

Document Pack



FRIDAY, 10 FEBRUARY 2017

**ERW JOINT COMMITTEE
Y LLWYFAN, COLLEGE ROAD, CARMARTHEN AT 10.00 AM,
ON MONDAY, 20TH FEBRUARY, 2017**

A G E N D A

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF PERSONAL INTERESTS**
3. **TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE JOINT COMMITTEE HELD ON THE 2ND NOVEMBER 2016** 3 - 10
4. **RISK REGISTER** 11 - 30
5. **LEAD DIRECTOR AND MANAGING DIRECTOR UPDATE** 31 - 32
6. **FINANCE REPORT** 33 - 44
7. **CATEGORISATION** 45 - 74
8. **BUSINESS PLAN** 75 - 202
9. **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**



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**Pwyllgor ar y Cyd/Joint Committee
2 Tachwedd/November 2016
Neuadd Y Sir, Caerfyrddin / County Hall, Carmarthen
2 p.m. – 3.40 p.m.**

PRESENT: Councillor Alun Thomas [Chair]

Councillor Ellen ap Gwynn	Ceredigion County Council
Councillor Gareth Jones	Carmarthenshire County Council
Councillor Keith Lewis	Pembrokeshire County Council
Councillor Barry Thomas	Powys County Council
Councillor Des Thomas	City and County of Swansea
Mr Mark James	Lead Chief Executive – ERW
Mr Aled Evans	Lead Director – ERW
Ms Betsan O'Connor	ERW – Managing Director
Ms Bronwen Morgan	Ceredigion County Council
Mr Ian Westley	Pembrokeshire County Council
Mr Jonathan Haswell	Pembrokeshire County Council (ERW S151 Officer)
Ms Jo Hendy	ERW
Mr Chris Llewellyn	W.L.G.A.
Mr Jeremy Saunders	Wales Audit Office
Ms Chris Sivers	City and County of Swansea
Ms Tanya Wigfall	Welsh Government
Mr Richard Williams	ERW
Mr Martin Davies	Carmarthenshire County Council (Democratic Services)
Ms Catherine Gadd	Carmarthenshire County Council (Democratic Services)

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Jamie Adams (Pembrokeshire County Council), Councillor Emlyn Dole (Carmarthenshire County Council), Councillor Jennifer Raynor (City and County of Swansea), Councillor Rob Stewart



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(City and County of Swansea), Mr Jeremy Patterson (Powys County Council) and Ms Elin Prysor (Ceredigion County Council).

2. DECLARATION OF PERSONAL INTERESTS

There were no declarations of personal interests.

3. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE JOINT COMMITTEE HELD ON THE 16TH JULY 2016

It was requested that minute 9.3 – Annual Governance Statement 2015-16 be accepted – be amended to Annual Governance Statement 2015-16 be approved.

AGREED that the minutes of the meeting held on 16th July, 2016 be signed as a correct record, subject to the above-mentioned amendment.

4. RISK REGISTER

The Joint Committee was circulated with a copy of the Risk Register which highlighted the main risks in the Corporate, Financial and School Improvement areas and to enable ERW to mitigate potential risks wherever possible.

The Managing Director outlined the key changes and updates to the Register, which included reducing the risks of schools causing concern. This risk had been addressed and there was a formula of what works well in the majority of schools. It was noted that it was not as effective in some smaller schools.

It was queried why item 1 – Failure to comply or act on Internal Audit recommendation – remained on the Risk Register and whether it remained a risk. The Managing Director explained that it was measured on a quarterly basis and there was a good automatic system in place, however, on occasion some deadlines were missed. It was agreed that it was a general risk and was no longer required to remain on the Register.

AGREED that the report be received and accepted, subject to the above-mentioned amendment.

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5. LEAD DIRECTOR AND MANAGING DIRECTOR UPDATE

A verbal update on activities was provided to the Committee, it was explained that the Executive Board had been held on 21st October 2016 and due to timescales it could not be presented as a written report.

The Committee was informed that the meeting with schools and hubs in the consortium had been very successful. Three clear messages had been given:

- It needed to be ensured that Funding from Welsh Government reaches the classroom.
- ERW listens and captures the views of the profession and schools needed to understand that ERW was there to help.
- School to school support has been a success and it had to become a discipline. It was noted that there was still room for improvement.

The Lead Director highlighted that the first official peer review was underway in Pembrokeshire. The review would result in a confidential progress report to Pembrokeshire County Council. The Chief Executive of Pembrokeshire Council informed the Committee that Pembrokeshire would be willing to share some aspects of the report with the other Local Authorities. It was noted that other areas would also be interested in undergoing a similar exercise, as it was part of a self-improving system that was relevant to both schools and Local Authorities. In addition, there would be an improvement conference in Pembrokeshire in January and this was a new concept developed by Estyn.

The Managing Director updated the Committee on the developments surrounding the Successful Futures, the new curriculum in Wales. The Welsh Government had taken on board concerns raised about its implementation and was working with partners and regions to restructure the programme. Concerns were raised regarding Welsh medium education fitting into the structure. The Lead Director highlighted that he had written to Welsh Government requesting a meeting as soon as possible to discuss their intentions in developing an all Wales strategy to address this issue.

It was noted that there had been some interesting developments in the Band B of the 21st Century Schools programme and it was suggested that Education Leads kept this on the radar.

AGREED that the report be received and accepted.



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6. LETTER FROM SCRUTINY

The Joint Committee were informed that the Chairs and Vice Chairs of all six Local Authorities had held their bi-annual Scrutiny Councillor Group in Pembrokeshire, on 27th September, 2016 and received their conclusions and recommendations from the meeting.

The topics discussed during the meeting included the Estyn Inspection of ERW and the ERW Business Plan. The Group also considered Elective Home Education and ALN transformation. It was recognised that these areas are outside of the scope of ERW, however, it was beneficial for the Group to work collaboratively in sharing experiences and good practice across the region.

The Group had thanked the Joint Committee for their response to the previous correspondence and had requested the following:

- Further clarification about the capacity of Challenge Advisors across the region.
- Further information about how the results of categorisation are provided for parents.

The Managing Director highlighted that the meetings were becoming increasingly useful. The Joint Committee recognised the contribution it was making to the improvement journey and thanked the Group for the valuable points raised.

AGREED

6.1 that the report be received;

6.2 that a response be drafted to the points raised by the Group.

7. LEGAL AGREEMENT

The Joint Committee was circulated with the proposed variation and recommended changes to the Legal Agreement, which had been in place since 2014.

The history of creating ERW as a Joint Committee and not a company with the commitment of Local Authorities to contribute support was outlined. It was recognised that at the time of inception the full extent of the support required was not known and some of that support now required further categorising and tightening. Some Services required SLAs to ensure that the providers and ERW were clear on the parameters and expectations.

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It was noted that a significant amount of support was in kind and this support should also be costed to ensure there was an accurate and transparent picture for all Local Authorities. It was requested that further work was undertaken on the report to include this information and other minor amendments.

AGREED that the report be amended to include further details as outlined above and resubmitted to a future meeting.

8. SCHEME OF DELEGATION

The Joint Committee was circulated with an annex to the financial management and delegation arrangements for agreement.

The Lead Director explained that it was important that ERW was agile with grants to ensure that they were used to their full potential.

AGREED that the report be received and approved.

9. TRANSLATION SERVICE

The Joint Committee was circulated with the report on the translation service for ERW to decide on the future translation service.

It was explained that the translation service for ERW had been an item of significant discussion for some time. Following agreement by the Joint Committee all six Local Authorities within ERW had been invited to express an interest in providing translation services. Three Local Authorities had submitted an expression of interest, all of which had been significantly higher costs than the current supplier. In July there was a re-issue of the request for expression of interests to ascertain whether further efficiency could be obtained. The S151 Officer for ERW provided the Committee with an update that only one Local Authority had presented a further expression of interest, which was still more costly than current arrangements. Based on this the most effective and efficient option would be to remain with the existing external provider.

AGREED

9.1 that the report be received;

9.2 that the translation service for ERW continue to be provided by the existing service provider.

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10. IMPROVEMENT PLAN / ESTYN REPORT

The Joint Committee was circulated with the post ESTYN inspection Improvement Plan to bridge the current position and the new business planning cycle starting in April 2017. The plan covers the four main recommendations to ERW from Estyn.

The Managing Director of ERW outlined that there was significant work underway to improve business planning for next year and the short term plan ensured that swift progress was made in the interim. It was highlighted that progress had been made for all key recommendations from Estyn and there would be further feedback on the recommendations at the next meeting.

It was noted that there had been detailed information for portfolio holders of the six Local Authorities at Hub meetings, which reflected the message that had come through the inspection for more involvement. It was felt that it was beneficial for the portfolio holders from the different areas to collaborate and get a flavour of what was happening across the 6 Local Authorities.

AGREED that the report be agreed and accepted.

11. KEY STAGE 4 OVERVIEW

The Joint Committee was circulated with an overview of Key Stage 4, which included contextual and performance data.

The Lead Director took the Committee through the key aspects of the data and the positive outcomes across the region. It was noted that there continued to be an increase in Core Subject Indicators and there was a small amendment to chart 19 – Level 2 threshold including English/Welsh and Mathematics (L2+) – from 63.8% to 63.9%. It was highlighted that ERW was outperforming other consortia in regards to the performance of Free School Meal pupils with 37% attaining L2+. The data reflected the work that had been undertaken in the area and the effective use of the pupil deprivation grant. The results could further be improved through sharing good practice and utilising knowledge and understanding in a more dynamic way. It was highlighted that there was consistent performance at Key Stage 5, however, ERW had to aspire to improve further.

It was noted that across the board girls were outperforming boys and it was queried as to how ERW was addressing this issue. The Lead Director explained that these concerns had been addressed at a local level and compensatory work with boys was required, particularly around language and extended writing. It was highlighted

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that the GCSE syllabus for English was changing and a higher proportion of the grade would be assessed through exams rather than controlled assessment. Boys tended to perform better in assessment than exams and the changes could further impact on performance. There would also be more emphasis on spelling, punctuation and grammar and schools would find the changes challenging. Performance will need to be closely monitored during this time.

It was queried if ERW collated data on young people Not in Education, Employment or Training (NEET) as this data was not included in the report. The Managing Director confirmed that they did and would report this information to a future meeting.

AGREED that the report be received and accepted.

12. INTERNAL AUDIT WORK PROGRAMME

The Joint Committee was circulated with the 2016-17 Internal Audit Work Programme, which had been prepared in accordance with the Public Sector Internal Audit Standards.

The Lead Director highlighted that the work programme had been discussed by the Executive Group and the group had felt that the areas proposed were appropriate areas to audit. However, it was requested for two items to be moved to a future work programme. Firstly, the preparation and compliance with the Well-being of Future Generations Act (Wales) 2015, as it was still early days and the analysis of need was still being undertaken. It required time to progress before an ERW perspective was taken on it. Secondly, the Compliance with Standing Orders.

AGREED

- 12.1 that the 2016-17 Internal Audit work programme be received;**
- 12.2 that the 2016-17 Internal Audit work programme be approved with the amendment of Preparation and Compliance with the Well-being of Future Generations Act (Wales) 2015 and Compliance with Standing Order be moved to a future work programme.**

13. FINANCIAL UPDATE QUARTER 2 - 2016-17

The Joint Committee was circulated with the Financial Update Quarter 2 2016-17.



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The S151 Officer for ERW highlighted that there had been one change, which was an increase of £5k for the website license charge. Further information would also be sought on the changes to grants.

AGREED that the report be received and accepted.

14. VALUE FOR MONEY

The Joint Committee was circulated with the scheduled work programme for value for money reviews for 2016-17. A brief summary was provided for the proposed areas for the reviews and opportunities to best utilise grants.

It was clarified that the Swansea Bay City Region was an economic development region and it was considering developing similar infrastructures to that of ERW.

AGREED that the report be received and approved.

Signed: _____

Date: _____

CHAIR





ERW JOINT COMMITTEE 20TH FEBRUARY 2017

RISK REGISTER

Purpose: Risk Register

RECOMMENDATIONS / KEY DECISIONS REQUIRED:
No recommendation

REASONS:
Quarterly update

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**EXECUTIVE SUMMARY
ERW JOINT COMMITTEE
20TH FEBRUARY 2017**

RISK REGISTER

BRIEF SUMMARY OF PURPOSE OF REPORT

The Risk Register has been updated by the relevant parties, and the Spreadsheet has been divided into single page PDFs for each Excel tab, in order to make retrospective viewing easier, and to limit the scope for retrospective editing. Changes were received on time for January 2017, and the spreadsheet for April 2017 is now open to edit.

The issuing of concrete deadlines for editing seems to have streamlined the process somewhat, and I am currently reviewing dates for 2017/18 deadlines so that all the relevant parties may plan accordingly as soon as possible. The use of the ERW Intranet is also extremely useful as it allows me to secure version control.

The individual PDF pages for January 2017 are attached.

DETAILED REPORT ATTACHED?	YES
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IMPLICATIONS

Finance YES	Risk Management Issues YES	Staffing Implications YES
<p>1. Finance There is a tab on the Risk Register that discusses the financial risks that ERW is handling.</p>		
<p>2. Risk Management The Risk Register ensures that we have a quarterly assessment of how ERW is managing and mitigating risk.</p>		
<p>3. Staffing Implications Some risks noted in the register are ones surrounding capacity, which is intrinsically linked to staffing.</p>		

CONSULTATIONS

N/A



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Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

ERW Risk Register



March 2016 (Final)

Central

Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
											Probability	Impact	Risk Score		
1	Failure to comply or act on Internal Audit recommendations	Managing Director and Section 151 Officer	Unlikely	Medium	2	Treat and Mitigate Further action between PCC and SCC to manage new risks. Further action to receive quarterly assurance from each LA. Better communication between directors and finance staff in own LA.	N/A	Swansea LA qualifications in Audit Report and potential WG claw back 14-19. Swansea underspend for PDG. Internal audit report notes issue continues to be a risk - sample size small In grants testing.	Swansea	N/A	Unlikely	Low	1	March 2015	
2	Local Government Reorganisation may result in LAs being placed in different Consortiums	Lead-Leader	Unlikely	Medium	2	Tolerate Would require planning to accept a new partner or agree an exit strategy for existing partner. This is long term and preparation time will be sufficient.	Monitor on-going issues in WG	ERW work is planned and monitored with LGR considerations. Suggest taking off register as risk is lower now	N/A	N/A	Unlikely	Medium	2	March 2015	Mar-16
3	Estyn visits result in LAs being placed in follow up / special measures or requiring further attention	Chief Education Officers	Likely	High	9	Transfer to 3rd Party / LA Robust self evaluation and monitoring at LA level, with regional strategies to support. Pembrokeshire support network established by ERW by mutual consent. Review of evidence work reams of concern.	Place on Pembrokeshire Risk Register	Email sent	Pembrokeshire	N/A	Likely	High	9	March 2015	
4	Contributory LAs do not fulfil their commitment as outlined in the Functions Framework	Directors / MD	Unlikely	Medium	2	Treat and Monitor Clear expectations of services and standards to be delivered, in line with Legal Agreement.			N/A	N/A	Unlikely	Low	1	March 2015	Oct-15
5	Inspection of Region or any single LA finds less than adequate standards, provision or leadership	Managing Director and 6 Directors	Likely	High	9	Treat and Mitigate alternative support lead ChAd for schools causing concern required in LA, all alliance members the ownership on details and accountability. Effective BP in place. Clear plan for improvement as part of improvement planning, but heightened urgency pre inspection. Taken swift effective	All	Risk for all LAs but specifically Pembrokeshire, where pace of improvement has not been good enough and high proportion of secondaries causing concern.	All	N/A	Unlikely	Medium	2	March 2015	
6	Insufficient capacity of Central Team and Challenge Adviser Team to deliver Business Plan to high standard	Directors and Managing Director	Likely	High	9	Treat and Mitigate Effective planning Central Team capacity to coordinate and facilitate change. position remains same and is critical. Discuss with all Directors 24/07/15. All agreed capacity and restructure of Central Team. Improved planning and training on key workload issues. Challenge adviser capacity agreed to maintain at full Sept 2015	N/A	Review leads to need to reaffirm from all LAs the commitment as set out in legal agreement Joint committee paper on comparing regions is likely to raise issue and further action is likely. Central team capacity discussion with LD 14/10/16	Pembrokeshire; Carmarthenshire, Swansea, Ceredigion	N/A	Likely	High	9	March 2015	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

ERW Risk Register



March 2016 (Final)

Central

Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
											Probability	Impact	Risk Score		
7	Governance and Legal footing of ERW found to be ineffective at securing consistent improvement across all LAs by Estyn / WAO / WG / Self Evaluation	Managing Director, Directors and Monitoring Officer	Possible	High	6	Treat and Mitigate	Evidence of effective communication, planning and accountability. Impact on outcomes is clear. Remaining risk is system knowledge by external stakeholders. Action by LA to respond to identified risks in Register		N/A	N/A	Possible	Medium	4	March 2015	
8	Support and intervention coupled with local plans and strategies do not lead to improvement in PCC	Lead Chief Exec., Lead Director, Managing Director and PCC Corporate Leadership Team	Likely	High	9	Treat and Mitigate	plans agreed and committed to by Exec in Dec 2015. network underway and chaired by Lead Chief exec. Estyn and WG sighted of plans - work to action necessary	agreement between MD and Director as to support for all key schools causing concern. Remains concern n reviewing support provided for key schools. Duplication remains a concern.	Pembs		likely	High		October 2015	
9	Failure to address or implement key areas of ERW BP	MD / Chairs of Priority Boards	likely	High	3	Treat	Focus on bringing pace to groups through effective minutes/actions.increased central capacity to monitor quality and actions/ focus. Target additional support for Support for Learning Groups.	All alliance members should adhere to agreed code of conduct, BP actions and Legal agreement. Capacity issues in central team , and capacity of LAs to respond to Legal Agreement commitment and SLAs	N/A		likely	Medium	2	March 2015	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
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ERW Risk Register



October 2015 (Final)

Financial

Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
											Probability	Impact	Risk Score		
1	WG Funding may not be timely resulting in underspend at the end of the financial year	Managing Director / Section 151 Officer	Likely	High	9	Tolerate Effective plans locally to mitigate impact. Financial forward planning with contingency arrangements so that essential implementation is not hindered. Constant communication with WG to improve expectation. Communication to WG		2016-17 commitment form WG to work more effective with regions and LAs, should help situation. MD success at getting fair funding formula for all regions will positively impact on ERW	N/A		Likely	Medium	6	March 2015	
2	Measured impact does not reflect value for money on ERW's work outcomes	Managing Director	Likely	Medium	6	Treat Comprehensive VFM Framework in place. In house monitoring of effectiveness; support in any identified areas of concern. Regular reports to Exec. Board. VFM monitoring and recommendations from Internal Audit undertaken.		Suggest taking of register after Exec. Board and Joint Committee review VFM Framework and reports. Due to report to JC July 2016 comparison data with other regions.	N/A		Unlikely	Low	1	March 2015	
3	Local Authorities do not meet their requirements for funding the Consortium	Directors	Unlikely	High	3	Treat Adherence to the Legal Agreement- Full commitment from all LA's.		Financial report to JC note- increase required in 2017-18	N/A		Unlikely	Low	1	March 2015	July 2015
4	EIG in year cut	Section 151 Officer	Possible	High	6	Escalate WG ADEW WLGA	Escalate to WG		N/A				March 2015		
5	Individual LAs fail to comply with Grant Regulations and limited assurance given from other LA's to PCC	Section 151 Officer and Head of Internal Audit	Likely	High	9	Treat Clear agreed financial guidance and procedures. 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.			N/A		Possible	Medium	4	March 2015	
6	Region not funded fairly by WG in proportion to number of schools, pupils and teachers		Likely	High	9	Escalate WG On-going correspondence to WG over past year. Commitment given re sparsity		Constant on-going discussions with WG. JC opt not to write to WG but to raise via representatives. Limited control on external factors. Breakthrough in discussions but nothing confirmed in writing 10.5.16	N/A		Likely	High	9	March 2015	

7	Financial pressures in each LA leading to cuts affecting school services	LAs	Likely	High	9		ERW maintains high delegation rate to schools		On-going information and discussion. Impact on capacity and willingness of schools to engage on self improving system. Further work with HT board to ensure clarity around expectations of HT to collaborate and the remuneration.		All	Almost Certain	High		October 2015	
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Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

ERW Risk Register



October 2015 (Final)

School Improvement - Carmarthenshire



Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register				
											Probability	Impact	Risk Score						
1	Estyn visits result in high proportion of schools being placed in follow up / special measures	Chief Education Officers and Heads of Hub	Possible	High	6	Treat and Transfer		Analyses of range of data and ongoing monitoring by ChAds provides early indications. Consistent programme of school improvement through brokered 'menu of support.' Enhanced capacity of school-to-school support. SCC review activity led by PCA and Head of Hub. Work programme of ERW Head of Stds provides additional support.				Training and professional development opportunities provided to support ChAds with clear guidance. LA capacity under current review with recruitment programme in place. Additional early identification of risks through Rhwyd QA and analyses of CV1 and 2.		Possible	Medium	4	March 2015		
2	School categorisation results in increasing numbers of amber / red schools	Managing Director	Possible	Medium	4	Treat		Analyses of a range of data, effective support from ChAds and consistent programme of school improvement through brokered 'menu of support.' Consistent CV1 training for ChAds. Improved targeting of potential risks.				Ongoing national discussion on impact of standards' judgements at FP, KS2 and 3. Ongoing focus on enhancing leadership / T&L capacity in schools.		Unlikely	Medium	2	March 2015		
3	<u>Working relationships with Trade Unions are challenging. Despite clear communication and mandate.</u>	Lead HR Officer	Likely	Medium	6	Treat where possible, tolerate		Communication arrangements strengthened and inform TUs of work. Changing strategies led by new HR Lead.						Possible	Medium	4	March 2015		
4	Inconsistency in support to Schools through variability in work of individual Challenge Advisers	Head of Support and Performance & Head of Hub	Possible	Medium	4	Treat and Transfer		Defined support arrangements set out with consistent entitlement to schools via 'menu of support.' Revised Ladder of Support shared with all parties. Comprehensive Training/Awareness Programme. Hub QA monitoring school progress at an individual level.				Attendance at training is now consistently high.		Unlikely	High	3	March 2015		
5	Categorisation judgements undermined by Advisers not following process	Managing Director	Possible	High	6	Treat and Transfer (All LA's)		Comprehensive training and support in place. Categorisation QA and Moderation procedures at local and regional levels. Rhwyd programme supporting greater consistency.	Previous Carmarthenshire risks based on challenges of Commissioned Model - mitigated by additional training / resources.		Carmarthenshire			Unlikely	Medium	2	March 2015		
6	Insufficient monitoring of and support to schools causing concern	Head of Hub and Chief Education Officers	Possible	Medium	4	Treat and Transfer		SCC protocols support ChAd activity. Standing item on Hub QA. SCC Plans in place with monitoring and review support from Head of Hub and PCA. Hub QA monitoring progress and impact on a regular and individual basis. Improvement Plans in place for schools.						Unlikely	High	3	May 2015		
7	LA staff (including Challenge Advisers) unnecessarily undertaking activity outside the regional strategy	Directors	Possible	High	6	Treat		Head of Hub & PCA meetings review workload and impact to ensure early identification of issues/risks.				Clarity on ChAd role supported by revised Ladder of Support but potential risks needs to remain under review.	Ongoing local discussions to ensure appropriate capacity (recruitment programme in place).		Possible	High	6	July 2015	

RISK MATRIX

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
		Impact			

ERW Risk Register



October 2015 (Final)

School Improvement - Carmarthenshire




Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score		Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
												Probability	Impact	Risk Score		
8	Failure to raise standards, specifically for EFSM pupils	Directors	Likely	Medium	6	Treat	Ongoing targeted interventions and sharing of most effective practice. Commissioned research. ERW CV1s clarifying actions for 'menu of support.' CCC eFSM Scrutiny Panel work has supported identification of 'good practice' and potential risks.					Possible	Medium	4	July 2015	
9	<u>Hub Leads do not maintain register and risks are not mitigated efficiently enough. LAs do not escalate to local registers as necessary to manage the wider LA issues</u>	Directors, Heads of Hub	Likely	High	9	Escalate	Hub leads to take responsibility.					Unlikely	Medium	4	Mar-16	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

School Improvement - Pembrokeshire 

Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register	
											Probability	Impact	Risk Score			
1	Estyn visits result in high proportion of schools being placed in follow up / special measures	Chief Education Officers and Heads of Hub	Possible	High	6	Treat and Transfer		Analyses on range of data and ongoing monitoring by ChAds provides early indications. Consistent programme of school improvement through brokered 'menu of support.' Leadership Strategy and KS4 Improvement Plan in place. Enhanced capacity of school-to-school support. DCEO leading SCC reviews supported by PCA and Hub Lead. Work programme of ERW Head of Stds				Possible	Medium	4	March 2015	
2	School categorisation results in increasing numbers of amber / red schools	Managing Director	Possible	Medium	4	Treat		Analyses of a range of data, effective support from ChAds and consistent programme of school improvement through brokered 'menu of support.' Consistent CV1 training for ChAds. Improved targeting of potential risks.				Unlikely	Medium	2	March 2015	
3	Working relationships with Trade Unions are challenging. Despite clear communication and mandate	Lead HR Officer	Possible	high	6	Treat where possible, tolerate		Maintain regular communication arrangements with TUs / Staff. Support school leaders with implementation of focus monitoring and evaluation activities.	Pembrokeshire			Unlikely	High	3	March 2015	
4	Inconsistency in support to Schools through variability in work of individual Challenge Advisers	Head of Quality and Standards & Head of Hub	Possible	High	6	Treat and Transfer	All LA Chief Education Officers	Defined support arrangements set out with consistent entitlement to schools via 'menu of support.' Revised Ladder of Support shared with all parties. Comprehensive Training/Awareness Programme. Hub QA monitoring school progress at an individual level.				Possible	High	6	March 2015	
5	Categorisation judgements undermined by Advisers not following process		Possible	High	6	Treat and Transfer (All LA's)		Comprehensive training and support in place. Categorisation QA and Moderation procedures at local and regional levels. Rhwyd programme supporting greater consistency.				Unlikely	High	3	March 2015	
6	Local School Improvement risks not fully mitigated at LA level	Heads of Hub	Likely	High	6	Transfer		Regular progress assessments undertaken at Hub QA Meetings. Support for any specific issues agreed and brokered.	Pembrokeshire			Unlikely	High	3	March 2015	
7	Insufficient monitoring of and support to schools causing concern	Head of Hub and Chief Education Officers	Possible	High	6	Treat and Transfer		PCC strategic documentation includes KS4 Improvement Plan, SCC Protocol and specific Improvement Strategies (Leadership, T&L, efsm etc). Standing item on Hub QA. SCC Plans led by DCEO with support from Head of Huub and PCA. Hub QA monitoring progress and				Unlikely	High	6	May 2015	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

School Improvement - Pembrokeshire 

Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register	
											Probability	Impact	Risk Score			
8	LA staff (including Challenge Advisers) unnecessarily undertaking activity outside the regional strategy	Directors	Possible	High	6	Treat		DCEO, Head of Hub & PCA meetings review workload and impact to ensure early identification.				Possible	high	6	July 2015	
9	Failure to raise standards, specifically for Efsm pupils	Directors	Likely	Medium	6	Treat		PCC efsm strategy in place and shared with all partners. Ongoing targeted interventions and sharing of most effective practice. Commissioned research. Additional PCC Reviews of use / impact of PDG funding. ERW CV1s clarifying actions for support.				Possible	Medium	4	July 2015	
9	<u>Hub Leads do not maintain register and risks are not mitigated efficiently enough. LAs do not escalate to local registers as necessary to manage the wider LA issues</u>	Directors , Heads of Hub	Likely	High	9	Escalate		Hub leads to take responsibility				Unlikely	Medium	4	Mar-16	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

ERW Risk Register



October 2015 (Final)

School Improvement - Swansea



Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
											Probability	Impact	Risk Score		
1	Estyn visits result in high proportion of schools being placed in follow up / special measures	Chief Education Officers and Heads of Hub	possible	High	6	Treat and Transfer Analysis of data and effective support from Challenge Advisers; programme of school improvement ; building capacity of schools to support others. Work programme of Quality Manager and review of schools causing concern.		Training and professional development opportunities provided and clear guidance and systems. National accuracy of TA.	Swansea	Estyn have named Swansea as highest outside of Cardiff with 4/17 in statutory category. By October 2016 there are no longer any schools in a statutory category. There is an emerging increase of schools in Estyn monitoring follow-up category at October 2016.	Possible	Medium	4	March 2015	
2	Challenge advisers unable to monitor schools because of threat of action short of strike action	Managing Director	Unlikely	Medium	2	Treat Analysis of data and effective support from Challenge Advisers; programme of school improvement. Common consistent training for Advisers.		More Challenge Advisers required. Red Schools occur beyond categorisation criteria. Sufficient CAs in place from September 2016. Amber plans in place. Pre-inspection support required in amber schools facing inspection.			Unlikely	Medium	2	March 2015	
3	Inconsistency in support to schools through variability in work of individual challenge advisers	Managing Director and Executive Board	Unlikely	Medium	2	Treat Engage proactively with WG and communicate messages on successes		ASKING CAs to work outside regional strategy. Duplication of effort still apparent. By October 2016 there is greater understanding of the CA role. However, evidence suggests that headteachers are now less sceptical of regional			Possible	Medium	4	March 2015	
4	New school improvement professionals unaware of regional business plan and how this is aligned to local operational plans.	Lead HR Officer	Likely	Medium	6	Treat where possible, tolerate Communication arrangements strengthened and inform TUs of work. Changing strategies led by new HR Lead.		Was conceptions or challenge Adviser work apparent. More resistance in Swansea than NPT. Problems seem to have arisen from central talks. Individual conversations have been helpful to aid clarity. Central talks reported as much improved.			Likely	Medium	6	March 2015	
5	Local School Improvement risks not fully mitigated at LA level as a result of interim arrangements in the secondary sector.	Head of Quality and Standards & Head of Hub	Likely	High	9	Treat and Transfer New arrangements to recruit HTs to support additional capacity. Clear agreed arrangements set out with consistent entitlement to schools. Revised ladder of support 2015-16. Comprehensive Training Programme. Performance management harmonisation.		QA process is strong and should be preserved at different levels. Individual coaching of staff proves to be beneficial. New recruits require better induction than currently on offer. Challenge adviser handbook and stop the clock activities support improved quality. Part-time challenge advisers need to adhere to guidance. Too much time taken to write reports.		Behaviours and communication needs to be reiterated and risks noted. And high risk of not working within agreed boundaries. New CAs require good induction. Evidence in October 2016 suggests that there are schools receiving less support than required and that green schools do not always influence their sector sufficiently.	Likely	Medium	6	March 2015	
6	Insufficient monitoring of schools causing concern action plans or amber support school action plans	Chairs of Strategic Groups	Unlikely	High	3	Treat Action - focus on bringing pace to groups. Target additional support for Support for Learning Groups. LA tend to focus on own business plans. Filter effect down can result in individuals working outside of plan.				Operational plans in Swansea now refer to the ERW business plan. There needs to be a note of instruction from Swansea to identify the particular key priorities for ERW to deliver on. The new annexe to business plan 2017-2020 will feature Swansea's priorities. HOH has shared with lead CAs.	Possible	Medium	4	March 2015	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

ERW Risk Register



October 2015 (Final)

School Improvement - Swansea




Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
											Probability	Impact	Risk Score		
7	New subject specialists and challenge advisers undertaking work beyond the regional strategy.	Heads of Hub	Possible	High	6	Transfer	Hub level risk assessment reviewed at Hub QA Meeting. Communication with schools now less of a risk. A better understanding of consortia functions has been achieved but will need to be maintained by the incoming CEO.		Slow progress schools need finer focus. The new LA action plans for red and amber schools should be considered at Hub QA and the consideration of warning letters or statutory notices needs specific attention during Hub QA.		Possible	Medium	4	March 2015	
8	Failure to raise standards, specifically for Efsm pupils	Head of Hub and Chief Education Officers	Possible	Medium	4	Treat and Transfer	Standing item on Hub QA. Highly coordinated with best practice shared. Best practice needs to be shared regionally. Monitoring questions now feature in action plans for amber schools but this needs to be consistent. Intended outcomes in amber plans must be measurable.		This is a key priority for KS4 in Swansea as progress has stalled. Interschool practice is now shared in order to maximise fsm learner potential.		Unlikely	Medium	2	May 2015	
9	Heightened risk of budgetary constraints on support services and schools impacting adversely on staff	Directors	Likely	High	9	Treat	Chief Education Officer provides rigorous QA of grammar, punctuation as well as clear writing. Head of Quality and Standards remit. Reports are now more consistent and of a good quality. Best practice bank of reports in place.				Possible	High	6	July 2015	
10	Directors	Possible	Medium	4	Treat	All challenge advisers have a MSCW in place to ensure that core business is prioritised.		Local discussion to ensure appropriate capacity. Challenge advisers and subject specialists generally understand core business so LA specific work is not undertaken at the detriment of this.		Unlikely	Medium	2	July 2015		
11		Directors	Likely	Medium	6	Treat	Targeted interventions and sharing most effective practice. Commissioned research.				Possible	Medium	4	July 2015	
12		Directors	Likely	Extreme	12	Treat	Ringfenced school improvement levels preserved for FY 2017-2018 and split into primary, secondary and curriculum units to ensure best value for money and closer budget monitoring.							October 2015	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					


School Improvement - NPT 

Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
											Probability	Impact	Risk Score		
1	Estyn visits result in high proportion of schools being placed in follow up / special measures	Chief Education Officers and Heads of Hub	Possible	High	6	Treat and Transfer Analysis of data and effective support from Challenge Advisers; programme of school improvement ; building capacity of schools to support others. An increased number of schools in EM is emerging in NPT. Closer scrutiny of CV1/ Categorisation reports required in 2016. Work programme of Quality Manager and review of schools causing concern. Over reliance on data without looking at books must be eradicated. Special measures primary questioned by Estyn.		Training and professional development opportunities provided and clear guidance and systems offered. The impact of leadership is not always measured carefully. All challenge advisers have been asked in Hub training to focus on this area.			Possible	Medium	4	March 2015	
2	School categorisation results in increasing numbers of amber / red schools	Managing Director	Possible	Medium	4	Treat Reduction in number of amber schools between 2015 and 2016. However, numbers of green support school has not increased during this period. LA has introduced a leadership wellbeing project in 2017. Currently at the planning stage.					Possible	Medium	4	March 2015	
3	Challenge advisers unable to monitor schools where there is a threat of action short of strike action.	Lead HR Officer	Likely	High	9	Treat where possible, tolerate Communication arrangements strengthened and inform TUs of work. TU relations improved through improved central talks with ERW. No current issues on schools unwilling for monitoring activities to be undertaken by challenge advisers.		Paired visits by senior officers for each school causing concern have been identified quickly. A breadth of risk factors and local intelligence has been considered in assessing schools' vulnerability and need for more support. Capacity to meet support requirements is linked to menu of support. Off menu activities are less possible.			Likely	Medium	6	March 2015	
4	Inconsistency in support to Schools through variability in work of individual Challenge Advisers	Head of Quality and Standards & Head of Hub	Possible	High	6	Treat and Transfer Rhwyd platform now embedded and CAs produce evaluate reports that emphasise impact of leadership. Reports are now more consistent and lead challenge adviser drives on improving quality, alongside HOH.	All LA Chief Education Officers	The workforce is stable at the moment with good opportunities to learn from experienced officers and challenge advisers. The use of Rhwyd is now embedded and supports consistency. However, the capacity of the lead challenge adviser is stretched on QA. To mitigate, an additional training session is in place to take a collective view of erradicating poorer judgements and report writing.			Unlikely	Medium	2	March 2015	
5	Categorisation judgements undermined by advisers not following process	Managing Director	Likely	High	9	Treat and Transfer (All LA's) Comprehensive training provided to ensure consistency. Clear distinction required between categorisation of additional LA risk factors.		A full year training programme is now in place to ensure that new and existing CAs are given the required support.			Unlikely	High	3	March 2015	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

School Improvement - NPT 

Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register	
											Probability	Impact	Risk Score			
6	Local School Improvement risks not fully mitigated at LA level - specifically elements of duplication	Head of Hub and Chief Education Officer	Likely	High	9	Transfer	Hub level risk assessment reviewed at Hub QA Meeting. Hub risk register created after June Meeting 2015. Risk pertain to Hub and should be revisited termly.	ERW risk register is now distinctly different to a list of schools with additional risk factors. The risk register is a standing agenda item and the inherent service risks are discussed throughout half termly meetings. The register is now more accessible to all.	NPT		Unlikely	Medium	2	March 2015		
7	Insufficient monitoring of action plans for schools causing concern or amber support action plans	Head of Hub and Chief Education Officer	Possible	Medium	4	Treat and Transfer	Standing item on Hub QA. Practice is shared across the Hub to improve the risks. Guidance provided on monitoring Estyn and have to coordinate support effectively.	Monitoring the impact of schools causing concern is now logged centrally and for September 2016 new concern schools have a specific plan in addition to the log. Precise actions for schools need to be sharper in the log and this is under review.			Unlikely	High	3	May 2015		
8		Directors	Likely	High	9	Treat	Reports are QAd in triplicate to ensure reports are stronger/more evaluative. Sign off is required by LA. Head of Education Improvement provides suggested changes. New workforce needs additional support.	Risk is now very low. Nearly all challenge advisers produce good quality reports. Going forward, estyn will require the lastcore visit report on a school for pilot school in 2016-2017. This places greater weighting on QA of core visits.			Unlikely	Medium	2	July 2015		
9	LA staff (including Challenge Advisers) unnecessarily undertaking activity outside the regional strategy	Directors	Possible	Medium	4	Treat	There is greater clarity on the menu of support this year where CAs are better equipped to broker the support required. However		Local discussion to ensure appropriate capacity			Unlikely	Medium	2	July 2015	
10	Failure to raise standards, specifically for Efsm pupils	Directors	Likely	Medium	6	Treat	Targeted interventions and sharing most effective practice. Commissioned research.	Analysis of data points to much improved performance for efsm pupils at KS2 and KS3 in NPT, in particular. The gap at KS4 has widened in 2016. Improved standards at KS4 have been realised but t			Possible	Medium	4	July 2015		
11	Heightened risk of budgetary constrains on support services and schools impacting adversely on staff	Directors	Likely	High	9	Treat	???							October 2015		

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					



Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
											Probability	Impact	Risk Score		
1	School categorisation results in increasing numbers of amber / red schools	Managing Director, Chief Education Officer / Director and Head of Hub	Possible	medium	4	Treat	Analysis of data and effective support from Challenge Advisers; programme of school improvement. Bespoke to need. October 2016 - early indications of categorisation do not suggest an increase.	Not necessary	No early indications of increase in red/amber schools for 16-17	Brecon High School higher category to yellow. Increase in Green support category with Welshpool and Llanidloes added to this group. Now 3 in Powys. Llanfyllin and Llandrindod decreased from amber to red.	Unlikely	Medium	2	May 16	
2	Estyn visits result in high proportion of schools being placed in follow up / special measures	Chief Education Officers and Heads of Hub	Likely	High	9	Treat and Transfer	Secondary strategy in place and shared with heds. To reach agreement. Bespoke support being provided with additional resource from EIG Oct 16 - Brecon re-visit November. Llanfyllin SI.	training and professional development opportunities provided and clear guidance and systems	Clear plan in place to support each school in follow up and each school causing concern. Escalation arrangements scheduled to inform Chief exec and elected members	Plans in place. Llanfyllin a greater risk due to Headteacher absence. Regular updates to scrutiny regarding schools causing concern. Clear support plan in place for Caereinion with school to school support from GWE. Bro Hyddgen support programme monitored and effective progress made.	Possible	Medium	4	March 2015	
3	Working relationships with Trade Unions are challenging. Despite clear communication and mandate	Lead HR Officer	Likely	High	9	Treat where possible, tolerate	Common consistent training for Advisers.				Likely	Medium	6	March 2015	May 2016
4	Inconsistency in support to Schools through variability in work of individual Challenge Advisers	Head of Quality and Standards & Head of Hub	Possible	High	6	Treat and Transfer	Clear agreed arrangements set out with consistent entitlement to schools. Revised ladder of support. Comprehensive Training Programme. Training and development coaching.	Chief Education Officer	Successful and effective performance management and coaching and support given. This has reduced the numbers and additional support to others.		Unlikely	Medium	2	March 2015	
5	Insufficient monitoring of and support to schools causing concern (secondary specific)	Head of Hub and Chief Education Officers	Likely	High	9	Treat and Transfer	Standing item on Hub QA October 2016 - increased capacity of secondary ChAd since September.			revisited now with independent ch	Possible	Medium	4	May 2015	
6	LA staff (including Challenge Advisers) unnecessarily undertaking activity outside the regional strategy	Directors	Possible	Medium	4	Treat	Analysis of data and effective support from Challenge Advisers; programme of school improvement ; building capacity of schools to support others. October 16 - as above Work programme of Quality Manager and review of schools causing concern. High risk needs to reiterated to each individual			Good communication lines between Chief Education Officer, Senior Challenge Advisor and Head of Hub	Unlikely	Medium	2	July 2015	
7	Difficulty in recruiting school leaders results in lower leadership standards	Chief Education Officer and HofH	Likely	High	9	Escalate	Embed existing ERW middle and senior leadership training; Develop stronger recruitment practices; Formally identify and develop prospective school leaders	Not necessary		A need to continue with the school reorganisation programme to ensure sufficient quality and quantity of leaders	Almost Certain	High	12	October 2015	

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

ERW Risk Register



October 2015 (Final)

School Improvement - Powys



Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score		Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
												Probability	Impact	Risk Score		
8	Failure to further improve key performance indicators at secondary, in particular L2+	Chief Education Officer and HofH	Likely	Medium	6	Treat	Clear and agreed work programme with schools, in particular those under regression line. Oct 16 - positive 2016 L2+ outcomes in many Powys schools - 4 to be targeted - Maesydderwen, Llanfyllin, Builth, Caereinion Specific support for leadership		Secondary strategy in place		Powys has maintained good increase across	Possible	Medium	4	October 2015	
9	Failure to raise standards, specifically for Efsm pupils	Directors	Likely	Medium	6		Targeted interventions and sharing most effective practice. Commissioned research.				Powys has maintained good increase across	Possible	Medium	4	July 2015	
10	Hub Leads do not maintain register and risks are not mitigated efficiently enough. LAs do not escalate to local registers as necessary to manage the wider LA issues	Directors, Heads of Hub	Likely	High	9	Escalate	Hub leads to take responsibility					Unlikely	Medium	4	Mar-16	May 2016

Risk Matrix

Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

School Improvement - Ceredigion



Inherent Risk

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score	Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register	
											Probability	Impact	Risk Score			
1	School categorisation results in increasing numbers of amber / red schools	Managing Director, Chief Education Officer / Director and Head of Hub	Possible	Medium	4	Treat	Analysis of data and effective support from Challenge Advisers; programme of school improvement. Oct 16 - no immediate risk. Common consistent training for Advisers	Not necessary				Unlikely	Medium	2	March 2015	
2	Working relationships with Trade Unions are challenging. Despite clear communication and mandate	Lead HR Officer	Likely	Medium	6	Treat where possible, tolerate	Communication arrangements strengthened and inform TUs of work. Changing strategies led by new HR Lead. Local meetings to manage risk.	Not necessary				Likely	Medium	6	March 2015	
3	Difficulties in recruiting school leaders results in lower leadership standards in schools	Managing Director, Chief Education Officer / Director and Head of Hub	Likely	High	9	Escalate	Embed existing ERW middle and senior leadership training; Develop stronger recruitment practices; Formally identify and develop prospective school leaders Oct 16 ongoing	Included in level 2 plan								
3	Inconsistency in support to Schools through variability in work of individual Challenge Advisers	Head of Support and Performance & Head of Hub	Possible	High	6	Treat and Transfer	Clear agreed arrangements set out with consistent entitlement to schools. Revised ladder of support 2015-16. Comprehensive Training Programme.	Not necessary		Coaching and mentoring and rigorous QA processes in place		Unlikely	High	3	March 2015	
4	Categorisation judgements undermined by Advisers not following process		Unlikely	High	3	Treat and Transfer (All LA's)	Training in place regionally. Use of Rhwyd reducing risk.	Not necessary				Unlikely	High	3	March 2015	
5	Insufficient monitoring of and support to schools causing concern	Head of Hub and Chief Education Officers	Possible	Medium	4	Treat and Transfer	Standing item on Hub QA. Track record of LA use of powers where necessary. Aberaeron SI removed October 2016.	Individual action plans for schools causing concern needed to be more structured, especially at primary level. New process for recording primary scc. 2 informal improvement boards for secondary				Unlikely	Medium	2	May 2015	
6	Poor quality evaluation and reporting to Estyn by Challenge Advisers, with limited QA	Directors	Likely	High	9	Treat	Training and coaching for individuals.	Not necessary				Possible	High	6	July 2015	
7	LA staff (including Challenge Advisers) unnecessarily undertaking activity outside the regional strategy	Directors	Possible	Medium	4	Treat	good communication lines between	Working within small LA can lead to ch		All need to know and understand well the risk of straying beyond brief	Local discussion to ensure appropriate capacity	Unlikely	Medium	2	July 2015	
8	Current PwC review could lead to service cuts in school advisory service	Chief Education Officer and HofH	Likely	High	9	Tolerate and transfer	Further develop brokerage and school to school support to fill possible void. Oct 16 - ongoing	January 2016 - Ongoing. No secondary Literacy advisory teacher in post.				Likely	Medium	6	October 2015	

Risk Reference	Nature / Description of Risk	Risk Owner	Probability	Impact	Risk Score		Actions to Mitigate Risk	Transfer detail (if necessary and date)	Additional Detail	LA / Hub	Escalation from LA detail (if necessary and date)	Following Mitigation			Date appear on ERW Register	Date taken off ERW Register
												Probability	Impact	Risk Score		
9	Failure to raise standards, specifically for Efsm pupils	Directors	Likely	Medium	6		Targeted interventions and sharing most effective practice. Oct 2016 efsm L2+ 44%					Possible	Medium	4	July 2015	
								Highest L2+ efsm performance in ERW								
10	Hub Leads do not maintain register and risks are not mitigated efficiently enough. LAs do not escalate to local registers as necessary to manage the wider LA issues	Directors , Heads of Hub	Likely	High	9	Escalate	Hub leads to take responsibility					Unlikely	Medium	4	Mar-16	



ERW JOINT COMMITTEE 20 FEBRUARY 2017

Directors Update

Purpose:

Update from the Managing and Lead Directors on various elements of the region's work.

RECOMMENDATIONS / KEY DECISIONS REQUIRED:

None

REASONS:

General Update

Report Author: Betsan O'Connor	Designation: Managing Director	Rhif Ffon 01267245638 E: bost betsan.oconnor@erw.org.uk
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**EXECUTIVE SUMMARY
ERW JOINT COMMITTEE
20 FEBRUARY 2017**

Director's Update

BRIEF SUMMARY OF PURPOSE OF REPORT

- An update regarding the progress made on Successful Futures and recent events pertaining to SF
- The latest from the Estyn Consultation
- Head Teachers Consultation

DETAILED REPORT ATTACHED?

NO

IMPLICATIONS

Finance
YES

1. Finance

Successful Futures is one of the many grants that the region receives from Welsh Government.

CONSULTATIONS

N/A





ERW JOINT COMMITTEE 20 FEBRUARY 2017

ERW SECTION 151 OFFICER FINANCIAL REPORT

Purpose: To provide the Joint Committee with an update on the financial position of ERW.

RECOMMENDATIONS / KEY DECISIONS REQUIRED:

It is recommended that the Joint Committee:

- (a) Approve the Projected Outturn Budget for 2016-17 and the use of £60k from the local authority reserve.
- (b) Approve the Draft Budget for 2017-18, which includes a total contribution of £250k from the six local authorities and the utilisation of £194k from the local authority reserve.
- (c) Note that the funding of the Central Team Revenue Budget for 2018-19 onwards will be via increased contributions from the six local authorities as there will be a limited balance remaining in the local authority reserve.
- (d) Note the grants awarded to ERW for 2016-17 and indicative grants for ERW in 2017-18.
- (e) Approve the proposed timescale for the production, audit and approval of the ERW Statement of Accounts and ERW Annual Governance Statement for 2016-17.

REASONS: Joint Committee approval required

Report Author: Jon Haswell	Designation: ERW Section 151 Officer	Tel No. 01437 775839 E. Mail: Jonathan.haswell@pembrokeshire.gov.uk
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**EXECUTIVE SUMMARY
ERW JOINT COMMITTEE
20 FEBRUARY 2016**

ERW SECTION 151 OFFICER FINANCIAL REPORT

BRIEF SUMMARY OF PURPOSE OF REPORT

To provide the Joint Committee with an update on the financial position of ERW:

- **Central Team Revenue Budget**
- **Contributions from Local Authorities**
- **Reserves**
- **Grants**
- **2016-17 Statement of Accounts & Annual Governance Statement**

DETAILED REPORT ATTACHED?

YES



IMPLICATIONS

Policy, Crime & Disorder and Equalities	Legal	Finance	Risk Management Issues	Staffing Implications
NONE	NONE	YES	YES	YES
1. Finance Financial Implications outlined in the detailed report.				
2. Risk Management Risk management to be reviewed as part of the Internal Audit, where applicable.				
3. Staffing Implications Staffing implications outlined in the detailed report.				

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



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Ein Rhanbarth ar Waith
Education through Regional Working

2016-17 Revised Central Team Revenue Budget and Financial Monitoring Report

2017-18 Draft Central Team Revenue Budget

Director of Finance
(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 provides the Joint Committee with the following financial information:

- Revised 2016-17 Central Team Revenue Budget
- Draft 2017-18 Central Team Revenue Budget
- Reserves
- Grants
- 2016-17 Statement of Accounts & Annual Governance Statement

2. Central Team Revenue Budget

The Central Team revenue budget was approved by the Joint Committee in February 2016 and was amended in May 2016. The Central Team projected revenue outturn for 2016-17 and the draft revenue budget for 2017-18 are shown in the table below:

ANNUAL EXPENDITURE	2016-17			2017-18
	Approved Budget February 2016 £000	Amended Budget May 2016 £000	Projected Outturn February 2017 £000	Draft Budget £000
1. STAFFING COSTS				
Salaries	402	411	358	439
Travel, Subsistence, Training & Development	10	5	5	5
	412	416	363	444
2. RUNNING COSTS				
Accommodation	33	33	33	33
Stationery/Telephone/Printing/Copying/Equipment/IT	21	36	30	21
Branding/Marketing	-	-		-
Translation	35	35	35	35
Conference Support/Programme Costs	10	10	10	-
Refund of Grant to WG	-	-	9	-
	99	114	117	89
3. FACILITATION				
Service Level Agreements	40	40	73	73
	40	40	73	73
TOTAL ESTIMATED EXPENDITURE	551	570	553	606
ANNUAL INCOME				
Local Authority Contributions	250	250	250	250
Other Income/Grants	-	-	14	12
Grant Funding Administration	150	150	220	150
Clawback of Previous Year's Grant from Partner Authorities	-	-	9	0
Local Authority Reserve	151	170	60	194
TOTAL ESTIMATED INCOME	551	570	553	606
NET EXPENDITURE	-	-	-	-

2.1 2016-17 Projected Revenue Outturn

- 2.1.1 The reduction in the projected revenue outturn is due to salaries being lower than anticipated, an element of salaries being applied against grant funding and the HR secondee being funded wholly from grant.
- 2.1.2 Translation costs continue to be monitored closely and where allowable, relevant grant funding has been utilised to support these costs.
- 2.1.3 The projected reduction in expenditure combined with additional income from grants and an increase in grant funding administration income has resulted in a £110k reduction in the anticipated use of the local authority reserve.
- 2.1.4 One grant has been received in advance to fund a Research and Evaluation Officer over the next two years. This grant will be held on the ERW Balance Sheet at the year end 2016-17 and applied against the salary costs over the two year period.
- 2.1.5 During 2015-16, one Authority underspent its Pupil Deprivation grant allocation by £9k, which was confirmed when audited. This amount will be returned to ERW who will then refund the grant to Welsh Government.
- 2.1.6 The local authority reserve balance at the end of 2015-16 was £472k. During 2015-16, the Joint Committee agreed to create a working reserve of £100k to deal with any unexpected expenditure (e.g. late grant approvals) which left a local authority reserve of £372k. This will be reduced by an estimated £60k by the end of 2016-17.

2.2 2017-18 Draft Revenue Budget

- 2.2.1 The increase in revenue expenditure from 2016-17 is primarily due to additional salary costs, these being a cost of living increase, increments and an additional post as part of the Central Team. The Central Team now comprises of ten members of staff, four being wholly funded from grants and one being partly funded from grants, however, this may change as grant funding allows. The anticipated level of grant funding to support the administrative functions has been reduced by £70k, as only a limited number of grant funding has been confirmed at the time of writing this report, so there is a risk that this will not materialise.
- 2.2.2 The increase in Facilitation costs are due to a new communications Service Level Agreement (SLA) which includes the ERW web site. There are now 5 Service Level Agreements as detailed below:-

	<i>£000's</i>
Wales Audit Office	13
Internal Audit	20
Information Technology	10
Human Resources	10
Communications & Web Hosting	<u>20</u>
	<u>73</u>

- 2.2.3 The local authority reserve balance at the end of 2016-17 is estimated to be £312k with an anticipated use of £194k contribution to funding the Central Team Revenue Budget for 2017-18. The projected year end local authority reserve balance at the end of 2017-18 is estimated to be £118k (excluding the £100k working reserve). Every effort will need to be made during 2017-18 to keep with the Central Team revenue budget.

3. Contributions from Local Authorities

The Draft Central Team Revenue Budget for 2017-18 anticipates that the total annual contribution from the six partner local authorities will remain at £250k, as in previous years. The contribution will be pro-rated according to pupil numbers taken from Stats Wales, as shown in the table below:

	Carms.	Ceredigion	Neath Port- Talbot	Pembs.	Powys	Swansea	Total
Local Authority Contribution 2016-17	£52,500	£18,500	£40,000	£34,750	£35,500	£68,750	£250,000
Value as a Percentage	21.0%	7.4%	16.0%	13.9%	14.2%	27.5%	100.0%
Pupil Numbers Stats Wales Jan 2016	27,108	9,539	20,751	17,716	17,997	35,818	128,929
Value as a Percentage	21.0%	7.4%	16.1%	13.7%	14.0%	27.8%	100.0%
Local Authority Contribution 2017-18	£52,500	£18,500	£40,250	£34,250	£35,000	£69,500	£250,000

4. Reserves

4.1 Local Authority Reserve

- 4.1.1 At 1 April 2016, the local authority reserve had a balance of £472k.
- 4.1.2 Wherever possible grant funding is used to support Central Team costs, thus reducing the burden on the local authority reserve. During 2016-17, ERW received various additional grant funding which has helped to reduce the anticipated use of the local authority reserve.
- 4.1.3 It is anticipated that the local authority reserve balance will be £312k at the end of 2016-17 and this will be carried forward to 2017-18. It is possible that this will fluctuate between now and the end of 2016-17 dependant on the receipt of additional grants.

4.1.4 The local authority reserve balance at the end of 2017-18 is projected to be £118k. Further work will need to be undertaken during 2017-18 to ensure the ongoing viability of the Central Team without the need to increase the Local Authority contributions in future years.

4.2 Working Reserve

4.2.1 As outlined above, the level of the local authority reserve is diminishing each year, with the likelihood of there being insufficient reserve remaining to balance the 2018-19 Central Team revenue budget, based on 2017-18 net cost. Due to this, the working reserve of £100k must be kept to deal with any future funding gap and unexpected expenditure.

5. Grants

5.1 2016-17 Grant Funding

The grants awarded to ERW for 2016-17, and those still subject to approval, are shown in the table below:

Grant 2016-17	Grant Awarded September 2016 £000	Grant Awarded January 2017 £000	Variance £000
Education Improvement Grant	38,179	38,876	697
Pupil Deprivation Grant	22,758	22,758	-
Schools Challenge Cymru – Tranche 3	1,140	1,140	
Schools Challenge Cymru – Tranche 2	794	780	(14)
GCSE- Tranche 2	914	914	-
GCSE- Tranche 1	231	231	
Pioneer Schools	1,813	1,873	60
Welsh Baccalaureate	50	27	(23)
Literacy and Numeracy in Special Schools	25	25	-
NQT Moderation		150	150
ALN Innovation		360	360
New Deal Funding	200	1,021	821*
Modern Foreign Language	120	120	
Learning in Digital CPD	142	162	20
National Professional Qualification of Headteachers	82	82	
Implementing Successful Futures		300	300*
British Council Grant		11	11
All Wales Regional Working		61	61
Securing Teacher Assessment	46	48	2
Informal Use of Welsh		91	91
Support for Head teachers		21	21
Total of Grants Awarded to ERW	66,494	69,051	2,557

* Formal approval letters awaited.

Secondments of staff totalling £1.156m will be funded from the grants listed above plus £0.220m of the Central Team staffing costs during 2016-17.

5.2 2017-18 Grant Funding

5.2.1 The table below outlines the current information available in relation to grant funding for 2017-18. No formal grant offer letters have yet been received, so the figures are best estimates based on officer discussions with Welsh Government officials. Current estimated costs of seconded staff commitments of £1.373m will need be funded from the grants listed below plus £0.150m of the central team staff costs during 2016-17.

Grant 2017-18	Grant Awarded 2016-17 £000	Grant Indicative 2017-18 £000
Education Improvement Grant	38,876	37,752
Pupil Deprivation Grant	22,758	22,758
Schools Challenge Cymru – Tranche 3	1,140	39
Schools Challenge Cymru – Tranche 2	780	
GCSE- Tranche 2	914	
GCSE- Tranche 1	231	
Pioneer Schools	1,873	
Welsh Bacalaureate	27	15
Literacy and Numeracy in Special Schools	25	
NQT Moderation	150	
ALN Innovation	360	360
New Deal Funding	1,021	
Literacy and Numeracy		100
Modern Foreign Language	120	120
Leadership and Development		2,000
Learning in Digital CPD	162	142
National Professional Qualification of Headteachers	82	200
Implementing Successful Futures	300	1000
British Council Grant	11	
All Wales Regional Working	61	25
Securing Teacher Assessment	48	
Informal Use of Welsh	91	91
Support for Head teachers	21	
Total of Grants Awarded to ERW	69,051	64,602

6. 2016-17 Statement of Accounts & Annual Governance Statement

6.1 The ERW Statement of Accounts for 2015-16 were drafted by 6 June 2016 and audited and approved by the end of July 2016, the first set of Local Authority 2015-16 accounts to be signed off in Wales. The ERW Annual Governance Statement for 2015-16 was similarly approved to the same timetable.

6.2 A similar timetable is planned for the production and approval of the ERW Statement of Accounts for 2016-17 and ERW Annual Governance Statement for 2016-17. It is anticipated

that the audit opinion and approval will take place at the Joint Committee meeting on 17 July 2017.

7. Recommendations

It is recommended that the Joint Committee:

- (a) Approve the Projected Outturn Budget for 2016-17 and the use of £60k from the local authority reserve.**
- (b) Approve the Draft Budget for 2017-18, which includes a total contribution of £250k from the six local authorities and the utilisation of £194k from the local authority reserve.**
- (c) Note that the funding of the Central Team Revenue Budget for 2018-19 onwards will be via increased contributions from the six local authorities as there will be a limited balance remaining in the local authority reserve.**
- (d) Note the grants awarded to ERW for 2016-17 and indicative grants for ERW in 2017-18.**
- (e) Approve the proposed timescale for the production, audit and approval of the ERW Statement of Accounts and ERW Annual Governance Statement for 2016-17.**

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ERW JOINT COMMITTEE 20 FEBRUARY 2017

CATEGORISATION

Purpose: Sharing of finding from Categorisation process

RECOMMENDATIONS / KEY DECISIONS REQUIRED:

None

REASONS:

Update

Report Author: Betsan O'Connor	Designation: Managing Director	Tel No. 01267245636 E. Mail: Betsan.oconnor@erw.org.uk
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EXECUTIVE SUMMARY ERW JOINT COMMITTEE 20 FEBRUARY 2017

CATEGORISATION

BRIEF SUMMARY OF PURPOSE OF REPORT

The system ensures that, in partnership with the 6 local authorities we direct our support and resources to improve our school system and as a result, raise standards and performance across the region.

The categorisation system is about providing support and encouraging collaborative improvement by putting our schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development.

As part of CV1 each challenge adviser was required to determine the nature of the bespoke support package to be provided to each school. This support will be delivered by a range of providers.

A regional moderation meeting was held to secure the consistent implementation of the national categorisation system across ERW. This ensured that processes for the six LA were fair, rigorous, open and transparent. Feedback and recommendations were provided for all secondary schools and for 50% of primary school.

A further national moderation meeting was held to sample the outcomes of the regional moderation process to verify its consistency, quality and rigour. The outcomes of this event were very positive for ERW.

	Red	Amber	Yellow	Green
Powys	4%	16%	52%	28%
Cere	2%	10%	57%	31%
Pembs	6%	15%	56%	23%
Carms	1%	23%	56%	20%
Swansea	0%	17%	38%	46%
NPT	3%	16%	55%	25%
ERW	2%	17%	51%	29%

The categorisation for individual schools can be found in the attachments.

DETAILED REPORT ATTACHED?

YES



IMPLICATIONS

Policy, Crime & Disorder and Equalities NONE	Legal NONE	Finance NONE	Risk Management Issues NONE	Staffing Implications NONE
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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		



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Changes in Categorisation, 2014 - 2016

	2014	2015	2016	2015 - 2016	
				Letter	Colour
6662002	Abermule	4 C Red/Coch	3 B Amber/Oren	2 C Yellow/Melyn	↓ 1 ↑ 1
6662003	Arddleen	2 B Yellow/Melyn	2 A Yellow/Melyn	1 A Green/Gwyrdd	↑ 1
6662004	Ysgol Dyffryn Banw	2 C Amber/Oren	1 B Yellow/Melyn	2 B Yellow/Melyn	
6662005	Berriew	3 C Amber/Oren	3 B Yellow/Melyn	2 B Yellow/Melyn	
6662008	Caersws	3 C Amber/Oren	3 B Yellow/Melyn	2 B Yellow/Melyn	
6662009	Ysgol Carno	2 C Amber/Oren	1 B Yellow/Melyn	1 B Yellow/Melyn	
6662010	Carreghofa	3 B Yellow/Melyn	2 B Yellow/Melyn	1 C Yellow/Melyn	↓ 1
6662018	Leighton	4 C Red/Coch	4 C Amber/Oren	2 C Amber/Oren	
6662019	Ysgol Llanbrynmair	2 C Yellow/Melyn	1 A Green/Gwyrdd	1 B Green/Gwyrdd	↓ 1
6662020	Llandinam	4 B Yellow/Melyn	3 B Yellow/Melyn	2 B Yellow/Melyn	
6662021	Ysgol Llanfair Caereinion	2 C Yellow/Melyn	2 B Yellow/Melyn	2 B Yellow/Melyn	
6662033	Ysgol Meifod	1 C Yellow/Melyn	2 C Yellow/Melyn	2 B Yellow/Melyn	↑ 1
6662040	Penygloddfa	2 C Yellow/Melyn	1 C Yellow/Melyn	1 B Green/Gwyrdd	↑ 1 ↑ 1
6662041	Ysgol Pontrobert	1 A Green/Gwyrdd	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6662044	Ysgol Dyffryn Trannon	3 B Amber/Oren	2 C Amber/Oren	2 B Yellow/Melyn	↑ 1 ↑ 1
6662047	Ardwyn Infants	3 B Amber/Oren	2 B Yellow/Melyn	2 B Yellow/Melyn	
6662048	Ladywell Green	2 A Green/Gwyrdd	1 A Green/Gwyrdd	1 C Yellow/Melyn	↓ 2 ↓ 1
6662049	Guilfield	3 C Amber/Oren	2 C Amber/Oren	2 B Yellow/Melyn	↑ 1 ↑ 1
6662050	Llanidloes	3 B Amber/Oren	2 B Yellow/Melyn	2 B Yellow/Melyn	
6662051	Buttington_Trewern	2 A Yellow/Melyn	1 B Yellow/Melyn	1 A Green/Gwyrdd	↑ 1 ↑ 1
6662053	Brynhafren	4 C Yellow/Melyn	3 B Yellow/Melyn	2 B Yellow/Melyn	
6662054	Churchstoke	2 C Amber/Oren	1 C Amber/Oren	2 C Amber/Oren	
6662055	Ysgol Maesydre (Junior)	4 B Amber/Oren	4 B Amber/Oren	4 C Amber/Oren	↓ 1
6662056	Hafren C P Junior	2 C Amber/Oren	2 C Amber/Oren	1 B Yellow/Melyn	↑ 1 ↑ 1
6662057	Llanfyllin	4 C Amber/Oren	3 D Red/Coch	2 C Amber/Oren	↑ 1 ↑ 1
6662058	Ysgol Glantwymyn	3 C Amber/Oren	2 B Yellow/Melyn	1 B Yellow/Melyn	
6662059	Ysgol Pennant	2 A Green/Gwyrdd	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6662060	Maesyhandir	2 B Yellow/Melyn	2 B Yellow/Melyn	2 A Yellow/Melyn	↑ 1
6662061	Oldford Infants	3 B Yellow/Melyn	1 A Green/Gwyrdd	2 A Green/Gwyrdd	
6662062	Treowen	3 C Amber/Oren	3 C Amber/Oren	2 B Yellow/Melyn	↑ 1 ↑ 1
6662066	Franksbridge	4 C Amber/Oren	3 B Amber/Oren	3 A Yellow/Melyn	↑ 1 ↑ 1
6662068	Llanbister	4 D Red/Coch	3 D Red/Coch	2 C Amber/Oren	↑ 1 ↑ 1
6662070	Cefnlllys	3 C Amber/Oren	3 C Amber/Oren	3 D Red/Coch	↓ 1 ↓ 1
6662071	Llanfihangel Rhydithon	3 C Amber/Oren	2 B Yellow/Melyn	1 B Yellow/Melyn	
6662075	Presteigne	1 A Green/Gwyrdd	1 B Green/Gwyrdd	1 B Yellow/Melyn	↓ 1
6662076	Radnor Valley	2 A Green/Gwyrdd	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6662077	Crossgates	3 B Yellow/Melyn	2 B Yellow/Melyn	2 C Amber/Oren	↓ 1 ↓ 1
6662079	Mount St Junior	3 B Yellow/Melyn	2 B Yellow/Melyn	3 B Yellow/Melyn	
6662080	Mount St Infants	3 A Yellow/Melyn	1 A Green/Gwyrdd	2 B Yellow/Melyn	↓ 1 ↓ 1
6662084	Ysgol Dôlafon	3 B Amber/Oren	2 B Yellow/Melyn	1 A Green/Gwyrdd	↑ 1 ↑ 1
6662089	Builth Wells	4 C Red/Coch	4 D Red/Coch	3 C Amber/Oren	↑ 1 ↑ 1
6662092	Sennybridge	2 B Yellow/Melyn	2 C Amber/Oren	1 B Yellow/Melyn	↑ 1 ↑ 1
6662113	Crickhowell	2 B Yellow/Melyn	1 C Yellow/Melyn	1 B Yellow/Melyn	↑ 1
6662115	Cradoc	2 C Amber/Oren	1 B Yellow/Melyn	1 A Green/Gwyrdd	↑ 1 ↑ 1
6662116	Hay-on-Wye	1 B Green/Gwyrdd	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6662117	Llangynidr	2 C Yellow/Melyn	1 A Green/Gwyrdd	2 A Green/Gwyrdd	
6662119	Talgarth	1 B Green/Gwyrdd	1 C Amber/Oren	1 C Yellow/Melyn	↑ 1
6662122	Irfon Valley	3 C Amber/Oren	3 B Amber/Oren	2 B Yellow/Melyn	↑ 1
6662123	Bronllys	3 B Yellow/Melyn	2 C Amber/Oren	1 C Yellow/Melyn	↑ 1
6662125	Llanfaes	2 A Green/Gwyrdd	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6662127	Ysgol Y Bannau	2 C Yellow/Melyn	1 D Amber/Oren	2 B Yellow/Melyn	↑ 2 ↑ 1
6662129	Ysgol Rhiw-Bechan	4 C Amber/Oren	3 C Amber/Oren	2 B Yellow/Melyn	↑ 1 ↑ 1
6662146	Llanrhaeadr Ym Mochnant	3 C Amber/Oren	1 B Yellow/Melyn	1 B Yellow/Melyn	
6662147	Ysgol Bro Cynllaith	2 C Amber/Oren	1 B Yellow/Melyn	3 B Yellow/Melyn	
6662148	Ysgol Dafydd Llwyd	3 C Amber/Oren	2 B Yellow/Melyn	1 B Yellow/Melyn	
6662149	Ysgol y Cribarth	1 B Yellow/Melyn	1 B Green/Gwyrdd	1 C Yellow/Melyn	↓ 1 ↓ 1
6662150	Ysgol Golwg y Cwm	3 B Yellow/Melyn	3 A Yellow/Melyn	3 A Green/Gwyrdd	↑ 1
6662151	Ysgol Bro Tawe	3 B Yellow/Melyn	2 B Yellow/Melyn	1 A Green/Gwyrdd	↑ 1
6662152	Ysgol Dyffryn y Glowyr	3 B Yellow/Melyn	3 A Yellow/Melyn	2 A Green/Gwyrdd	↑ 1
6663000	Llanfechain	3 B Amber/Oren	1 C Amber/Oren	1 B Yellow/Melyn	↑ 1 ↑ 1
6663002	Montgomery	3 B Amber/Oren	2 C Amber/Oren	2 B Yellow/Melyn	↑ 1 ↑ 1
6663005	Gungrog Infants	3 C Amber/Oren	1 B Yellow/Melyn	2 A Green/Gwyrdd	↑ 1 ↑ 1
6663016	Forden	3 B Yellow/Melyn	3 B Yellow/Melyn	2 C Amber/Oren	↓ 1 ↓ 1
6663021	Llandysilio	2 C Yellow/Melyn	1 B Yellow/Melyn	1 B Yellow/Melyn	
6663022	Castle Caereinion	3 B Amber/Oren	2 C Amber/Oren	1 C Amber/Oren	
6663026	Gladestry	1 A Green/Gwyrdd	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6663030	Trefonnen	4 B Amber/Oren	2 B Yellow/Melyn	1 A Green/Gwyrdd	↑ 1 ↑ 1
6663031	Newbridge	2 B Yellow/Melyn	1 B Yellow/Melyn	1 B Yellow/Melyn	
6663033	Clyro	2 C Amber/Oren	1 B Green/Gwyrdd	2 A Green/Gwyrdd	↑ 1
6663035	Knighton	3 C Amber/Oren	2 C Amber/Oren	1 B Yellow/Melyn	↑ 1 ↑ 1
6663036	Rhayader	2 C Amber/Oren	1 B Yellow/Melyn	2 B Yellow/Melyn	
6663037	Llanelwedd	3 C Amber/Oren	3 B Yellow/Melyn	2 A Green/Gwyrdd	↑ 1 ↑ 1
6663046	Llangedwyn	3 A Yellow/Melyn	3 A Yellow/Melyn	3 A Yellow/Melyn	
6663050	Llangors C in W	1 A Green/Gwyrdd	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6663301	St Michael's	2 B Yellow/Melyn	3 A Yellow/Melyn	2 C Yellow/Melyn	↓ 2
6663303	Llansantffraid	3 A Yellow/Melyn	2 C Amber/Oren	3 C Amber/Oren	
6663316	Llanbedr	1 C Yellow/Melyn	2 C Amber/Oren	2 B Yellow/Melyn	↑ 1 ↑ 1
6663317	Archdeacon Griffiths	3 B Yellow/Melyn	2 A Yellow/Melyn	1 A Green/Gwyrdd	↑ 1 ↑ 1
6663318	Priory	1 B Yellow/Melyn	1 A Green/Gwyrdd	1 A Green/Gwyrdd	
6663320	St Mary's	3 B Yellow/Melyn	2 C Amber/Oren	2 B Yellow/Melyn	↑ 1 ↑ 1
6663322	Llangattock	1 A Green/Gwyrdd	1 A Green/Gwyrdd	1 C Yellow/Melyn	↓ 2 ↓ 1
6664000	Caereinion	3 C Amber/Oren	4 C Amber/Oren	3 C Amber/Oren	
6664001	Llanfyllin	2 B Yellow/Melyn	3 C Amber/Oren	3 D Red/Coch	↓ 1 ↓ 1
6664002	Llanidloes	2 B Yellow/Melyn	1 C Amber/Oren	1 A Green/Gwyrdd	↑ 2 ↑ 2

6664011	Newtown	3 C	Yellow/Melyn	3 B	Amber/Oren	2 C	Amber/Oren	↓	1	
6664013	Welshpool	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑	1	↑ 1
6664019	Llandrindod	3 C	Amber/Oren	2 C	Amber/Oren	1 D	Red/Coch	↓	1	↓ 1
6664020	Builth Wells	3 C	Amber/Oren	3 D	Red/Coch	2 C	Amber/Oren	↑	1	↑ 1
6664021	Maesydderwen	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	2 B	Yellow/Melyn	↓	1	↓ 1
6664022	Brecon	3 D	Red/Coch	3 C	Amber/Oren	2 B	Yellow/Melyn	↑	1	↑ 1
6664023	Gwernyfed	2 B	Yellow/Melyn	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	↑	1	↑ 1
6664024	Crickhowell	2 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6665200	Llanerfyl	2 C	Amber/Oren	2 C	Amber/Oren	1 C	Yellow/Melyn			↑ 1
6665500	Bro Hyddgen	- B	Yellow/Melyn	- D	Red/Coch	2 C	Amber/Oren	↑	1	↑ 1
6665500	Bro Hyddgen	- B	Yellow/Melyn	- D	Red/Coch	3 C	Amber/Oren	↑	1	↑ 1
6672281	Ysgol Aberaeron (Cynradd)	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6672284	Ysgol Cilcennin	2 D	Red/Coch	2 C	Amber/Oren	2 B	Yellow/Melyn	↑	1	↑ 1
6672285	Ysgol Ciliau Parc	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672288	Ysgol Dihewyd	3 C	Amber/Oren	2 C	Yellow/Melyn	1 B	Yellow/Melyn	↑	1	
6672289	Ysgol Felinfach	2 C	Yellow/Melyn	2 C	Amber/Oren	3 C	Amber/Oren			
6672291	Ysgol Llanarth	2 B	Yellow/Melyn	1 B	Yellow/Melyn	1 C	Yellow/Melyn	↓	1	
6672293	Ysgol Llannon	3 C	Red/Coch	4 D	Red/Coch	4 D	Red/Coch			
6672295	Ysgol Cei Newydd	3 C	Amber/Oren	2 B	Yellow/Melyn	1 C	Amber/Oren	↓	1	↓ 1
6672298	Ysgol Talgarreg	1 B	Green/Gwyrdd	1 A	Green/Gwyrdd	3 A	Yellow/Melyn			↓ 1
6672299	Yr Ysgol Gymraeg	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672303	Ysgol Comins Coch	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672308	Ysgol Llanfarian	3 B	Amber/Oren	2 C	Amber/Oren	1 B	Yellow/Melyn	↑	1	↑ 1
6672309	Ysgol Llanfihangel-Y-Creudlyn	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd			
6672310	Ysgol Llangwryfon	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6672311	Ysgol Llanilar	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672312	Ysgol Mynach	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672313	Ysgol Penllwyn	1 B	Yellow/Melyn	2 B	Yellow/Melyn	4 C	Amber/Oren	↓	1	↓ 1
6672314	Ysgol Llwynyreoos	4 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn			
6672315	Ysgol Syr John Rhys	3 B	Yellow/Melyn	3 B	Yellow/Melyn	1 B	Yellow/Melyn			
6672316	Ysgol Rhydypennau	3 B	Amber/Oren	2 B	Yellow/Melyn	2 C	Yellow/Melyn	↓	1	
6672317	Ysgol Tal-y-bont	3 B	Amber/Oren	3 B	Amber/Oren	3 B	Yellow/Melyn			↑ 1
6672319	Ysgol Aberporth	3 B	Yellow/Melyn	2 B	Yellow/Melyn	3 B	Yellow/Melyn			
6672320	Ysgol Beulah	3 C	Amber/Oren	2 B	Yellow/Melyn	3 B	Yellow/Melyn			
6672323	Ysgol Llechryd	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd			
6672324	Ysgol Penparc	3 B	Amber/Oren	1 B	Yellow/Melyn	1 B	Yellow/Melyn			
6672328	Ysgol Cwrtnewydd	1 B	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672332	Ysgol Llanwnnen	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672345	Ysgol Trewen	4 C	Amber/Oren	3 B	Amber/Oren	3 B	Yellow/Melyn			↑ 1
6672353	Ysgol Pontrhydfendigaid	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn			
6672361	Ysgol Plascrug	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672362	Ysgol Craig Yr Wylfa	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6672363	Ysgol Penrhyncoch	3 C	Amber/Oren	2 C	Yellow/Melyn	2 C	Yellow/Melyn			
6672366	Ysgol Y Dderi	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6672367	Ysgol Cenarth	4 B	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn			
6672368	Ysgol Aberteifi (Cynradd)	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6672369	Ysgol Bro Sion Cwilt	3 B	Amber/Oren	3 B	Amber/Oren	3 B	Yellow/Melyn			↑ 1
6672371	Ysgol T Llew Jones	4 B	Yellow/Melyn	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑	1	↑ 1
6672372	Ysgol Rhos Helyg	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 A	Yellow/Melyn	↑	1	
6673058	Ysgol Myfenydd	4 C	Amber/Oren	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6673317	Ysgol Llanwenog	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6673318	Ysgol Padarn Sant	3 C	Amber/Oren	2 B	Yellow/Melyn	3 B	Yellow/Melyn			
6674042	Aberaeron	2 B	Yellow/Melyn	2 C	Amber/Oren	2 B	Yellow/Melyn	↑	1	↑ 1
6674044	Aberteifi	2 B	Yellow/Melyn	3 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑	1	↑ 1
6674047	Penglais	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 C	Amber/Oren	↓	1	↓ 1
6674048	Penweddig	3 C	Amber/Oren	3 C	Amber/Oren	3 B	Yellow/Melyn	↑	1	↑ 1
6675500	Bro Pedr	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn			
6675500	Bro Pedr	2 B	Yellow/Melyn	1 B	Yellow/Melyn	2 B	Yellow/Melyn			
6675501	Henry Richard	- B	Yellow/Melyn	- C	Amber/Oren	2 B	Amber/Oren	↑	1	
6675501	Henry Richard	- B	Yellow/Melyn	- C	Amber/Oren	3 B	Amber/Oren	↑	1	
6675502	Bro Teifi	- -	-	- -	-	- B	Yellow/Melyn	↑		↑
6682203	Sageston CP	1 B	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6682209	Eglwyswrw CP	3 D	Red/Coch	2 C	Yellow/Melyn	3 B	Yellow/Melyn	↑	1	
6682212	Goodwick CP	4 B	Amber/Oren	4 B	Amber/Oren	4 B	Amber/Oren			
6682214	Fenton CP	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6682219	Orielton CP	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn			
6682220	Johnston CP	2 B	Yellow/Melyn	2 C	Amber/Oren	2 C	Amber/Oren			
6682222	Lamphey CP	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6682223	Brynconin CP	1 C	Amber/Oren	2 C	Amber/Oren	2 C	Amber/Oren			
6682228	Hook CP	4 C	Amber/Oren	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6682231	Llanychllwydog CP	3 B	Yellow/Melyn	4 C	Amber/Oren	4 B	Amber/Oren	↑	1	
6682233	Maenclochog CP	3 B	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Yellow/Melyn			
6682237	Milford Haven Juniors	2 B	Yellow/Melyn	2 B	Yellow/Melyn	3 B	Yellow/Melyn			
6682242	Narberth CP	2 A	Yellow/Melyn	2 A	Yellow/Melyn	2 A	Yellow/Melyn			
6682243	Ysgol Bro Inqli	3 B	Yellow/Melyn	4 C	Amber/Oren	4 B	Amber/Oren	↑	1	
6682250	Puncheston CP	3 A	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Yellow/Melyn			
6682253	St Dogmaels CP	3 C	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn			
6682254	Wolfscastle CP	2 B	Yellow/Melyn	1 B	Green/Gwyrdd	1 A	Green/Gwyrdd	↑	1	
6682258	Saundersfoot CP	1 A	Green/Gwyrdd	1 B	Yellow/Melyn	1 B	Yellow/Melyn			
6682260	Stepaside CP	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6682261	Templeton CP	3 B	Amber/Oren	3 A	Yellow/Melyn	1 A	Green/Gwyrdd			↑ 1
6682263	Solva CP	2 C	Yellow/Melyn	1 C	Amber/Oren	1 B	Yellow/Melyn	↑	1	↑ 1
6682265	The Meads Infants	2 B	Yellow/Melyn	1 C	Yellow/Melyn	3 B	Yellow/Melyn	↑	1	
6682266	Tavernspite CP	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6682267	Mount Airey Infants	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	3 A	Yellow/Melyn			↓ 1
6682270	Croesgoch CP	3 B	Yellow/Melyn	3 A	Yellow/Melyn	3 B	Amber/Oren	↓	1	↓ 1
6682271	Broad Haven CP	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn			
6682273	Roch C P	2 A	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn			

6682383	Ysgol Glan Cleddau	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	3 A	Yellow/Melyn		↓	1	
6682384	Coastlands CP	3 B	Yellow/Melyn	2 B	Yellow/Melyn	3 B	Yellow/Melyn				
6682385	Ysgol Clydau	3 C	Amber/Oren	3 B	Yellow/Melyn	3 C	Amber/Oren	↓	1	↓	1
6682386	Pembroke Dock CP	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6682387	Monkton Priory CP	4 B	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Green/Gwyrdd			↑	1
6682388	Golden Grove CP	2 B	Yellow/Melyn	1 B	Yellow/Melyn	1 B	Yellow/Melyn				
6682389	Ysgol Glannau Gwaun	3 C	Amber/Oren	2 B	Amber/Oren	3 B	Amber/Oren				
6682390	Ysgol y Frenni	2 B	Yellow/Melyn	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd				
6682391	Prendergast CP	2 A	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6682392	Pennar CP	2 C	Amber/Oren	2 B	Yellow/Melyn	1 B	Yellow/Melyn				
6682393	Neyland CP	2 C	Amber/Oren	1 C	Yellow/Melyn	1 B	Yellow/Melyn	↑	1		
6682394	Hakin CP	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6682395	Ysgol Hafan y Môr	-	-	-	-	-	Yellow/Melyn	↑		↑	
6683033	Angle VC	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn				
6683035	Cilgerran VC	4 B	Amber/Oren	3 B	Amber/Oren	3 B	Yellow/Melyn			↑	1
6683036	Coshaston VC	1 B	Green/Gwyrdd	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6683040	Cleddau Reach VC	2 A	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6683042	Manorbier VC	1 B	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6683050	Spittal VC	3 B	Yellow/Melyn	2 A	Yellow/Melyn	3 B	Yellow/Melyn	↓	1		
6683051	Stackpole VC	3 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn				
6683053	Haverfordwest VC	3 D	Red/Coch	3 B	Amber/Oren	4 C	Red/Coch	↓	1	↓	1
6683055	St Florence VC	2 A	Yellow/Melyn	2 A	Yellow/Melyn	3 B	Yellow/Melyn	↓	1		
6683057	Hubberston VC	2 B	Yellow/Melyn	1 B	Yellow/Melyn	1 B	Yellow/Melyn				
6683058	Ger y Llan	3 B	Amber/Oren	3 B	Yellow/Melyn	2 A	Yellow/Melyn	↑	1		
6683059	Tenby CiW VC	-	-	-	-	-	Yellow/Melyn	↑		↑	
6683310	Ysgol Bro Dewi VA	2 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6683311	Holy Name RC	2 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6683312	St Marys RC	2 B	Yellow/Melyn	1 D	Amber/Oren	2 C	Red/Coch	↑	1	↓	1
6683313	Mary Immaculate RC	2 B	Yellow/Melyn	1 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑	1	↑	1
6683314	St Francis RC	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 A	Yellow/Melyn	↑	1		
6683315	St Aidans VA	1 D	Amber/Oren	2 C	Amber/Oren	1 B	Yellow/Melyn	↑	1	↑	1
6683319	St Teilos RC	2 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn				
6683320	St Marks VA	1 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn				
6683321	St Oswalds VA	2 B	Yellow/Melyn	1 B	Green/Gwyrdd	2 A	Green/Gwyrdd	↑	1		
6684031	Bro Gwaun	4 C	Red/Coch	4 B	Amber/Oren	3 B	Yellow/Melyn			↑	1
6684034	Dewi Sant	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6684035	Greenhill	2 C	Amber/Oren	3 C	Amber/Oren	3 C	Amber/Oren				
6684038	Pembroke	3 B	Yellow/Melyn	3 A	Yellow/Melyn	3 C	Amber/Oren	↓	2	↓	1
6684055	Sir Thomas Picton	2 B	Yellow/Melyn	2 C	Amber/Oren	3 D	Red/Coch	↓	1	↓	1
6684063	Milford Haven	4 C	Amber/Oren	4 C	Amber/Oren	3 C	Amber/Oren				
6684064	Preseli	2 B	Yellow/Melyn	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	↑	1	↑	1
6684511	Tasker Milward	3 D	Red/Coch	4 C	Red/Coch	4 C	Red/Coch				
6692000	Cefneithin C P School	4 B	Amber/Oren	3 B	Amber/Oren	3 B	Yellow/Melyn			↑	1
6692001	Ysgol Gynradd Drefach	3 B	Amber/Oren	4 B	Amber/Oren	4 B	Amber/Oren				
6692002	Maesybont Primary School	3 C	Amber/Oren	2 C	Amber/Oren	2 C	Yellow/Melyn			↑	1
6692003	Llechyfedach C P School	3 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6692006	Ysgol Gynradd Y Tymbl	3 C	Amber/Oren	2 B	Yellow/Melyn	1 B	Yellow/Melyn				
6692007	Gorslas CP	3 B	Amber/Oren	1 B	Yellow/Melyn	1 B	Yellow/Melyn				
6692008	Cross Hands Primary School	4 B	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn				
6692009	Llangain School	4 B	Yellow/Melyn	4 B	Yellow/Melyn	4 B	Yellow/Melyn				
6692014	Ysgol Gynradd Peniel	3 B	Yellow/Melyn	2 A	Yellow/Melyn	1 B	Yellow/Melyn	↓	1		
6692018	Ysgol Gynradd Bancffosfelen	4 C	Amber/Oren	2 B	Yellow/Melyn	1 B	Yellow/Melyn				
6692019	Ysgol Gwynfryn	4 B	Yellow/Melyn	4 B	Amber/Oren	3 B	Yellow/Melyn			↑	1
6692020	Carway Primary School	4 B	Yellow/Melyn	4 B	Amber/Oren	3 B	Yellow/Melyn			↑	1
6692023	Pontyates CP School	4 B	Amber/Oren	3 C	Amber/Oren	3 C	Amber/Oren				
6692024	Ponthenri CP School	3 B	Yellow/Melyn	3 B	Amber/Oren	3 B	Yellow/Melyn			↑	1
6692034	YG Bancyfelin CP	2 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn				
6692037	Meidrim School	3 B	Amber/Oren	2 B	Yellow/Melyn	3 C	Amber/Oren	↓	1	↓	1
6692042	Saron CP School	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd				
6692043	Betws School	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6692044	YG Ty-croes	2 B	Yellow/Melyn	2 B	Yellow/Melyn	3 B	Yellow/Melyn				
6692050	Parcyrhun Primary School	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6692052	Ysgol Gynradd Blaenau	4 C	Red/Coch	3 B	Amber/Oren	2 C	Yellow/Melyn	↓	1	↑	1
6692057	Ysgol Llanedi	3 C	Amber/Oren	2 C	Yellow/Melyn	3 C	Amber/Oren			↓	1
6692061	Ffairfach Primary School	4 C	Amber/Oren	4 C	Amber/Oren	4 C	Amber/Oren				
6692065	Talley School	3 B	Amber/Oren	3 B	Amber/Oren	3 C	Amber/Oren	↓	1		
6692067	Cwrt Henri Primary School	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6692080	Llangadog CP	2 C	Yellow/Melyn	1 B	Yellow/Melyn	2 B	Yellow/Melyn				
6692084	Ysgol Rhys Prichard	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6692098	Ysgol Llys Hywel	3 A	Yellow/Melyn	3 A	Yellow/Melyn	2 A	Yellow/Melyn				
6692104	Ysgol Brynsaron	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn				
6692109	Llanpumsaint School	3 B	Yellow/Melyn	4 B	Amber/Oren	3 C	Amber/Oren	↓	1		
6692112	Ysgol Mynydd-y-Garreg	3 B	Yellow/Melyn	2 A	Yellow/Melyn	3 A	Yellow/Melyn				
6692114	Johnstown Primary	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6692116	Ysgol y Dderwen	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6692119	Llanmiloe CP	3 B	Yellow/Melyn	1 D	Amber/Oren	2 C	Amber/Oren	↑	1		
6692120	Bryn Primary School	4 B	Amber/Oren	3 B	Amber/Oren	3 B	Yellow/Melyn			↑	1
6692121	Bynea CP	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn				
6692123	Dafen CP	3 B	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn				
6692128	Ysgol Gynradd Pum Heol	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd	2 C	Yellow/Melyn	↓	1	↓	1
6692129	Llangennech Infants School	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6692130	Llangennech CP Juniors	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd				
6692131	Hendy CP School	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	↑	1	↑	1
6692135	Ysgol Gymunedol Ffwrnes	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	↑	1	↑	1
6692159	Old Road CP	2 C	Amber/Oren	2 C	Yellow/Melyn	3 C	Amber/Oren			↓	1
6692166	Llansteffan C P School	3 B	Yellow/Melyn	2 B	Yellow/Melyn	3 B	Amber/Oren			↓	1
6692167	Ysgol Llannon	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn				
6692168	Ysgol Gymraeg Brynsierfel	4 C	Amber/Oren	3 C	Amber/Oren	3 A	Yellow/Melyn	↑	2	↑	1

6692169	Brynaman C P School	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6692170	Abernant C P School	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 C	Amber/Oren	↓ 1	↓ 1	
6692171	Myrddin CP	3 B	Yellow/Melyn	3 B	Yellow/Melyn	4 A	Yellow/Melyn	↑ 1		
6692173	Llangunor CP	4 B	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn			
6692175	Trimsaran Community School	3 A	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Yellow/Melyn			
6692176	Swiss Valley Primary School	2 A	Yellow/Melyn	1 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6692177	Parc y Tywyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6692178	Pembrey School	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6692179	Ysgol Gymraeg Rhydaman	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6692180	Ysgol Beca	3 A	Yellow/Melyn	4 A	Yellow/Melyn	4 A	Yellow/Melyn			
6692181	Llandybie Primary	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn			
6692182	Ysgol Hafodwenog	3 B	Yellow/Melyn	4 A	Yellow/Melyn	3 C	Amber/Oren	↓ 2	↓ 1	
6692183	Ysgol Gymraeg Teilo Sant	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6692184	Llanybydder School	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6692185	Llandeilo County Primary School	4 C	Amber/Oren	3 B	Amber/Oren	2 A	Yellow/Melyn	↑ 1	↑ 1	
6692187	Cynwyl Elfed School	4 B	Yellow/Melyn	3 B	Amber/Oren	4 C	Amber/Oren	↓ 1		
6692188	Halfway Primary School	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6692189	Pwll Primary School	3 B	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn			
6692190	Penygaer Primary School	3 B	Amber/Oren	2 B	Yellow/Melyn	2 A	Yellow/Melyn	↑ 1		
6692192	Ysgol y Castell	2 A	Green/Gwyrdd	2 B	Yellow/Melyn	2 B	Yellow/Melyn			
6692193	Penygroes County Primary School	2 B	Yellow/Melyn	2 A	Yellow/Melyn	1 A	Green/Gwyrdd		↑ 1	
6692194	Ysgol Nantgareidig	4 A	Green/Gwyrdd	4 A	Green/Gwyrdd	4 A	Yellow/Melyn		↓ 1	
6692370	Ysgol Gwenllian	3 C	Amber/Oren	2 B	Yellow/Melyn	1 C	Yellow/Melyn	↓ 1		
6692371	Dewi Sant CP	3 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 B	Yellow/Melyn	↓ 1	↓ 1	
6692373	Pontyberem CP School	4 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn			
6692374	Bigyn County Primary School	3 B	Amber/Oren	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6692375	Stebonheath County Primary School	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn			
6692379	Ysgol Y Ddwylan	3 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6692380	Richmond Park	3 B	Amber/Oren	4 B	Amber/Oren	3 B	Yellow/Melyn		↑ 1	
6692384	Ysgol Griffith Jones	4 B	Yellow/Melyn	3 A	Yellow/Melyn	2 A	Yellow/Melyn			
6692385	Ysgol y Fro	3 B	Yellow/Melyn	1 D	Amber/Oren	2 D	Red/Coch		↓ 1	
6692386	Ysgol Carreg Hirfaen	3 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6692387	Cae'r Felin Community School	4 C	Amber/Oren	4 B	Amber/Oren	2 B	Yellow/Melyn		↑ 1	
6692388	Ysgol Y Bedol	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6692389	Ysgol Bro Brynach	4 B	Yellow/Melyn	4 B	Amber/Oren	3 B	Amber/Oren			
6692390	Ysgol Bryn Teg	2 A	Green/Gwyrdd	2 B	Yellow/Melyn	3 C	Amber/Oren	↓ 1	↓ 1	
6692391	Ysgol Y Felin	3 B	Yellow/Melyn	2 A	Yellow/Melyn	2 A	Green/Gwyrdd		↑ 1	
6692392	Ysgol Bro Banw	3 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 C	Amber/Oren	↓ 2	↓ 2	
6692393	Ysgol Maes Y Morfa	3 B	Yellow/Melyn	2 B	Yellow/Melyn	3 C	Amber/Oren	↓ 1	↓ 1	
6692394	Burry Port Primary School	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6692395	Ysgol Penrhos	-	-	-	-	-	Amber/Oren	↑	↑	
6693000	Abergwili VCP	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6693002	Tremoilet School	2 B	Yellow/Melyn	1 B	Yellow/Melyn	2 C	Amber/Oren	↓ 1	↓ 1	
6693003	Laugharne VCP School	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 C	Yellow/Melyn	↓ 1		
6693004	Llanddarog VCP School	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6693013	Ferryside VCP	3 B	Yellow/Melyn	3 A	Yellow/Melyn	3 B	Yellow/Melyn	↓ 1		
6693026	Llanllwni School	3 B	Yellow/Melyn	4 B	Yellow/Melyn	3 B	Yellow/Melyn			
6693300	St Mary's Catholic Primary School	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 A	Yellow/Melyn	↑ 1		
6693301	St Mary's R C School	4 C	Red/Coch	4 C	Amber/Oren	4 B	Amber/Oren	↑ 1		
6693307	Penboyr VA Primary	2 B	Yellow/Melyn	1 B	Yellow/Melyn	1 B	Yellow/Melyn			
6693321	Pentip VA (CIW) Primary	2 B	Yellow/Melyn	3 B	Amber/Oren	4 C	Amber/Oren	↓ 1		
6693322	Model (CIW) School	3 A	Green/Gwyrdd	3 A	Yellow/Melyn	3 B	Yellow/Melyn	↓ 1		
6694029	Dyffryn Aman	3 C	Amber/Oren	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6694050	Coedcae	2 B	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Yellow/Melyn			
6694052	Y Strade	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6694053	Glan-y-Mor	3 B	Yellow/Melyn	2 A	Yellow/Melyn	1 A	Green/Gwyrdd		↑ 1	
6694054	Bryngwyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	3 A	Yellow/Melyn		↓ 1	
6694056	Bro Myrddin	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6694060	Emlyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 C	Amber/Oren	↓ 1	↓ 1	
6694063	QE High	3 C	Amber/Oren	3 C	Amber/Oren	3 C	Amber/Oren			
6694064	Maes y Gwendraeth	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn			
6694065	Bro Dinefwr	1 B	Yellow/Melyn	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑ 1	↑ 1	
6694512	Dyffryn Taf	3 C	Amber/Oren	3 B	Amber/Oren	2 B	Yellow/Melyn		↑ 1	
6694600	St John Lloyd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6702006	Brynmill Primary School	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6702008	Cadle Primary School	4 C	Amber/Oren	2 A	Yellow/Melyn	2 B	Yellow/Melyn	↓ 1		
6702014	Cwmrhydyceirw Primary School	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6702017	Danygraig Primary School	2 B	Yellow/Melyn	2 C	Red/Coch	3 B	Amber/Oren	↑ 1	↑ 1	
6702021	Gendros Primary School	3 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6702023	Glais Primary School	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6702027	Grange Primary School	2 B	Yellow/Melyn	2 A	Yellow/Melyn	2 A	Yellow/Melyn			
6702032	Hafod Primary School	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6702036	Ysgol Gynradd Gymraeg Lonlas	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn			
6702040	Morrison Primary School	4 B	Amber/Oren	3 B	Yellow/Melyn	3 B	Amber/Oren		↓ 1	
6702042	Oystermouth Primary School	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6702048	Pentrechwyth Primary School	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn			
6702051	Plasmarl County Primary School	3 B	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6702054	Sketty Primary School	2 B	Yellow/Melyn	2 C	Amber/Oren	2 B	Yellow/Melyn	↑ 1	↑ 1	
6702055	St Helen's Primary School	3 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6702059	Terrace Road County Primary School	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd			
6702063	Townhill Community Primary School	4 B	Amber/Oren	3 A	Yellow/Melyn	2 A	Green/Gwyrdd		↑ 1	
6702065	Waunarlwydd Primary School	4 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6702067	Waun Wen Primary School	4 B	Amber/Oren	4 C	Amber/Oren	3 B	Yellow/Melyn	↑ 1	↑ 1	
6702069	Clwyd Community Primary School	4 C	Amber/Oren	4 B	Amber/Oren	4 A	Yellow/Melyn	↑ 1	↑ 1	
6702071	Ynystawe County Primary School	3 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6702073	Clase Primary School	3 A	Green/Gwyrdd	3 A	Green/Gwyrdd	2 A	Green/Gwyrdd			
6702075	Portmead Primary School	3 C	Amber/Oren	3 C	Amber/Oren	2 B	Yellow/Melyn	↑ 1	↑ 1	
6702076	Mayals County Primary School	3 B	Yellow/Melyn	2 A	Yellow/Melyn	2 A	Green/Gwyrdd		↑ 1	

6702077	Cwmglas Primary School	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6702082	Blaenymaes Primary School	3 B	Amber/Oren	4 B	Amber/Oren	4 A	Yellow/Melyn	↑ 1	↑ 1
6702084	Trallwn Primary School	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6702086	Parkland Primary School	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6702092	Newton County Primary School	2 B	Yellow/Melyn	1 B	Yellow/Melyn	1 B	Green/Gwyrdd		↑ 1
6702095	Whitestone County Primary School	3 B	Yellow/Melyn	3 A	Yellow/Melyn	3 B	Yellow/Melyn	↓ 1	
6702096	Hendrefoian Primary School	2 B	Yellow/Melyn	2 C	Amber/Oren	2 C	Amber/Oren		
6702098	Ysgol Gynradd Gymraeg Bryn-Y-Mor	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6702105	Bishopston Primary School	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6702108	Casllwchwr Primary School	3 C	Red/Coch	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6702109	Cila County Primary School	4 A	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Yellow/Melyn		
6702117	Craigcefnparc County Primary School	4 C	Amber/Oren	4 D	Red/Coch	3 C	Amber/Oren	↑ 1	↑ 1
6702120	Crwys County Primary School	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6702133	Ysgol Gynradd Gymraeg Felindre	2 C	Amber/Oren	3 C	Amber/Oren	3 C	Amber/Oren		
6702157	Llangyfelach County Primary School	4 B	Amber/Oren	1 A	Yellow/Melyn	1 A	Green/Gwyrdd		↑ 1
6702159	Llanrhidian Primary School	1 B	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6702167	Penclawdd Primary School	3 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6702172	Pengelli Primary School	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 B	Green/Gwyrdd	↓ 1	
6702174	Penllergaer Primary School	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6702176	Penyrheol Primary School	3 B	Yellow/Melyn	2 C	Amber/Oren	2 C	Amber/Oren		
6702186	Pontarddulais Primary School	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6702189	Ysgol Gynradd Gymraeg Bryniago	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 C	Amber/Oren	↓ 1	↓ 1
6702192	Pontlliw County Primary School	3 B	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Yellow/Melyn		
6702211	Tre Uchaf County Primary School	4 B	Amber/Oren	3 B	Yellow/Melyn	3 C	Amber/Oren	↓ 1	↓ 1
6702212	Ysgol Gynradd Gymraeg Pontybrenin	4 B	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn		
6702215	Craigfelen Primary School	1 A	Green/Gwyrdd	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd		
6702216	Pennard Primary School	1 D	Amber/Oren	1 C	Amber/Oren	2 B	Yellow/Melyn	↑ 1	↑ 1
6702217	Knelston Primary School	3 B	Yellow/Melyn	2 B	Yellow/Melyn	3 C	Amber/Oren	↓ 1	↓ 1
6702219	Pen Y Fro Primary School	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6702223	Pontybrenin Primary School	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6702225	Talycopa Primary School	2 A	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6702226	Glyncollen Primary School	3 A	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6702229	Ysgol Y Login Fach	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn		
6702231	Ysgol Gynradd Gymraeg Tirdeunaw	2 A	Green/Gwyrdd	1 B	Green/Gwyrdd	1 A	Green/Gwyrdd	↑ 1	
6702232	Ysgol Gynradd Gymraeg Gellionnen	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 C	Yellow/Melyn	↓ 1	
6702233	Gors Community Primary School	2 A	Green/Gwyrdd	1 C	Amber/Oren	2 C	Amber/Oren		
6702234	Sea View Community Primary School	3 C	Red/Coch	3 B	Amber/Oren	4 B	Amber/Oren		
6702235	Ysgol Gynradd Gymraeg Llwynderw	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 A	Yellow/Melyn	↑ 1	
6702236	Birchgrove Primary School	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	↑ 1	↑ 1
6702237	Dunvant Primary School	4 B	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn		
6702238	Gwyrsoydd Primary School	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6702239	St Thomas Community Primary School	1 A	Green/Gwyrdd	1 B	Green/Gwyrdd	1 A	Green/Gwyrdd	↑ 1	
6702240	Gowerton Primary School	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	3 A	Yellow/Melyn		↓ 1
6702241	Pentre'r Graig Primary School	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6702242	Ysgol Gynradd Gymraeg Tan-y-Lan	-	-	-	Yellow/Melyn	2 C	Yellow/Melyn	↓ 1	
6702243	Burlais Primary School	4 B	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn		
6702244	Clydach Primary School	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn		
6702245	Ysgol Gymraeg Y Cwm	-	-	-	Yellow/Melyn	1 B	Yellow/Melyn		
6702246	Gorseinon Primary School	4 C	Amber/Oren	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	↑ 1	↑ 1
6702247	Brynhyfyd Primary School	-	-	-	Yellow/Melyn	-	Yellow/Melyn		
6703303	St David's RC Primary School	3 B	Yellow/Melyn	2 C	Amber/Oren	2 C	Amber/Oren		
6703305	St Illtyd's RC Primary	2 B	Yellow/Melyn	2 C	Amber/Oren	2 B	Yellow/Melyn	↑ 1	↑ 1
6703306	Christchurch (CIW) VA Primary School	3 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6703308	St Joseph's Catholic Primary School	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6703309	St Joseph's Cathedral Primary School	1 B	Yellow/Melyn	1 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑ 1	↑ 1
6704031	Cefn Hengoed	3 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704032	Olchfa	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704033	Morrison	4 D	Red/Coch	3 C	Amber/Oren	3 B	Yellow/Melyn	↑ 1	↑ 1
6704043	Pentrefafod	3 B	Yellow/Melyn	4 A	Yellow/Melyn	3 B	Yellow/Melyn	↓ 1	
6704044	Bishop Gore	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704062	Penyrheol	3 B	Yellow/Melyn	1 B	Yellow/Melyn	1 B	Yellow/Melyn		
6704063	Gowerton	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704069	Bishopston	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704072	Pontarddulais	1 B	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704074	Gwyr	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704075	Birchgrove	3 B	Yellow/Melyn	3 B	Amber/Oren	3 C	Amber/Oren	↓ 1	
6704076	Dylan Thomas	3 B	Amber/Oren	2 B	Yellow/Melyn	3 B	Yellow/Melyn		
6704078	Bryn Tawe	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6704600	Bishop Vaughan	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Amber/Oren		↓ 1
6712100	Alltwen Primary	3 C	Amber/Oren	3 B	Yellow/Melyn	3 B	Yellow/Melyn		
6712101	Blaendulais Primary	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn		
6712106	Blaengwrach Primary	3 B	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6712110	Blaenhonddan Primary	3 B	Yellow/Melyn	3 C	Amber/Oren	3 B	Yellow/Melyn	↑ 1	↑ 1
6712113	Brynhyfyd Primary	3 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6712119	Baglan Primary	3 A	Yellow/Melyn	3 A	Yellow/Melyn	3 A	Yellow/Melyn		
6712128	YGGD Cwmilynfell	4 B	Yellow/Melyn	3 B	Yellow/Melyn	4 A	Yellow/Melyn	↑ 1	
6712129	Creunant Primary	3 B	Yellow/Melyn	2 A	Green/Gwyrdd	3 B	Yellow/Melyn	↓ 1	↓ 1
6712134	Crymlyn Primary	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 C	Yellow/Melyn	↓ 1	
6712137	Cwmnedd Primary	2 A	Yellow/Melyn	1 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑ 1	↑ 1
6712138	Cymer Afan Primary	3 C	Amber/Oren	3 B	Amber/Oren	3 B	Amber/Oren		
6712140	Godre'rgrraig Primary	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 B	Yellow/Melyn		
6712142	Eastern Primary	3 C	Amber/Oren	3 B	Amber/Oren	3 D	Red/Coch	↓ 2	↓ 1
6712144	Gnoll Primary	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Yellow/Melyn		↓ 1
6712148	Glyncorrwg Primary	4 C	Amber/Oren	4 B	Amber/Oren	2 B	Yellow/Melyn		↑ 1
6712149	YGG Gwaun Cae Gurwen	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd		
6712150	Catwg Primary	3 B	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6712152	Llansawel Primary	1 B	Yellow/Melyn	3 D	Red/Coch	4 D	Red/Coch		
6712155	Maesmarchog Primary	4 D	Red/Coch	3 B	Amber/Oren	3 B	Amber/Oren		

6712158	YGG Rhosafan	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6712161	Sandfields Primary	3 B	Yellow/Melyn	2 B	Yellow/Melyn	2 C	Amber/Oren	↓ 1	↓ 1
6712168	YGG Castell Nedd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6712173	Croeserw Primary	4 C	Amber/Oren	4 B	Amber/Oren	4 B	Amber/Oren		
6712175	Tywyn Primary	4 C	Amber/Oren	3 B	Amber/Oren	3 B	Yellow/Melyn	↑ 1	↑ 1
6712178	Llangiwig Primary	2 A	Yellow/Melyn	3 D	Red/Coch	3 C	Amber/Oren	↑ 1	↑ 1
6712181	Tonnau Primary	1 A	Green/Gwyrdd	1 B	Green/Gwyrdd	2 B	Yellow/Melyn		↓ 1
6712187	Ynysfach Primary	3 B	Yellow/Melyn	3 B	Yellow/Melyn	2 B	Yellow/Melyn		
6712191	Blaenbaglan Primary	3 A	Green/Gwyrdd	3 A	Yellow/Melyn	2 A	Green/Gwyrdd		↑ 1
6712193	Ynysmaerdy Primary	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd	1 B	Green/Gwyrdd		
6712200	Rhos Primary	3 B	Yellow/Melyn	3 B	Yellow/Melyn	3 C	Amber/Oren	↓ 1	↓ 1
6712202	YGG Blaendulais	4 C	Red/Coch	4 B	Amber/Oren	4 B	Amber/Oren		
6712203	Rhydyfro Primary	2 B	Yellow/Melyn	2 A	Yellow/Melyn	2 C	Amber/Oren	↓ 2	↓ 1
6712204	Groes Primary	3 B	Amber/Oren	2 B	Yellow/Melyn	2 A	Yellow/Melyn	↑ 1	
6712205	YGG Cwmnedd	4 B	Amber/Oren	2 B	Yellow/Melyn	2 A	Green/Gwyrdd	↑ 1	↑ 1
6712206	Tairgwaith Primary	3 C	Red/Coch	3 D	Red/Coch	2 C	Amber/Oren	↑ 1	↑ 1
6712208	YGGD Trebannws	4 B	Amber/Oren	4 B	Amber/Oren	4 B	Amber/Oren		
6712213	YG Y Wern	3 C	Amber/Oren	3 C	Amber/Oren	3 B	Yellow/Melyn	↑ 1	↑ 1
6712218	YGG Pontardawe	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6712221	Waunceirch Primary	2 B	Yellow/Melyn	3 C	Amber/Oren	3 B	Yellow/Melyn	↑ 1	↑ 1
6712230	Cilffriw Primary	3 B	Yellow/Melyn	2 C	Amber/Oren	3 B	Yellow/Melyn	↑ 1	↑ 1
6712231	YGG Tyle'r Ynn	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 A	Yellow/Melyn	↑ 1	
6712232	Coed Hirwaun	3 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6712233	Coedffranc Primary	3 C	Amber/Oren	3 D	Red/Coch	3 C	Amber/Oren	↑ 1	↑ 1
6712234	Penafan Primary	4 C	Amber/Oren	4 B	Amber/Oren	3 B	Yellow/Melyn		↑ 1
6712235	Awel y Môr Primary	4 C	Amber/Oren	3 B	Amber/Oren	2 B	Yellow/Melyn		↑ 1
6712236	Crynallt Primary	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	2 B	Yellow/Melyn	↓ 1	↓ 1
6712237	Cwmafan Primary	-	-	-	Yellow/Melyn	2 B	Yellow/Melyn		
6712238	Central Primary	-	-	-	Yellow/Melyn	-	Yellow/Melyn		
6712239	Abbey Primary	-	-	-	Yellow/Melyn	-	Yellow/Melyn		
6712240	Melin Primary	-	-	-	-	-	Yellow/Melyn	↑	↑
6713309	St Joseph's RC Primary	1 B	Yellow/Melyn	1 B	Yellow/Melyn	2 B	Yellow/Melyn		
6713310	St Joseph's RC Infant	3 B	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn		
6713311	Bryncoch CiW Primary	2 B	Yellow/Melyn	2 A	Yellow/Melyn	2 B	Yellow/Melyn	↓ 1	
6713313	Alderman Davies CiW	3 A	Yellow/Melyn	2 B	Yellow/Melyn	1 B	Yellow/Melyn		
6713314	St Therese's RC Primary	2 C	Amber/Oren	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6713316	St Joseph's RC Junior	2 B	Yellow/Melyn	2 B	Yellow/Melyn	2 B	Yellow/Melyn		
6714047	Cymer Afan	3 B	Yellow/Melyn	3 B	Yellow/Melyn	1 B	Yellow/Melyn		
6714059	Dyffryn	2 A	Yellow/Melyn	3 C	Amber/Oren	1 B	Yellow/Melyn	↑ 1	↑ 1
6714060	Ystalyfera	2 B	Yellow/Melyn	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑ 1	↑ 1
6714064	Cefn Saeson	3 B	Yellow/Melyn	2 B	Yellow/Melyn	1 A	Green/Gwyrdd	↑ 1	↑ 1
6714065	Cwmtawe	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6714066	Llangatwg	2 A	Yellow/Melyn	2 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6714067	Dwr-y-Felin	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	2 A	Green/Gwyrdd		
6714601	St Joseph's	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd	1 A	Green/Gwyrdd		
6715500	Ysgol Bae Baglan	-	-	-	-	-	Yellow/Melyn	↑	↑

LA breakdown of Categorisation movement, 2015 - 2016

All Schools	2016								2015 - 2016															
	Red/ Coch	Amber/ Oren	Yellow/ Melyn	Green/ Gwyrdd	D	C	B	A	Letter		Colour													
	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓										
666 Powys	3	3%	14	15%	49	52%	28	30%	3	3%	23	24%	39	41%	29	31%	34	36%	16	17%	39	41%	11	12%
667 Ceredigion	1	2%	5	10%	27	56%	15	31%	1	2%	7	15%	25	52%	15	31%	10	21%	5	10%	10	21%	4	8%
668 Pembrokeshire	4	6%	11	16%	39	57%	15	22%	1	1%	9	13%	38	55%	21	30%	16	23%	7	10%	10	14%	8	11%
669 Carmarthenshire	1	1%	23	21%	63	57%	23	21%	1	1%	24	22%	49	45%	36	33%	11	10%	20	18%	19	17%	16	14%
670 Swansea	0	0%	14	15%	36	39%	43	46%	0	0%	12	13%	34	37%	47	51%	16	17%	10	11%	17	18%	6	6%
671 Neath Port Talbot	2	3%	11	17%	36	55%	16	25%	2	3%	7	11%	37	57%	19	29%	17	26%	8	12%	19	29%	8	12%
ERW	11	2%	78	16%	250	52%	140	29%	8	2%	82	17%	222	46%	167	35%	104	22%	66	14%	114	24%	53	11%

Prim/Middle	2016								2015 - 2016															
	Red/ Coch	Amber/ Oren	Yellow/ Melyn	Green/ Gwyrdd	D	C	B	A	Letter		Colour													
	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓										
666 Powys	1	1%	11	13%	47	57%	24	29%	1	1%	20	24%	37	45%	25	30%	29	35%	12	14%	34	41%	8	10%
667 Ceredigion	1	2%	4	9%	25	57%	14	32%	1	2%	6	14%	23	52%	14	32%	7	16%	4	9%	7	16%	3	7%
668 Pembrokeshire	2	3%	8	13%	37	61%	14	23%	0	0%	5	8%	36	59%	20	33%	15	24%	5	8%	8	13%	6	10%
669 Carmarthenshire	1	1%	21	21%	58	59%	18	18%	1	1%	22	22%	46	47%	29	30%	10	10%	19	19%	16	16%	14	14%
670 Swansea	0	0%	12	15%	32	41%	35	44%	0	0%	11	14%	29	37%	39	49%	15	19%	8	10%	16	20%	5	6%
671 Neath Port Talbot	2	4%	11	19%	34	60%	10	18%	2	4%	7	12%	35	61%	13	23%	14	24%	8	14%	16	28%	8	14%
ERW	7	2%	67	16%	233	55%	115	27%	5	1%	71	17%	206	49%	140	33%	90	21%	56	13%	97	23%	44	10%

Sec/Middle	2016								2015 - 2016															
	Red/ Coch	Amber/ Oren	Yellow/ Melyn	Green/ Gwyrdd	D	C	B	A	Letter		Colour													
	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓										
666 Powys	2	17%	4	33%	2	17%	4	33%	2	17%	4	33%	2	17%	4	33%	6	47%	4	32%	6	47%	3	24%
667 Ceredigion	0	0%	2	29%	4	57%	1	14%	0	0%	1	14%	5	71%	1	14%	5	64%	1	13%	4	51%	1	13%
668 Pembrokeshire	2	25%	3	38%	2	25%	1	13%	1	13%	4	50%	2	25%	1	13%	1	11%	2	23%	2	23%	2	23%
669 Carmarthenshire	0	0%	2	17%	5	42%	5	42%	0	0%	2	17%	3	25%	7	58%	1	8%	1	8%	3	24%	2	16%
670 Swansea	0	0%	2	14%	4	29%	8	57%	0	0%	1	7%	5	36%	8	57%	1	7%	2	14%	1	7%	1	7%
671 Neath Port Talbot	0	0%	0	0%	3	33%	6	67%	0	0%	0	0%	3	33%	6	67%	4	43%	0	0%	4	43%	0	0%
ERW	4	6%	13	21%	20	32%	25	40%	3	5%	12	19%	20	32%	27	44%	18	29%	10	16%	20	32%	9	14%

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National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6662002	Abermule Primary School	Powys / Powys	Yellow/Melyn	
6662003	Ardleen C.P. School	Powys / Powys	Green/Gwyrdd	
6662004	Ysgol Gynradd Gymunedol Dyffryn Ban	Powys / Powys	Yellow/Melyn	
6662005	Berriew C.P. School	Powys / Powys	Yellow/Melyn	
6662008	Caersws C.P. School	Powys / Powys	Yellow/Melyn	
6662009	Ysgol Gynradd Carno	Powys / Powys	Yellow/Melyn	
6662010	Carreghofa C.P. School	Powys / Powys	Yellow/Melyn	
6662018	Leighton C.P. School	Powys / Powys	Amber/Oren	
6662019	Ysgol Llanbrynmair	Powys / Powys	Green/Gwyrdd	
6662020	Llandinam C.P. School	Powys / Powys	Yellow/Melyn	
6662021	Ysgol Gynradd Llanfair Caereinion	Powys / Powys	Yellow/Melyn	
6662033	Meifod C.P. School	Powys / Powys	Yellow/Melyn	
6662040	Penygloddfa C.P. School	Powys / Powys	Green/Gwyrdd	
6662041	Ysgol Pontrobert	Powys / Powys	Green/Gwyrdd	
6662044	Ysgol Dyffryn Trannon	Powys / Powys	Yellow/Melyn	
6662047	Ardwyn Nursery & Infant School	Powys / Powys	Yellow/Melyn	
6662048	Ladywell Green Nurs. & Inf. School	Powys / Powys	Yellow/Melyn	
6662049	Guilsfield C.P. School	Powys / Powys	Yellow/Melyn	
6662050	Llanidloes C.P. School	Powys / Powys	Yellow/Melyn	
6662051	Buttington Trewern C.P. School	Powys / Powys	Green/Gwyrdd	
6662053	Brynhafren C.P. School	Powys / Powys	Yellow/Melyn	
6662054	Churchstoke C.P. School	Powys / Powys	Amber/Oren	
6662055	Ysgol Maesydre	Powys / Powys	Amber/Oren	
6662056	Hafren C.P. School	Powys / Powys	Yellow/Melyn	
6662057	Ysgol Gynradd Llanfyllin	Powys / Powys	Amber/Oren	
6662058	Ysgol Gynradd Glantwymyn	Powys / Powys	Yellow/Melyn	
6662059	Ysgol Pennant	Powys / Powys	Green/Gwyrdd	
6662060	Maesyrhandir C.P. School	Powys / Powys	Yellow/Melyn	
6662061	Oldford Nursery & Infant School	Powys / Powys	Green/Gwyrdd	
6662062	Treowen C.P. School	Powys / Powys	Yellow/Melyn	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

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Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6662066	Franksbridge C.P. School	Powys / Powys	Yellow/Melyn	
6662068	Llanbister C.P. School	Powys / Powys	Amber/Oren	
6662070	Llandrindod Wells C.P. School	Powys / Powys	Red/Coch	
6662071	Llanfihangel Rhydithon C.P. School	Powys / Powys	Yellow/Melyn	
6662075	Presteigne C.P. School	Powys / Powys	Yellow/Melyn	
6662076	Radnor Valley C.P. School	Powys / Powys	Green/Gwyrdd	
6662077	Crossgates C.P. School	Powys / Powys	Amber/Oren	
6662079	Mount Street C.P. Junior	Powys / Powys	Yellow/Melyn	
6662080	Mount Street C.P. Infants	Powys / Powys	Yellow/Melyn	
6662084	Ysgol Dolafon	Powys / Powys	Green/Gwyrdd	
6662089	Builth Wells C.P. School	Powys / Powys	Amber/Oren	
6662092	Sennybridge C.P. School	Powys / Powys	Yellow/Melyn	
6662113	Crickhowell C.P. School	Powys / Powys	Yellow/Melyn	
6662115	Cradoc C.P. School	Powys / Powys	Green/Gwyrdd	
6662116	Hay-on-Wye C.P. School	Powys / Powys	Green/Gwyrdd	
6662117	Llangynidr C.P. School	Powys / Powys	Green/Gwyrdd	
6662119	Talgarth C.P. School	Powys / Powys	Yellow/Melyn	
6662122	Irfon Valley C.P. School	Powys / Powys	Yellow/Melyn	
6662123	Bronllys C.P. School	Powys / Powys	Yellow/Melyn	
6662125	Llanfaes C.P. School	Powys / Powys	Green/Gwyrdd	
6662127	Ysgol y Bannau	Powys / Powys	Yellow/Melyn	
6662129	Ysgol Rhiw Bechan	Powys / Powys	Yellow/Melyn	
6662146	Llanrhaeadr Ym Mochnant C.P. School	Powys / Powys	Yellow/Melyn	
6662147	Ysgol Bro Cynllaith	Powys / Powys	Yellow/Melyn	
6662148	Ysgol Dafydd Llwyd	Powys / Powys	Yellow/Melyn	
6662149	Ysgol y Cribarth	Powys / Powys	Yellow/Melyn	
6662150	Ysgol Golwg y Cwm	Powys / Powys	Green/Gwyrdd	Evidence from in-depth data analysis indicates that the school perfor
6662151	Ysgol Bro Tawe	Powys / Powys	Green/Gwyrdd	
6662152	Ysgol Gymraeg Dyffryn y Glowyr	Powys / Powys	Green/Gwyrdd	
6663000	Llanfechain C.I.W. School	Powys / Powys	Yellow/Melyn	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6663002	Montgomery C.I.W. School	Powys / Powys	Yellow/Melyn	
6663005	Gungord C.I.W. Infant School	Powys / Powys	Green/Gwyrdd	
6663016	Forden C.I.W. School	Powys / Powys	Amber/Oren	
6663021	Llandysilio C.I.W. School	Powys / Powys	Yellow/Melyn	
6663022	Castle Caereinion Church In Wales Sch	Powys / Powys	Amber/Oren	LA override
6663026	Gladestry C.I.W. School	Powys / Powys	Green/Gwyrdd	
6663030	Llandrindod Wells C.I.W. School	Powys / Powys	Green/Gwyrdd	
6663031	Newbridge-On-Wye Church In Wales S	Powys / Powys	Yellow/Melyn	
6663032	Nantmel C.I.W. School	Powys / Powys		School closed 31/12/16
6663033	Clyro C.I.W. School	Powys / Powys	Green/Gwyrdd	
6663035	Knighton C.I.W. School	Powys / Powys	Yellow/Melyn	
6663036	Rhayader C.I.W. School	Powys / Powys	Yellow/Melyn	
6663037	Llanelwedd Church In Wales Primary S	Powys / Powys	Green/Gwyrdd	
6663046	Llangedwyn C In W Primary School	Powys / Powys	Yellow/Melyn	
6663050	Llangors C.I.W. School	Powys / Powys	Green/Gwyrdd	
6663301	St. Michael's C.I.W. School	Powys / Powys	Yellow/Melyn	
6663303	Llansantffraid C In W School	Powys / Powys	Amber/Oren	
6663316	Llanbedr C.I.W. (Aided)	Powys / Powys	Yellow/Melyn	
6663317	Archdeacon Griffiths C.I.W. Primary Scl	Powys / Powys	Green/Gwyrdd	
6663318	Priory Church In Wales School	Powys / Powys	Green/Gwyrdd	
6663320	St Mary's R.C. (A) School	Powys / Powys	Yellow/Melyn	
6663322	Llangattock C.I.W. School	Powys / Powys	Yellow/Melyn	
6665200	Ysgol Gynradd Llanerfyl	Powys / Powys	Yellow/Melyn	
6665500	Ysgol Bro Hyddgen	Powys / Powys	Amber/Oren	
6672281	Ysgol Gymunedol Gynradd Aberaeron	Ceredigion / Cere	Yellow/Melyn	
6672284	Ysgol Gymunedol Cilcennin	Ceredigion / Cere	Yellow/Melyn	
6672285	Ysgol Gymunedol Ciliau Parc	Ceredigion / Cere	Green/Gwyrdd	
6672288	Ysgol Gymunedol Dihewyd	Ceredigion / Cere	Yellow/Melyn	
6672289	Ysgol Gymunedol Felinfach	Ceredigion / Cere	Amber/Oren	
6672291	Ysgol Gymunedol Llanarth	Ceredigion / Cere	Yellow/Melyn	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

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Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6672293	Ysgol Gymunedol Llannon	Ceredigion / Cere Red/Coch		
6672295	Ysgol Gymunedol Cei Newydd	Ceredigion / Cere Amber/Oren		LA override
6672298	Ysgol Gymunedol Talgarreg	Ceredigion / Cere Yellow/Melyn		
6672299	Yr Ysgol Gymunedol Gymraeg	Ceredigion / Cere Green/Gwyrdd		
6672303	Ysgol Gymunedol Comins Coch	Ceredigion / Cere Green/Gwyrdd		
6672304	Ysgol Gymunedol Cwmpadarn	Ceredigion / Ceredigion		School closed 31/08/16
6672307	Ysgol Gymunedol Llangyfelwyn	Ceredigion / Ceredigion		School closed 31/08/16
6672308	Ysgol Gymunedol Llanfarian	Ceredigion / Cere Yellow/Melyn		
6672309	Ysgol Gymunedol Llanfihangel-Y-Creud	Ceredigion / Cere Green/Gwyrdd		
6672310	Ysgol Gymunedol Llangwryfon	Ceredigion / Cere Yellow/Melyn		
6672311	Ysgol Gymunedol Llanilar	Ceredigion / Cere Green/Gwyrdd		
6672312	Ysgol Gymunedol Mynach	Ceredigion / Cere Green/Gwyrdd		
6672313	Ysgol Gymunedol Penllwyn	Ceredigion / Cere Amber/Oren		
6672314	Ysgol Gymunedol Llwynyreos	Ceredigion / Cere Yellow/Melyn		
6672315	Ysgol Gymunedol Syr John Rhys	Ceredigion / Cere Yellow/Melyn		
6672316	Ysgol Gymunedol Rhydypennau	Ceredigion / Cere Yellow/Melyn		
6672317	Ysgol Gymunedol Talybont	Ceredigion / Cere Yellow/Melyn		
6672319	Ysgol Gymunedol Aberporth	Ceredigion / Cere Yellow/Melyn		
6672320	Ysgol Gymunedol Beulah	Ceredigion / Cere Yellow/Melyn		
6672323	Ysgol Gymunedol Llechryd	Ceredigion / Cere Green/Gwyrdd		
6672324	Ysgol Gymunedol Penparc	Ceredigion / Cere Yellow/Melyn		
6672328	Ysgol Gymunedol Cwrtnewydd	Ceredigion / Cere Green/Gwyrdd		
6672332	Ysgol Gymunedol Llanwnnen	Ceredigion / Cere Green/Gwyrdd		
6672337	Ysgol Gymunedol Coedybryn	Ceredigion / Ceredigion		School closed 31/08/16
6672339	Ysgol Gymunedol Llandysul	Ceredigion / Ceredigion		School closed 31/08/16
6672342	Ysgol Gymunedol Pontsian	Ceredigion / Ceredigion		School closed 31/08/16
6672345	Ysgol Gymunedol Trewen	Ceredigion / Cere Yellow/Melyn		
6672353	Ysgol Gymunedol Pontrhydfendigaid	Ceredigion / Cere Yellow/Melyn		
6672361	Ysgol Gymunedol Plascrug	Ceredigion / Cere Green/Gwyrdd		
6672362	Ysgol Gymunedol Craig Yr Wylfa	Ceredigion / Cere Yellow/Melyn		

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6672363	Ysgol Gymunedol Penrhyncoch	Ceredigion / Cere	Yellow/Melyn	
6672364	Ysgol Gymunedol Aberbanc	Ceredigion / Ceredigion		School closed 31/08/16
6672366	Ysgol Gymunedol Y Dderi	Ceredigion / Cere	Green/Gwyrdd	
6672367	Ysgol Gymunedol Cenarth	Ceredigion / Cere	Yellow/Melyn	
6672368	Ysgol Gynradd Aberteifi	Ceredigion / Cere	Green/Gwyrdd	
6672369	Ysgol Bro Sion Cwilt	Ceredigion / Cere	Yellow/Melyn	
6672371	Ysgol Gynradd T Llew Jones	Ceredigion / Cere	Green/Gwyrdd	
6672372	Rhos Helyg	Ceredigion / Cere	Yellow/Melyn	
6673058	Ysgol Wirfoddol Myfenydd	Ceredigion / Cere	Yellow/Melyn	
6673317	Ysgol Gymorthedig Llanwenog	Ceredigion / Cere	Green/Gwyrdd	
6673318	Ysgol Gymorthedig Padarn Sant	Ceredigion / Cere	Yellow/Melyn	
6675500	Ysgol Bro Pedr	Ceredigion / Cere	Yellow/Melyn	
6675501	Ysgol Henry Richard	Ceredigion / Cere	Amber/Oren	LA override (matched to secondary sector of middle school)
6682203	Sageston Community Primary School	Pembrokeshire / :	Green/Gwyrdd	
6682209	Ysgol Gymunedol Eglwyswrw	Pembrokeshire / :	Yellow/Melyn	
6682212	Ysgol Gymunedol Wdig	Pembrokeshire / :	Amber/Oren	
6682214	Fenton Community Primary School	Pembrokeshire / :	Green/Gwyrdd	
6682219	Orielton Community Primary School	Pembrokeshire / :	Yellow/Melyn	
6682220	Johnston C P School	Pembrokeshire / :	Amber/Oren	
6682222	Lamphey Primary School	Pembrokeshire / :	Green/Gwyrdd	
6682223	Ysgol Brynconin Cp	Pembrokeshire / :	Amber/Oren	
6682228	Hook Cp	Pembrokeshire / :	Yellow/Melyn	
6682231	Ysgol Llanychllwydog	Pembrokeshire / :	Amber/Oren	
6682233	Maenclochog Cp	Pembrokeshire / :	Yellow/Melyn	
6682237	Milford Haven Junior School	Pembrokeshire / :	Yellow/Melyn	
6682242	Narberth Cp School	Pembrokeshire / :	Yellow/Melyn	
6682243	Ysgol Bro Ingli	Pembrokeshire / :	Amber/Oren	
6682250	Puncheston Cp	Pembrokeshire / :	Yellow/Melyn	
6682253	St Dogmaels Cp	Pembrokeshire / :	Yellow/Melyn	
6682254	Wolfscastle Cp	Pembrokeshire / :	Green/Gwyrdd	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

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Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6682258	Saundersfoot Cp	Pembrokeshire /	Yellow/Melyn	
6682260	Stepaside C. P. School	Pembrokeshire /	Yellow/Melyn	
6682261	Templeton	Pembrokeshire /	Green/Gwyrdd	
6682262	Tenby Junior Community School	Pembrokeshire /	Sir Benfro	School closed 31/08/16
6682263	Solva Community School	Pembrokeshire /	Yellow/Melyn	
6682265	The Meads Cp Infant And Nursery Sch	Pembrokeshire /	Yellow/Melyn	
6682266	Tavernspite Cp	Pembrokeshire /	Green/Gwyrdd	
6682267	Mount Airey Community Nursery And In	Pembrokeshire /	Yellow/Melyn	
6682270	Ysgol Gymunedol Croesgoch	Pembrokeshire /	Amber/Oren	
6682271	Broad Haven Cp	Pembrokeshire /	Yellow/Melyn	
6682273	Roch C P	Pembrokeshire /	Yellow/Melyn	
6682383	Ysgol Glan Cleddau	Pembrokeshire /	Yellow/Melyn	
6682384	Coastlands Cp	Pembrokeshire /	Yellow/Melyn	
6682385	Ysgol Clydau	Pembrokeshire /	Amber/Oren	
6682386	Pembroke Dock Community School	Pembrokeshire /	Green/Gwyrdd	
6682387	Monkton Priory C.P. School	Pembrokeshire /	Green/Gwyrdd	Over the past three years, the school on average has had 52.4% of p
6682388	Gelli Aur/Golden Grove	Pembrokeshire /	Yellow/Melyn	
6682389	Ysgol Glannau Gwaun	Pembrokeshire /	Amber/Oren	
6682390	Ysgol y Frenni	Pembrokeshire /	Green/Gwyrdd	
6682391	Prendergast Cp	Pembrokeshire /	Green/Gwyrdd	
6682392	Pennar Community School	Pembrokeshire /	Yellow/Melyn	
6682393	Neyland Community School	Pembrokeshire /	Yellow/Melyn	
6682394	Hakin Community School	Pembrokeshire /	Yellow/Melyn	
6683033	Angle Vc School	Pembrokeshire /	Yellow/Melyn	
6683035	Cilgerran Church In Wales Vc	Pembrokeshire /	Yellow/Melyn	
6683036	Cosheston Vc	Pembrokeshire /	Yellow/Melyn	
6683040	Cleddau Reach Vc School	Pembrokeshire /	Green/Gwyrdd	
6683042	Manorbier V.C.P School	Pembrokeshire /	Green/Gwyrdd	
6683050	Spittal Church In Wales Voluntary Conti	Pembrokeshire /	Yellow/Melyn	
6683051	Stackpole V C	Pembrokeshire /	Yellow/Melyn	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6683052	Tenby V.C. Infants' School	Pembrokeshire / Sir Benfro		School closed 31/08/16
6683053	Haverfordwest V.C.	Pembrokeshire /	Red/Coch	
6683055	St Florence Vc School	Pembrokeshire /	Yellow/Melyn	
6683057	Hubberston Church In Wales Vc Nurser	Pembrokeshire /	Yellow/Melyn	
6683058	Ger Y Llan	Pembrokeshire /	Yellow/Melyn	
6683310	Ysgol Bro Dewi Church In Wales Va	Pembrokeshire /	Yellow/Melyn	
6683311	Holy Name Rc School	Pembrokeshire /	Yellow/Melyn	
6683312	St. Mary's Catholic Primary School	Pembrokeshire /	Red/Coch	LA override
6683313	Mary Immaculate Catholic Primary Sch	Pembrokeshire /	Green/Gwyrdd	
6683314	St Francis R C Primary School	Pembrokeshire /	Yellow/Melyn	
6683315	St.Aidan's V.A.	Pembrokeshire /	Yellow/Melyn	
6683319	St. Teilo's Catholic Primary School	Pembrokeshire /	Yellow/Melyn	
6683320	St. Mark's V. A. School	Pembrokeshire /	Yellow/Melyn	
6683321	St. Oswalds VA School	Pembrokeshire /	Green/Gwyrdd	
6692000	Cefneithin C.P.	Carmarthenshire	Yellow/Melyn	
6692001	Ysgol Gynradd Drefach	Carmarthenshire	Amber/Oren	
6692002	Maesybont C.P. School	Carmarthenshire	Yellow/Melyn	
6692003	Llechyfedach C.P. School	Carmarthenshire	Yellow/Melyn	
6692006	Ysgol Gynradd Y Tymbl	Carmarthenshire	Yellow/Melyn	
6692007	Ysgol Gynradd Gorslas	Carmarthenshire	Yellow/Melyn	
6692008	Cross Hands C.P. School	Carmarthenshire	Yellow/Melyn	
6692009	Llangain C.P. School	Carmarthenshire	Yellow/Melyn	Due to the low numbers, the benchmarking group can vary greatly fr
6692014	Ysgol Gynradd Peniel	Carmarthenshire	Yellow/Melyn	
6692018	Ysgol Gynradd Bancffosfelen	Carmarthenshire	Yellow/Melyn	
6692019	Ysgol Gwynfryn	Carmarthenshire	Yellow/Melyn	
6692020	Carway C.P. School	Carmarthenshire	Yellow/Melyn	
6692023	Pontiets C.P. School	Carmarthenshire	Amber/Oren	
6692024	Ysgol Gynradd Ponthenri	Carmarthenshire	Yellow/Melyn	
6692034	Bancyfelin C.P. School	Carmarthenshire	Yellow/Melyn	
6692037	Meidrim C.P. School	Carmarthenshire	Amber/Oren	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

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Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6692042	Ysgol Gynradd Saron	Carmarthenshire	Green/Gwyrdd	
6692043	Betws C.P. School	Carmarthenshire	Yellow/Melyn	
6692044	Ysgol Gynradd Ty-croes	Carmarthenshire	Yellow/Melyn	
6692050	Ysgol Gynradd Parcyrhun	Carmarthenshire	Green/Gwyrdd	
6692052	Ysgol Gynradd Blaenau	Carmarthenshire	Yellow/Melyn	
6692057	Ysgol Gynradd Llanedi	Carmarthenshire	Amber/Oren	
6692061	Ysgol Gynradd Ffairfach	Carmarthenshire	Amber/Oren	
6692065	Talley C.P. School	Carmarthenshire	Amber/Oren	
6692067	Cwrt Henri Primary School	Carmarthenshire	Yellow/Melyn	
6692080	Llangadog C.P. School	Carmarthenshire	Yellow/Melyn	
6692082	Llansadwrn C.P. School	Carmarthenshire / Sir Gaerfyrddin		School is empty, in consultation to close during Spring term
6692084	Ysgol Rhys Prichard	Carmarthenshire	Yellow/Melyn	
6692087	Ysgol Gynradd Llanwrda	Carmarthenshire / Sir Gaerfyrddin		School is empty, in consultation to close during Spring term
6692098	Ysgol Llys Hywel	Carmarthenshire	Yellow/Melyn	
6692104	Ysgol Gynradd Brynsaron	Carmarthenshire	Yellow/Melyn	
6692109	Llanpumsaint School	Carmarthenshire	Amber/Oren	
6692112	Ysgol G. Mynyddygarreg	Carmarthenshire	Yellow/Melyn	
6692114	Johnstown Primary School	Carmarthenshire	Green/Gwyrdd	
6692116	Ysgol Y Dderwen	Carmarthenshire	Green/Gwyrdd	
6692119	Llanmiloe C.P. School	Carmarthenshire	Amber/Oren	
6692120	Bryn C.P. School	Carmarthenshire	Yellow/Melyn	
6692121	Ysgol Y Bynea	Carmarthenshire	Yellow/Melyn	
6692123	Dafen Primary School	Carmarthenshire	Yellow/Melyn	
6692128	Ysgol Gynradd Pum Heol	Carmarthenshire	Yellow/Melyn	
6692129	Llangennech Infants School	Carmarthenshire	Green/Gwyrdd	
6692130	Llangennech Junior School	Carmarthenshire	Green/Gwyrdd	
6692131	Hendy C.P. School	Carmarthenshire	Green/Gwyrdd	
6692135	Ysgol Gymraeg Ffwrnes	Carmarthenshire	Green/Gwyrdd	
6692152	Copperworks Infant & Nursery School	Carmarthenshire / Sir Gaerfyrddin		School closed 31/08/16
6692159	Old Road C.P. School	Carmarthenshire	Amber/Oren	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6692165	Lakefield C.P. School	Carmarthenshire / Sir Gaerfyrddin		School closed 31/08/16
6692166	Ysgol Llansteffan	Carmarthenshire	Amber/Oren	
6692167	Ysgol Gynradd Llannon	Carmarthenshire	Yellow/Melyn	
6692168	Ysgol Gymraeg Brynsierfel	Carmarthenshire	Yellow/Melyn	
6692169	Brynamman Primary School	Carmarthenshire	Green/Gwyrdd	
6692170	Abernant C.P. School	Carmarthenshire	Amber/Oren	
6692171	Myrddin C.P. School	Carmarthenshire	Yellow/Melyn	
6692173	Llangunnor C.P. School	Carmarthenshire	Yellow/Melyn	
6692175	Trimsaran C.P. School	Carmarthenshire	Yellow/Melyn	
6692176	Swiss Valley C.P. School	Carmarthenshire	Green/Gwyrdd	
6692177	Parc Y Tywyn School	Carmarthenshire	Green/Gwyrdd	
6692178	Pembrey C.P. School	Carmarthenshire	Green/Gwyrdd	
6692179	Ysgol Gymraeg Rhydaman	Carmarthenshire	Green/Gwyrdd	
6692180	Ysgol Beca	Carmarthenshire	Yellow/Melyn	
6692181	Llandybie C.P. School	Carmarthenshire	Yellow/Melyn	
6692182	Ysgol Gynradd Hafodwenog	Carmarthenshire	Amber/Oren	
6692183	Ysgol Gymraeg Teilo Sant	Carmarthenshire	Green/Gwyrdd	
6692184	Llanybydder C.P. School	Carmarthenshire	Yellow/Melyn	
6692185	Ysgol Gynradd Llandeilo Primary School	Carmarthenshire	Yellow/Melyn	
6692187	Cynwyl Elfed School	Carmarthenshire	Amber/Oren	
6692188	Halfway C.P. School	Carmarthenshire	Yellow/Melyn	
6692189	Pwll C.P. School	Carmarthenshire	Yellow/Melyn	
6692190	Penygaer Primary School	Carmarthenshire	Yellow/Melyn	
6692192	Ysgol Y Castell	Carmarthenshire	Yellow/Melyn	
6692193	Penygroes C.P. School	Carmarthenshire	Green/Gwyrdd	
6692194	Y.G. Nantgaredig	Carmarthenshire	Yellow/Melyn	
6692370	Ysgol Gymraeg Gwenllian	Carmarthenshire	Yellow/Melyn	
6692371	Ysgol Gymraeg Dewi Sant	Carmarthenshire	Yellow/Melyn	
6692373	Ysgol Gynradd Pontyberem	Carmarthenshire	Yellow/Melyn	
6692374	Bigyn C.P. School	Carmarthenshire	Yellow/Melyn	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6692375	Stebonheath C.P. School	Carmarthenshire	Yellow/Melyn	
6692379	Ysgol Y Ddwylan	Carmarthenshire	Yellow/Melyn	
6692380	Richmond Park Primary School	Carmarthenshire	Yellow/Melyn	
6692384	Ysgol Griffith Jones	Carmarthenshire	Yellow/Melyn	
6692385	Ysgol y Fro	Carmarthenshire	Red/Coch	LA override
6692386	Ysgol Carreg Hirfaen	Carmarthenshire	Yellow/Melyn	
6692387	Cae'r Felin Community School	Carmarthenshire	Yellow/Melyn	
6692388	Ysgol Y Bedol	Carmarthenshire	Green/Gwyrdd	
6692389	Ysgol Bro Brynach	Carmarthenshire	Amber/Oren	
6692390	Ysgol Bryn Teg	Carmarthenshire	Amber/Oren	
6692391	Ysgol Y Felin	Carmarthenshire	Green/Gwyrdd	
6692392	Ysgol Bro Banw	Carmarthenshire	Amber/Oren	
6692393	Maes Yr Morfa Community Primary Sch	Carmarthenshire	Amber/Oren	
6692394	Burry Port Community Primary School	Carmarthenshire	Green/Gwyrdd	
6693000	Abergwili Voluntary Controlled Primary	Carmarthenshire	Yellow/Melyn	
6693002	Tremoilet V.C.P.	Carmarthenshire	Amber/Oren	
6693003	Laugharne V.C.P. School	Carmarthenshire	Yellow/Melyn	
6693004	Ysgol Gynradd Wirfoddol Llanddarog	Carmarthenshire	Yellow/Melyn	
6693013	Ferryside V.C.P. School	Carmarthenshire	Yellow/Melyn	
6693026	Ysgol Gynradd Wirfoddol Llanllwni	Carmarthenshire	Yellow/Melyn	
6693300	St Mary's Catholic Primary School (Llan	Carmarthenshire	Yellow/Melyn	
6693301	St Mary's R.C. Primary School (Carmar	Carmarthenshire	Amber/Oren	
6693307	Ysgol Wirfoddol Penboyr	Carmarthenshire	Yellow/Melyn	
6693321	Pentip V.A. C.I.W. Primary School	Carmarthenshire	Amber/Oren	
6693322	Model Church In Wales School	Carmarthenshire	Yellow/Melyn	
6702006	Brynmill School	Swansea / Abert	Green/Gwyrdd	
6702008	Cadle Primary School	Swansea / Abert	Yellow/Melyn	
6702014	Cwmrhydyceirw Primary School	Swansea / Abert	Green/Gwyrdd	
6702017	Danygraig Primary School	Swansea / Abert	Amber/Oren	
6702021	Gendros Primary School	Swansea / Abert	Green/Gwyrdd	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6702023	Glais Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702027	Grange Primary School	Swansea / Abertawe	Yellow/Melyn	
6702032	Hafod Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702036	Ysgol Gymraeg Lon Las	Swansea / Abertawe	Yellow/Melyn	
6702040	Morrison Primary School	Swansea / Abertawe	Amber/Oren	
6702042	Oystermouth Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702048	Pentrechwyth Primary School	Swansea / Abertawe	Yellow/Melyn	
6702051	Plasmarl Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702054	Sketty Primary School	Swansea / Abertawe	Yellow/Melyn	
6702055	St Helen's Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702059	Terrace Road Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702063	Townhill Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702065	Wanarlwydd Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702067	Wan Wen School	Swansea / Abertawe	Yellow/Melyn	
6702069	Clwyd Primary School	Swansea / Abertawe	Yellow/Melyn	
6702071	Ynystawe Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702073	Clase Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702075	Portmead Primary School	Swansea / Abertawe	Yellow/Melyn	
6702076	Mayals Primary	Swansea / Abertawe	Green/Gwyrdd	
6702077	Cwmglas Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702082	Blaenymaes Primary School	Swansea / Abertawe	Yellow/Melyn	
6702084	Trallwn Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702086	Parkland Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702092	Newton Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702095	Whitestone Primary	Swansea / Abertawe	Yellow/Melyn	
6702096	Hendrefoilan Primary	Swansea / Abertawe	Amber/Oren	
6702098	Y.G.G. Brynymor	Swansea / Abertawe	Yellow/Melyn	
6702105	Bishopston Primary School	Swansea / Abertawe	Yellow/Melyn	
6702108	Casllwchr Primary School	Swansea / Abertawe	Yellow/Melyn	
6702109	Cila Primary School	Swansea / Abertawe	Yellow/Melyn	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

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Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6702117	Craigcefnparc Primary	Swansea / Abertawe	Amber/Oren	
6702120	Crwys Primary School	Swansea / Abertawe	Yellow/Melyn	
6702133	Ysgol Gynradd Felindre	Swansea / Abertawe	Amber/Oren	
6702157	Llangyfelach Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702159	Llanrhidian Primary	Swansea / Abertawe	Green/Gwyrdd	
6702167	Penclawdd Primary School	Swansea / Abertawe	Yellow/Melyn	
6702172	Pengelli Primary	Swansea / Abertawe	Green/Gwyrdd	
6702174	Penllergaer Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702176	Penyrheol Primary School	Swansea / Abertawe	Amber/Oren	
6702186	Pontarddulais Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702189	Y.G.G. Bryniago	Swansea / Abertawe	Amber/Oren	
6702192	Pontlliw Primary	Swansea / Abertawe	Yellow/Melyn	
6702211	Tre Uchaf Primary School	Swansea / Abertawe	Amber/Oren	
6702212	Y.G.G. Pontybrenin	Swansea / Abertawe	Yellow/Melyn	
6702215	Craigfelen Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702216	Pennard Primary	Swansea / Abertawe	Yellow/Melyn	
6702217	Knelston Primary	Swansea / Abertawe	Amber/Oren	
6702219	Pen-Y-Fro	Swansea / Abertawe	Green/Gwyrdd	
6702223	Pontybrenin Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702225	Talycopa Primary School	Swansea / Abertawe	Yellow/Melyn	
6702226	Glyncollen Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702229	Ysgol Gymraeg Y Login Fach	Swansea / Abertawe	Yellow/Melyn	
6702231	Y.G.G. Tirdeunaw	Swansea / Abertawe	Green/Gwyrdd	
6702232	Y.G.G. Gellionnen	Swansea / Abertawe	Yellow/Melyn	
6702233	Gors Community School	Swansea / Abertawe	Amber/Oren	
6702234	Sea View Primary School	Swansea / Abertawe	Amber/Oren	
6702235	Y.G.G. Llwynderw	Swansea / Abertawe	Yellow/Melyn	
6702236	Birchgrove Primary	Swansea / Abertawe	Green/Gwyrdd	
6702237	Dunvant Primary School	Swansea / Abertawe	Yellow/Melyn	
6702238	Gwrosydd Primary School	Swansea / Abertawe	Green/Gwyrdd	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6702239	St Thomas Community Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702240	Gowerton Primary School	Swansea / Abertawe	Yellow/Melyn	
6702241	Pentre'r Graig Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702242	Ysgol Gymraeg Tan-y-lan	Swansea / Abertawe	Yellow/Melyn	School opened 01/09/11 - 3 years of FP data
6702243	Burlais Primary School	Swansea / Abertawe	Yellow/Melyn	
6702244	Clydach Primary School	Swansea / Abertawe	Yellow/Melyn	
6702245	Ysgol Gymraeg y Cwm	Swansea / Abertawe	Yellow/Melyn	School opened 01/09/11 - 2 years of FP data
6702246	Gorseinon Primary School	Swansea / Abertawe	Green/Gwyrdd	
6702247	Brynhyfryd Primary School	Swansea / Abertawe	Yellow/Melyn	
6703303	St. David's Rc Primary School	Swansea / Abertawe	Amber/Oren	
6703305	St Illtyds Primary	Swansea / Abertawe	Yellow/Melyn	
6703306	Christchurch Church In Wales	Swansea / Abertawe	Green/Gwyrdd	
6703308	St Joseph's R.C. Primary	Swansea / Abertawe	Yellow/Melyn	
6703309	St Josephs Cathedral Primary School	Swansea / Abertawe	Green/Gwyrdd	
6712100	Alltwen Primary School	Neath Port Talbot	Yellow/Melyn	
6712101	Blaendulais Primary School	Neath Port Talbot	Yellow/Melyn	
6712106	Blaengwrach Primary School	Neath Port Talbot	Green/Gwyrdd	
6712110	Blaenhonddan Primary School	Neath Port Talbot	Yellow/Melyn	
6712113	Brynhyfryd Primary School	Neath Port Talbot	Yellow/Melyn	
6712119	Baglan Primary School	Neath Port Talbot	Yellow/Melyn	
6712128	Ygg Cwmllynfell	Neath Port Talbot	Yellow/Melyn	
6712129	Creunant Primary School	Neath Port Talbot	Yellow/Melyn	
6712134	Crymlyn Primary School	Neath Port Talbot	Yellow/Melyn	
6712137	Cwmnedd Primary School	Neath Port Talbot	Green/Gwyrdd	
6712138	Cymer Afan Primary School	Neath Port Talbot	Amber/Oren	
6712140	Godre'rgrraig Primary School	Neath Port Talbot	Yellow/Melyn	
6712142	Eastern Primary School	Neath Port Talbot	Red/Coch	
6712144	Gnoll Primary School	Neath Port Talbot	Yellow/Melyn	
6712148	Glyncorwg Primary School	Neath Port Talbot	Yellow/Melyn	
6712149	Ygg Gwaun Cae Gurwen	Neath Port Talbot	Green/Gwyrdd	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

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Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6712150	Catwg Primary School	Neath Port Talbot	Green/Gwyrdd	
6712152	Llansawel Primary School	Neath Port Talbot	Red/Coch	
6712155	Maesmarchog Community Primary School	Neath Port Talbot	Amber/Oren	
6712158	Ygg Rhosafan	Neath Port Talbot	Green/Gwyrdd	
6712160	Melin Junior School	Neath Port Talbot	Green/Gwyrdd	Castell-nedd Port Talbot School closed 31/08/16
6712161	Sandfields Primary School	Neath Port Talbot	Amber/Oren	
6712168	YGG Castell-nedd	Neath Port Talbot	Green/Gwyrdd	
6712173	Croeserw Primary School	Neath Port Talbot	Amber/Oren	
6712175	Tywyn Primary School	Neath Port Talbot	Yellow/Melyn	
6712178	Llangiwig Primary School	Neath Port Talbot	Amber/Oren	
6712181	Tonnau Primary Community School	Neath Port Talbot	Yellow/Melyn	
6712182	Traethmelyn Primary School	Neath Port Talbot	Green/Gwyrdd	Castell-nedd Port Talbot School closed 31/08/16
6712187	Ynysfach Primary School	Neath Port Talbot	Yellow/Melyn	
6712191	Blaenbaglan Primary School	Neath Port Talbot	Green/Gwyrdd	
6712193	Ynysmaerdy Primary School	Neath Port Talbot	Green/Gwyrdd	
6712200	Rhos Primary School	Neath Port Talbot	Amber/Oren	
6712202	YGG Blaendulais	Neath Port Talbot	Amber/Oren	
6712203	Rhydyfro Primary School	Neath Port Talbot	Amber/Oren	
6712204	Groes Primary School	Neath Port Talbot	Yellow/Melyn	
6712205	YGG Cwm Nedd	Neath Port Talbot	Green/Gwyrdd	
6712206	Tairgwaith Primary School	Neath Port Talbot	Amber/Oren	
6712208	Ygg Trebannws	Neath Port Talbot	Amber/Oren	
6712213	YG Y Wern	Neath Port Talbot	Yellow/Melyn	
6712218	YGG Pontardawe	Neath Port Talbot	Green/Gwyrdd	
6712221	Waunceirch Primary School	Neath Port Talbot	Yellow/Melyn	
6712228	Melin Infant School	Neath Port Talbot	Green/Gwyrdd	Castell-nedd Port Talbot School closed 31/08/16
6712230	Cilffriw Primary School	Neath Port Talbot	Yellow/Melyn	
6712231	YGG Tyle'r Ynn	Neath Port Talbot	Yellow/Melyn	
6712232	Coed Hirwaun Primary School	Neath Port Talbot	Yellow/Melyn	
6712233	Coedffranc Primary School	Neath Port Talbot	Amber/Oren	

National School Categorisation System / System Genedlaethol ar gyfer Categori Ysgolion

Primary schools / Ysgolion cynradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Step Three: Support Category/ Cam Tri: Categori Cymorth	Notes/ Nodiadau
6712234	Pen Afan Primary	Neath Port Talbot	Yellow/Melyn	
6712235	Awel Y Mor Primary School	Neath Port Talbot	Yellow/Melyn	
6712236	Crynallt Primary School	Neath Port Talbot	Yellow/Melyn	
6712237	Cwmafan Primary School	Neath Port Talbot	Yellow/Melyn	
6712238	Central Primary School	Neath Port Talbot	Yellow/Melyn	
6712239	Abbey Primary School	Neath Port Talbot	Yellow/Melyn	
6713309	St Joseph's Catholic Primary School (N)	Neath Port Talbot	Yellow/Melyn	
6713310	St Josephs Catholic Infant School	Neath Port Talbot	Yellow/Melyn	
6713311	Bryncoch CIW Primary School	Neath Port Talbot	Yellow/Melyn	
6713313	Alderman Davies CIW Primary School	Neath Port Talbot	Yellow/Melyn	
6713314	St Therese's Catholic Primary School	Neath Port Talbot	Yellow/Melyn	
6713316	St Josephs Catholic Junior School	Neath Port Talbot	Yellow/Melyn	

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National School Categorisation System / System Genedlaethol ar gyfer Categoriadau Ysgolion

L2 incl. E/W & M eFSM
performance minimum
standard- all schools /
Perfformiad safon
lleiafswm L2 gg C/S a M
eFSM

32.0

Secondary schools / Ysgolion uwchradd

School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Consortium/ Consortium	% eFSM achieving L2 incl. E/W & M (latest weighted 3-year average) % eFSM yn cyflawni L2 gg C/S a M (cyfartaledd 3-blynedd diweddaraf wedi'i bwysoli)	Step One: Standards Group after eFSM minimum standard / Cam Un: Grŵp Safonau ar ôl safon lleiafswm eFSM	Step One: Standards Group before eFSM minimum standard / Cam Un: Grŵp Safonau cyn safon lleiafswm eFSM	Step Two: Improvement Capacity/ Cam Dau: Capasiti Gwella	Step Three: Support Category/ Cam Tri: Categori Cymorth	Step Three check/ Gwirio Cam Tri	Confirmatio n of exception/ Cadarnhau eithriad	Notes/ Nodiadau
6664000	Ysgol Uwchradd Caereinion High School	Powys	ERW	32.5	3	3	C	Amber/Oren			
6664001	Llanfyllin High School	Powys	ERW	17.1	3	3	D	Red/Coch			
6664002	Llanidloes High School	Powys	ERW	43.1	1	1	A	Green/Gwyrdd			
6664011	Newtown High School	Powys	ERW	39.6	2	2	C	Amber/Oren			
6664013	Welshpool High School	Powys	ERW	51.3	1	1	A	Green/Gwyrdd			
6664019	Llandrindod High School	Powys	ERW	39.7	1	1	D	Red/Coch			LA override
6664020	Builth Wells High School	Powys	ERW	35.5	2	2	C	Amber/Oren			
6664021	Ysgol Maesydderwen	Powys	ERW	42.9	2	2	B	Yellow/Melyn			
6664022	Brecon High School	Powys	ERW	44.2	2	2	B	Yellow/Melyn			
6664023	Gwynedf High School	Powys	ERW	38.7	2	2	A	Green/Gwyrdd			
6664024	Crickhowell High School	Powys	ERW	76.2	2	2	A	Green/Gwyrdd			
6665500	Ysgol Bro Hyddgen	Powys	ERW	30.4	3	1	C	Amber/Oren			
6674042	Gyfun Aberaeron Comprehensive	Ceredigion	ERW	32.0	2	2	B	Yellow/Melyn			
6674044	Ysgol Uwchradd Aberteifi	Ceredigion	ERW	41.0	1	1	A	Green/Gwyrdd			
6674047	Penglais School	Ceredigion	ERW	39.5	2	2	C	Amber/Oren			
6674048	Ysgol Gyfun Penweddig	Ceredigion	ERW	20.8	3	3	B	Yellow/Melyn			
6674059	Ysgol Dyffryn Teifi	Ceredigion	ERW	45.9	1	1					Closed 31/08/2016
6675500	Ysgol Bro Pedr	Ceredigion	ERW	58.2	2	2	B	Yellow/Melyn			
6675501	Ysgol Henry Richard	Ceredigion	ERW	29.4	3	1	B	Amber/Oren			
6684031	Ysgol Bro Gwaun	Pembrokeshire	ERW	30.4	3	2	B	Yellow/Melyn			
6684034	Ysgol Dewi Sant	Pembrokeshire	ERW	43.4	2	2	B	Yellow/Melyn			
6684035	Ysgol Greenhill School	Pembrokeshire	ERW	19.6	3	3	C	Amber/Oren			
6684038	Pembroke School	Pembrokeshire	ERW	20.0	3	3	C	Amber/Oren			
6684055	Sir Thomas Picton School	Pembrokeshire	ERW	21.7	3	3	D	Red/Coch			
6684063	Milford Haven School	Pembrokeshire	ERW	34.5	3	3	C	Amber/Oren			
6684064	Ysgol y Preseli	Pembrokeshire	ERW	34.9	2	2	A	Green/Gwyrdd			
6684511	Tasker-Milward V.C. School	Pembrokeshire	ERW	14.9	4	4	C	Red/Coch			
6694029	Ysgol Dyffryn Aman	Carmarthenshire	ERW	42.2	2	2	B	Yellow/Melyn			
6694050	Coedcae School	Carmarthenshire	ERW	29.2	3	1	A	Yellow/Melyn			
6694052	Ysgol Gyfun Y Strade	Carmarthenshire	ERW	44.2	1	1	A	Green/Gwyrdd			
6694053	Glan-y-Mor School	Carmarthenshire	ERW	33.1	1	1	A	Green/Gwyrdd			
6694054	Bryngwyn School	Carmarthenshire	ERW	29.9	3	1	A	Yellow/Melyn			
6694056	Ysgol Gyfun Gymraeg Bro Myrddin	Carmarthenshire	ERW	57.7	1	1	A	Green/Gwyrdd			
6694060	Ysgol Gyfun Emllyn	Carmarthenshire	ERW	53.3	2	2	C	Amber/Oren			
6694063	Queen Elizabeth High School	Carmarthenshire	ERW	28.1	3	2	C	Amber/Oren			
6694064	Ysgol Maes y Gwendraeth	Carmarthenshire	ERW	28.2	3	2	B	Yellow/Melyn			
6694065	Ysgol Bro Dinefwr	Carmarthenshire	ERW	54.6	1	1	A	Green/Gwyrdd			
6694512	Dyffryn Taf	Carmarthenshire	ERW	34.9	2	2	B	Yellow/Melyn			
6694600	St John Lloyd Catholic Comprehensive School	Carmarthenshire	ERW	54.7	1	1	A	Green/Gwyrdd			
6704031	Cefn Hengoed	Swansea	ERW	46.7	1	1	A	Green/Gwyrdd			
6704032	Olchfa School	Swansea	ERW	69.0	1	1	A	Green/Gwyrdd			
6704033	Morrison Comprehensive	Swansea	ERW	31.0	3	2	B	Yellow/Melyn			
6704043	Pentrefhafod School	Swansea	ERW	28.2	3	2	B	Yellow/Melyn			
6704044	Bishop Gore School	Swansea	ERW	42.1	1	1	A	Green/Gwyrdd			
6704062	Penyrheol Comprehensive School	Swansea	ERW	33.7	1	1	B	Yellow/Melyn			
6704063	Gowerton Comprehensive School	Swansea	ERW	35.5	1	1	A	Green/Gwyrdd			
6704069	Bishopston Comprehensive	Swansea	ERW	61.3	1	1	A	Green/Gwyrdd			
6704072	Pontarddulais Comprehensive School	Swansea	ERW	46.4	1	1	A	Green/Gwyrdd			
6704074	Ysgol Gyfun Gwyr	Swansea	ERW	47.4	1	1	A	Green/Gwyrdd			
6704075	Birchgrove	Swansea	ERW	26.0	3	3	C	Amber/Oren			
6704076	Dylan Thomas Community School	Swansea	ERW	28.5	3	2	B	Yellow/Melyn			
6704078	Ysgol Gyfun Gymraeg Bryn Tawe	Swansea	ERW	35.5	1	1	A	Green/Gwyrdd			
6704600	Bishop Vaughan School	Swansea	ERW	33.6	2	2	B	Amber/Oren			LA override
6714047	Cymer Afan Comprehensive School	Neath Port Talbot	ERW	41.2	1	1	B	Yellow/Melyn			
6714052	Glan Afan Comprehensive School	Neath Port Talbot	ERW	30.4	3	2					Closed 31/08/2016
6714056	Sandfields Comprehensive School	Neath Port Talbot	ERW	26.7	3	2					Closed 31/08/2016
6714059	Dyffryn School	Neath Port Talbot	ERW	40.5	1	1	B	Yellow/Melyn			
6714060	Ysgol Gyfun Ystalyfera	Neath Port Talbot	ERW	43.9	1	1	A	Green/Gwyrdd			
6714064	Cefn Saeson Comprehensive School	Neath Port Talbot	ERW	51.6	1	1	A	Green/Gwyrdd			

L2 incl. E/W & M eFSM
performance minimum
standard- all schools /
Perfformiad safon
lleiafswm L2 gg C/S a M
eFSM

32.0

Secondary schools / Ysgolion uwchradd

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School code/ Cod ysgol	School name/ Enw ysgol	Local authority/ Awdurdod lleol	Consortium/ Consortiwm	% eFSM achieving L2 incl. E/W & M (latest weighted 3-year average) % eFSM yn cyflawni L2 gg C/S a M (cyfartaledd 3-blynedd diweddaraf wedi'i bwysoli)	Step One: Standards Group after eFSM minimum standard / Cam Un: Grŵp Safonau ar ôl safon lleiafswm eFSM	Step One: Standards Group before eFSM minimum standard / Cam Un: Grŵp Safonau cyn safon lleiafswm eFSM	Step Two: Improvement Capacity/ Cam Dau: Capasiti Gwella	Step Three: Support Category/ Cam Tri: Categori Cymorth	Step Three check/ Gwirio Cam Tri	Confirmatio n of exception/ Cadarnhau eithriad	Notes/ Nodiadau
6714065	Cwmtawe Community School	Neath Port Talbot	ERW	38.4	1	1 A		Green/Gwyrdd			
6714066	Llangatwg Community School	Neath Port Talbot	ERW	45.0	2	2 A		Green/Gwyrdd			
6714067	Dwr Y Felin Comprehensive School	Neath Port Talbot	ERW	36.5	2	2 A		Green/Gwyrdd			
6714068	Cwrt Sart Community Comprehensive School	Neath Port Talbot	ERW	28.6	3	2					
6714601	St Joseph's RC School and 6th Form Centre	Neath Port Talbot	ERW	38.9	1	1 A		Green/Gwyrdd			Closed 31/08/2016



ERW JOINT COMMITTEE 20 FEBRUARY 2017

BUSINESS PLAN

Purpose: Presentation of the Business Plan and new monitoring model

RECOMMENDATIONS / KEY DECISIONS REQUIRED:

None

REASONS:

General Update

Report Author: Betsan O'Connor	Designation: Managing Director	Tel No. 01267245638 E. Mail: Betsan.oconnor@erw.org.uk
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**EXECUTIVE SUMMARY
ERW JOINT COMMITTEE
20 FEBRUARY 2017**

BUSINESS PLAN

BRIEF SUMMARY OF PURPOSE OF REPORT

The ERW Business Plan 2017-2020 has been finalised in terms of content, is currently being translated into Welsh, and will then be sent off for typesetting and design work.

The final date for editing of Level 3 Business Plans has been set as the 10th of February, after which Osian Evans, Executive Officer will begin uploading Business Plan Actions onto our Intranet so the new Monitoring and Accountability System can be put in place ready for the 2017-18 financial year.

The new model of the Business Plan is more streamlined than previous versions, and has been strengthened in accordance with Estyn recommendations and our own improvement objectives. The aim with this model is to create a structure that is easier to update and allows for tighter monitoring of actions.

Attached as a paper is a brief presentation created by the Managing Director that outline some of the main changes to our Business Plan this year. The finalised content version of the Business Plan is also attached.

DETAILED REPORT ATTACHED?	YES
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IMPLICATIONS

Finance YES	Risk Management Issues YES
<p>1. Finance The Business Plan demands the incorporation of a Value for Money assessment from all Level 3 and Level 2 plan holders</p>	
<p>2. Risk Management The Business Plan Actions represent scope for risk with the potential for actions being off target or behind schedule – although the newly developed monitoring system is better equipped to deal with preventing and minimising these issues.</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
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Business Plan

(Business planning arrangements)

2017 – 2020

(This document is final, but pending typesetting and presentation process)

This Business Plan outlines all the arrangements for delivering ERW's strategic vision and coordinating the contribution of LAs, schools, strategic partners.

This is a live document and may be amended as required to meet our priorities. Specifically, there will be annual updates; quarterly financial updates; and progress updates against actions.

DRAFT

Contents

Foreword

Introduction

- Vision
- Mission Statement
- Regional and National Priorities

Governance and Business planning framework

- Planning and accountability structure
- Risk Register
- Democratic Accountability and Scrutiny Framework
- Value for Money Framework
- Roles and responsibilities
- Quality calendar
- Self-evaluation precis

Level 1 Priorities and Plan for 2016 – 2019

- Leading learning
- Teaching and learning
- Support for learning
- School Improvement
- Effective Organisation
- LA Responsibilities to ERW

Outcomes

- Targets
- Success criteria

Annex

- Annex 1 – LA Annexes
- Annex 2 – QA Calendar
- Annex 3 – Level 2 Business Plans

Foreword

As a Joint Committee, we fully support the priorities and actions noted in this document. We recognise the contribution of school leaders and teachers across the region in sustaining and improving outcomes for learners.

We recognise that we will have to continue to make difficult decisions regionally and locally in order to implement some of the high aspirations. Following our steady but sustainable improvements over the last three years, we feel that we have a strong, motivated and dextrous team across the region ready to empower learners to achieve the best they can.

We know that our best performing schools are continuing to improve. As we work to strengthen the resilience of all schools and the capacity for self-improvement within schools, we are building a self-improving system and creating the climate for further collaboration and cooperation between schools.

We are committed to ongoing improvement, responding to recommendations from Estyn and the WAO. We know that we must continue to improve between and in- school and LA variation, enhance digital competence and deliver a consistently a bespoke high quality menu of support to schools.

We will support leadership at all levels within schools and develop further expertise and capacity where and when it is required. As a region, we will enable and encourage schools to collaborate effectively. In order that school improvement and pupil performance is sustained and improved.

This past year we are proud of the work schools have done together to impact on pupil outcomes and the work we have done jointly with other regions to reduce duplication and share expertise. We are committed to collaboration with other regions.

We are eager to be at the forefront of change. These next three years will be exciting and innovative for education as we implement significant curricular changes and our school staff will need to be dextrous and skilled to respond to the challenges of implementation.

As members of the Joint Committee and representing our respective Local authorities, we the undersigned endorse this plan as a joint statement of intent for the coming three years.

Councillor Ali Thomas, Leader, Chair of Joint Committee	Neath Port Talbot County Borough Council	Electronic signatures
Councillor Ellen ap Gwynn, Leader, Vice Chair of Joint Committee	Ceredigion County Council	Electronic signatures
Councillor Emlyn Dole, Leader	Carmarthenshire County Council	Electronic signatures
Councillor Jamie Adams, Leader	Pembrokeshire County Council	Electronic signatures
Councillor Barry Thomas, Leader	Powys County Council	Electronic signatures
Councillor Rob Stewart, Leader	City and County of Swansea	Electronic signatures

Introduction

This section introduces the region and outlines ERW's vision for improvement. It shares the regional mission statement and explains how it will enhance and develop the National Model of School Improvement, deliver Welsh Government's priorities in Qualified for Life:

We are committed to work with colleagues in other regions and support the principle of a self-improving system for Wales.

The ERW Business Planning arrangements are at three levels and this document is the level 1 plan (see page 16). This document should be considered with all relevant level 2 and 3 plans and the 6 LA annexes.

DRAFT

The ERW strategy sets the following expectations and priority outcomes:

- 1. Improve the quality of leadership and its impact on outcomes;**
- 2. Improve the quality of teaching and learning experiences and its impact on outcomes**
- 3. Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential**
- 4. Deliver high quality and bespoke support, challenge and intervention to schools**
- 5. To maintain an effective and efficient organisation to support the core business of ERW.**

The ERW Strategy also sets out ERW's mission to:

“Build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners”

through ensuring effective performance in all schools across the region

<https://hwbwave15.sharepoint.com/sites/ERW/Central%20Team/Forms/AllItems.aspx?id=%2Fsites%2FERW%2FCentral%20Team%2FBusiness%20Plan%20and%20Strategies%2FStrategies>

Developing and delivering the National Model of School Improvement in ERW

The region is committed to working within the co-constructed National Model, and to respond to the most recent amendments.

Our collaboration locally within education services across six local authorities over the last five years has led to significant improvements in our way of working and is having significant positive impact. The region wants to further maximise our collaborative advantage in order to make the best use of our resources to influence learner outcomes. This year we will review opportunities to better use our resources beyond school improvement. We also want to continue to play a national role with other regions to deliver nationally.

Strengthening our governance arrangements and challenging each other at local authority level have been key characteristics of our work during the last few years. This robust discussion means that we have come to a consensus on the future goals and arrangements. All stakeholders, specifically LAs, are aware of what their contribution has to be to show continued improvements regionally.

An improved digital infrastructure within which to work has made our work increasingly efficient. The detailed use of data and its analysis is enabling us to better target and impact on outcomes. Our evidence clearly demonstrates

the impact of multi-agency working on attendance and outcomes in all key stages and post-16. This is clearly articulated in our regional strategy. We will this year strengthen the infrastructure regionally to share information more easily so that our analysis of the bespoke needs of schools are better captured and planned for. This will enable us to drive better collaboration between schools and to enable schools to undertake some functions that traditionally would have been centrally led and delivered. Using Welsh Government's "Hwb" infrastructure to enable schools to better engage with us is part of our strategy.

However, despite having regional KS4 outcomes above the Welsh average for over five years, we recognise that the pace of improvement on the most significant indicators at all key stages is not consistent across the region and therefore not good enough. The support and intervention we have been able to give each other within and across local authorities has enabled us as a region to have no LA in follow up. This way of working is having a very positive effect with significant improvements made.

Our own self-evaluation tells us that we have become more rigorous and robust in the implementation of the school categorisation system.

The arrangements for our core visits in the Autumn and Spring are clearer and more consistently delivered. Our knowledge of schools is more consistent across the region and as a consequence we are able to provide better quality and better focused support, challenge and intervention earlier in schools that demonstrate underperformance and with greater impact. Schools tell us that the support is better focused and targeted to need. We will also focus on rewarding our best teachers whilst tackling underperformance so that learners get good teaching every day. Supporting teachers will be a key priority for us, using our capacity to give useful tools and resources to teachers, so that they can better focus on learner needs. This is especially important as we tackle the link between poverty and educational attainment, and focus on supporting boys to benefit consistently from a good quality education system and good teaching.

We will continue to work productively with external partners to bring about improvement. We are working well with higher education partners to support improvement in initial teacher training and early support for teachers in their careers. Our partnership with the University of Wales Trinity St David is already overcoming some sectoral boundaries previously hindering effective transition between the student experience and the classroom.

We are dovetailing resources and avoiding unnecessary duplication so that schools get resources that are helpful in a timely way.

Successful actions and initiatives that bring about improvement are shared across Wales and other regions so that further improvement can be sought by sharing and working with others.

Regional Priorities and National Priorities

ERW is confident in tackling identified challenges and building on our strengths. This requires prioritising the most important aspects of our work and targeting the necessary support to both schools and learners in a timely way. Responding proactively to the objectives set out in Qualified for Life 2¹ and the curricular changes ahead in response to Successful Futures will require a significant focus on workforce support and development. The Professional learning and the Furlong recommendations are welcomed. These key drivers of education in Wales currently, reflect well the direction in which ERW has been steered in recent years. As a region we are strengthening existing partnerships with higher education and supporting school staff to rebuild confidence and morale whilst re-skilling for a digital future.

The self-improving system for education will require these strategic partnerships to work together creatively so that the system shapes its own dextrous workforce. We are already working with other regions and ADEW to shape a national narrative and system to help ourselves. Already our workforce research is informing the way we plan to support teachers through the professional learning.

Raising standards of teaching for all will be a key priority for the region. We strive for every teacher to be a good teacher over time, and for pupils to receive good or better teaching every day in every lesson.

“The quality of teaching in a school has a direct impact on the standards that pupils achieve. It is the single most important factor in helping pupils to achieve their potential.”

Estyn Annual Report 2015-16

We therefore need to consistently and with a common approach recognise and reward the increasing excellence by some teachers, as well as tackle underperformance, across our six local authorities. The proportion of adequate or unsatisfactory teaching is increasing at a quicker pace than the proportion of excellent teaching. Estyn also reports that ‘improving teaching’ is one of the most common recommendations in school inspections. In ERW the percentage of schools with this as a recommendation is nearly 10%. This is an important aspect for us to consider, even in good or better schools, where inter department and inter school variation affect the standards of teaching.

We are committed to supporting performance management systems and CPD for teachers and professional learning. Supporting and delivering effective and high quality professional learning to support teachers and school leaders will dovetail with our work on improving teaching. ERW will support teachers to strive for excellence and support teachers with new areas of work and curricular changes. We know that most of our teachers are good, and teach well consistently. We must support all teachers to become consistently good and better. Work on the new teacher standards will enable us.

We are committed to leading a changing climate in education, in light of the new Successful Futures curriculum and as the role of technology in pedagogy becomes increasingly essential. Raising our digital competency across all areas of delivery is key to more efficient and effective working.

¹ <http://gov.wales/docs/dcells/publications/141001-qualified-for-life-en.pdf>

We will work to demonstrate improved use of skills in line with the requirements of the new GCSEs and PISA. We will engage with schools through EIG funded programmes to prioritise and focus our work in the right areas. Supporting the delivery and implementation of the Digital Competence Framework will become a priority as will be upskilling staff. As a region, we need to capitalise on the current infrastructure for digital learning as means of engaging pupils and teachers in learning opportunities. We will work on maximising our use of the technology and skills available to enhance pedagogy and school improvement.

Building our capacity to lead the most effective departments and subject areas will mean additional support where we have identified areas for development. The changes to science for example will lead to a retraining programme in some schools, making sure all staff have the skills for future curriculum delivery.

This year again, we accelerated the pace of improvement for e-fsm learners significantly. Nevertheless, we also recognise the need to improve the attainment of specific groups of learners. For those in receipt of FSM we will support schools to make best and targeted use of the additional resources for these pupils. Other learners living in poverty, including rural poverty need our support.

In addition, we will encourage schools where interventions to reduce the impact of poverty on educational outcome are working well, and capitalise on their experiences to support others.

We also raise standards and tackle risk of underachievement for pupils from ethnic minority backgrounds in particular those learning English (and /or Welsh) as an additional language (EAL). Specialist advice, support, guidance, continuing professional development and training is a pivotal element of this work to make sure that pupils from ethnic minority backgrounds are: fully included and happy in school; attend school regularly; have their language and learning needs appropriately assessed and met; achieve within the National Curriculum (NC) at levels in line with their starting point/fluency in English; and achieve their individual academic potential. This means that we need to make sure that all schools know their pupils well, and support them accordingly.

Our evaluation of successful strategies tells us that differentiation in teaching is variable and that we need to focus on improving this so that all learners perform well. Our More Able and Talented pupils do not consistently gain access to the right support to enable this to flourish. This will be a task for the life of this Business Plan.

Supporting the development of Welsh medium education with appropriate access to bespoke data analysis for core visits and high quality resources at all key stages will be a priority early in the year. This will enable our teachers to have improved access and consistent access to resources they need to support learners.

Our role in fully embedding the LNF across all key stages in welcomed and will be planned in line with the work already underway at a regional level. Securing a good foundation for learners in the Foundation Phase to build the literacy and numeracy skills will be prioritised. We know that our work in this area has impacted on engagement of pupils in learning and raised aspirations.

Annually, towards the end of May, ERW will refresh its self-evaluation report. This takes account of the recommendations from key reviews and the useful feedback from inspection, audit and regulatory bodies as well as the findings of our own quality cycle and data analysis.

Sustained planning and improvement over three years is a goal which we aim to deliver in the second part of the plan. This section outlines the internal and organisational ways that ERW must strengthen accountability,

communication, systems and processes to enable greater efficiency and yield to learner outcomes. Identifying how we deliver value for money in improving learner outcomes is key to a successful partnership with schools and others.

Qualified for Life 2, WG's mission document for the next few years gives us a clear steer to help deliver our vision. This plan commits us to five Improvement Objectives, which will focus our activities on:

- Wellbeing and equity,
- Curriculum and Assessment,
- Pedagogy (teaching),
- Leadership and
- A self-improving system

For each of the 5 objectives, developments have been continuously taking place over recent years. None of the areas are new, but they are being linked as we move forward into a model of improvement which cuts across all tiers, and which will require effective collaboration across all three tiers – Welsh Government, local and regional services and at school level.

In particular, ERW is keen to make greater contribution to the work on equity and wellbeing and securing pupils preparedness and readiness to learn. Building every teacher's capacity and resilience of responding consistently to the needs of all learners will be a challenge for the region, especially as we need to maintain and enhance the standards across the region.

Regionally, our arrangements for moderating and standardising teachers' assessments are good and have been shared nationally. Our steps to secure robust support for the workforce in schools as they manage significant change is moving ahead. Within this context, we will balance this with reducing teacher workload and bureaucracy. A clear plan of action on workload and work/life balance of teachers is planned.

ERW notes in this document how we will support and engage in the implementation of key government policies. We want to support our regional workforce, to regain confidence in teaching as a profession through effective support and challenge; we want to build leadership capacity from the inside out and work together to capitalise on the region's strengths to share this together; we seek a rich curriculum with valued outcomes for all. This picture will change, as we await the implications, we are committed to change for improvement.

By 2021, all schools in Wales will be planning and delivering a curriculum defined as including all of the learning experiences and assessment activities focussed on creating

- ambitious, capable learners who are ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

This vision is echoed by UNESCO in 2004 and these educational and social values are already adhered to in most developed countries. In order to achieve this goal, we will have a teaching profession working to a set of professional standards which develops evidence based outstanding pedagogy through professional learning, innovation, leadership and collaboration. Schools will be vibrant learning organisations working

together within and influencing a self-improving system to the benefit of all. Educational inequities will be addressed and reduced within and between schools. Learners will benefit from an all age learning continuum. We will need to focus on how we teach and not just the what. Finally, all schools will be moving towards being engaged in a Successful Futures network

Successful Futures means...

Moving from a curriculum that is...	To a curriculum that is...	Realised by professionals who...
Dominated by content with unclear sense of purpose	Driven by the four purposes and outcomes for learners	Have the competence, freedom and confidence to decide what and how learners learn
Layered with competing skills frameworks	Focused on skills	Know and understand well the requirements of a literate, numerate and digitally competent workforce
Imposed on schools from outside	Determined at school level	Lead change and improvement at every level of school life
Assessment undermined by accountability processes	Assessed for and as learning	Assess progress well, and report on progress with high reliability
Reported as levels and numbers	Reported as individual progress against skills and purposes	
Unable to supply teachers and head teachers with the necessary professional learning opportunities	Supplying ongoing, high quality professional learning to all practitioners.	Have access to high quality professional learning throughout their careers. Are themselves collaborative, innovative, reflective learners
Stifling creativity, and therefore affecting morale and workload	Enterprising and creative, creating teachers who are engaged in design and delivery	Are free to think creatively and innovate in a professional capacity.
Based on a compliance model following fragmented national policies	Cognisant and reflecting "systemness" – (Fullan 2015)	See and understand the vision strategy and synergy of policy translated in leadership and classroom practice.

The ultimate goal here is to positively impact upon the education system in Wales through;

- fostering motivation of teachers and students
- supporting continuous improvement through evidence based professional learning
- developing the architectural structures for a self-improving school system

Our internal organisational improvement priorities are focused on consistency, communication and securing value for money whilst raising standards for learners. This year we will focus on using our increased capacity for communications and marketing to make sure that our messages of support, improvement and strategy are focused and consistently clear.

The collaborative climate re-emphasised in the Future Generation Act supports ERW's approach to strong partnerships. Our governance and delivery model is about strengthening partnerships. Genuine co-operation from Welsh Government will enable us to be more effective in delivering key priorities.

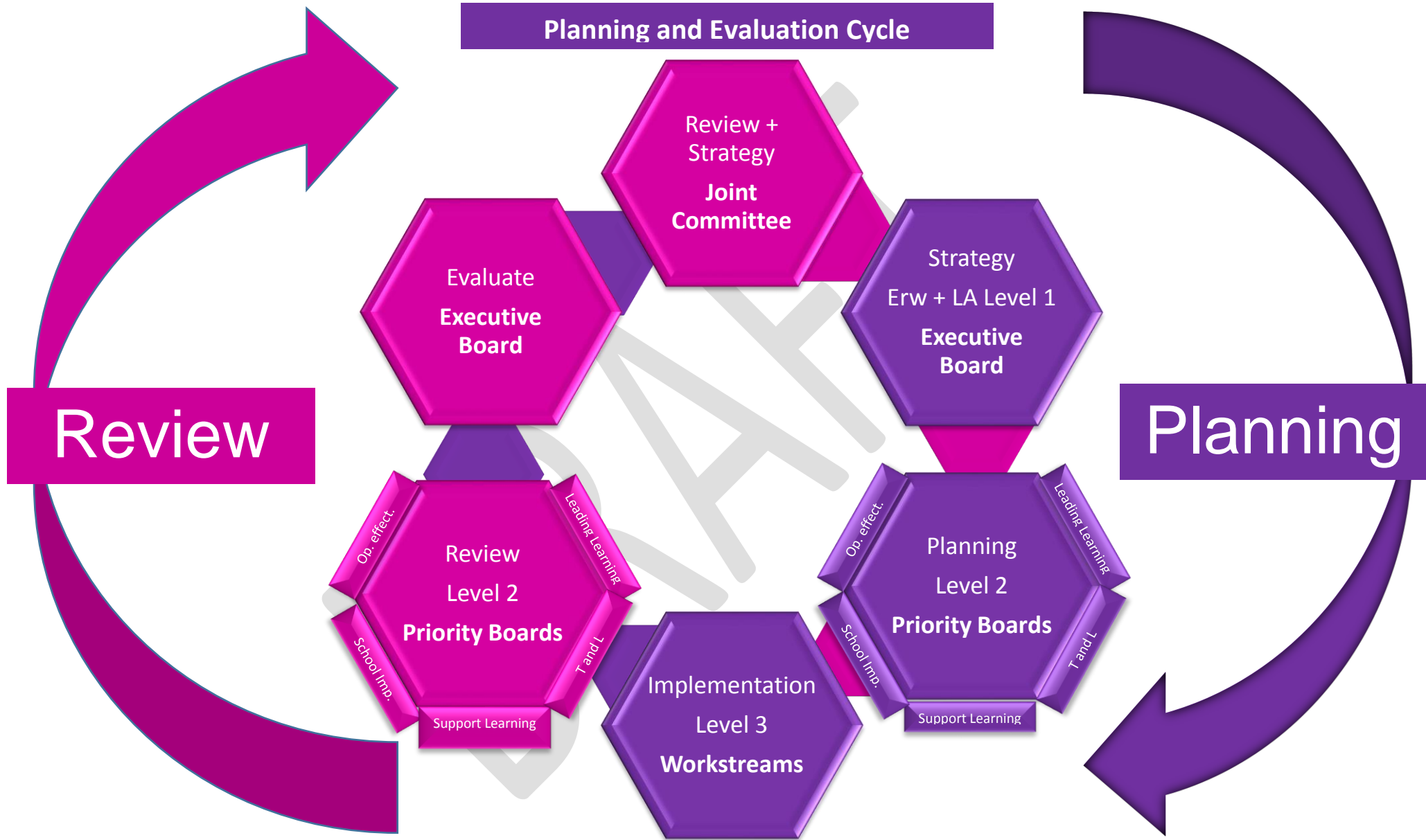
We have worked well with other regions to tackle difficult issues. It is envisaged that we can further work to overcome common challenges.

A separate joint plan is monitored by the MDs as to how we deliver the actions jointly agreed. These include

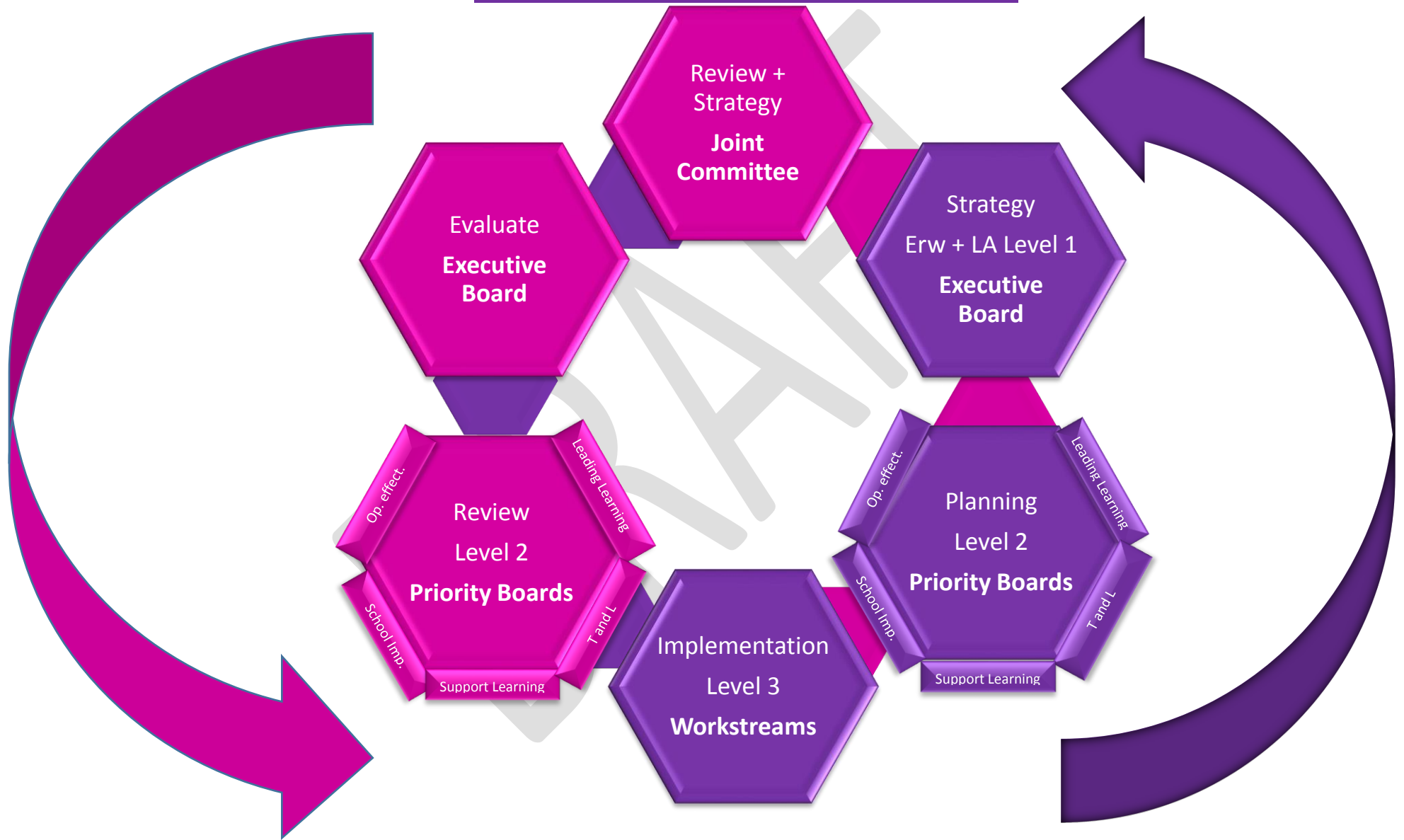
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Governance and Business Planning Framework

This section explains how ERW's governance operates and how the delivery of the Business Plan will be implemented and governed. It also includes the latest update to the region's value for money framework. This section also sets out the accountability arrangements including managing risk and scrutiny.



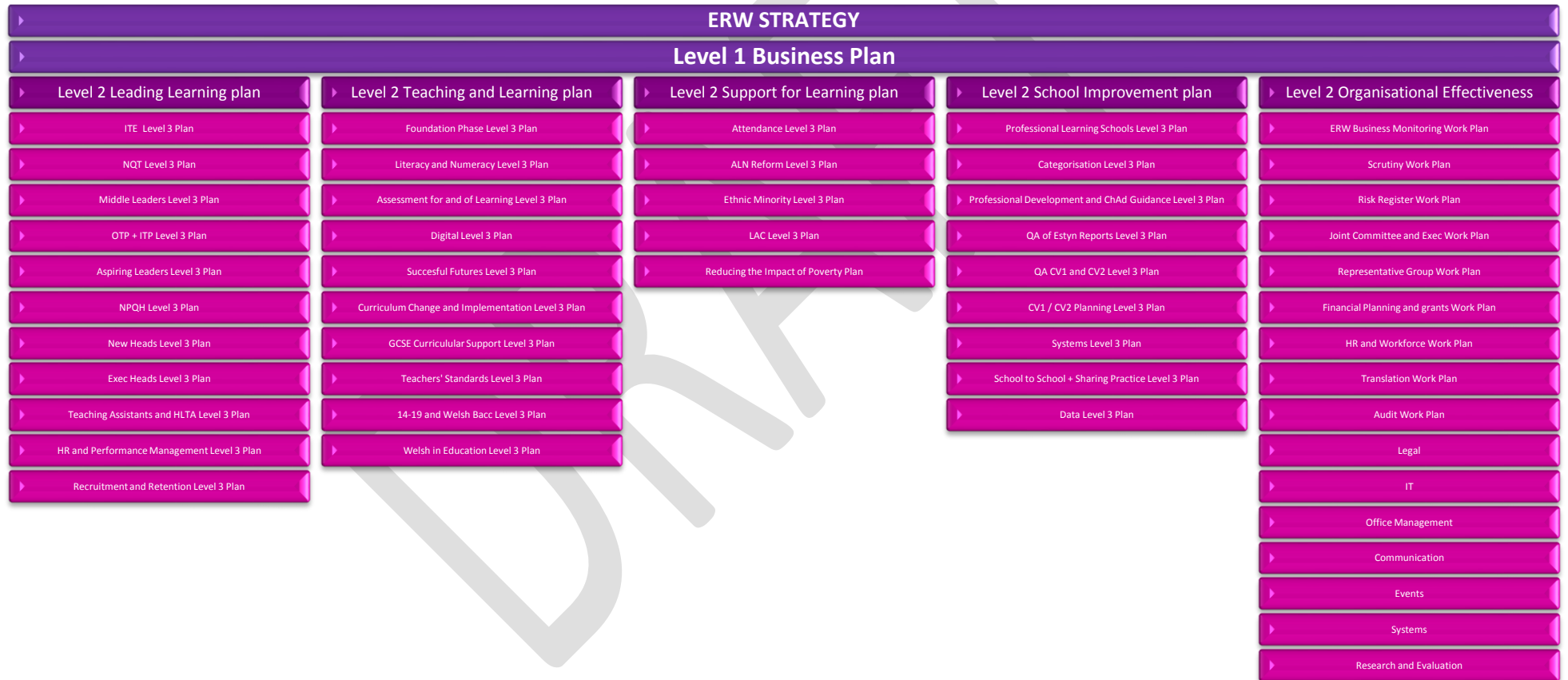
The Accountability Process



ERW's Business Planning Framework and supporting accountability system is illustrated below. There are three levels of planning cascading from the ERW strategy.

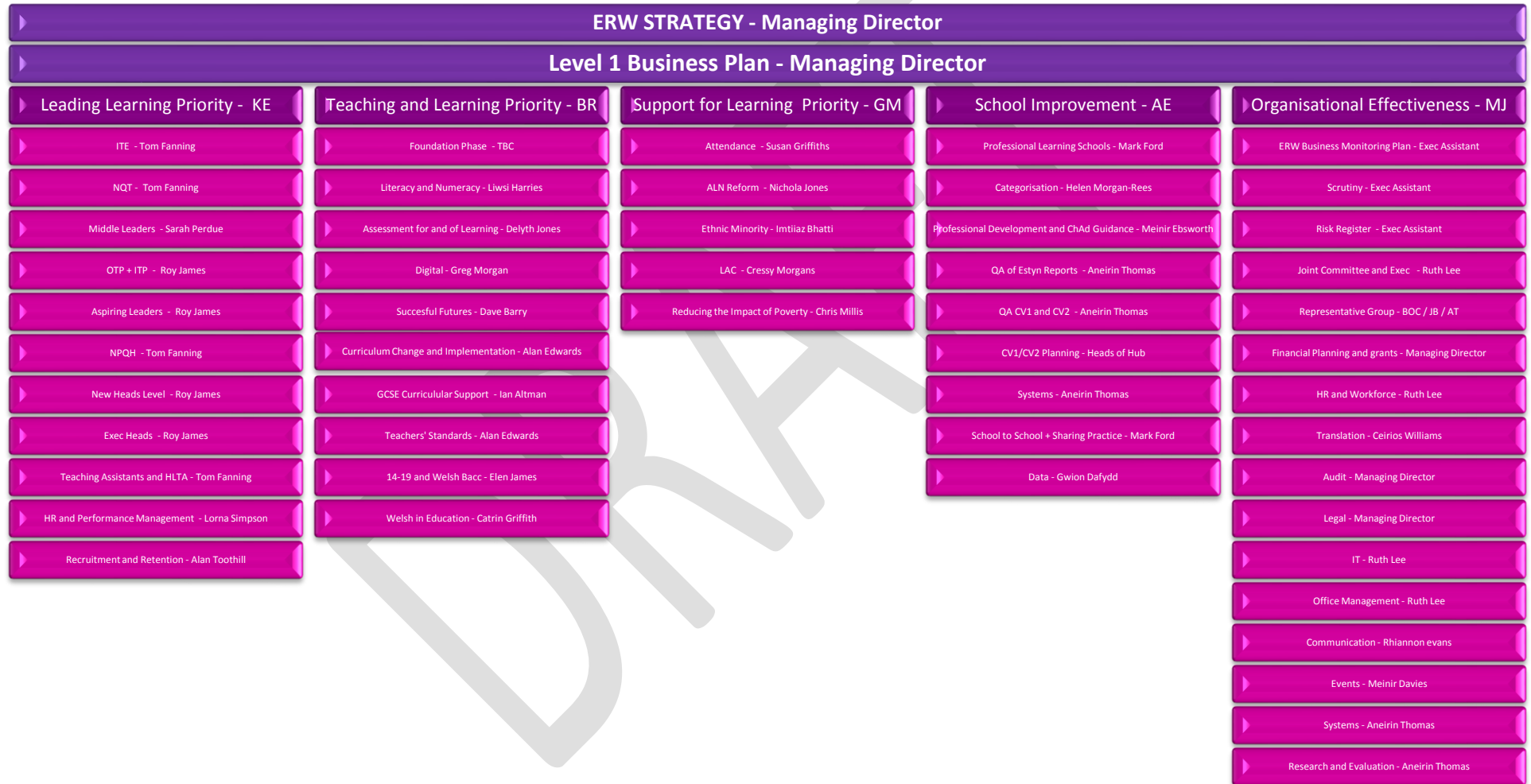
ERW Business Planning Framework.

Level 1, 2 and 3 overview

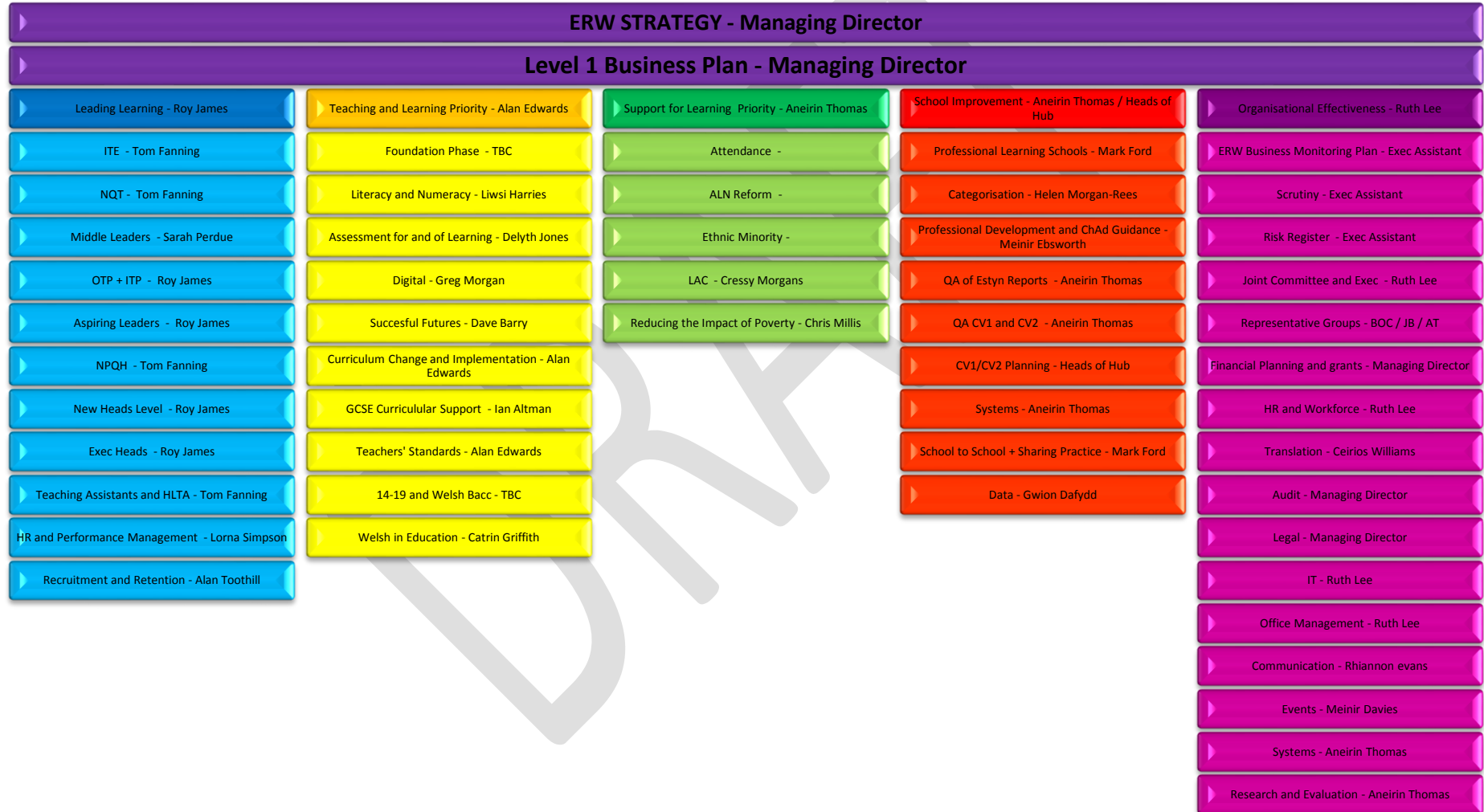


ERW Business Planning Framework.

Executive Responsibilities



ERW Business Planning Framework. Strategic Responsibilities



Accountability

ERW STRATEGY - JOINT COMMITTEE				
Level 1 Business Plan - EXECUTIVE BOARD				
Leading Learning Priority Board	Teaching and Learning Priority Board	Support for Learning Priority Board	Strategy Group	Advisory Board
ITE - Tom Fanning	Foundation Phase - TBC	Attendance - Susan Griffiths	Professional Learning Schools - Mark Ford	ERW Business Monitoring Plan - Exec Assistant
NQT - Tom Fanning	Literacy and Numeracy - Liwsi Harries	ALN Reform - Nichola Jones	Categorisation - Helen Morgan-Rees	Scrutiny - Exec Assistant
Middle Leaders - Sarah Perdue	Assessment for and of Learning - Delyth Jones	Ethnic Minority - Imtiaz Bhatti	Professional Development and ChAd Guidance- Meinir Ebsworth	Risk Register - Exec Assistant
OTP + ITP - Roy James	Digital - Greg Morgan	LAC - Cressy Morgans	QA of Estyn Reports - Aneirin Thomas	Joint Committee and Exec - Ruth Lee
Aspiring Leaders - Roy James	Successful Futures - Dave Barry	Reducing the Impact of Poverty - Chris Millis	QA CV1 and CV2 - Aneirin Thomas	Representative Group - BOC / JB / AT
NPQH - Tom Fanning	Curriculum Change and Implementation - Alan Edwards		CV1/CV2 Planning - Heads of Hub	Financial Planning and grants - Managing Director
New Heads Level - Roy James	GCSE Curricular Support - Ian Altman		Systems - Aneirin Thomas	HR and Workforce - Ruth Lee
Exec Heads - Roy James	Teachers' Standards - Alan Edwards		School to School + Sharing Practice - Mark Ford	Translation - Ceirios Williams
Teaching Assistants and HLTA - Tom Fanning	14-19 and Welsh Bacc - TBC		Data - Gwion Dafydd	Audit - Managing Director
HR and Performance Management - Lorna Simpson	Welsh in Education - Catrin Griffith			Legal - Managing Director
Recruitment and Retention - Alan Toothill				IT - Ruth Lee
				Office Management - Ruth Lee
				Communication - Rhiannon evans
				Events - Meinir Davies
				Systems - Aneirin Thomas
				Research and Evaluation - Aneirin Thomas

Risk Register

ERW's risk register has evolved in line with Internal Audit expectation and feedback from Estyn and the WAO. From April 2015, the register has formed part of the Business Planning framework. It informs the Self Evaluation and annual refresh of the Business Plan

The Managing Director takes responsibility for coordinating and managing the risk register, however, named LAs or individuals will be noted as owners, and will be responsible for mitigating actions in conjunction with ERW's central team. The register is monitored quarterly. Each Hub QA and LA Directors must take responsibility for accuracy and ownership for local risks.

ERW has identified the process of taking action to mitigate risk and managing risks between the LA and the region as a key area to strengthen and to build on the current position. Quarterly updates are made bringing together the risks of the six LAs and ERW to make sure that the processes are effectively working together rather than avoiding or missing issues.

The risk register is a standing agenda item on both Executive Board and Joint Committee.

The format of the register will allow for the following stages to take place in terms of mitigation.

- Terminate
- Tolerate – accept e.g. WG use of grants
- Transfer to 3rd party / LA
- Treat – mitigate, reduce to acceptable level.

The ERW register is split into three sections

1. Corporate risks
2. Operational school improvement risks, by local authority
3. Financial risk

Effective management of the region's risk will enable us to support the organisation's objectives, make effective use of resources and deliver outcomes as intended. Effective planning to mitigate risks will maximise opportunities and protect ERW's reputation and assets.

Democratic Accountability and Scrutiny Framework

The cross region forward work programme has enabled the region to build on the most effective scrutiny practices across the six LAs. From April 2015, a structured framework has been established to strengthen arrangements.

In ERW's organisational design all roads lead to local democratic accountability and scrutiny. All work streams and activity both locally and regionally are led by the Joint Committee and are accountable locally. We think this is critically important because the resources and statutory duties currently lie with the LA.

An annual **Regional Forward Work Programme** for scrutiny is in place and embedded. This includes pupil performance data as early as possible; progress of ERW Business Plan priorities; ERW governance & categorisation. The regional FWP is coordinated centrally, and overseen by the Managing Director and a group of scrutiny officers from the six LAs. It has been agreed by the Joint Committee, Executive Board and Scrutiny officers to work towards a common strategy, plan and approach whilst working within local arrangements and schedules.

The Regional Forward Work programme will:

- provide elected members with the required oversight and scrutiny locally;
- secure the effective coordination of regional work
- make sure that the local statutory responsibility for school improvement, and the work of locally employed officers is overseen locally;
- not add to the bureaucratic burden and the work of both officers and members, and minimise the risk of duplicating roles;
- enhance all members' information on the region's work;
- allow high quality challenge and focused accountability of the region's work and
- build on best practice

A **twice yearly seminar for Chairs and Vice Chairs** is also in place and has a clear role and function. The work is coordinated by City and County of Swansea. The **Scrutiny Councillor Group** write a letter to the chair of the Joint Committee after every meeting.

The work programme for 2017 – 2020 aims to:

- build on existing effective practice across the six authorities;
- support members by providing high quality, accurate and consistent information on school performance as well as ERW's performance;
- enable members to be fully informed and therefore be in a better position to challenge and question the region's performance as well as focusing on their individual authority;
- provide a stable foundation on which to evolve an increasingly common approach across the region;
- sharing best practice – calling schools to scrutiny where necessary; targeted investigations on key issues.
- Shared area on ERW Intranet to share practice and resources. Specifically, investigations which have cross LA impact will be shared.

Additional engagement of elected members:

- We will also provide a seminar to all elected members in the region annually on ERW's work, highlighting the context in each Local Authority;
- Develop an information pack for elected members;
- Engage portfolio holders in Hub QA.

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Value for Money Framework

Following establishing a draft framework against which to measure value for money during 2014-15. ERW has reviewed working arrangements and sought to value the efficiencies made as well as judge the impact on outcomes over all. The framework has been enhanced, with additional fields and further information.

This year we will enhance the work further and include a work plan for value for money. We have selected five areas of focus. Each level 2 and 3 plan will include a judgement on Value for Money.

The evaluation of a range of information and evidence enables us to come to a judgement on the effectiveness and value for money provided by ERW. This means that we need to assess whether or not we have obtained maximum benefit from the goods and services both acquired and provided within the resources available. In addition, we need to judge whether strategies and interventions have been more successful than if implemented differently.

There are a range of aspects contributing to the judgement. The framework has seven aspects contributing to the judgement. Economy, efficiency, added value, collaborative advantage, effectiveness, sustainability and quality.

Economy – minimising the resources used

Efficiency – relationship between output from services and the resources used to produce them

Effectiveness – relationship between outcomes and impact

Sustainability – including succession planning and professional development and capacity building

Collaborative advantage – making the most effective use of each other's combined capacity

Added value - Gaining more than the optimum expectation.

Quality -Securing better quality and a focus on improvement.

All Value for money reports are reported within the ERW governance structure and inform the self-evaluation, risk register and financial planning.

During 2017-2018 ERW will look at the following 5 items:

- The impact of increased digital working on travel and subsistence and stationery
- Comparisons with other regions.
- Workforce planning.
- The collaborative advantage of regional working to support vulnerable learners
- The impact of collaboration on school outcomes

LA Roles and Responsibilities

The implementations of ERW's work streams for the next three years requires each Local Authority to maintain its commitment to ERW of securing a full complement² of Challenge Advisers who meet the required National Standards and adhere to ERW's Code of Conduct.

In order to deliver the priorities, set out in its Business Plan and Strategy, ERW and the constituent six local authorities have established a small number of working groups to support delivery.

The aim is to illustrate how this structure supports the effective delivery and accountability of the region's work and supports the dual accountability of each individual to the Local Authority Director and the Managing Director. Responsibilities set out here should be reflected in the performance management and appraisal systems of each employing Local Authority.

LA Directors should

- make sure that those representing authorities are the right individuals and fully contribute to the work of the group;
- utilise internal performance management arrangements to hold staff to account for regional roles and responsibilities;
- make sure the full complement of Challenge Advisers is provided to ERW.

ERW Quality Assurance Calendar 2015 – 2017

To develop and implement consistent quality assurance processes and improvement arrangements across the region, whilst securing consistent quality of service delivery to schools as set out in Ladder of Support and ERW Business Plan.

The purpose of the ERW Quality Calendar is:

- to safeguard and raise the academic standards of pupils in all schools across ERW;
- to assure the quality of the support opportunities that ERW offers to schools;
- to promote continuous and systematic improvement across ERW;
- to ensure that information provided by ERW is accurate and of a high quality to inform self-evaluation and on-going improvement;

See Annex for the full Quality Assurance Calendar

Self-evaluation Precis

Main strengths and areas for improvement.

For further details, see Self-Evaluation Report. This section includes a precis of the main issues.

Precis

Outcomes continue to improve at a faster pace than the Wales average, specifically the outcomes for efsm learners. At KS4 standards in ERW are better than the national average and when set in context.

Schools receive consistently high levels of challenge. However, further work is required to make sure that all support brokered and provided for schools is fully recognised and makes significant impact. This is especially true in schools where progress is slow.

Overall, across the scope of the region's work, strengths clearly outweigh areas for improvement. The good self-knowledge of the organisation and its track record of responsive and quick systems and infrastructure improvement, lead to the prospects for further improvement being good.

Performance

Strengths

- **KS4 – L2+** has been the highest in Wales for the past 3 years and is above the expected outcome contextually **with accelerated improvement over the past 2 years including eFSM.**
- **KS4 – L2** Highest in Wales for the past three years with a steady improving profile.
- Good performance overall on **higher outcomes** across all key stages
- **Attendance** – 2014 saw the largest increase since records began in the primary and secondary sectors, with attendance at 94.9% and 93.7% respectively (secondary now at 94.0% in 2015) Attendance of eFSM pupils is also stronger in ERW than nationally.

Areas Requiring Further Improvement

- **Continue to reduce variation between the performance of targeted groups of learners whilst continuing to improve overall performance; (boys, efsm).** Regional strategies have been successful in bringing about improvement in these areas, this work now needs to be shared more explicitly and systematically. The most effective schools are sharing their work, but ERW can do more to make sure that the schools requiring improvement are directed towards these schools. Targeted focused interventions led by the region have worked well, however, increasingly directed monitoring of specific schools is necessary to make sure that leaders are maintaining agreed strategies.
- **Accelerate the pace at which standards are raised and improve attitudes to learning at KS4 in rural schools.** The region has initiated greater leadership development capacity across the region and specifically to the three rural authorities. It is too early to measure the impact. In addition, the region has commissioned research to identify the actual challenges to these schools to help identify further solutions. Strategic interventions at Senior officer levels in most LAs are contributing to the work to tackle this area of work. In addition, a national recruitment and retention campaign to respond to the difficulty in recruiting to leadership role is under way.

Services

Strengths

- ERW knows well the strengths and weaknesses of its schools and takes care to provide support which meets the needs of schools whilst also maintaining professional dialogue with school leaders. Core visits are the mainstay of this work and are appropriately challenging.
- Thorough and systematic analysis of data enables the region to identify the appropriate differentiated support to be offered regionally, locally or at an individual school level.
- Challenge to schools in need of change is good and consistent.
- The region is pro-active, and foresees changes to curriculum and practice and provides support accordingly. Future planning for workforce needs is good and innovative. Similarly, the region is responsive to school requests and external feedback which ensure the support offered is fit for purpose and current.

- ERW is creating the appropriate conditions for a resilient self-improving system by investing in schools, building leadership capacity and enabling schools to develop support between themselves. Embedding the principles of school led system in all its core work.

Areas Requiring Further Improvement

- **A relentless focus on building leadership capacity.** The region has to build resilience in school leadership for the near future and medium to long term. School improvement strategies, whether externally driven or as part of a move towards a self-improving system have to be based on highly effective leadership teams in schools. The region is well placed to continue to give professional learning and leadership development the necessary priority. The role of pioneer schools in leading this work regionally and nationally will become increasingly important.
- A **very** few schools' capacity to self-improve with support is not recognised quickly enough. As a result, the impact of support and intervention takes longer to impact on outcomes for learners. A review of the most successful strategies has led to a changing approach in a few schools, this is mostly led to increased roles for successful head teachers to help coach through and build capacity as well as establish relevant systems and structures.
- The rate of progress within a few secondary schools within the region is too slow. Individualised interventions are in place, at LA and ERW level, and working well and building a track record of improvement in the majority of settings. **Nevertheless, there are a very few schools causing significant concern.** Strategies plans to guide the balance of intervention between LA and region have been established with a clear mandate and sign up from elected members and Chief Execs to bring about improvement. On rare occasions, a strong formative assessment of school needs is not followed up quickly or rigorously enough.
- Provide more effective feedback on the quality of schools' self-evaluation processes and strategic planning. Most challenge advisers are addressing this well through monitoring visits. However, the rigour of feedback is inconsistent. As expectations are raised, a clear focus on the relevance and implementation of plans is key. In a self-improving system, the increased need to make the right judgement and give correct advice on important school improvement systems are increasingly important.
- **Make sure that the improvements and changes in focus in support for school improvement for governors are widely understood and continue to be relevant.** ERW's support and role in facilitating the strengthening of governors to and school improvement is adequate but the current work underway will build capacity in governing bodies sustainably and to focus activities on statutory responsibility and pupil performance.

Leadership

Strengths

- Distributive leadership and joint ownership of regional vision and outcomes across six local authorities from elected members to operational staff, and a direct consequential impact on activities, financial planning and pupil performance;

- Relevant and purposeful regional strategic planning encompassing useful alignment of national priorities and pressures and local democratic accountability – and an impact directly on outcomes and actions achieved;
- Mainstreaming and strategic planning, decision making and financial arrangements to support climate of change leading to self-improving system;
- A well informed focused culture of continuous self-improvement and a responsive approach to evaluating and improving services to schools.

Areas Requiring Further Improvement

- **Continue to plan strategically to meet the recruitment challenges, especially in school leadership.** A plan for 2016-17 to work nationally to tackle the recruitment and retention problems facing the region. the support of HE and other regions. Maturing partnerships with a wide range of stakeholders are well placed to support this work.
- **Make greater use of research to monitor the impact of strategies on outcomes and to better understand the context of the region, and to use the strategies to influence WG priorities.** Evaluation and reviewing impact of strategies used by the region is a priority as differentiation of impact is emerging as a shortcoming. As well as evaluating its own work more robustly, ERW has commissioned key areas of research externally. In addition, systematic ways of sharing and evaluating impact between schools will better inform the self-improving system strategy of the region.
- **Continue to ensure that value for money is maintained by having very few schools or provisions in need of significant support and increase the proportion of schools that best fit A and B type characteristics for leadership and quality of teaching (using the national categorisation system).** Enabling schools and school improvement professionals to continue to learn and develop the necessary skills to lead improvement are key to overcoming key hurdles to improvement. This is especially acute in a minority of our secondary schools where improvement is not good enough. This work is ongoing but its impact is not measurable as yet.
- Improve strategic planning, especially the link between the LA plans and those of the region. This is largely met through new Business Planning arrangements.
- **Further improvements in Communication systems and the analysis of communications.** Despite a clear step change and improved arrangements, further improvements are necessary. Refining the use of the sophisticated feedback on our communications needs further analysis and work so that we reduce furthermore the issues and missed opportunities related to communications.
- **Build on the increasing track record of working strategically with other regions.** Already a joint plan is in place, and is reviewed regularly by MDs. Our collective work has the potential to better inform and influence national policy.
- **Strengthen and make permanent the capacity of the Central Team.** The embedding and stabilising of the Central Team is necessary to guide the further improvements across the region.

Priorities

This section outlines ERW's priorities for school improvement and improving learner outcomes. It provides oversight of the previous year and set targets for the next two years... The region's priorities are grouped into 5 strategic themes:

ERW will:

1. improve the quality of **leadership** and its impact on outcomes;
2. improve the quality of **teaching and learning experiences** and its impact on outcomes
3. reduce the impact of poverty on attainment, support vulnerable learners and **ensure all learners reach their potential**
4. deliver **high quality and bespoke support**, challenge and intervention to schools
5. To maintain an **effective and efficient organisation** to support the core business of ERW.

Business Plan (Level 1) 2017-18

Managing Director: Betsan O'Connor

Your Evaluation of the Service Position and the end of 2016-17

Good

What arrangements are in place to enable you to conduct a self-evaluation?

The ERW quality calendar informs the annual self-evaluation report (next due May 2017)

Performance Against Objectives for Last year

No.	2015-16 Objective	Status
1	improve the quality of leadership	Fully Acheived
2	improve the quality of teaching and learning	Fully Acheived
3	Support for learning	Partially Achieved
4	reduce the impact of poverty on attainment,	Partially Achieved

Achievements

- Level 2+ 64%
- Estyn judged Good for school improvement and leadership

Issues			
Issue Ref	Description	Action Taken	Issue Result
Issue 1	Capacity	Changes to Legal Agreement	Remains an Issue
Issue 2	Compliance	Clear guidance	Remains an Issue

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Business Plan Objective 1

Business Plan Objective	improve the quality of leadership and its impact on outcomes		
Measures of Success	See success criteria at Level 3 plans		
Responsible Officer	ROY James – Head of Leadership		
Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	
<ul style="list-style-type: none"> ✓ Prioritise high quality, effective professional learning opportunities for school leaders, teachers and support staff ✓ Build the capacity to develop a mentoring and coaching programme for leaders to develop the skills that are necessary to support each other to bring about a change in practice ✓ Build the skills and resilience within schools to become self-improving 	Roy James		

Wellbeing of Future generations (Wales) Act 2015:

From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.

Please indicate which of the Well-being Goals this objective will help achieve.	<input checked="" type="checkbox"/>	A prosperous Wales	<input type="checkbox"/>	A Wales of cohesive communities
	<input checked="" type="checkbox"/>	A resilient Wales	<input checked="" type="checkbox"/>	A Wales of vibrant and thriving Welsh Language
	<input type="checkbox"/>	A healthier Wales	<input checked="" type="checkbox"/>	A globally responsible Wales
	<input checked="" type="checkbox"/>	A more equal Wales		
Sustainable Development Principle – The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.				
Long term: How will this meet Long Term needs	Building skills and resilience in workforce			
Prevention of problems occurring	Ensuring skills and capacity are in the workforce			
Integration: The impact on other wellbeing goals or objectives.				
Collaboration helping to meet objectives	Engagement with 6 LAs and other 3 regions			
Involvement: Engagement				
Further information and the essentials guide can be found at http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en				

Business Plan Objective 2			
	Business Plan Objective	improve the quality of teaching and learning experiences and its impact on outcomes	
	Measures of Success	See success criteria at Level 3 plans	
	Responsible Officer	Alan Edwards , Head of Teaching and Learning	
	Start Date	April 2017	End Date March 2018
Action Description	Responsible Officer	Target Date	Finance Source
<ul style="list-style-type: none"> ✓ lead strategies to develop literacy, numeracy, digital and the wider skills of learners ✓ improve the quality and consistency of teaching, 	Alan Edwards		
Wellbeing of Future generations (Wales) Act 2015:			
<p>From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.</p>			
Please indicate which of the Well-being Goals this objective will help achieve .	<input checked="" type="checkbox"/>	A prosperous Wales	<input type="checkbox"/> A Wales of cohesive communities
	<input checked="" type="checkbox"/>	A resilient Wales	<input checked="" type="checkbox"/> A Wales of vibrant and thriving Welsh Language
	<input checked="" type="checkbox"/>	A healthier Wales	<input checked="" type="checkbox"/> A globally responsible Wales
	<input checked="" type="checkbox"/>	A more equal Wales	

Sustainable Development Principle –

The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.

Long term: How will this meet Long Term needs	Engaging young people in learning opportunities
Prevention of problems occurring	Resilience in teachers and improved consistency in teaching
Integration: The impact on other wellbeing goals or objectives.	
Collaboration helping to meet objectives	Collaboration and sharing between regions.
Involvement: Engagement	

Further information and the essentials guide can be found at

<http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en>

Business Plan Objective 3

Business Plan Objective	reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential		
Measures of Success	See success criteria at Level 3 plans		
Responsible Officer	Aneirin Thomas, Head of Support and Performance		
Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	Finance Source
<ul style="list-style-type: none"> ✓ reduce the impact of poverty n attainment and improve outcomes for disadvantaged learners and other vulnerable groups of learners ✓ Enable schools to build capacity and expertise in supporting all learners, but especially those who need additional care, support and guidance. ✓ To make sure that all learners have the conditions within which to succeed 	Aneirin Thomas		

Wellbeing of Future generations (Wales) Act 2015:

From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.

Please indicate which of the Well-being Goals this objective will help achieve.	<input type="checkbox"/>	A prosperous Wales	<input checked="" type="checkbox"/>	A Wales of cohesive communities
	<input type="checkbox"/>	A resilient Wales	<input type="checkbox"/>	A Wales of vibrant and thriving Welsh Language
	<input checked="" type="checkbox"/>	A healthier Wales	<input type="checkbox"/>	A globally responsible Wales
	<input checked="" type="checkbox"/>	A more equal Wales		

Sustainable Development Principle –

The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.

Long term: How will this meet Long Term needs	
Prevention of problems occurring	Reducing the impact off poverty on attainment
Integration : The impact on other wellbeing goals or objectives.	
Collaboration helping to meet objectives	Securing best practice from across Wales to support improvement and strategies
Involvement: Engagement	

Further information and the essentials guide can be found at

<http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en>

Business Plan Objective 4

Business Plan Objective	deliver high quality and bespoke support , challenge and intervention to schools		
Measures of Success	See success criteria at Level 3 plans		
Responsible Officer	Aneirin Thomas, Helen Morgan Rees, Meinir Ebbsworth, Andi Morgan		
Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	Finance Source
<ul style="list-style-type: none"> ✓ Deliver a consistent school improvement service that will focus on improving the standards achieved by all learners through robust and consistent challenge and support ✓ Support schools to utilise resources effectively and to improve provision and capacity and its impact on outcomes ✓ Implement a clear and transparent system to broker differentiated professional support to schools according to need and greatest challenges ✓ broker school led support and intervention programmes at a peer to peer, department to department, school to school support according to the area of need that has been identified within the school 	Aneirin Thomas		

Wellbeing of Future generations (Wales) Act 2015:

From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.

Please indicate which of the Well-being Goals this objective will help achieve.	<input type="checkbox"/>	A prosperous Wales	<input type="checkbox"/>	A Wales of cohesive communities
	<input checked="" type="checkbox"/>	A resilient Wales	<input type="checkbox"/>	A Wales of vibrant and thriving Welsh Language
	<input type="checkbox"/>	A healthier Wales	<input type="checkbox"/>	A globally responsible Wales
	<input type="checkbox"/>	A more equal Wales		

Sustainable Development Principle –

The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.

Long term: How will this meet Long Term needs	
Prevention of problems occurring	Building capacity and skills in ChAd team and in schools.
Integration : The impact on other wellbeing goals or objectives.	
Collaboration helping to meet objectives	Enabling collaboration and sharing between LAs and regions
Involvement: Engagement	

Further information and the essentials guide can be found at <http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en>

Business Plan Objective 5

Business Plan Objective	To maintain an effective and efficient organisation to support the core business of ERW		
Measures of Success	See success criteria at Level 3 plans		
Responsible Officer	Ruth Lee		
Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	Finance Source
<ul style="list-style-type: none"> Support effective planning, financial, risk, communication, administrative and accountability arrangements for ERW evaluate the effectiveness of the interventions and support that is being implemented using a range of information including the use of performance data, lesson observations, book scrutiny, academic research and interviews – so as to influence and inform improvement Securing the necessary capacity, efficiency and effectiveness across the organisation 	Ruth Lee		

Wellbeing of Future generations (Wales) Act 2015:

From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.

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	<input type="checkbox"/>	A healthier Wales	<input type="checkbox"/>	A globally responsible Wales
	<input type="checkbox"/>	A more equal Wales		

Sustainable Development Principle –

The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.

Long term: How will this meet Long Term needs	Effectiveness and Value for Money for the whole organisation
Prevention of problems occurring	
Integration : The impact on other wellbeing goals or objectives.	Securing a happy and efficient workforce.
Collaboration helping to meet objectives	
Involvement: Engagement	

Further information and the essentials guide can be found at <http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en>

OUTCOMES

Expected Outcomes

	Target 2015-16	Achieved 2015-16	Target 2016-17	Achieved 2016-17	Target 2017-18	Achieved 2017-18
Lev2 +	60%	63%	66%		67%	
KS3	82%	86.8%	87%		87%	
KS2	85%	88.3%	88%		88%	
FP	85%	85.9%	86%		86%	
Efsm Lev2+	32%	34.8%	35%		37%	
Leadership group A primary	25%	29%	27%		40%	
Leadership group A secondary	25%	37.5%	40%		45%	

Performance Indicators for 2017 + 2018

2017	TARGETS	2018	TARGETS
Powys	72.2	Powys	73.3
Ceredigion	70.8	Ceredigion	71.9
Pembrokeshire	66.7	Pembrokeshire	67.7
Carmarthenshire	66.4	Carmarthenshire	67.4
Swansea	63.9	Swansea	64.9
NPT	60.9	NPT	61.8
ERW	66.0	ERW	67.0

Success Criteria

This section draws together all the success criteria that ERW expect over the next three years. Each work stream has identified challenging and aspirational questions

- Literacy and Numeracy
- Digital Learning
- Reducing the impact of poverty on attainment (Poverty)
- Professional Learning (and Leadership)
- Self-Improving School System
- Curriculum Support (14-19, FP, GCSE, Welsh Bac, PISA)
- Governor Support
- Welsh in Education
- HR
- MEAG
- Teacher assessment
- Monitoring, support, challenge, intervention (and categorisation) MSCI
- Safeguarding
- Support for Learning
- Schools Causing Concern
- Quality Assurance
- Attendance

Key:

✓ Yes, working well

? Not clear on impact and evidence

✓ Yes, continuing our work

x Further work required

2015 – 2016

- Are learners developing their literacy and numeracy skills at and above expected levels? ✓
- Do ERW schools have the capacity to deliver and drive improvement in literacy and numeracy? ✓
- Is numeracy being as well developed across all subjects as literacy? ✓
- Are schools being provided with the correct and necessary support to help them improve? ✓
- Are we challenging pupil progress sufficiently to ensure all pupils make good or better progress in their literacy and numeracy skills? ✓
- Is our bespoke and central training fit for purpose? ✓

2016 – 2017

- Is the LNF embedded in our schools?
- Are all green and yellow schools engaging in supportive arrangements where they can build their own capacity whilst supporting others?
- Are we strengthening the index of excellence by including specific practice in relation to literacy and numeracy development? ✓
- Are we effectively Quality Assuring the work of subject specialist officers across all LAs? ✓

2017 – 2018

- Are schools well supported by each other for Literacy and Numeracy?
- Have standards in literacy and numeracy accelerated at a quicker pace than in the previous three years and at a faster pace than other regions?
- Are our learners better able to engage with further learning because of improved literacy and numeracy skills?

2018 – 2019

- Are literacy and numeracy strategies well supported by digital learning?
- Do our schools now feel equally confident in literacy and numeracy?
- Have the resources and support provided by or facilitated through ERW gained impact on teacher standards?

What will success look like?

2015 – 2016

- Are learners able to apply their ICT skills successfully in context across the curriculum? ✓
- Are teachers and support staff fully equipped to support learners to develop and use their ICT skills for learning? ✓
- Do ERW schools have the capacity to deliver and drive improvement in ICT for learning?
- Are learners able to keep themselves safe online? ✓
- Are schools being provided with the correct and necessary support to help them improve? ✓
- Are we challenging pupil progress sufficiently to ensure all pupils make a good or better progress in their ICT skills? ✓
- Is our bespoke and central training fit for purpose? ?

2016 – 2017

- Do ERW monitor and support eSafety practices in schools? ✓
- Do ERW schools engage with the 360 degrees Safe Cymru Framework, to ensure pupils, staff, parents and governors are as safe online, as possible? ✓
- Are we strengthening the index of excellence by including specific practice in relation to Digital Competence use and development? ✓
- Are all ERW schools fully aware of the potential afforded by the variety of online tools provided by Hwb? ✓
- Have ERW schools identified individuals to be responsible for Digital Competence and are these colleagues being supported appropriately? ✓
- Are appropriate Level 2 qualifications being supported appropriately across ERW and are standards in L2 qualifications improving over the past 3 years? ✓

2017 – 2018

- Are schools well supported by each other, with school to school networks such as Hwb Centres of Excellence, Digital Pioneer Schools, 360 safe Cymru Schools, subject PLCs, etc, being developed and used to their full potential?
- Are ERW schools continuing to engaging with the National Digital Competence Framework?
- Are ERW schools being supported appropriately in their engagement with the Digital Competence Framework?
- Is the schools' engagement with Hwb having a positive effect on standards across the curriculum?

2018 – 2019

- Is school to school support and challenge developing the Digital Competence of both pupils and staff?
- Are all ERW schools fully engaged with the National Digital Competence Framework?
- Is the challenge provided by ERW in schools engagement with the Digital Framework at an appropriate level?
- Is the schools' engagement with the Digital Competence Framework having a positive effect on standards at all stages of pupil progress?
- Are all members of staff developing the competence and confidence to allow pupils to develop their digital competence?
- Do all ERW schools have robust eSafety procedures in place to ensure all pupils and staff are safeguarded appropriately when working online?

2015 – 2016

- Are pupils on FSM showing accelerated progress to reduce the impact of poverty on attainment? ✓
- Do we have a common Vulnerable Assessment Profile across the region? ✗
- Has good practice in transition at all phases been identified and signposted? Learners make informed choices that raise aspiration in family. ✓
- Do we have a common data toolkit that identifies successful schools in closing the gap? ✓
- To reduce the number of young people who are NEET across the ERW region on leaving Year 11 to 3.5% of cohort ?

2016 – 2017

- Has attainment by 15 year olds eligible for FSM of the level 2 inclusive of E/W and Maths raised to 30% by 2016. ✓
- Do schools take a central role in coordinating and planning early interventions within the community, working with all agencies? ✓
- Do all schools self-evaluate; plan and deliver the appropriate curriculum for all learners. ✓
- To reduce the number of young people who are NEET across the ERW region on leaving Year 11 to 3.3% of cohort. ✓
- Have we improved our knowledge and intervention to support rural poverty? ✓

2017 – 2018

- Do learners from deprived backgrounds benefit from the highest teaching and learning?
- Do successful schools have active and effective leadership and deploy staff appropriately and effectively to tackle poverty.
- To raise attainment by 15 year olds eligible for FSM of the level 2 inclusive of E/W and Maths to 40% by 2016.
- To reduce the number of young people who are NEET across the ERW region on leaving Year 11 to 3.1% of cohort.

2018 – 2019

- Have we supported identified schools (rural) to use effective strategies to improve outcomes?
- Have we made sure that all PDG money is used effectively to gain as much impact as possible?
- Have we used the research on rural poverty to support interventions in schools?
- Have we built the capacity of leaders to better respond to reducing the impact of poverty?

What will success look like?

2015 – 2016

- Have we organised an appropriate training programme? ✓
- Are governors confident in their role? ?
- Is there a high quality training programme and support package being delivered consistently across the region? ✓
- Are governors in key roles aware of their responsibilities and able to deliver in a safe and effective way? ✓
- Do governors fully understand the national categorisation of schools and the impact of their role? ✓

2016 – 2017

- Have we have targeted the appropriate resource according to need?
- Has the training and support impacted upon the ability of governors to challenge and offer support to their schools?
- Is communication effective between governor support and school improvement?
- Are we confident that governors are well informed and fulfilling statutory duties?
- How well does the school to school support extend to governor support?

2017 – 2018

- Are governors confident in supporting performance management?
- Has the general support for governors been appropriate to meet needs?

2018 – 2019

- Are governors better placed to be resilient?
- Are governors contributing to schools leadership judgement on categorisation?

Work stream: Curriculum Support

What will success look like?

2015 – 2016

- Are schools well equipped to meet the necessary changes to the curriculum? ✓
- Are our advisers fully informed and able to advise schools on recent and proposed curricular changes? ✓
- Are we prepared for the changes to the GCSEs for 2015/2016? ✓
- Are all schools effectively implementing the statutory requirements for foundation phase? ✓
- Is there a reduction in the gender and FSM gap in performance? ✓ fsm ✓ gender
- Are Challenge Advisers effectively brokering support from subject specialists and lead schools, to target and drive school improvement? ✓

2016 – 2017

- Do we have effective systems to identify and share best practice across all key stage, particularly in Foundation Phase? ✓
- Do we have confident schools taking risks to strive for excellence? ✓
- Are we effectively quality assuring the work of Challenge Advisers and subject specialists across all LAs? ✓
- Have we provided support for 14 – 19? Welsh Baccalaureate? GCSE? ✓

2017 – 2018

- Are schools well supported by each other?
- Are we enhancing the effective practice embedded in Foundation Phase?
- Have standards in all subjects and phases accelerated at a quicker pace than in the previous 3 years and at a faster pace than other regions?
- Are our learners better able to engage with further learning because of their improved literacy and numeracy skills?

2018 – 2019

- Have ERW schools become confident to support each other in non-core subjects?
- Have we continued to support core subjects well?
- Have the perceptions of school leaders of the support received from ERW continued to improve?

Work stream: Teacher Assessment

What will success look like?

2015 – 2016

- Have we organised an appropriate training programme? ✓
- Are Leaders of assessment confident in their role? ✓
- Are schools fulfilling their statutory duty? ✓
- Is there a high quality training programme and support package being delivered consistently across the region to support and enable schools to standardise and moderate well? ✓
- Do governors understand their critical role in supporting and challenging their school to raise standards and making sure assessment is fair and robustly moderated? ✗
- Are we confident about the impact of accurate teacher assessment? ✗

2016 – 2017

- Have we organised an appropriate training programme? ✓
- Are Leaders of assessment confident in their role? ✓
- Is there a high quality training programme and support package being delivered consistently across the region to support and enable schools to standardise and moderate well? ✓
- Has the training and support impacted upon the ability of schools and their leaders of assessment to challenge and offer support to their peer schools? ✓

2017 – 2018

- Have we organised an appropriate training programme?
- Are leaders of assessment confident in their role?
- Does cluster moderation provide rigorous process of challenge?
- Does the workforce have confidence in the TA system?
- Have regional systems to moderate and standardise TAs, increased resilience in schools to assess confidently and consistently?
- Have we built effective assessment skills and confidence to prepare for successful futures?

2018 – 2019

- Do we have evidence of secure and accurate teacher assessment?
- Have we organised an appropriate training programme?
- Are Leaders of assessment confident in their role?
- Is there a high quality training programme and support package being delivered consistently across the region to support and enable schools to standardise and moderate well?

Work stream: Early Years and Foundation Phase

What will success look like?

2015 – 2016

- Have all relevant practitioners working in the Foundation Phase been trained? ✓
- Has Foundation Phase training and guidance had a direct impact on the raising of standards in teaching and learning? ✓
- Have the highest achieving schools in regards to standards and pedagogy been identified and are they being used to support teams and sharing good practice school to school? ✓
- Is there accurate standardisation and moderation across the region? ✓

2016 – 2017

- Are teachers in Reception and Yr 2 classes all using the Foundation Phase Pupil Profile successfully?
- Can pupils develop literacy and numeracy skills above expected levels?
- Are Foundation Phase pupils able to use Literacy and Numeracy skills across all Areas of Learning?
- Is there effective use of outdoor provision in developing children's Literacy and Numeracy skills?

2017 – 2018

- Is tracking of pupils of FPP used effectively to identify ALN and MAT pupils from an All Wales baseline?
- Is early identification used effectively to support all learners with learning differences?
- Foundation Phase pupils able to use Literacy and Numeracy skills across all Areas of Learning?

2018 – 2019

- Have we embedded the best practice in Foundation Phase for ALN, MAT, efsm pupils?
- Have we strengthened literacy, numeracy and digital competence?
- Is tracking of FPP used to target clusters of schools to provide support to groups of learners at risk of not reaching the expected outcome?
- Is the variation of Foundation Phase practice and delivery reduced across the region?
- Are case studies and Professional Learning Schools used across the region to support quality Foundation Phase practice?

What will success look like?

2015 – 2016

- Has the rollout of the Index of Excellence in all secondary schools in the region been implemented, to include effective monitoring? ✓
- Second core visit – has sustaining teaching and learning as a focus for second core visit found that all schools are engaged in school to school support? (100% of schools to receive entitlement according to agreed ERW guidance) ✓
- School self-evaluation & Improvement planning – do all SER and SIP to comply with WG legislation? ✓
- Are schools fully engaged in the process of developing a self-improving system across the region? ✓
- Do we have successful pathfinders which can share effective strategies for the next two years? ✓
- Are we able to evidence improved outcomes due to effective school to school support? ✓
- Is morale enhanced? ✓

2016 – 2017

- Have we seen improvements to the index profile of secondary schools and successfully rolled out to all primary schools? ✓
- Second Core Visit – have we maintained focus on teaching and learning and support between schools? ✓
- Is the proportion of brokered support between schools increasing at the planned pace? ✓
- Are all green and yellow schools engaging in supportive arrangements where they can build their own capacity whilst supporting others? ✓
- Are we strengthening the index of excellence and maintaining its focus? ✓

2017 – 2018

- Have we secured a bespoke plan for CV1 and CV2 which supports a self-improving system?
- Are schools well supported by each other?
- Are the few schools not engaged with others supported and facilitated to engage?
- Have standards accelerated at a quicker pace than in the previous three years and at a faster pace than other regions?

2018 – 2019

- Have we secured a bespoke plan for CV1 and CV2 which supports a self-improving system?
- Are schools well supported by each other?
- Are the few schools not engaged with others supported and facilitated to engage?
- Have standards accelerated at a quicker pace than in the previous three years and at a faster pace than other regions?
- Is our support menu based largely on school to school support?

Work stream: Monitoring, Support, Challenge and Intervention

2015 – 2016

- Is the national categorisation system consistently implemented across the region by suitably trained and effective Challenge Advisers? As a consequence, is challenge, support and intervention for schools robust, appropriate and credible? ✓
- Is school to school support increasing and recognised as an important part of school improvement and for developing leadership skills in schools across the phases? ✓
- Has Challenge Adviser training and self-analysis led to all meeting the national standards and providing high quality support to schools? ✓
- Are pre-inspection reports to Estyn accurate, fair and objective? ✓

2016 – 2017

- Have we completed a thorough forward look on categorisation? ✓
- Have we shared our best practice with other regions? ✓
- Is the national categorisation system fully embedded and consistent across the region? ✓
- Do we have a clear judgement on each PRU and Special Schools which leads to support? ✓
- Is our analysis of Rhwyd data enabling us to better focus support and resources? ✓

2017 – 2018

- Is the national categorisation system fully embedded and consistent across the region?
- Is school to school support embedded across the region? Do schools benefit from this support while developing their own leadership skills in providing systemic change?
- Does our three year analysis reflect well what we expected?
- Has our bespoke approach for CV1 and CV2 supported schools equally well as previously?

2018 – 2019

- Are we only focused on those schools which require significant support and intervention?
- Are our most resilient schools supporting and monitoring others facilitating their improvement?
- Do all secondary schools causing concern now receive the support required without fail?

What will success look like?

2015 – 2016

- Are the pilot Professional Learning Schools are developing effectively in supporting ITET students? ✓
- Have the LA training programmes for NQTs been evaluated and reviewed? ✓
- Is a suitable modular middle leader programme being delivered and accessed through UWTSD? Is regional guidance for middle leader training at LA and school level available, supported by signposting to examples of good practice? ✓
- Are effective OTP and ITP programmes are being delivered (OLEVI/UWTSD)? ✓
- Have pilot programmes for secondary aspiring senior leaders and Headteachers have been completed and reviewed? ✓
- Will the content of the revised national NPQH programme be delivered effectively to meet specific LA needs across the region? ✓
- Have bespoke professional learning events for Headteachers have been planned, delivered, evaluated and reviewed? ✓

2016 – 2017

- Is an increasing number of Professional Learning Schools evident? ✓
- Is a consistent and effective NQT professional learning programme being successfully delivered across the three hubs within the region? ✓
- Are the aspiring secondary senior leaders and Headteachers programmes being delivered effectively across all hubs in the region? ✓
- Are newly appointed/acting/new Primary Headteachers able to access effective practical training across the region? ✓
- Can Challenge Advisers access appropriate professional learning at national and regional levels? ✓

2017 – 2018

- Is an increasing number of Professional Learning Schools evident? ✓
- Is a consistent and effective NQT professional learning programme being successfully delivered across the three hubs within the region? ✓
- Are the aspiring secondary senior leaders and Headteachers programmes being delivered effectively across all hubs in the region? ✓
- Are newly appointed/acting/new Primary Headteachers able to access effective practical training across the region? ✓
- Can Challenge Advisers access appropriate professional learning at national and regional levels? ✓

2018 – 2019

- Are Professional Learning Schools effective in sharing excellent practice?
- Is the regional NQT programme for induction and mentoring consistent and effective in developing teachers new to the profession?
- Do the OTP and ITP programmes continue to successfully deliver high quality modules that develop good and excellent teachers across the region?
- Are we recruiting and retaining sufficient school leaders?

Work stream: Welsh in Education

What will success look like?

2015 – 2016

- Have we given schools suitable data and information in order to compare their performance in Welsh and through the medium of Welsh? ✓
- Have we provided high quality resources to schools? ✓
- Have we developed a regional language charter? ✓
- Has Welsh GCSE improved outcomes following interventions to support the new programme of study? ✓

2016 – 2017

- Are secondary schools getting high quality support for Welsh as a subject? ✓
- Are schools better placed to deliver the new curriculum and the use of Welsh as a consequence of the support we have provided? ✓
- Have we consistently built on our regional coordination of the WESPs and Welsh in education? ✓
- Have the LAs continued to increase the proportion of pupils staying in Welsh education? ✓

2017 – 2018

- Have we facilitated a common approach to supporting Welsh medium schools?
- Have we supported well Welsh first language and Welsh second language as subjects?
- Is the support for GCSE Welsh gaining impact on outcomes?
- Has the region contributed to Successful Futures and the Welsh Language element of the new curriculum

2018 – 2019 *

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Work stream: Minority Ethnic Pupils

What will success look like?

2015 – 2016

- Are pupils Minority Ethnic showing accelerated progress to narrow the gap at all levels? ✓
- What does good practice look like? ✓
- Are schools aware of which family of schools they belong to on the basis of minority ethnic pupils? ✓
- To narrow the attainment gap at the end of KS4 by 2016 (individual LA determined) ✓
- Working group identifying good practice material and resources used in individual LAs. Good practice identified developed to support strategic management of ethnic minority pupils as well as teaching and learning in schools. Materials to be put on the website ✓
- Initial data trawl taken place to identify schools and attainment of ethnic minority pupils across LAs. Working group to identify key criteria for identifying families of schools wider than attainment ✓

2016 – 2017

- Do schools take a central role in coordinating and planning early interventions within the community, working with all agencies?
- Do all schools self-evaluate; plan and deliver the appropriate curriculum for all learners. ✓
- To continue to narrow the attainment gap at the end KS4 by 2017 (individual LA determined) ✓

2017 – 2018

- Do all learners from deprived backgrounds benefit from the highest teaching and learning?
- All successful schools have active and effective leadership and deploy staff appropriately and effectively to support attainment of minority ethnic groups.
- Have we shared the best practice in supporting ME pupils?
- Have we used our data analysis to best plan to support all learners?
- Do the Business Plan actions enable the region to deliver the best support to schools for MEAG pupils?

2018 – 2019 *

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What will success look like?

2015 – 2016

- Do we have an effective platform to ensure that we have sight of reports in all Local Authorities? ✓
- Have we organised an appropriate training programme for Challenge Advisers? ✓
- Are QA procedures clear and effectively communicated to all Hub leads? ✓
- Are QA procedures adhered to in all LAs? ✗
- Have the termly QA reports been completed by the Heads of Hub? ✗
- Do we have an effective QA calendar that incorporates all QA activity over two years? ✓
- Have we provided feedback on reports to LAs?

2016 – 2017

- Is the online platform used consistently by all? ✓
- Has the online system led to consistency of practice? ✓
- Is unsatisfactory practice challenged? ✓
- Is the QA calendar followed and actioned by all? ✓
- Have the termly QA reports been completed by the Heads of Hub? ✓

2017 – 2018

- Is the online platform used consistently by all and led to clear, consistent improvement?
- Has the online system led to consistency of practice and quality improvement?
- Is unsatisfactory practice challenged and support provided?
- Is the QA calendar followed and actioned by all?
- Have the termly QA reports been completed by the Heads of Hub?

2018 – 2019

- Is the online platform used consistently by all?
- Has the online system led to consistency of practice?
- Is unsatisfactory practice challenged?
- Is the QA calendar followed and actioned by all?
- Have the termly QA reports been completed by the Heads of Hub?

What will success look like?

2015 – 2016

- Have we circulated the agreed 2015/16 Model Teachers' Pay Policy to all schools in the region? ✓
- Has a detailed project plan been developed for the Raising Standards and Rewarding Excellence programme across the region? ✓
- Have we developed a model Performance Capability Policy that will be used as a basis for delivering appropriate training to school leaders and governors across the region? ✓

2016 – 2017

- Have we circulated the agreed 2016/17 Model Teachers' Pay Policy to all schools in the region? ✓
- Has the Raising Standards and Rewarding Excellence training programme begun to be delivered across the region? ✓
- Has professional HR support been planned for those schools identified as having the greatest need, through the menu of support? ?
- Have we developed a work plan to address the future HR training and development needs of the region's school leaders and governors? x
- Have we identified opportunities to remove unnecessary duplication of local authority HR policy and process development across the region? x

2017 – 2018

- Have we reviewed and evaluated the performance management and performance capability training?
- Have the region's school leaders and governors become more confident in tackling underperformance?
- Are schools better placed to suspect and challenge teacher underperformance and take appropriate action?
- Do we have a suite of high quality HR toolkits (including policies and procedures), which are available to all schools in the region?

2018 – 2019

- Is there a high quality HR training programme being delivered consistently to school leaders and governors across the region?
- Have schools across the region become more confident in supporting each other in tackling underperformance and implementing performance management?
- Overall, are the region's school leaders and governors more proficient in managing HR issues?
- Have we worked in partnership with other regional consortia in order to remove unnecessary duplication of HR work programmes?

What will success look like?

2015 – 2016

- Have we communicated the region's collaborative stance on attendance?
- Have we provided schools with resources and support?
- Have we delivered a single guidance across all six LAs?

2016 – 2017

- Has the attendance group further strengthened inter LA collaboration and consistency? ✓
- Have we continued to improve attendance for vulnerable groups? ✓
- Have all LAs improved attendance in-line with expectation? ✓

2017 – 2018

- Have improvements in attendance led to improvements in standards?
- Have all best practice strategies been shared via Professional Learning Schools?

2018 – 2019 *

DRAFT

Annex 1: LA Annexes

Local Authority Business Plan Annex

Carmarthenshire Our vision is for

A Carmarthenshire that enables people to live healthy and fulfilled lives by working together to build strong, bilingual and sustainable communities.

<p>Local Authority Single Plan Priority</p>	<ul style="list-style-type: none"> • Supporting disadvantaged children to build their resilience through targeted intervention programmes • Getting more children and young people more physically and creatively active, more often in order to improve their health and well-being • Ensuring continuous improvement in education outcomes • Successfully introducing and translating the new national curriculum and qualifications into an inspiring and engaging local curriculum • Developing a self-improving school system making every school a good and improving school • Continuing to improve school attendance. • Ensuring a range of youth support services to foster the engagement of young people in education, work and community life • Continuing to improve the condition, suitability and resource efficiency of our school network through the Modernising Education Plan by. • Further developing Welsh medium and bilingual education provision • Develop an Inclusive Society • Protecting and safeguarding children and adults from harm
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ERW Expectation of Local Authorities	<ul style="list-style-type: none"> • Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities
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Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern	
12.5	7.5	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Queen Elizabeth High Emlyn Dyffryn Taf KS3/4 Teaching and Learning Centre	Bro Banw Ffairfach
Significant Risks		Local Authority Support	Responsibility	
<ul style="list-style-type: none"> • Capacity of Challenge Adviser Team • Poor knowledge of schools impacting on categorisation and inspection outcomes. • Variability in work of individual Challenge Advisers • Hub Lead does not maintain register and risks are not mitigated. LA does not escalate to local registers to manage issues 		Challenge capacity of Challenge Adviser team.	Gareth Morgans	

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> To review and consider the workload and wellbeing of school leaders and implement changes to ensure a better work/life balance. 	
Teaching and Learning	<ul style="list-style-type: none"> Improve outcomes at the end of the Foundation Phase especially in English. At Key Stage 3, through ERW Challenge Adviser Core Visits continue to secure further improvements in core areas especially in Welsh. At Key Stage 4 through Challenge Adviser Core Visits provide detailed feedback to all schools on areas to develop/improve. Review outcomes/ performance /teaching of Welsh as a subject and develop a plan to respond to any issues identified 	
Supporting Learning	<ul style="list-style-type: none"> Continue to improve the performance of e-fsm learners at all key stages. 	
School Improvement	<ul style="list-style-type: none"> Work with school leaders and Governing Bodies to reduce the number of schools in ESTYN follow-up categories. 	
Other area	<ul style="list-style-type: none"> Support with developing the new national curriculum and qualifications into an inspiring and engaging local curriculum. 	

Local Authority Business Plan Annex

Ceredigion

<p>Local Authority Single Plan Priority</p>	<ul style="list-style-type: none"> • Supporting families to thrive and reach their potential • Achievement in formal education is above or at the national average, with children and young people being provided with a rich and increasingly varied learning experience • Ceredigion remains a stronghold of Welsh language and the majority of children have good English and Welsh language skills • There is a strong tradition of volunteering in Ceredigion which benefits children, young people and their families • Ceredigion is a very low crime area and crime continues to decrease • Ceredigion has the lowest teenage conception rate in Wales • The strength of family support is significant, as many parents are dependent on grandparents to take childcare responsibilities to enable them to continue working
<p>ERW Expectations of Local Authorities</p>	<ul style="list-style-type: none"> • Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities

Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern	
6		Literacy and Numeracy officers	Aberaeron	Cei Newydd
		EAL Officers	Bro Teifi	Llanfarian
	5.6	Digital Officers	Penglais	Myfenydd
		Foundation Phase Officers		Llannon
		Data Officers		

Significant Risks	Local Authority Support	Responsibility
<ul style="list-style-type: none"> • Difficulty in recruiting school leaders. • Insufficient monitoring and support to schools causing concern • Failure to raise standards for eFSM pupils. 	On-going induction for new Chief Education Officer	Barry Rees

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> • Improve leadership quality and resilience in Ceredigion schools by: • developing leadership at all levels; • continuing to reduce the number of interim heads; and • improving conditions for leadership, particularly in smaller schools. 	
Teaching and Learning	<ul style="list-style-type: none"> • Maintain high performance throughout the Key Stages, particularly current and proposed headline indicators at Key Stage 4 by strongly supporting teaching and learning, including: • continued support for the new GCSE specifications; • continued support to improve the provision of literacy and numeracy; • Improving the ICT skill baseline of all teaching and support staff to support schools in the continued roll-out of the Digital Competency Framework • Introducing a mechanism of evaluating the effectiveness of post-16 provision in schools, including the use of ALPS. 	
Supporting Learning	<ul style="list-style-type: none"> • continued support for vulnerable groups of pupils. 	
School Improvement	<ul style="list-style-type: none"> • 	
Other area		

Local Authority Business Plan Annex

Neath Port Talbot

Local Authority Single Plan Priority	<ul style="list-style-type: none"> Raise educational standards and attainment for all young people Safer, brighter futures Better schools, brighter prospects
Local Authority Expectation from ERW	<ul style="list-style-type: none"> Make sure full capacity of Challenge Advisers is provided Full attendance at Challenge Adviser Training No duplication of resources or training EIG spend in-line with Business Plan priorities Reduce exclusion rates.

Irreducible Minimum	FTE	Additional Capacity	School Causing Concern	
9	8	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Dyffryn Cymer Afan	Maesmarchog Tairgwaith Eastern Primary Llangiwg Llansawel
Significant Risks		Local Authority Support	Responsibility	

<ul style="list-style-type: none"> • Two schools in special measures • High proportion of schools in Estyn follow up. • Challenges of deprivation and disadvantage are increasing 	Request from Director for peer review	Aled Evans
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ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> • Further develop NPT's leadership programme to ensure that it improves the quality of middle leadership in secondary schools and continues to increase and improve the quality of leadership within the primary sector. 	
Teaching and Learning	<ul style="list-style-type: none"> • To advise and facilitate cluster based literacy developments aimed at improving pupils' writing skills and ensure that they are well placed for the demands of KS3 and 4 curriculum. Willing to consider a pilot approach. • Provide support to English departments in order that they are able to effectively deliver the new English GCSE syllabus, ensuring that NPT pupils are equipped as well as possible with the skills needed to succeed at examination. • Improve the quality and accuracy of assessment and target setting. 	
Supporting Learning	<ul style="list-style-type: none"> • Ensure that current rate of improvement in the performance of e-fsmpupils is accelerated, particularly at key stage 4 	
School Improvement		
Other area		

Local Authority Business Plan Annex	
Pembrokeshire	
Local Authority Single Plan Priority	<ul style="list-style-type: none"> • Children, Young People and families have the opportunity to fulfil their learning potential and to live healthy and happy lives • Access to quality learning and training opportunities
ERW Expectation of Local Authorities	<ul style="list-style-type: none"> • Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities • Improve attendance for all pupils, especially secondary

Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern
8	5.8	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers Governor Support Officers	Bro Gwaun Greenhill Milford Haven Pembroke Sir Thomas Picton Tasker Milward Haverfordwest VC St Mary's Catholic

Significant Risks	Local Authority Support	Responsibility
<ul style="list-style-type: none"> • KS4 performance • Attendance in secondary schools • School in Estyn follow-up • Poor knowledge of schools impacting on categorisation and inspection outcomes. • Local School Improvement risks not mitigated at LA level 	<p>Peer review</p> <p>Additional focused training for targeted Challenge Advisers.</p> <p>Secondary Schools Focused Plan</p>	Kate Evan-Hughes

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> • Enhance the skills and accountability of Middle leaders in secondary schools • Further develop Senior Leadership skills, impact and capacity at all levels across our schools • Further develop the effective use of performance data analyses and performance management systems with Governing Bodies. • Develop an effective and sustainable programme to support the future recruitment needs of Pembrokeshire schools. 	
Teaching and Learning	<ul style="list-style-type: none"> • Further improve standards at Key Stage 4 (with a focus on attainment at the L2i) • Digital competency – enhance the capacity of schools to engage and deliver the Digital Competency Framework in support of raised standards and enhanced teaching and learning provision. 	
Supporting Learning	<ul style="list-style-type: none"> • Further improve performance of eFSM learners with a specific focus on an improved performance in Key Stage 4 • 	

School Improvement	<ul style="list-style-type: none"> Ensure the effective implementation of the content of the ERW Secondary Schools Focused Plan 2017-18 through regular monitoring, evaluation and review processes, including Hub QA, monthly reporting to the Pembrokeshire Director and individual PM programme reporting arrangements. 	
Other area		

Local Authority Business Plan Annex		
Powys		
Local Authority Single Plan Priority	<ul style="list-style-type: none"> Transforming learning and skills All children and young people are supported to achieve their potential 	
ERW Expectations of Local Authorities	<ul style="list-style-type: none"> Make sure full capacity of Challenge Advisers is provided Full attendance at Challenge Adviser Training No duplication of resources or training EIG spend in-line with Business Plan priorities 	

Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern	
10.3	9	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Bro Hyddgen Builth Wells HS Caereinion HS Llandrindod HS Maesydderwen HS Llanfyllin HS Newtown HS	Cefnlllys Primary Leighton Primary Llanbister Primary
Significant Risks		Local Authority Support	Responsibility	
<ul style="list-style-type: none"> High proportion of schools in Estyn follow up/Progress of schools in follow up activity Variable school performance at GCSE Insufficient, monitoring and support to schools causing concern Difficulty in recruiting school leaders 			Ian Roberts	

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> Develop and implement a leadership programme to include early identification and development of future/aspiring leaders to ensure recruitment problems are alleviated 	

Teaching and Learning	<ul style="list-style-type: none"> • Provide specific subject support to improve key stage 4 outcomes in identified schools. • Improve provision and outcomes for pupils eligible for Free School Meals (eFSM) 	
Supporting Learning	<ul style="list-style-type: none"> • Review EOTAS provision, building on best practice across the region 	
School Improvement	<ul style="list-style-type: none"> • Improve the performance of secondary schools to ensure schools meet modelled expectations and those causing concern including those in Estyn follow up activity make rapid and sustained improvement 	
Other area		

Local Authority Business Plan Annex	
Swansea	
Local Authority Single Plan Priority	<ul style="list-style-type: none"> • People learn successfully • Attendance • School achievement (school readiness & child poverty)
ERW Expectation of Local Authorities	<ul style="list-style-type: none"> • Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities

Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern	
12.5	8.8	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Birchgrove Bishop Vaughan Morriston	Gors
Significant Risks		Local Authority Support	Responsibility	
<ul style="list-style-type: none"> • High proportion of schools placed in follow up. • School categorisation results in increase of amber /red schools. • Inconsistency in support to schools through variability in work of Challenge Advisers. • Failure to address or implement areas of ERW BP 		Transition for new Chief Edcaton Officer	Lindsey Harvey	

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> • 	
Teaching and Learning	<ul style="list-style-type: none"> • Improve Literacy at primary phase • Improve results Core Subject at key stage 4 	

Supporting Learning	<ul style="list-style-type: none">• Level 2 EOTAS• EAL Support at primary phase• Governor Support	
School Improvement		
Other area	<ul style="list-style-type: none">• Improve eFSM performance at key stage 4	

Annex 2: Quality Assurance Calendar

The ERW 2 Year Cycle for ensuring quality and consistency

Year 1

2017 2018	Operational through Strategy Group – ongoing QA activity	Activity / Analysis	Output Activity	Report to
Apr	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Quarterly monitoring of Monitor Risk Register</p>		Financial Plan Review	

<p>May</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Production of Challenge Adviser Self-evaluation for June</p>	<p>Annual collation of all QA activity in Self Evaluation Report</p> <p>Collation of recommendations from scrutiny</p> <p>Review of CV1 and Categorisation</p>	<p>Annual Self Evaluation Report</p> <p>Regional scrutiny seminar to include review of CV1 and categorisation.</p>	<p>Delivery Board</p> <p>Exec</p> <p>Joint Committee</p>
<p>Jun</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Roll out of Challenge Adviser Self Evaluation</p> <p>Monitor Risk Register</p>	<p>Analysis of FPh / KS2&3 findings; correlation with tests.</p> <p>Value For Money review</p> <p>Estyn inspection findings analysis. Proportion of schools in follow-up</p> <p>QA of Estyn reports</p>	<p>Quarter 1 BP actions update</p> <p>Annual evaluation against ChAds standards by advisers</p>	<p>Delivery Board</p> <p>Exec</p> <p>Challenge and review</p>

		<p>Annual teacher assessment verification programme</p> <p>Head of Hub Quality Report for CV2 (QA3)</p>		
<p>Jul</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Review of Challenge Adviser Handbook and Guidance.</p>	<p>Analysis of reports, CV2 findings</p> <p>Quality and impact of KS4 Support programme</p> <p>ERW Position re A Level</p> <p>ERW Position RE GCSE</p>	<p>CV2 findings – full analysis.</p> <p>Analysis of impact of menu of support.</p> <p>Accounts on view for public Inspection for 20 days. Draft financial statements to each Director of Finance</p> <p>Effective planning and scheduling for September</p> <p>Challenge Adviser training for the year scheduled and planned</p>	<p>Exec</p> <p>Joint Committee - finance only</p>

Aug	Preparation for CV1		Revised and updated handbook available on ERW website	
Sep	On-going live monitoring and feedback of CV1 reports through Rhwyd	<p>Estyn inspection findings analysis.</p> <p>QA of Estyn reports</p> <p>Collation of recommendations from scrutiny.</p> <p>ERW Primary Data Pack V1 and ERW Secondary Data Pack V1 released for Individual schools Las and ERW</p> <p>Analysis of performance for KS4 in target schools.</p>	<p>ERW JOINT Committee to approve and publish accounts together with an audit certificate(End Sept)</p> <p>Annual Governance Statement</p> <p>Risk Register update</p> <p>Quarter 2 BP actions</p> <p>Regional scrutiny seminar agenda to include review of CV2, unverified data and emerging findings</p> <p>Full report on impact of KS4 intervention programme.</p>	<p>Joint Committee</p> <p>Regional Scrutiny Seminar</p>

<p>Oct</p>	<p>On-going live monitoring and feedback of CV1 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	<p>Staff Performance Management</p> <p>ERW Secondary Data Pack V2</p>	<p>Annual Questionnaire for Heads</p>	<p>Delivery Board</p> <p>Exec Board</p>
<p>Nov</p>	<p>On-going live monitoring and feedback of CV1 reports Rhwyd</p>	<p>ERW level data analysis for Challenge and Review</p> <p>Regional School Categorisation Moderation for Primary</p>	<p>QA report of quality of Governor Support Training</p>	<p>Challenge and review</p>

Dec	<p>On-going live monitoring and feedback of CV1 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	<p>Estyn inspection findings analysis.</p> <p>Analysis of reports, CV1 findings</p> <p>Impact of PDG funding</p> <p>ERW Primary Data Pack V2 and ERW Secondary Data Pack V3</p> <p>Secondary Quartile Summary</p> <p>Regional School Categorisation Moderation for Secondary</p> <p>Value For Money review</p>	<p>Quarter 3 BP actions</p> <p>Risk Register Update</p> <p>CV1 findings – full analysis.</p> <p>Impact of PDG funding report based on findings from CV1</p>	<p>Delivery Board</p> <p>Exec Board</p>
Jan	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p>	<p>National School Categorisation verification</p> <p>WG publish categorisation on My Local School</p> <p>Maths KS4 early entry analysis for target schools.</p>	<p>Draft BP ready</p>	<p>Delivery Board</p>

		Head of Hub Quality Report for CV1 (QA3)		
Feb	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	Estyn inspection findings analysis.		Joint Committee
Mar	On-going live monitoring and feedback of CV2 reports through Rhwyd	<p>Staff Performance Management</p> <p>English KS4 early entry analysis for target schools</p>	<p>Q4 BP actions</p> <p>End of year statement</p> <p>End of year review of BP</p>	Challenge and review

Year 2

2018 2019	Operational through Strategy Group – ongoing QA activity	Activity / Analysis	Output Activity	Report to
Apr	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>		Financial Plan Review	
May	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Production of Challenge Adviser Self-evaluation for June</p>	<p>Annual collation of all QA activity in Self Evaluation Report</p> <p>Collation of recommendations from scrutiny</p> <p>Review of CV1 and Categorisation</p>	<p>Annual Self Evaluation Report</p> <p>Regional scrutiny seminar to include review of CV1 and categorisation.</p>	<p>Delivery Board</p> <p>Exec</p> <p>Joint Committee</p>

<p>Jun</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Roll out of Challenge Adviser Self Evaluation</p> <p>Monitor Risk Register</p>	<p>Analysis of FPh / KS2&3 findings; correlation with tests.</p> <p>Value For Money review</p> <p>Estyn inspection findings analysis.</p> <p>QA of Estyn reports</p> <p>Annual teacher assessment verification programme</p> <p>Head of Hub Quality Report for CV2 (QA3)</p>	<p>Quarter 1 BP actions update</p> <p>Annual evaluation against ChAds standards by advisers</p>	<p>Delivery Board</p> <p>Exec</p> <p>Challenge and review</p>
<p>Jul</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p>	<p>Analysis of reports, CV2 findings</p>	<p>CV2 findings – full analysis.</p> <p>Analysis of impact of menu of support.</p>	<p>Exec</p>

	Review of Challenge Adviser Handbook and Guidance.	Quality of KS4 Support programme ERW Position re A Level ERW Position RE GCSE	Accounts on view for public Inspection for 20 days. Draft financial statements to each Director of Finance Effective planning and scheduling for September Challenge Adviser training for the year scheduled and planned	Joint Committee - finance only
Aug	Preparation for CV1		Revised and updated handbook available on ERW website	
Sep	On-going live monitoring and feedback of CV1 reports through Rhwyd	Estyn inspection findings analysis. QA of Estyn reports Collation of recommendations from scrutiny.	ERW JOINT Committee to approve and publish accounts together with an audit certificate(End Sept) Annual Governance Statement Risk Register update	Joint Committee Regional Scrutiny Seminar

		<p>ERW Primary Data Pack V1 and ERW Secondary Data Pack V1 released for Individual schools Las and ERW</p> <p>Analysis of performance for KS4 in target schools.</p>	<p>Quarter 2 BP actions</p> <p>Regional scrutiny seminar agenda to include review of CV2, unverified data and emerging findings</p> <p>Full report on impact of KS4 intervention programme.</p>	
Oct	<p>On-going live monitoring and feedback of CV1 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	<p>Staff Performance Management</p> <p>ERW Secondary Data Pack V2</p>	Annual Questionnaire for Heads	<p>Delivery Board</p> <p>Exec Board</p>
Nov	On-going live monitoring and feedback of CV1 reports	<p>ERW level data analysis for Challenge and Review</p> <p>Regional School Categorisation Moderation for Primary</p>	QA report of quality of Governor Support Training	Challenge and review

Dec	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	<p>Estyn inspection findings analysis.</p> <p>Regional School Categorisation Moderation for Primary</p> <p>Analysis of reports, CV1 findings</p> <p>Impact of PDG funding</p> <p>ERW Primary Data Pack V2 and ERW Secondary Data Pack V3</p> <p>Secondary Quartile Summary</p> <p>Value For Money review</p>	<p>Quarter 3 BP actions</p> <p>Risk Register Update</p> <p>CV1 findings – full analysis.</p> <p>Impact of PDG funding report based on findings from CV1</p>	<p>Delivery Board</p> <p>Exec Board</p>

Head of Hub Quality Report for CV1 (QA3)

Jan

On-going live monitoring and feedback of CV2 reports through Rhwyd

National School Categorisation verification

WG publish categorisation on My Local School

Maths KS4 early entry analysis for target schools.

Draft BP ready

Delivery Board

Feb

On-going live monitoring and feedback of CV2 reports through Rhwyd

Estyn inspection findings analysis.

Monitoring and feedback of LA reports to Estyn

Joint Committee

	Monitor Risk Register			
Mar	On-going live monitoring and feedback of CV2 reports through Rhwyd	Staff Performance Management English KS4 early entry analysis for target schools	Q4 BP actions End of year statement End of year review of BP	Challenge and review

Annex 3: Level 2 Business Plans *DRAFT*

TEMPLED CYNLLUN LEFEL 2 – 2017-18	
LEVEL 2 PLAN TEMPLATE – 2017-18	
Maes Area	Improve the quality of leadership experiences and its impact on outcomes.
Perchennog Plan Owner	Roy James, Head of Leadership
Aelodau'r Tim: Team Members:	RJ, TF, SL, MF, LS, AT
Gweledigaeth Our vision	ERW strives to delivers a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.
Beth mae ysgolion / ALL yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwyr/ Adborth wrth defnyddwyr gwasanaeth ayb)	Feedback from most aspects of the Leadership work stream is generally positive. The ITE & NPQH are currently under reform and we will need to work closely with the HEIs to further

<p>What do schools / LAs / other stakeholders think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)</p>	<p>evaluate the impact of the ITE provision. The formation of the proposed National Academy of Education Leadership will facilitate the delivery of our Leadership work streams through the promotion of closer collaboration between all 4 Regions.</p>
<p>Dewis Blaenoriaethau</p> <p>Choosing Priorities</p>	
<p>Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes llynedd)</p> <p>What are our main successes? (Consider last year's Business Plan)</p>	<ul style="list-style-type: none"> • ERW's Core Visits has been used effectively by many schools and supported their Leadership aspirations to identify key areas for improvement. • The effective support provided for all candidates on the HLTA, NQT, Middle & Aspiring Leaders, NPQH programs. The work for new, existing and executive heads. remains a priority and will continue to be so for the coming years.
<p>Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y cynllun newydd.</p> <p>Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?</p>	<p>The work of developing existing & executive head teacher</p>
<p>Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?</p> <p>How do you plan to provide value for money in your area?</p>	<ul style="list-style-type: none"> • Ensure all support to schools identifies clear actions for improvement with a specific focus on improving the quality of leadership to sustain improvements and embed change. • Monitor effectively the impact of school leadership in raising standards of provision and outcomes for pupils. • Ensure effective practice identified is shared well across the region.

		<ul style="list-style-type: none"> • Make good use of QA processes to monitor the quality and impact of leadership upon pupil outcomes. • Ensure effective collaboration across all 6 LAs continues to avoid duplication. • Ensure regional training is developed jointly to minimize the use of resources. 			
Prif Ddangosyddion					
Headline Indicators					
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%	86%
KS2	Core Subject Indicator	88%	88%	88%	88%
KS3	Core Subject Indicator	85.6	86%	86%	86%
KS4	Level 2 Inclusive	64%	65%	66%	67%
Cynllun Gweithredu 2016-17					
Operational Plan 2016-17					
Gweithred Cynllun Busnes Lefel 1:		<ol style="list-style-type: none"> 1. Improve the quality of Leadership experiences and its impact on outcomes. 2. Reducing the impact of poverty 3. Improve communication 4. Using digital systems to facilitate the delivery of the work stream. 			
Level 1 Business Plan Objective:					

	Camau Gweithredu Actions	Targed perfformiad / Allbwn Performance Target / Expected Output	Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Ffynhonnell gyllid Finance Source
1	Offer Aspiring Secondary HT programme across the consortium to address demand.	Training accessible for all staff across the region in both languages.	Ian Thompson			
2	Complete pilot of Aspiring Primary HT programme and refine.	Refined programme translated and resource available in both languages.	Tom Fanning		Feb 2017	
3	Offer Aspiring Primary HT programme across the consortium to address demand.	Training to be accessible for all staff across the region.	Tom Fanning	Feb 2017		
4	Through the National Leadership Academy (NLA), establish a national network aiming to specifically meet the professional learning needs of those in EHT roles – experienced and newly appointed.	National network created via the 4 Regions, meeting the needs of those in EHT posts.	Roy James	Dec '16	Apr '18	

5	Develop strategies to build capacity for school improvement and effective succession planning to release the potential within EHT's schools.	Strategies developed within EHT's schools to build capacity for school improvement and effective succession planning.	Roy James	Dec '16	Apr '17	
6	Identify and meet with key staff within each authority for development of HLTA support staff.	Working group for Teaching Assistants established.	Tom Fanning	January 2017		
7	Develop understanding and audit of provision training of Teaching Assistants.	Audit of current provision and opportunity for sharing best practice	Tom Fanning	Spring 2017	May 2017	
8	Deliver training on performance management and performance capability, linked to the New Deal entitlement, for school leaders, governors and local authority representatives	School leaders, governors and local authority representatives are: <ul style="list-style-type: none"> • aware of the performance management and capability processes; 	HR Working Group	April 2017	March 2018	None

		<ul style="list-style-type: none"> • confident in dealing with performance management and capability issues; • aware of the importance of linking performance management objectives to whole-school aims (e.g. reducing the impact of poverty on educational outcomes) 				
9	Implement the work plan developed to address the future HR training and development needs of school leaders and governors	School leaders and governors feel more confident and informed when dealing with HR issues	HR Working Group	April 2017	Ongoing	None

10	Audit the involvement of schools in the ITE, to include specifically schools on the Pilot Programme.	Register of TSD partner schools and level of engagement. Register of Pioneer schools involved in ITE.	Roy James, Tom Fanning	December 2016	Feb 2017	
11	Attend and engage with the national review of ITE. Ensure the needs of the region are taken into account. Ensure appropriate resources and opportunities	ERW at forefront of ITE developments.	Roy James, Tom Fanning	November 2016		
12	To improve the quality and consistency of middle leadership training across ERW and to signpost further professional development opportunities for aspiring senior leaders. Ensure that middle leaders are clear as to what excellent looks like.	Provision of high quality courses. Collaboration with colleagues in ITT Mentoring and professional learning schools. Collaboration with UWTSD for short course accredited route	Sarah Perdue Tom Fanning UWTSD Dave Barry			none
13	To develop a new and aspiring middle leader network facilitated	HWB network set up and joined by course delegates.	Sarah Perdue / Dave Barry			none

	by HWB, to include all New Deal Pioneer Schools.	Resources shared on HWB				
14	To improve the system for schools to access the course for their new and aspiring middle leaders by updating the website and using a flyer with a clear explanation of selection process.	Event distributed to all schools via flyer	Meinir Davies Sarah Hughes Sarah Perdue			none
15	Identify HT new to post both permanent and acting. LA to identify and appoint Mentors.	Audit of all New and Acting HT across the region.	Tom Fanning		October 2016	
16	LA to provide initial training in local arrangements. Including introduction to support officers. (finance, HR, H&S etc).	LA provide effective induction of New HT	Tom Fanning, LA Leads	Autumn 2016	Dec 2016	
17	Provide 4 day training programme including opportunity for networking beyond local LA and consortium.	Training to be accessible for all new HT across the region.	Tom Fanning	January 2017	July 2017	
18	NPQH applications endorsed, candidates informed, timetable and expectations communicated.	Process identifies and assesses appropriate candidates for programme. Endorsement process effective.	TF. Endorsing Officers LM	19/09/2016	14/10/2016	

19	NPQH personnel recruited and trained, venues and Timetable confirmed.	Professional development of Experienced HT's. Effective administration of process, timetables and venues	TF. LA Leads.	14/10/2016		
20	Leads of Literacy, Numeracy & behaviour from 6 LA meet to draft NQT training Materials.	Training Programme for all NQT in place.	TF. LM. Leads for Lit, Num, Behaviour/ALN	Summer 2016	01/09/2016	
21	Prepare and publish role and responsibility descriptors for all in NQT programme.	Roles, responsibilities and programme outline published.	TF. LM	01/09/2016	01/09/2016	
22	Identifying schools where further OPT/ITP programmes can be delivered.	Further OTP/ITP schools established.	Roy James & Mark Ford	March '17	June '17	
23	Dovetail OTP/ITP into School to School Support Framework and determine its presence in Dolen.	School to School effectively supporting the OTP/ITP programmes.	Roy James & Mark Ford	Jan '17	March '17	
24	Create a website #DiscoverTeachinginWales to promote the teaching profession and encourage more people to	Website designed, established and regularly updated.	Alan Tootill Rhiannon Evans	October 2016	February 2017	Recruitment and Retention budget

	opt for teaching as a career or return to teaching.	High stakeholder satisfaction.	Emma Jones Website designer			
25	Create a Welsh and English TV advertisement to promote the teaching profession and encourage more people to opt for teaching or return to teaching.	Contract awarded, advert produced and broadcast. High stakeholder satisfaction.	Alan Tootill Rhiannon Evans Media company	November 2016	February 2017	Recruitment and Retention budget
26	Undertake a pilot Wellbeing project with six schools across the region.	Schools chosen and project undertaken. Positive impact expressed through feedback.	Roy James Alan Tootill	January 2017	March 2017	WG "Schools' Workload Projects" funding
27	Produce guidance for governors when recruiting senior leaders to ensure there is a minimum quality standard for candidate packs.	Guidance produced. Standard of recruitment packs raised.	Lorna Simpson Alan Tootill	November 2016	January 2017	
28	Ensure all secondary schools are well supported and challenged to improve the quality of middle & senior leadership and teaching and learning. Ensure that all leaders are clear as to what excellent looks like.	Improved quality of middle leadership in targeted schools Improved quality of teaching and learning in targeted schools	Alan Edwards Ian Altman	April 2017	April 2018	Curriculum and Assessment grant

		Improved outcomes for pupils, especially eFSM pupils.				
29	Work effectively as four consortia to secure a positive implementation of Successful Futures and embed the use of the 4 core purposes in all schools across Wales	Effective work with four consortia leads to a well-developed national project and successful implementation of SF	Alan Edwards David Barry	April 2017	April 2018	SF grant
30	Ensure all work within the Teaching and Learning work strand is focused on reducing the impact of poverty.	Improved outcomes for vulnerable learners	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant

TEMPLED CYNLLUN LEFEL 2 – 2017-18

LEVEL 2 PLAN TEMPLATE – 2017-18

<p>Maes Area</p>	<p>Improve the quality of teaching and learning experiences and its impact on outcomes</p>
<p>Perchennog Plan Owner</p>	<p>Alan Edwards (Head of Teaching and Learning)</p>
<p>Aelodau'r Tim: Team Members:</p>	<p>Ian Altman, Greg Morgan, Leaders of Learning, Subject Specialists, Teaching and Learning delivery</p>
<p>Gweledigaeth Our vision</p>	<p>ERW strives to delivers a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.</p>
<p>Beth mae ysgolion / ALI yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwyr/ Adborth wrth defnyddwyr gwasanaeth ayb) What do schools / LAs / other stakeholders think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)</p>	<p>Feedback from the secondary networks is continuously very positive leading to facilitating the creating and sharing of resources across first and second language specifications. Questionnaire return from spring 2016 shows that support has been well received and is having a positive impact on learners</p>

	<p>in most schools where support was provided. Leaders of Learning provide strong guidance and support for middle leaders. As a result, middle leaders in nearly all schools are becoming effective and accurate in their self-evaluation and departmental planning.</p> <p><i>“ERW provides good support and guidance for schools in key areas such as learning and teaching, Foundation Phase, core subjects, literacy, numeracy, statutory assessment, qualification changes and school leadership.” Estyn, June 2016</i></p> <p>Training to improve the quality of continuous provision has had good feedback from mist attendees and subsequent monitoring visits demonstrate improved provision in most targeted schools. However, quality and delivery of support is provided is varied across the region.</p>
<p>Dewis Blaenoriaethau</p> <p>Choosing Priorities</p>	
<p>Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes Ilynedd)</p> <p>What are our main successes? (Consider last year’s Business Plan)</p>	<p>The effective support provided for all schools to support the implementation of the PoS.</p> <p>The high quality support provided by LoL to all schools to support the implementation of the new GCSEs. As a result most targeted schools demonstrated improved pupil outcomes.</p>

	<p>The development of a regional literacy, numeracy and Foundation Phase support programme has led to greater consistency and improved quality of support to schools.</p> <p>The regions diagnostic tool has been used effectively by many schools and supported them well to identify key areas for improvement.</p>
<p>Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y cynllun newydd.</p> <p>Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?</p>	<p>Developing Numerical Reasoning</p>
<p>Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?</p> <p>How do you plan to provide value for money in your area?</p>	<p>Ensure effective collaboration across all 6 LAs continues to avoid duplication. Ensure regional training is developed jointly to minimise the use of resources.</p> <p>Monitor effectively the impact of support to schools in raising standards of provision and outcomes for pupils.</p> <p>Ensure all support to schools identifies clear actions for improvement with a specific focus on improving the quality of leadership to sustain improvements and embed change.</p> <p>Ensure effective practice identified is shared well across the region.</p> <p>Make good use of QA processes to monitor the quality and impact of all support provided.</p>

Prif Ddangosyddion					
Headline Indicators					
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%	86%
KS2	Core Subject Indicator	88%	88%	88%	88%
KS3	Core Subject Indicator	85.6	86%	86%	86%
KS4	Level 2 Inclusive	64%	65%	66%	67%
Cynllun Gweithredu 2016-17					
Operational Plan 2016-17					
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:			<ol style="list-style-type: none"> 1. Improve the quality of teaching and learning experiences and its impact on outcomes 2. Deliver high quality and bespoke support, challenge and intervention to schools 3. Reducing the impact of poverty (mandatory) 4. Improve communication (mandatory) 5. Using digital systems to facilitate the delivery of the work stream – see guide (mandatory) 		

	Camau Gweithredu Actions	Targed perfformiad / Allbwn Performance Target / Expected Output	Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Ffynhonnell gyllid Finance Source
1	Ensure all schools are provided with effective challenge and support to improve moderation processes and increase the accuracy of Teacher Assessment	Improved accuracy of Teacher Assessment Improved confidence in teachers for moderation process Reduced workload and higher impact for teachers	Alan Edwards Delyth Jones	April 2017	July 2017	Curriculum and Assessment grant
2	Ensure all schools are effectively challenged and supported to improve the quality of assessment for learning whilst reducing workload and expectations of marking for teachers	High impact of marking in targeted schools Reduced workload for teachers when marking	Alan Edwards Delyth Jones	April 2017	April 2018	Curriculum and Assessment grant

3	Provide high quality support for all schools to implement the new Welsh Baccalaureate	Schools feel well supported Teachers confidence improved All pupils effectively support by teachers to achieve in Welsh Bac	Alan Edwards Elen James	April 2017	July 2017	Welsh Bac Grant
4	Monitor the effectiveness of 14 – 19 officers in supporting and challenging schools to secure the best outcomes for all pupils including recuing the impact of poverty for pupils.	Good support for schools and pupils Reduce the impact of poverty Improved pupil outcomes	Alan Edwards Elen James	April 2017	July 2017	Curriculum and Assessment grant
5	Ensure high quality challenge and support for all schools to improve the quality of teaching and learning of Welsh to enable all pupils, especially e-FSM pupils, to make good progress in developing their Welsh.	Improved pupil outcomes in Welsh 1 st and 2 nd Language	Alan Edwards Catrin Griffiths	April 2017	April 2018	Curriculum and Assessment grant WESP

		Development of a Welsh continuum in teaching overtime.				
6	Ensure that all schools are better informed, have a better understanding and are more proactive in the delivery of the 2017-2020 WESPs – in accordance with WG priorities LA's to meet annual targets in line with WG outcomes LA leaders of Welsh in Education	LA's to meet annual targets in line with WG outcomes	Alan Edwards Catrin Griffith	April 2017	April 2018	WESP
7	Ensure all secondary schools are well supported and challenged to improve the quality of middle leadership and teaching and learning.	Improved quality of middle leadership in targeted schools Improved quality of teaching and learning in targeted schools Improved outcomes for pupils, especially eFSM pupils.	Alan Edwards Ian Altman	April 2017	April 2018	Curriculum and Assessment grant

8	Ensure high quality support for all schools in implementing the new GCSEs	<p>All schools feel well supported</p> <p>High quality resources available for schools</p> <p>Improved pupil outcomes, especially eFSM pupils.</p>	<p>Alan Edwards</p> <p>Ian Altman</p>	April 2017	April 2018	Curriculum and Assessment grant
9	Ensure the regional support programme for literacy and numeracy continues to identify and provide high quality bespoke support for targeted schools	<p>High quality training programme delivered across all 6 LAs</p> <p>LA officers provide effective support to targeted schools</p> <p>Improved outcomes for pupils, especially eFSM pupils.</p>	<p>Alan Edwards</p> <p>Liws Harries</p>	April 2017	July 2018	Curriculum and Assessment grant
10	Improve the quality of teaching and learning of literacy, numeracy and digital competence in schools across the region with a particular focus on oracy, numerical reasoning	<p>High quality support and identification of targeted schools</p>	<p>Alan Edwards</p> <p>Liws Harries</p>	April 2017	April 2018	Curriculum and Assessment grant

	and improving outcomes for eFSM pupils.	Improve pupil outcomes				
11	Ensure high quality support for all schools to implement curriculum change	High quality support as and when required for schools	Alan Edwards Ian Altman	April 2017	April 2018	Curriculum and Assessment grant
12	Ensure all schools are well supported to develop and implement Successful Futures	All schools aware of development of SF AoLEs developed and trailed successfully High quality support for schools	Alan Edwards David Barry	April 2017	April 2018	SF grant
13	Work effectively as four consortia to secure a positive implementation of Successful Futures and embed the use of the 4 core purposes in all schools across Wales	Effective work with four consortia leads to a well-developed national project and successful implementation of SF	Alan Edwards David Barry	April 2017	April 2018	SF grant
14	Provide high quality support for all schools to raise awareness of and support the implementation of the Teacher Standards.	All schools and staff fully aware of new TS	Alan Edwards	April 2017	April 2018	SF grant

		Successful implementation of new TS				
15	Ensure all work within the Teaching and Learning work strand is focused on reducing the impact of poverty.	Improved outcomes for vulnerable learners	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant
16	Ensure all Teaching and Learning working groups and staff make best use of digital resources to improve the quality of support to schools and impact if meetings.	Improved use of digital resources Reduced use of paper in all meetings Improved digital competence of all staff	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant
17	Provide high quality support for schools to improve the quality of provision and its impact on outcomes in Foundation Phase.	Improved quality of provision and improved outcomes for pupils in Foundation Phase	Alan Edwards Foundation Phase Team	April 2017	August 2017	Curriculum and Assessment grant

TEMPLED CYNLLUN LEFEL 2 – 2017-18

LEVEL 2 PLAN TEMPLATE – 2017-18

<p>Maes Area</p>	<p>Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential</p>
<p>Perchennog Plan Owner</p>	<p>Gareth Morgans and Aneirin Thomas</p>
<p>Aelodau'r Tim: Team Members:</p>	<p>Aneirin Thomas, Gareth Morgan, Cressy Morgan, Susan Griffiths, Chris Millis, Nichola Jones, Gillian Evans, Keith Bralstaff, Rebecca Williams</p>
<p>Gweledigaeth Our vision</p>	<p>ERW strives to delivers a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.</p>
<p>Beth mae ysgolion / ALI yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwr/ Adborth wrth defnyddwyr gwasanaeth ayb) What do schools / LAs / other stakeholders think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)</p>	

Dewis Blaenoriaethau Choosing Priorities	
<p>Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes Ilynedd)</p> <p>What are our main successes? (Consider last year's Business Plan)</p>	<p>The region has been successful in its bid for the ALN innovation fund that will drive improvement for 2017 onwards. Planning for Level 3 has provided increased focus for activity.</p>
<p>Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y cynllun newydd.</p> <p>Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?</p>	<p>There needs to be an improved and focused approach to coordinating the work of the Support for Learning Priority Board.</p>
<p>Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?</p> <p>How do you plan to provide value for money in your area?</p>	<ul style="list-style-type: none"> • Resources will be developed in order to reduce duplication in schools. As a result, there will be time savings for LAs resulting in reduction in staffing costs. • All resources will be quality assured to ensure that materials and system produced will result in improved outcomes for learners and teaching staff. • The resources produced will provide a valuable and sustainable repository for schools which can be updated with minimal input. • There will be significant advantages in economy as a result of LAs working collaboratively to share best practice.

- The sharing of quality assured resources will result in better focus on improvement and improved outcome for pupils.

Prif Ddangosyddion

Headline Indicators

	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
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Cynllun Gweithredu 2016-17

Operational Plan 2016-17

Gweithred Cynllun Busnes Lefel 1:

Level 1 Business Plan Objective:

5. Improve the quality of **teaching and learning experiences** and its impact on outcomes
6. Reduce the impact of poverty on attainment, support vulnerable learners and **ensure all learners reach their potential**
7. **Reducing the impact of poverty (mandatory)**
8. **Improve communication (mandatory)**
9. **Using digital systems to facilitate the delivery of the work stream – see guide (mandatory)**

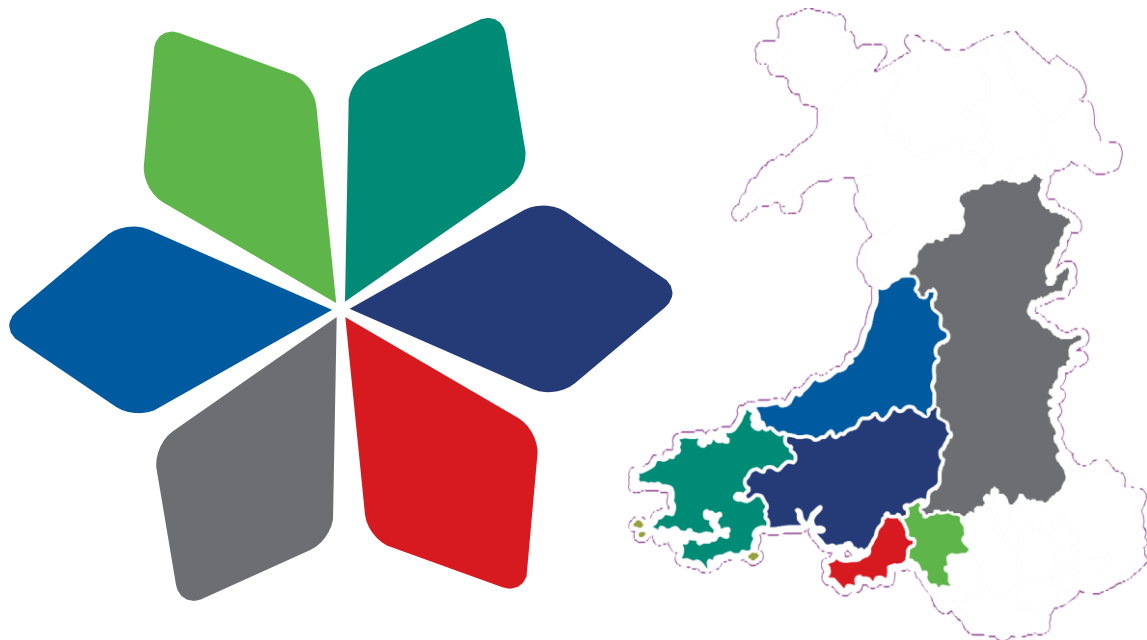
	Camau Gweithredu Actions	Targed perfformiad / Allbwn Performance Target / Expected Output	Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Ffynhonnell gyllid Finance Source
1	To review current Local Authority SEN systems, processes and provision and create Information Card for each LA.	There is a consistent/common ALN approach/system across the region where parents/ carers have the same experience across the 6 LAs.	Rebecca Williams	April 2017	April 2018	ALN Innovation Fund
2	Raising awareness about services and ALN reform	All stakeholders are aware of the proposed reforms and the services available to support children/young people. There is a simple, clear, bilingual website for learners/parents signposting services and provision available.	Mark Sheridan	April 2017	April 2018	ALN Innovation Fund

3	<p>Transition planning- identify best practice and develop as a common approach.</p>	<p>Research based evidence available to support service development and improvement in readiness for ALN Reform.</p> <p>Effective transition arrangements are in place which are well managed and understood by all partners.</p> <p>Data is used effectively to support service improvement.</p>	Keith Belstaff	April 2017	April 2018	ALN Innovation Fund
4	<p>New approach to efficient and effective use of the ALNCOs and cluster working</p>	<p>Baseline of ALNCO qualifications and recommendations for future qualifications/minimum training</p> <p>Piloting of deployment of ALNCO across federation of schools</p> <p>Piloting ALNCOs/ specialised services and health to deliver</p>	Nichola Jones	April 2017	April 2018	ALN Innovation Fund

		within a cluster of schools				
5	Welsh Language Resources	Detailed review of current resources and their effectiveness. Development of resources to support specialists/ALNCos are available in Welsh and English	ALN Priority Board	April 2017	April 2018	ALN Innovation Fund
6	Outreach support- good practice case studies	Specialist/bespoke ALN support provided to mainstream schools by special schools/units Upskilling ALNCos and mainstream staff	Gillian Evans	April 2017	April 2018	ALN Innovation Fund
7	The development of a consistent approach to the use of data for target setting and to continue to integrate the ERW non-attendance processes in each authority.	Improvement in attendance across the consortium	Susan Griffiths	April 2017	April 2018	EIG
8	Improved performance of E fsm pupils	Schools will have greater challenge to demonstrate that the	Chris Millis	April 2107	April 2018	EIG

		PDG spend is impacting directly on e-fsm learners				
9	Improved provision and support for Special Schools	Greater support packages, categorisation for special schools	Sue Painter	April 2017	April 2018	EIG

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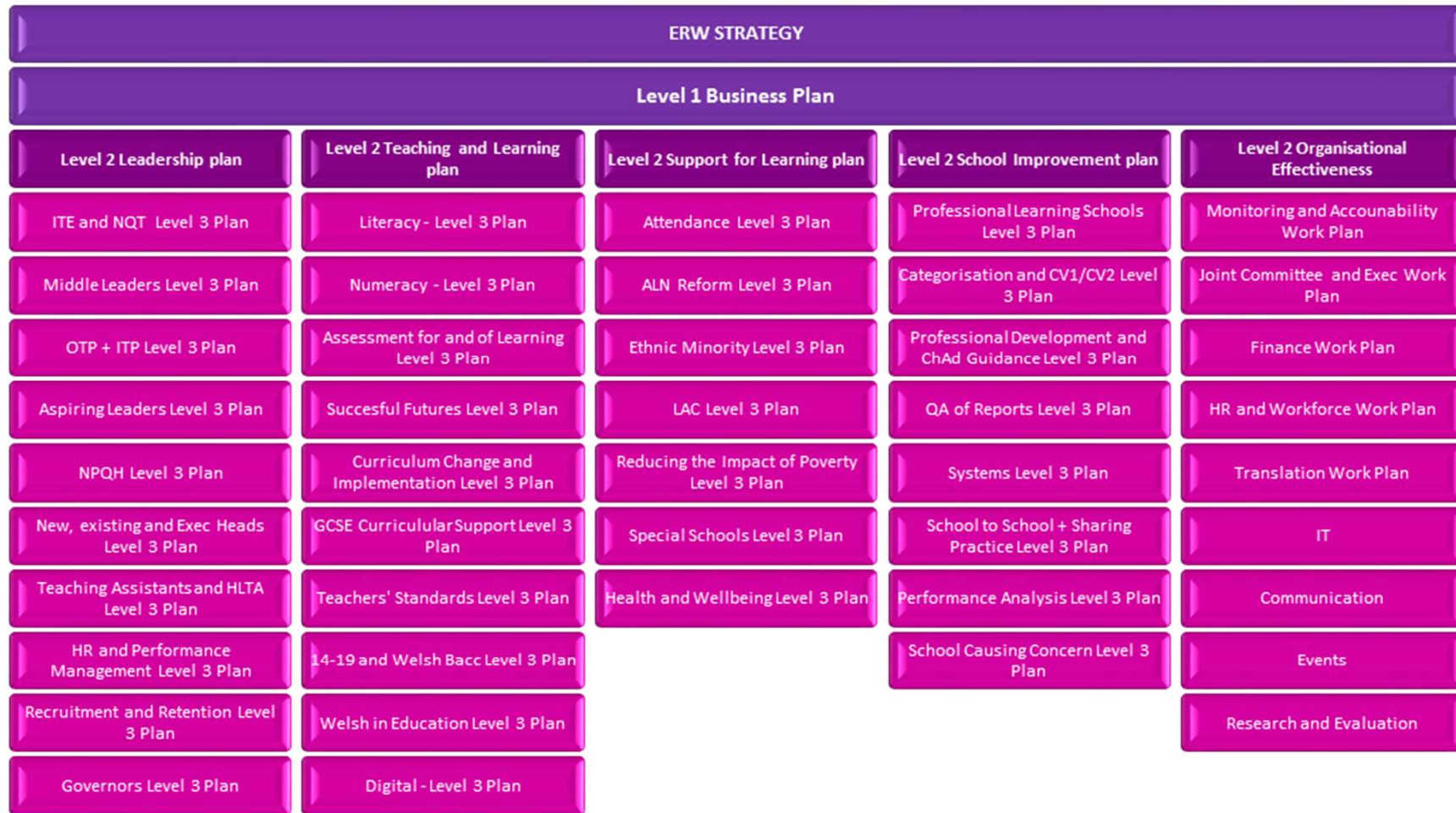


ERW Business Planning Framework

Level 1, 2 and 3 overview

Trosolwg Lefel 1,2 a 3

Fframwaith Cynllun Busnes ERW





Neath Port Talbot Annex in Business Plan

Cyswllt Awdurdod Lleol Castel Nedd a Phort Talbot yn y Cynllun Busnes

Local Authority Business Plan Annex			
Neath Port Talbot			
Local Authority Single Plan Priority	<ul style="list-style-type: none"> • Raise educational standards and attainment for all young people • Safer, brighter futures • Better schools, brighter prospects 		
Local Authority Expectation from ERW	<ul style="list-style-type: none"> • Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities • Improve pupil attendance and reduce exclusion rates 		
Irreducible Minimum	FTE	Additional Capacity	School Causing Concern
9	8		Maesmarchog Tairgwaith Eastern Primary Llangiwg Llansawel
Significant Risks		Local Authority Support	Responsibility
<ul style="list-style-type: none"> • Two schools in special measures. • High proportion of schools in Estyn follow up. • Challenges of deprivation and disadvantage are increasing. 		Request from Director for peer review	Aled Evans



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.
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Its aim is to implement the agreed regional strategy and business plan to support school improvement.

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> Further develop NPT's leadership programme to ensure that it improves the quality of middle leadership in secondary schools and continues to increase and improve the quality of leadership within the primary sector. 	
Teaching and Learning	<ul style="list-style-type: none"> To advise and facilitate cluster based literacy developments aimed at improving pupils' writing skills and ensure that they are well placed for the demands of KS3 and 4 curriculum. Willing to consider a pilot approach. Provide support to English departments in order that they are able to effectively deliver the new English GCSE syllabus, ensuring that NPT pupils are equipped as well as possible with the skills needed to succeed at examination. Improve the quality and accuracy of assessment and target setting. 	
Supporting Learning	<ul style="list-style-type: none"> Ensure that current rate of improvement in the performance of e-fsmpupils is accelerated, particularly at key stage 4 	
School Improvement		
Other area		



Objectives

Level 1 Business Plan Objectives

- Improving the quality of **leadership** and its impact on outcomes
- Improve the quality of **teaching and learning** experiences and its impact on outcomes
- **Support vulnerable learners** and ensure all learners reach their potential
- Deliver **high quality and bespoke support**, challenge and intervention to **schools**
- Maintain an **effective and efficient organisation** to support the core business of ERW

Amcanion

Amcanion Lefel 1 y Cynllun Busnes

- Gwella ansawdd **arweinyddiaeth** a'i effaith ar ganlyniadau
- Gwella ansawdd profiadau **dysgu ac addysgu** a'i heffaith ar ganlyniadau
- **Darparu cymorth** i ddysgwyr sy'n agored i niwed, a sicrhau fod pob dysgwr yn cyraedd eu potensial.
- Darparu **cymorth, her ac ymyrraeth pwrpasol** o ansawdd uchel i **ysgolion**.
- Cynnal **sefydliad effeithiol ac effeithlon** sy'n cynorthwyo busnes craidd ERW.



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.

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General Themes Themau Cyffredinol

Level 1 Business Plan Themes that are mandatory for inclusion in this year's Level 2 and 3 plans:

- Reducing the Impact Of Poverty
- Improving Communication
- Using digital systems to facilitate the delivery of the work stream

Themau Lefel 1 y Cynllun Busnes rhaid cynnwys yn y cylluniau Lefel 2 a 3:

- Lleihau effaith Tlodi
- Gwella Cyfathrebu
- Defnyddio systemau digidol i hwyluso'r broses o ddarparu'r ffrydiau gwaith.

Value for money criteria / Criteria Gwerth am arian

- **Economy** – minimising the resources used
- **Efficiency** – relationship between output from services and the resources used to produce them
- **Effectiveness** – relationship between outcomes and impact
- **Sustainability** – including succession planning and professional development and capacity building
- **Collaborative advantage** – making the most effective use of each other's combined capacity
- **Added value** - Gaining more than the optimum expectation.
- **Quality** -Securing better quality and a focus on improvement
- **Economi** – lleihau'r adnoddau sy'n cael eu defnyddio
- **Effeithlonrwydd** – y berthynas rhwng allbwn y wasanaeth a'r adnoddau defnyddwyd i'w gynhyrchu.
- **Effeithiolrwydd** – y berthynas rhwng canlyniadau ac effaith
- **Cynaliadwyedd** - gan gynnwys cynllunio olyniaeth, datblygiad proffesiynol ac adeiladu gallu.
- **Manteision cydweithredol**– defnyddio gallu ein gilydd ar y cyd yn y modd mwyaf effeithiol.
- **Gwerth ychwanegol**– Buddio'n fwy na'r disgwyliad orau cychwynol.
- **Ansawdd** –Sichrau ansawdd uwch a ffocws ar welliant.



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