue to be high should be established.	<b>In Progress.</b> There has been a 26% reduction in the number of journals processed in periods 1-9 2019-20 when compared to the same period in 2018-19. However, there is still a significant number of journals being processed. Permanent changes were made to payroll coding in P10 2019-20 which should assist in reducing the number of journals going forward, and the Principal Accountant is undertaking a further review to enable income and expenditure to be coded correctly in the first instance. <i>(Refer to Recommendation 1)</i>

Reference	Recommendation	Progress
IAR 6.4	An ERW Impact Report should be produced annually to help evidence the impact of the Consortium's work and the value for money achieved. This should include quantitative data, be aligned to funding, and should be publicised to raise awareness and increase public perception.	<b>Outstanding.</b> An Impact Report for 2018-19 was not produced. The management response to the recommendation stated that this work will be revisited in the 2019-20 academic year, a publishable Impact Report will be available by September 2020. There has been no progress towards developing an Impact Report at this stage. <i>(Refer to Recommendation 1)</i>
IAR 6.7b	Orders should be placed on the Commitments System at the time of ordering rather than when the invoice is received.	<b>In Progress.</b> Orders continue to be placed on the Commitment System when invoices are received. The Principal Accountant advised that this should be resolved when the new Financial Information Management System is implemented in April 2020. <i>(Refer to Recommendation 1)</i>
IAR 6.7c	Monthly purchase card returns should be submitted to Procurement on a timely basis.	<b>Outstanding.</b> Testing identified that purchase card returns are still not submitted to Procurement within the required timescales. <i>(Refer to Recommendation 1)</i>
IAR 6.7d	Care should be taken to ensure VAT is recorded correctly for purchase card transactions. Where VAT is applicable, VAT invoices should be requested from suppliers in order that the VAT can be appropriately accounted for. This should also be checked as part of the supervisor review.	<b>Outstanding.</b> Training has been provided to Officers, however testing identified a number of VAT errors during 2019-20 with the coding of transactions on the purchase card system. <i>(Refer to Recommendation 1)</i>
IAR 8.2b	A Freedom of Information Act Publication Scheme should be documented as soon as possible. Guidance is available on the Information Commissioner's Office website.	<b>Outstanding.</b> A Freedom of Information Act Publication Scheme has not been documented. <i>(Refer to Recommendation 1)</i>
IAR 8.3	The Business Plan should be updated to include some key performance indicators to assist with evidencing achievement of the intended outcomes, and with the scrutiny process.	<b>Outstanding.</b> The Business Plan was not updated to include key performance indicators. <i>(Refer to Recommendation 6)</i>
IAR 8.5	The type of data shared between the Consortium and Local Authorities should be investigated to determine if a data sharing agreement is required. If necessary, a Data Sharing Agreement should then be documented and signed by all parties.	<b>Outstanding.</b> Data Sharing Agreements between ERW and the partner Local Authorities, and ERW and Welsh Government (if applicable) have not been documented. <i>(Refer to Recommendation 1)</i>
IAR Grant	A review should be undertaken to identify the reasons for grant claims and audit checklists consistently being submitted late to try and minimise the risk of this happening going forward.	<b>Partially Addressed.</b> The majority of Local Authorities complete and return their grant claims and audit checklists as required. However, a small number are consistently late at submitting their returns. <i>(Refer to Recommendation 7)</i>

Reference	Recommendation	Progress
LOL R1	Scrutiny arrangements for both the Joint Committee and Executive Board should be strengthened to ensure evidence oversight of how grant funding (including in-year variations) are to be used and the expected outcomes.	<b>Outstanding.</b> A Schedule of Delegation has not been prepared. Business Plan updates do not provide detail of activity undertaken or links to the Financial Reports. <b>(Refer to Recommendation 5)</b>
LOL R5	The Joint Committee should be presented with quarterly reports on the progress against the objectives within the Business Plan, with more explicit focus on how the individual projects are aligned to the National Priorities. A Forward Work Programme for the Joint Committee should help achieve this recommendation.	<b>Partially Addressed.</b> Updates on progress against the Business Plan are not provided to the Joint Committee. A forward work programme has been developed, and is due to be presented to the next meeting of the Joint Committee for approval. The forward work programme does require further enhancement to ensure it is an effective document for the Joint Committee. <b>(Refer to Recommendation 5)</b>
LOL R8	The accounting structure of ERW should be reviewed so that each grant is allocated a specific main code, with each Business Plan priority having a separate cost centre so that financial reporting is both strengthened and easier to analyse. The introduction of the new Financial Information Management System within Pembrokeshire should provide an opportunity to do this.	<b>In Progress.</b> The new Financial Information Management System (FIMS) is due to be implemented on 1 April 2020. The Principal Accountant is in the process of reviewing and simplifying the accounting structure which will be implemented in line with the new FIMS. <b>(Refer to Recommendation 1)</b>
LOL R9	A formal process to vire expenditure from one grant to another should be adopted, to ensure that there is scrutiny, clarity and transparency in the transfer.	<b>In Progress.</b> Pembrokeshire County Council's Financial Regulations were adopted by ERW Joint Committee, but there has been a misunderstanding over who is responsible for the 'Director' decisions. The Revised Governance Arrangements paper to Joint Committee also refers to revised delegation arrangements – this is yet to be approved by Joint Committee. <b>(Refer to Recommendation 1)</b>
LOL R10	The Joint Committee should be informed where all secondments are funded from and the National Priorities which are being worked on to ensure improved accountability and greater scrutiny on working arrangements.	<b>In Progress.</b> The number of secondments engaged by ERW has significantly reduced during 2019-20. A financial report to Joint Committee has not been presented since July 2019. <b>(Refer to Recommendation 1)</b>

**Reference Key:**

AGS SGI- Annual Governance Statement 2018-19 Significant Governance Issue

AGS Pfi – Annual Governance Statement 2018-19 Priority for Improvement

IAR – Internal Audit Report, 2018-19 (IAR recommendations starting with a 6. are outstanding from the 2017-18 Internal Audit Report)

IARGrant – Internal Audit Grant Certification Report, 2018-19

LOLR – Internal Audit Investigation into the Leader of Learning Programme 2019-20

## ASSURANCE RATINGS

Level of Assurance	Description
<b>Substantial</b>	There are no or few weaknesses in the adequacy and/or effectiveness of the governance, internal control, risk management and financial management arrangements, which could impair the ability of the Consortium to achieve its objectives. However, they would either be unlikely to occur or their impact would not affect the achievement of the Consortium's Business Plan.
<b>Moderate</b>	There are weaknesses in the adequacy and/or effectiveness of the governance, internal control, risk management and financial management arrangements, which could have a significant impact on the ability of the Consortium to achieve its objectives but is unlikely to have a significant effect on the achievement of the Consortium's Business Plan.
<b>Limited</b>	There are weaknesses in the adequacy and/or effectiveness of the governance, internal control, risk management and financial management arrangements, which, in aggregate, have a significant impact on the ability of the Consortium to achieve its objectives and could have a significant effect on the achievement of the Consortium's Business Plan.

## RECOMMENDATION GRADING

Seriousness	Action Required
<b>Critical</b>	High risk that requires prompt strategic or operational action.
<b>Important</b>	Medium risk that requires strategic or operational action.
<b>Opportunistic</b>	Potential to strengthen the service by taking advantage of a situation

Low level findings will be reported to the Interim Managing Director during the exit interview.

## LIMITATIONS IN ASSURANCE

It should be noted that full testing was not undertaken as part of this audit review, therefore the results should be considered in this context.

## ACKNOWLEDGEMENT

We would like to take this opportunity to thank all staff involved for their co-operation during the audit review.

## CONTACT DETAILS

If the Internal Audit Service can be of any further assistance please contact:

- Matthew Holder, Audit, Risk & Counter Fraud Manager
- Jo Hendy, ERW Head of Internal Audit

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## ERW Schedule of Delegation 2020

	Decision :	Decision-maker 2 November 2016:	Current status	Decision Required 2020:	Decision-maker:
1	EIG Distribution Formula	Joint Committee	Obsolete	RCSIG (including PDG) and other Grants Distribution Formulae (or Options)	Joint Committee
2	Agree to annual distribution based on formula agreed by Joint Committee	Executive Board	Revise	Allocation of Funding using RCSIG (including PDG) and other Grants Distribution Formulae (or Options) (no 1).	Executive Board
3	Additional ad hoc WG grants, for smaller funding streams	Executive Board	Not fit for purpose/obsolete	Revoke	None
4	Accept Grant offer letter from WG for EIG and PDG (All grants?)	S151 Officer or Deputy and Managing Director or Lead Director	Revise	Accept all Grant Offers	S151 Officer and either Managing Director or Lead Director
5	-	-	Confirms: Legal Agreement	Appointment of Managing Director	Joint Committee
6	Appointments to Central Team	Executive Board and S151 Officer	New	Appointments to Central Team (Finance Roles – <i>decision made by S151 Officer</i> )	Managing Director and S151 Officer

	<b>Decision :</b>	<b>Decision-maker 2 November 2016:</b>	<b>Current status</b>	<b>Decision Required 2020:</b>	<b>Decision-maker:</b>
7	- Senior Appointments to Central Team	Joint Committee	Revise	Senior Appointments to Central Team (excl. Managing Director)	Executive Board and Managing Director
8	Service Level Agreements			Approve allocation of SLA functions	Joint Committee
9	Service Level Agreements	To the value of £50k Managing Director  Over £50k Executive Board	Revise	Approve Service Level Agreements	Joint Committee
10	Provision of EIG Spending Plan for each LA to Central Team	Each LA Director		Provision of Spending Plans for each LA to Central Team (as required)	Each LA Education Director
11	Central EIG spending plan	Managing Director		Central Spending Plan	Executive Board
12	Petty Cash	Project and Resource Officer		-	-
13	Virements	To the value of £5k Business Manager  To the value of £20k Managing Director		To the value of £5k: To the value of £25k:  To the value of £50k: Over £50k:	Business Manager Interim Chief Officer or Managing Director Lead Director Joint Committee or S151 Officer



	<b>Decision :</b>	<b>Decision-maker 2 November 2016:</b>	<b>Current status</b>	<b>Decision Required 2020:</b>	<b>Decision-maker:</b>
14	Authorised Signatory Delegation Rate	Up to £5k Business Manager  Up to £25k Managing Director  Over £25k S151 Officer		Authorised Signatory (Commitments, Creditors and Payroll) To the value of £5k: To the value of £25k:  To the value of £50k: To the value of £100k: Over £100k	Business Manager Interim Chief Officer or Managing Director Lead Director Executive Board Joint Committee or S151 Officer
16	-	-		Approval of the Budget	Joint Committee
17	-	-		Approval of the Outturn	
18	-	-		Approval of the Statement of Accounts	
19	-	-		Approval of the Annual Governance Statement	
20	-	-		Approval of the Business Plan	
21	Sign the Annual Governance Statement	Chair ERW Joint Committee Managing Director or Lead Chief Executive		Sign the Annual Governance Statement	Chair ERW Joint Committee and either Managing Director or Lead Chief Executive
22	Sign Statement of Accounts	S151 Officer and Chair ERW Joint Committee		Sign the Statement of Accounts	S151 Officer and Chair ERW Joint Committee

	<b>Decision :</b>	<b>Decision-maker 2 November 2016:</b>	<b>Current status</b>	<b>Decision Required 2020:</b>	<b>Decision-maker:</b>
23	Sign Annual Letter of Representation – Auditors	Chair ERW Joint Committee Managing Director or Lead Chief Executive		Sign Annual Letter of Representation - Auditors	Chair ERW Joint Committee and either Managing Director or Lead Chief Executive

# Agenda Item 21

By virtue of paragraph(s) 12, 13, 14, 15 of Part 4 of Schedule 12A of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.

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