

Document Pack



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County Hall, Carmarthen. SA31 1JP

MONDAY, 3RD APRIL, 2017

TO: ALL MEMBERS OF THE EXECUTIVE BOARD

I HEREBY SUMMON YOU TO ATTEND A MEETING OF THE **EXECUTIVE BOARD** WHICH WILL BE HELD IN THE **CHAMBER, COUNTY HALL, CARMARTHEN AT 10.00 A.M. ON MONDAY, 10TH APRIL, 2017** FOR THE TRANSACTION OF THE BUSINESS OUTLINED ON THE ATTACHED AGENDA

Mark James CBE

CHIEF EXECUTIVE



PLEASE RECYCLE

Democratic Officer:	Mrs Michelle Evans Thomas
Telephone (direct line):	01267 224470
E-Mail:	MEEvansThomas@carmarthenshire.gov.uk
Ref:	AD016-001

EXECUTIVE BOARD MEMBERSHIP 10 MEMBERS

Councillor	Portfolio
Councillor Emlyn Dole	Leader (Plaid Cymru) Corporate Leadership and Strategy; Chair of Executive Board; Represents Council at WLGA; Political Advocate for Council; Appoints Executive Board Members; Determines EBM Portfolios; Liaises with Chief Executive
Councillor David Jenkins	Deputy Leader - Resources (Plaid Cymru) Finance & Budget; ICT; Property / Asset Management; Procurement; Housing Benefits; Revenues; Armed Forces Champion; and Chairs Executive Board in Leader's absence
Councillor Pam Palmer	Deputy Leader - Communities (Independent) Council Business Manager; Community Champion; Customer Focus & Policy, Police Liaison; Community Safety; Social Justice / Crime & Disorder Community Planning; Anti-Poverty Champion; Sustainability; Bio-diversity; Youth Ambassador; Rural Affairs and Chairs Executive Board in Leader's absence
Councillor Hazel Evans	Technical Services (Plaid Cymru) Refuse; Street Cleansing; Transport Services; Grounds Maintenance; Building Services; Catering Services; Caretaking; Building Cleaning; Transport Services; Emergency Planning; Flooding
Councillor Linda Evans	Housing (Plaid Cymru) Housing – Public; Housing – Private; Equalities; Older People
Councillor Meryl Gravell	Regeneration & Leisure (Independent) Economic Development; West Wales European Centre; Community Development; Sports; Leisure Centres; Museums; Libraries; Country Park
Councillor Gareth Jones	Education and Children (Plaid Cymru) Schools; Children Services; Special Education Needs; Safeguarding; Respite Homes; Regional Integrated School Improvement Service; Adult Community Learning; Youth Services; Lead Member for Children and Young People; Eisteddfod Ambassador
Councillor Jim Jones	Environmental & Public Protection (Independent) Environmental Enforcement; Litter; Unlicensed Waste; Dog Fouling; Parking Services; Trading Standards; Environmental Health.
Councillor Mair Stephens	Human Resources, Efficiencies & Collaboration (Independent) Human Resources; Training; Simpson Compact; Priority Based Budgeting (PPB); Corporate Efficiencies; Welsh Language Champion; Town and Community Councils Ambassador.
Councillor Jane Tremlett	Social Care & Health (Independent) Adult Social Services; Residential Care; Home Care; Learning Disabilities; Mental Health; NHS Liaison/Collaboration/ Integration; Carers' Champion; Disability Ambassador; Dementia Care Champion; 50+ Champion.

AGENDA

1. APOLOGIES FOR ABSENCE.
2. DECLARATIONS OF PERSONAL INTEREST.
3. QUESTIONS ON NOTICE BY MEMBERS.
4. PUBLIC QUESTIONS ON NOTICE.
5. EDUCATION & CHILDREN SCRUTINY COMMITTEE TASK & FINISH GROUP FINAL REPORT 2015/16: NARROWING THE ATTAINMENT GAP - LEARNERS ELIGIBLE FOR FREE SCHOOL MEALS. 5 - 64
6. EDUCATION THROUGH REGIONAL WORKING (ERW) BUSINESS PLAN 2017-20. 65 - 186
7. AMENDMENT TO TREASURY MANAGEMENT POLICY, STRATEGY AND MINIMUM REVENUE PROVISION POLICY. 187 - 198
8. BUSINESS RATES - HIGH STREET RATE RELIEF SCHEME 2017/18. 199 - 206
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 100B(4)(B) OF THE LOCAL GOVERNMENT ACT, 1972.

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EXECUTIVE BOARD

10th APRIL 2017

Education & Children Scrutiny Committee Task & Finish Group Final Report 2015/16:

Narrowing the Attainment Gap: Learners eligible for free school meals

Recommendations / key decisions required:

- That the Executive Board give consideration to the Education & Children Scrutiny Committee Task & Finish Group's recommendations, which are outlined within the executive summary and the attached report.

Reasons:

- At its meeting on 24th September 2015, the Education & Children Scrutiny Committee agreed to establish a task and finish group to undertake a review into the attainment gap for eligible for free school meals learners.
- The recommendations contained within the report have been formulated by the Group following the consideration of a range of evidence over a series of meetings held between December 2015 and November 2016.

Relevant scrutiny committee consulted: YES

Scrutiny Committee and date: Education & Children – 26th January 2017

Executive Board Decision Required: YES

Council Decision Required: NO

Executive Board Member Portfolio Holder: Cllr. Gareth Jones (Education & Children)

<p>Chair of the Task & Finish Group: Cllr. Eirwyn Williams</p> <p>Report Author: Matthew Hughes</p>	<p>Designations:</p> <p>Chair of the Education & Children Scrutiny Committee</p> <p>Democratic Services Officer</p>	<p>Tel Nos. / E-Mail Addresses:</p> <p>01267 224028 jewilliams@carmarthenshire.gov.uk</p> <p>01267 224029 mahughes@carmarthenshire.gov.uk</p>
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EXECUTIVE SUMMARY

EXECUTIVE BOARD 10th APRIL 2017

Education & Children Scrutiny Committee Task & Finish Group Final Report 2015/16:

Narrowing the Attainment Gap: Learners eligible for free school meals

Review Background

The Education & Children Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development.

At its meeting on 24th September 2015, the Education & Children Scrutiny Committee considered provisional Examination and Teacher Assessment Results. During consideration of this item, the Committee noted that one of the priorities for the Authority during the 2015/16 academic year was to improve the performance of those learners eligible for free school meals (e-FSM learners) and that this was a national as well as a local priority. The Committee then agreed to establish a task and finish group to research and review the attainment gap for e-FSM learners.

Objectives and Scope

Following its first meeting, the Group agreed that the scope for the review would be:

- Learners eligible for free school meals, including Looked After Children, and the attainment gap in Carmarthenshire.

The Group agreed that the main aims of the review would be:

- To research the attainment gap for learners eligible for free school meals in Carmarthenshire.
- To identify trends at all key stages and key indicators.
- To review how the Pupil Deprivation Grant is being used in our schools.
- To identify best practice interventions in the County's schools, across ERW, the rest of Wales and the UK.

- To raise the profile of the challenge of overcoming the attainment gap in the midst of shrinking budgets, other priorities and curriculum changes.
- To formulate recommendations for consideration by the Executive Board.

Approach

The Task and Finish Group's membership was as follows:

County Councillors

- Cllr. Ryan Bartlett
- Cllr. Peter Hughes-Griffiths
- Cllr. John James
- Cllr. Hugh Richards
- Cllr. Tom Theophilus (until 5th July 2016)
- Cllr. Eirwyn Williams (Chair)

Co-opted Members

- Mr. Simon Pearson – Parent Governor Representative (until 31st March 2016)
- Mrs. Vera Kenny – Roman Catholic Church Representative

The Democratic Services Unit based in the Chief Executive's Department, provided research and general support to the Group.

The following officers provided specialist advice and support during the Group's review:

- Gareth Morgans – Chief Education Officer / Head of Education Services
- Aeron Rees – Head of Learner Programmes
- David Astins – Strategic Development Manager
- Glenn Evans – Senior Education Consultant
- Mary Parry – Consortium Associate School Improvement Officer

A total of 7 meetings were held between December 2015 and November 2016 during which the Group considered evidence and information from a wide variety of sources. The sessions were designed to provide the Group with the relevant information, context and background to the topic.

In addition to officers from the Education & Children's Department, the Group received evidence from the following individuals during its review:

- Mr. Joe Cudd – Head Teacher of Maes-y-Morfa CP School, Llanelli
- Mrs. Rhian Evans – Head Teacher of Carwe, Gwynfryn and Ponthenri School Federation
- Ms. Lisa Davies – Teacher at Carwe School
- Professor David Egan – Director of Wales Centre for Equity in Education
- Mrs. Betsan O'Connor – Managing Director of ERW
- Mrs. Tracy Senchal – Head Teacher of Coedcae Secondary School, Llanelli

Key Conclusions

- The impact of poverty on attainment is a well-known and well researched phenomenon, indeed, there is a wide range of research and good practice available from across the UK to inform and assist the County's schools in targeting the problem. Carmarthenshire needs to build and enhance on this research and good practice.
- There is evidence of much good practice within Carmarthenshire itself, as testified by the narrowing gap over a number of years. However, the good practice in Carmarthenshire and across the ERW region needs to be promoted and implemented by all schools.
- Minimising the impact of poverty on education attainment and reducing the attainment gap requires long term strategies and commitment from all agencies and organisations involved. There is no quick fix solution.
- Free School Meals Service has developed effective electronic and online systems. However, ensuring that those eligible for free school meals take up that opportunity, remains a challenge
- It is essential that rural poverty is not forgotten, especially, as the Public Policy Institute for Wales states: "there is evidence that rural poverty can be masked by the relative affluence of rural areas and by a culture of self-reliance in rural communities".
- It is clear that good leadership in schools as well as giving e-FSM learners a high priority in a school's development plan, is essential to ensure success in dealing with this matter as well as regular tracking and monitoring of pupils.
- Successful schools find creative ways of using the Pupil Deprivation Grant effectively.
- Engagement with parents is important and successful schools share information with and support them.
- The greatest impact of some of these initiatives undertaken by schools is not necessarily an improvement in standards but often is seen in the well-being of the pupils.
- School governors have a key role in monitoring and challenging the way in which their schools spend the PDG and seek to minimise the impact of poverty on education attainment.
- The loss of the PDG would have a significant impact on schools' ability to cater for and support e-FSM pupils.

Recommendations

The Group recommends that:

1. Carmarthenshire County Council continues to consider the attainment gap as a matter of priority whilst acknowledging that it requires perseverance from all interested parties over a long period of time to ensure success.
2. The County Council develops and publishes a good practice guide for Carmarthenshire schools, outlining effective methods and solutions to reduce the impact of poverty on educational attainment and reduce the attainment gap.
3. In developing a good practice guide, the County Council utilises existing and online systems to share with schools and practitioners (e.g. HWB).
4. The County Council support an event to launch the good practice guide / promote the deprivation agenda be arranged in Carmarthenshire, in association with the University of Wales Trinity St. David and the European Forum for Freedom in Education (EFFE).
5. That the County Council considers and responds to the findings and implications of ERW's rural poverty research, when it is published in 2017.
6. That the County Council lobbies the Welsh Government on the importance of the Pupil Deprivation Grant (PDG) and encourages the relevant minister to safeguard the grant for the long term.
7. In light of on-going financial pressures, the County Council should urge and support schools to make interventions such as those funded by the PDG, as sustainable as possible for the longer term as well as integrating such initiatives into everyday teaching practice.
8. County Council departments be requested to ensure the promotion of the Free School Meals Service to eligible families through front line services (e.g. Housing Benefits Service), encouraging those in receipt of or applying for other benefits, to apply for free school meals.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Linda Rees-Jones** Head of Administration & Law

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	NONE	YES	NONE	YES	NONE	NONE

1. Policy, Crime & Disorder and Equalities

Addressing the attainment gap between e-FSM and n-FSM learners contributes to the following strategic objectives and outcomes in Carmarthenshire County Council's Corporate Strategy 2015-2020:

- Making the best use of resources
- People in Carmarthenshire fulfil their learning potential
- Carmarthenshire has a stronger and more prosperous economy

It also contributes to implementing ERW's Business Plan and strategy for 'Reducing the Impact of Poverty on Educational Outcomes 2015-18', as well as the Welsh Government's curriculum reform.

3. Finance

It is the Education & Children Department's intention that the planned event to promote the work of reducing the impact of deprivation on attainment, be cost neutral, utilising grant funding and income generation to cover the costs. It is planned to use grant funding to allow representatives from the county's schools to attend whilst charging external attendees (approx. £150 per head). Financial support is also being sought from partner organisations.

5. Risk Management Issues

There would be a significant impact on Carmarthenshire's schools ability to tackle the attainment gap if the Pupil Deprivation Grant were removed. It was worth £4,459,000 to the county's schools during the 2016/17 academic year.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Linda Rees-Jones Head of Administration & Law

1. Scrutiny Committee – The Education & Children Scrutiny Committee considered the report at its meeting on the 26th January 2017 and unanimously resolved that the report be received and referred to the Executive Board for its consideration.

2. Local Member(s) – N/A

3. Community / Town Council – N/A

4. Relevant Partners – Head teachers, the Managing Director of ERW and the Director of Wales Centre for Equity in Education all addressed the Task & Finish Group during its review.

5. Staff Side Representatives and other Organisations – Officers from the Education & Children and Chief Executive’s departments contributed to and supported the work of the Task & Finish Group.

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
Education & Children Scrutiny Committee Task & Finish Group Final Report 2015/16: Narrowing the Attainment Gap for learners eligible for free school meals – E&C Scrutiny Committee (26th January 2017)	<p>Cymraeg http://democratiaeth.sirgar.llyw.cymru/ieListDocuments.aspx?CId=153&MId=666&Ver=4</p> <p>English http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MId=666&Ver=4</p>
Task & Finish Group Planning and Scoping Document – E&C Scrutiny Committee (21st January 2016)	<p>Cymraeg http://democratiaeth.sirgar.llyw.cymru/ieListDocuments.aspx?CId=153&MId=255&Ver=4&LLL=1</p> <p>English http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MId=255&Ver=4&LLL=1</p>

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Provisional Examination and Teacher Assessment Results and Provisional School Attendance Data – E&C Scrutiny Committee (24th September 2015)	<p>Cymraeg http://democratiaeth.sirgar.llyw.cymru/ieListDocuments.aspx?CId=153&MId=172&Ver=4&LLL=1</p> <p>English http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MId=172&Ver=4&LLL=1</p>

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Scrutiny

in Carmarthenshire

Education & Children Scrutiny Committee

Task & Finish Review 2015/16 Final Report

Narrowing the Attainment Gap: Learners eligible for free school meals



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Members of the Task and Finish Group



**Cllr. Eirwyn Williams
(Chair)**
Cynwyl Gaeo
Plaid Cymru



Cllr. Ryan Bartlett
Betws
Labour



**Cllr. Peter Hughes-
Griffiths**
Carmarthen Town North
Plaid Cymru



Cllr. John James
Burry Port
Labour



Mrs. Vera Kenny
Co-opted Member –
Roman Catholic Church
Representative



Mr. Simon Pearson
Co-opted Member –
Parent Governor
Representative (*until 31st
March 2016*)



Cllr. Hugh Richards
Felinfoel
Independent



Cllr. Tom Theophilus
Cil-y-Cwm
Independent
(*until 5th July 2016*)

Rhagair y Cadeirydd

Mae'n bleser gennyf gyflwyno adroddiad terfynol Grŵp Gorchwyl a Gorffen y Pwyllgor Craffu Addysg a Phlant a sefydlwyd i ymchwilio ac adolygu'r bwch cyrhaeddiad rhwng dysgwyr sy'n gymwys am brydau ysgol am ddim, a'i cyd-disgyblion sydd ddim yn gymwys.

Ein nod fel grŵp oedd canfod y rhesymau y tu cefn i'r bwch annerbyniol yma a dod o hyd i dulliau i'w gau. At y diben hwn, rwy'n ddiolchgar iawn am gyngor a chyfeiriad cychwynnol yr Athro David Egan, o Ganolfan Cymru er Cydraddoldeb mewn Addysg.

Fel grŵp mae dyled arnom hefyd i benaethiaid a staff nifer o ysgolion a wnaeth ddarparu cyflwyniadau gwerthfawr a llawn gwybodaeth ynghylch dulliau arloesol ac effeithiol o wella cyrhaeddiad.

Rwy'n gobeithio y bydd yr argymhellion yr ydym wedi datblygu yn gwneud cyfraniad positif a fydd yn galluogi ysgolion yn Sir Gaerfyrddin a thu hwnt, i gau'r bwch annheg yma.

Rwy'n ddiolchgar dros ben i'm cyd-aelodau ac i aelodau cyfetholedig y grŵp am eu mewnbwn a'i brwdfrydedd yn ystod yr adolygiad. Hoffwn ddiolch yn benodol i Simon Pearson (ein cyn rhiant-lywodraethwr a ddaeth i ddiwedd ei gyfnod yn y rôl yn Mawrth 2016) am ei gyfraniad gwerthfawr, ynghyd â chydabod gyda thristwch, cyfraniad y diweddar Tom Theophilus, a fu farw ar ddiwedd ein adolygiad.

Hoffwn estyn diolch yn ogystal i'r swyddogion a wnaeth ddarparu cyngor a chefnogaeth arbenigol trwy gydol yr adolygiad.

Cyng. Eirwyn Williams
Cadeirydd y Grŵp Gorchwyl a Gorffen

Chair's Foreword

It gives me great pleasure to present the final report of the Education & Children Scrutiny Committee's Task and Finish Group established to research and review the attainment gap between e-FSM learners and their non-eligible classmates.

Our aim as a group was to identify the reasons behind this unacceptable gap and then find ways of closing it. To this end, I am very grateful for the initial advice and direction given by Professor David Egan, Wales Centre for Equality in Education.

As a group we are also indebted to the heads and staff of several schools who gave us extremely valuable and informative presentations regarding innovative and very effective methods of improving attainment.

I hope that the recommendations that we have made will make a positive contribution that will enable all schools in Carmarthenshire and beyond to close this inequitable gap.

I am very grateful to my fellow members and co-opted members of this group for their input and for the enthusiasm they have demonstrated during this review. I would particularly like to thank Simon Pearson (our former Parent Governor Member whose period in the role came to an end in March 2016) for his valuable contribution as well as acknowledging the contribution of the late Tom Theophilus, who sadly passed away at the end of our review.

I would also like to extend my gratitude to the officers who have provided specialist advice and support throughout the review.

*Cllr. Eirwyn Williams
Chair of the Task and Finish Group*

1.0 The Task & Finish Review

1.1 Background

The Education & Children Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development.

At its meeting on 24th September 2015, the Education & Children Scrutiny Committee considered provisional Examination and Teacher Assessment Results. During consideration of this item, the Committee noted that one of the priorities for the Authority during the 2015/16 academic year was to improve the performance of those learners eligible for free school meals (e-FSM learners) and that this was a national as well as a local priority. The Committee then agreed to establish a task and finish group to research and review the attainment gap for e-FSM learners.

1.2 Objectives and Scope

Following its first meeting, the Group agreed that the scope for the review would be:

- Learners eligible for free school meals, including Looked After Children, and the attainment gap in Carmarthenshire.

The Group agreed that the main aims of the review would be:

- To research the attainment gap for learners eligible for free school meals in Carmarthenshire.
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- To review how the Pupil Deprivation Grant is being used in our schools.
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- To raise the profile of the challenge of overcoming the attainment gap in the midst of shrinking budgets, other priorities and curriculum changes.
- To formulate recommendations for consideration by the Executive Board.

1.3 Approach

The Task and Finish Group's membership was as follows:

County Councillors

- Cllr. Ryan Bartlett
- Cllr. Peter Hughes-Griffiths
- Cllr. John James
- Cllr. Hugh Richards
- Cllr. Tom Theophilus (*until 5th July 2016*)
- Cllr. Eirwyn Williams (Chair)

Co-opted Members

- Mr. Simon Pearson – Parent Governor Representative (*until 31st March 2016*)
- Mrs. Vera Kenny – Roman Catholic Church Representative

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The following officers provided specialist advice and support during the Group's review:

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- Aeron Rees – Head of Learner Programmes
- David Astins – Strategic Development Manager
- Glenn Evans – Senior Education Consultant
- Mary Parry – Consortium Associate School Improvement Officer

A total of 7 meetings were held between December 2015 and November 2016 (see Appendices 1-2) during which the Group considered evidence and information from a wide variety of sources. The sessions were designed to provide the Group with the relevant information, context and background to the topic.

In addition to officers from the Education & Children's Department, the Group received evidence from the following individuals during its review:

- Mr. Joe Cudd – Head Teacher of Maes-y-Morfa CP School, Llanelli
- Mrs. Rhian Evans – Head Teacher of Carwe, Gwynfryn and Ponthenri School Federation
- Ms. Lisa Davies – Teacher at Carwe School
- Professor David Egan – Director of Wales Centre for Equity in Education
- Mrs. Betsan O'Connor – Managing Director of ERW
- Mrs. Tracy Senchal – Head Teacher of Coedcae Secondary School, Llanelli

2.0 Key Findings

2.1 Introduction

2.1.1 Poverty and its impact on education attainment

The Joseph Rowntree Foundation defines poverty as: *“When a person’s resources (mainly their material resources) are not sufficient to meet their minimum needs (including social participation).”*¹

UNICEF suggests that: *“children experience poverty as an environment that is damaging to their mental, physical, emotional and spiritual development”* and that: *“expanding the definition of child poverty beyond traditional conceptualizations, such as low household income or low levels of consumption, is particularly important.”*²

In Wales, the Welsh Government in its Child Poverty Strategy, defines poverty as: *“a long-term state of not having sufficient resources to afford food, reasonable living conditions or amenities or to participate in activities (such as access to attractive neighbourhoods and open spaces) which are taken for granted by others in their society.”*³

The Welsh Government acknowledges that: *“children growing up and living in low income households are much more at risk of having poorer physical and mental health outcomes, are less likely to reach cognitive and developmental milestones in the early years, have poorer educational attainment, are more likely to be not in education, employment or training (NEET) between the age of 16 and 24, and more likely to be unemployed and living in poverty as an adult.”*⁴

Impact of poverty on Education – Child Poverty Action Group

- Children from poorer backgrounds lag at all stages of education.
- By the age of three, poorer children are estimated to be, on average, nine months behind children from more wealthy backgrounds.
- According to Department for Education statistics, by the end of primary school, pupils receiving free school meals are estimated to be almost three terms behind their more affluent peers.
- By 14, this gap grows to over five terms.
- By 16, children receiving free school meals achieve 1.7 grades lower at GCSE.

Source: Child Poverty Action Group - <http://cpag.org.uk/content/impact-poverty>

The impact of poverty can and does lead to a difference in academic achievement and progress between different groups of learners, particularly between those from

¹ A definition of poverty: An explanation of Joseph Rowntree Foundation’s definition of poverty and the terms used in it (September 2014)

² Children Living in Poverty: A review of child poverty definitions, measurements, and policies, UNICEF Division of Policy and Planning and Graduate Program in International Affairs, New School University (April 2005)

³ Child Poverty Strategy for Wales – Welsh Government (March 2015)

⁴ Child Poverty Strategy for Wales – Welsh Government (March 2015)

high-income and those from low-income households. This difference or disparity is commonly referred to as the 'attainment gap'.

The Welsh Government states that: *"the impact of deprivation on educational attainment is neither a new phenomenon nor one unique to Wales."* It adds that *"there's no need to look far from home to see that the impact is greater and progress to tackle it slower in Wales than elsewhere"*.⁵

2.1.2 Free School Meals

Pupils in Wales, who attend school on a full time basis, might be entitled to receive free school meals. A pupil will be eligible to receive a free school meal should their parent(s) or guardian(s) be receiving one of the following benefits or payments:

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190
- Guarantee element of State Pension Credit
- Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal Credit.

The Welsh Government also states that: *"young people who receive Income Related Employment and Support Allowance, Universal Credit, Income Support or Income Based Job Seekers Allowance in their own right, may also be eligible to receive free school meals"*.⁶

In order to receive free school meals, parents or guardians will need to make an application to their relevant local authority. In Carmarthenshire, the application is simple and made via the County Council's website. Young people studying at further education colleges institutions are not eligible to claim for free school meals. However, the Welsh Government advises that students contact the student support office to ascertain whether there is other support that could be accessed to contribute to or cover the cost of meals.

The Welsh Government acknowledges the concern that some pupils are not taking advantage of their entitlement to free school meals. This is an issue that Carmarthenshire's Education & Children Scrutiny Committee has noted on a number of occasions during its school visits. One of the main factors is the stigma associated with being in receipt of a 'hand-out' and many parents or guardians may feel embarrassed about asking for assistance in this way.

Research published by the Institute for Social and Economic Research at the University of Essex in 2012 suggested that: *"every day in the UK, almost 300,000*

⁵ Rewriting the future: Raising ambition and attainment in Welsh schools – Welsh Government (June 2014)

⁶ Welsh Government Free School Meals –

<http://gov.wales/topics/educationandskills/schoolhome/foodanddrink/freeschoolmeals/?lang=en>

entitled children do not participate in the Free School Meals (FSM) programme, foregoing a transfer worth up to £400 per year”.⁷

In 2013, the Welsh Government, in partnership with the Welsh Local Government Association, published a ‘Free school meals case studies report’ which outlined a number of factors that influenced the take up of free school meals as well as suggesting potential measures to address these. The main findings of the report were that pupils entitled to free school meals were mostly concerned about queuing, the types of foods available, cost (which the report authors presumed meant the local authority ‘allowance’ for their meals) and what their friends were doing (specifically those pupils eligible for free meals but not taking up their entitlement). The report authors also noted that the concerns voiced regarding the food appeared to relate to whether the options available were not healthy enough or too healthy. The authors also discovered that those pupils eligible to receive free school meals were not overly concerned about the payment systems used by their school.

According to Welsh Government figures, approximately one in five primary school pupils are eligible for free school meals. The data suggests that at the end of Key Stage 2, under 70% of these pupils will achieve expected results when compared with 88% of pupils from better off families. The Welsh Government states that: *“by age 16, children from better off families are more than twice as likely to achieve five good GCSEs, as those from disadvantaged homes”* and that: *“this means that roughly one in five pupils are failing to get good results, not because of lack of ability, but because they are from a poor background”*.⁸

In 2014/15, Ceredigion had the lowest percentage of compulsory aged school pupils (5-15) eligible for free meals at 10.9% and Blaenau Gwent had the highest at 29.2%.

- The number of compulsory aged school pupils (5-15) eligible for free meals has decreased from 69,418 pupils in January 2014 to 68,388 pupils in January 2015.
- The percentage of compulsory aged school pupils (5-15) known to be eligible for free meals has decreased from 19.1% in January 2014 to 18.8% in January 2015
- The number of compulsory aged school pupils (5-15) eligible for free meals was highest in Cardiff at 9,055 and lowest in Ceredigion at 875.

Figure 1 on the following page outlines Welsh pupils aged 5-15 who are eligible for free school meals, according to local authority area, as at January 2016. This data shows Carmarthenshire on 17.3%, below the Welsh average of 18.4% and on a par with the ERW region (also 17.3%).

Figure 2 shows a gradual increase of 1.3% in Carmarthenshire of those pupils eligible for free school meals, rising from 16% in 2013 to 17.3% in 2016.

⁷ Take-up of Free School Meals: Price Effects and Peer Effects by Angus Holford, Institute for Social and Economic Research, University of Essex (July 2012)

⁸ Guidance for using the Pupil Deprivation Grant: What really works? by the Welsh Government (2014)

Figure 1: Welsh pupils aged 5-15 who are eligible for free school meals by local authority – January 2016 (PLASC data)

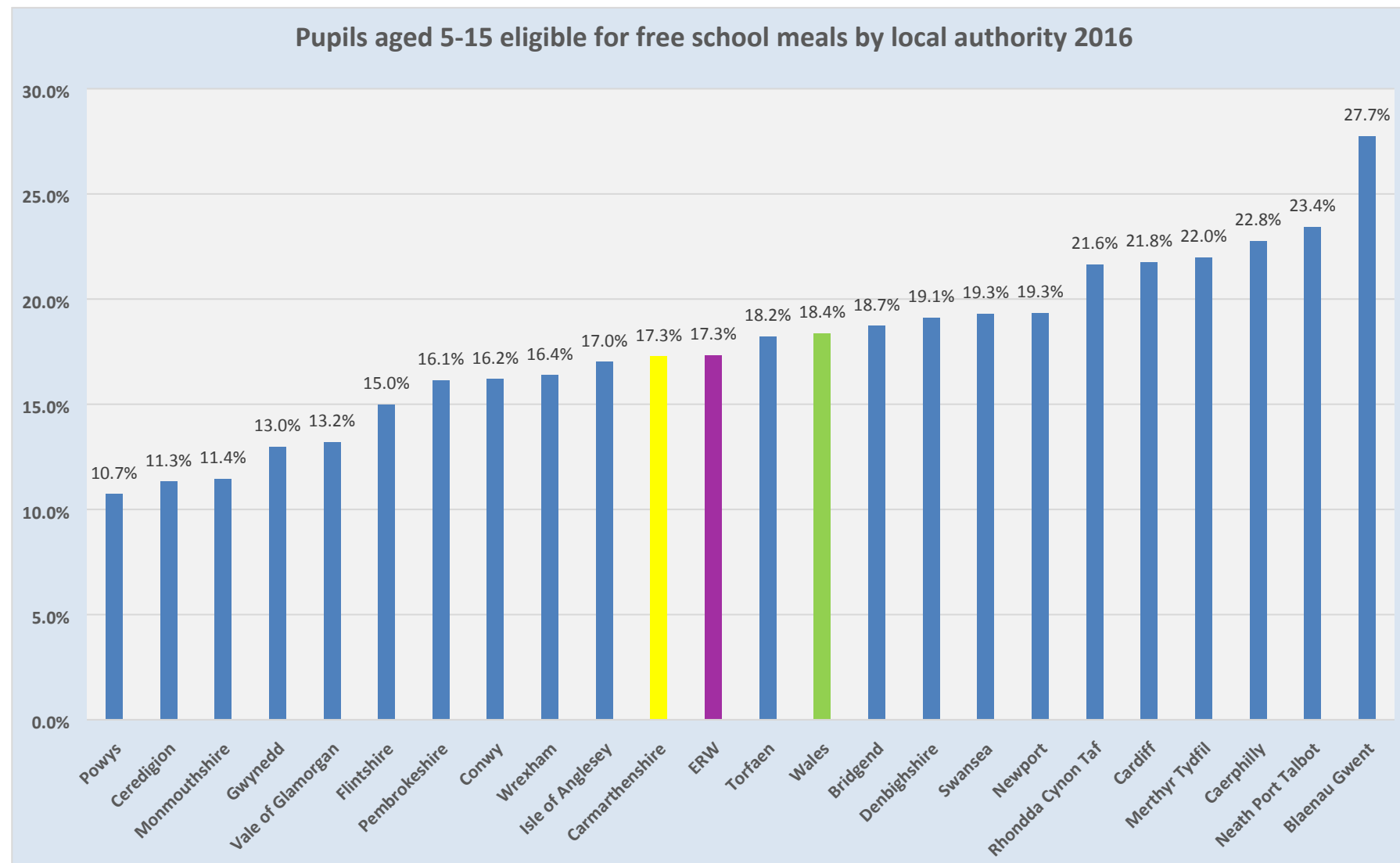
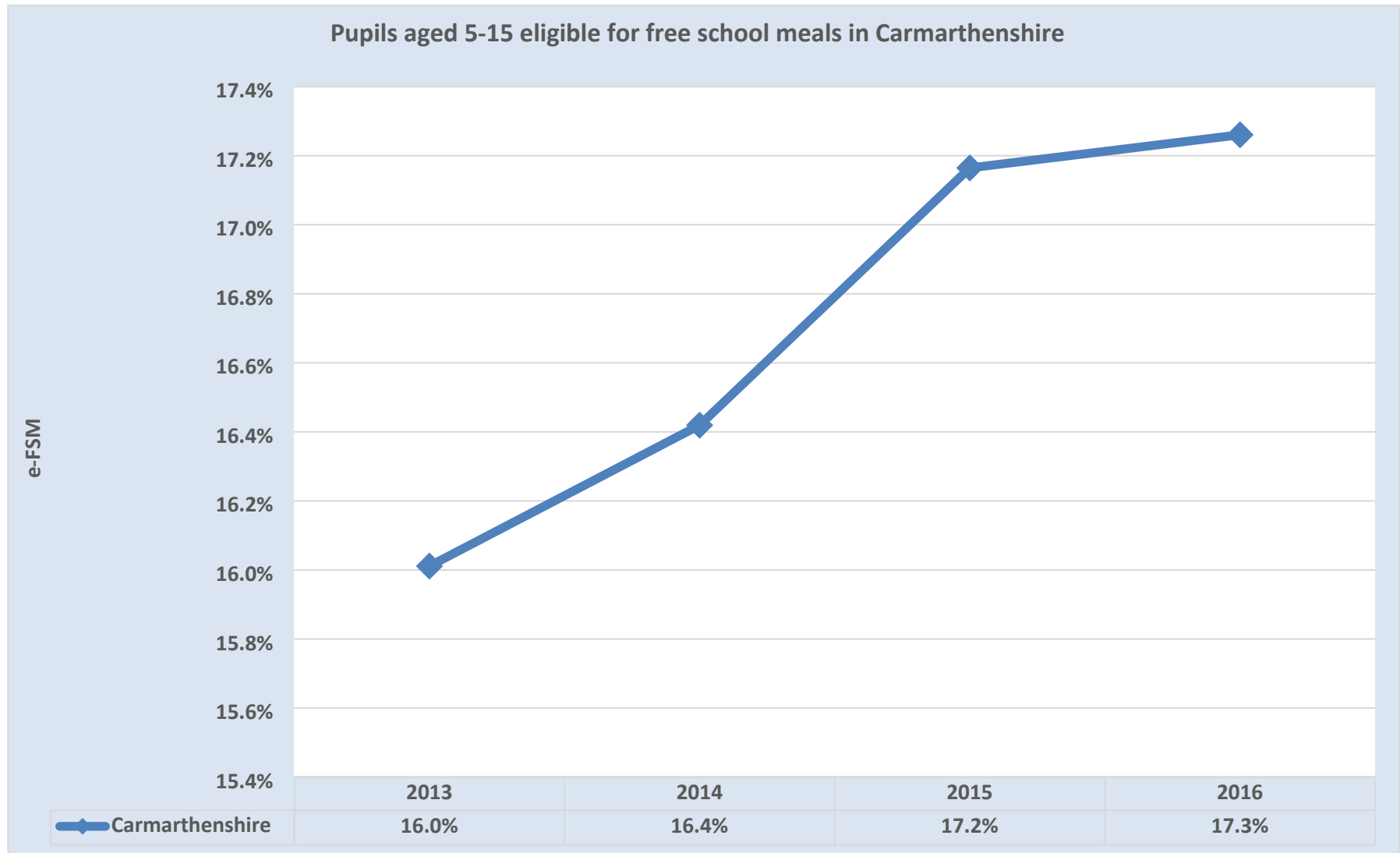


Figure 2: Carmarthenshire pupils aged 5-15 eligible for free school meals January 2016 (PLASC data)



2.1.3 Performance of pupils eligible for free school meals (e-FSM)

Research shows that the performance of pupils who are eligible to receive free school meals (e-FSM) is lower than their non-eligible counterparts at all key stages and in all performance measures. The Welsh Government states that: *“there is also a strong link between achievement and the level of entitlement to free school meals”* and that: *“as the level of free school meal entitlement increases, the level of achievement decreases”*.⁹

Achievement is measured against the following indicators:

- *The **Foundation Phase Indicator (FPI)** represents the percentage of pupils achieving the expected outcome or above in ‘Language, literacy and communication skills’ (in English (LCE) or Welsh (LCW)), ‘Personal and social development, wellbeing and cultural diversity’ (PSD) and “Mathematical development” (MDT) in combination.*
- *Core subject indicator at **Key Stages 2-3** is defined as achieving the expected level in both Maths and Science and either English or Welsh first language. The expected level of the majority of pupils is level 4 at Key Stage 2 and level 5 at Key Stage 3.*
- *At **Key Stage 4** it is defined as achieving five GCSEs at level 2 inclusive qualification, grade A*-C in Maths and either English or Welsh first language.*¹⁰

When considering the core subject indicators, the gap in performance across Wales has narrowed overall during the last four years at Key Stages 2 and 3. At Key Stage 4, the gap in performance in the Level 2 threshold including a GCSE A*-C in English/Welsh and Mathematics widened every year to 2009-10 before narrowing in the following three years, but the gap has widened again between 2012/13 and 2013/14. The provisional data for 2015/16, shows that 35.5% of Key Stage 4 pupils who were eligible for free school meals achieved the Level 2+ threshold and that the gap between this group of pupils and those not eligible for free school meals, is 31.2%.

2.1.4 Pupil Deprivation Grant

In 2012, the Welsh Government launched the Pupil Deprivation Grant (PDG) scheme to provide additional funding to schools based on the number of pupils on their roll eligible for Free School Meals or who are Looked After Children. The aim of the Grant is to improve outcomes for these learners by overcoming the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

The Grant can be utilised to support a range of interventions in order to improve the outcomes of those pupils from disadvantaged backgrounds. The Welsh Government expects schools to outline their rationale for how they will spend the Grant in their School Development Plans. It states that these should: *“demonstrate their priorities*

⁹ Achievement and entitlement to free school meals – Welsh Government Statistics and Research (December 2015)

¹⁰ Achievement and entitlement to free school meals in Wales, 2013 – Welsh Government Statistics and Research (January 2014)

and targets; how they identify pupils' needs and what staff development will be put in place to meet those needs".¹¹

As of September 2014, ESTYN inspectors, as part of their school inspections, have been giving consideration to how pupils eligible for free school meals are supported to improve their rates of attainment. They have also been considering how schools' resources (e.g. the PDG) are being used to further this agenda.

Grant allocations are paid through the regional school improvement consortia on a bi-annual basis. The grant is delegated in full to schools/early years providers other than the Looked After Children portion which is managed on a regional basis by the relevant consortia. The allocation of the grant for the 2015/16 and 2016/17 academic years is outlined in the table below.

Table 1: Allocation of Pupil Deprivation Grant

Year	Allocation of Grant
2015/16	<ul style="list-style-type: none"> • For each child aged 5 to 15 who is eligible for free school meals (e-FSM), as reported in the January 2014 Pupil Level Annual School Census (PLASC) return, their school will receive £1,050. • For each child who was Looked After (LAC) as reported in the April 2014 Children in Need census, the regional consortium will receive £1,050. • For each eligible child aged 3 to 4 in in the Foundation Phase in maintained and non-maintained settings, an allocation of £300 will be made.
2016/17	<ul style="list-style-type: none"> • For each child aged 5 to 15 who is eligible for free school meals (e-FSM), as reported in the January 2015 Pupil Level Annual School Census (PLASC) return, their school will receive £1,150. • For each child who was Looked After (LAC) as reported in the April 2015 Children in Need census, the regional consortium will receive £1,150. • For each eligible child aged 3 to 4 in in the Foundation Phase in maintained and non-maintained settings, an allocation of £300 will be made.

For the 2015/16 and 2016/17, the Welsh Government introduced the Early Years Pupil Deprivation Grant (EYPDG) which extends the eligibility to three and four-year-olds who are in funded Foundation Phase education. For 2017/18, the allocation for each eligible pupil in the Foundation Phase will increase to £600.

Making effective use of the Pupil Deprivation Grant is an important issue for the Welsh Government. In December 2015, the Welsh Government published its second evaluation report on the use of the Pupil Deprivation Grant. The report included a

¹¹ Guidance for using the Pupil Deprivation Grant: What really works? by the Welsh Government (2014)

series of case studies as well as findings from its analysis of data from the National Pupil Database. The Welsh Government's main findings for Year 2 (2014/15) are outlined below:¹²

- *Case study schools were using sophisticated data systems to identify individual pupils to receive additional support via PDG-funded interventions. The PDG has helped to instigate improvements in the way some case study schools collect and use data.*
- *All schools monitored pupil-level data against individual targets. A few schools explained that they had not previously monitored eFree School Meal pupils separately, or that they had not previously monitored the impact of specific interventions.*
- *There are examples of schools making spending decisions, and changing the way in which interventions operate, on the basis of the data they have collected to improve effectiveness.*
- *The case studies suggest that the biggest impact of the PDG on staffing has been to increase the number and the skills of Teaching Assistants (TAs) employed by schools. TAs are often trained on implementing and evaluating the impact of the interventions they deliver and as a result are becoming highly skilled members of the school staff. The PDG has led to an increase in the size of the school staff in virtually all case study schools.*
- *The way the PDG is spent by schools appears to have evolved over the grant's lifetime. Several case study schools explained they had initially invested in resources and establishing data monitoring systems to track pupils' progress using the funds, but that funds are now concentrated on the delivery of interventions, and specifically on funding staff time to deliver them.*

The Welsh Government has also published guidance entitled 'Guidance for using the Pupil Deprivation Grant: What really works?' as a means of assisting schools on how they can make the best and most effective use of the Grant.

The Local Authority utilises the work of ERW Challenge Advisers for monitoring the effective use of PDG funding within our schools. The content of the 'ERW Core Visit One' (undertaken with every school during the Autumn Term) contains a specific element focused on PDG funding. Schools are required to demonstrate the use and impact of their funding (captured within the content of their individual School Development Plan) on pupil outcomes. Rigorous analysis and discussion with school leaders results in an agreed statement, supported by any appropriate actions deemed necessary, to enhance a school's work.

Details of the Pupil Deprivation Grant allocated to schools in Carmarthenshire are outlined in Appendix 2.

2.2 Policy Context

¹² Welsh Government's Evaluation of the Pupil Deprivation Grant (PDG) – <http://gov.wales/statistics-and-research/evaluation-pupil-deprivation-grant/?lang=en>

2.2.1 Welsh Government

In its strategy 'Rewriting the future: Raising ambition and attainment in Welsh schools', Huw Lewis AM, the then Welsh Government Minister for Education & Skills stated that: *"no child in Wales should be disadvantaged by poverty and inequality"* and that was why he: *"made tackling the impact of poverty on educational attainment [his] top priority"*.¹³

The strategy goes on to state that the Welsh Government's vision is to have: *"high expectations for all learners, regardless of their socio-economic background, and ensure that they have an equal chance of achieving those expectations"*.¹⁴

It is the Welsh Government's view that there is a direct correlation between educational attainment and economic prosperity and that a significant number of children across Wales are not fulfilling their potential. The Welsh Government is also eager to tackle this particular problem as it sees Wales as lagging behind other parts of the UK. In 'Rewriting the Future', figures published by the Welsh Government state that:

- *e-FSM learners in England are around 50% more likely to achieve the Level 2 inclusive than e-FSM learners in Wales at age 15.*
- *The North East of England region is the most socio-economically comparable to Wales. Here, e-FSM learners are over a third more likely to achieve Level 2 inclusive than their peers in Wales.*
- *In every region in England the rate of improvement for the performance of e-FSM learners has been significantly faster than in Wales.*¹⁵

2.2.2 The Qualified for Life (QfL) Agenda and the Donaldson Review

Instigated by the Welsh Government's 'Qualified for Life' report in 2014, Professor Graham Donaldson's independent review of curriculum and assessment arrangements in Wales, entitled, 'Successful Futures' (published in February 2015), heralds a new dawn for school curriculum design. Described as: *"the most far reaching and exciting set of proposals for a generation"*,¹⁶ the 68 recommendations received full ministerial approval and have been accompanied by an implementation plan, namely 'A curriculum for Wales – A curriculum for life' (also published in 2015).

Donaldson notes a number of fundamental design principles, stating that curricula should be: *"inclusive...encompassing and entitlement to high quality education for every child and young person."*¹⁷ Inclusivity is also mentioned in the implementation plan as one of the: *"four enablers of the new curriculum"*.¹⁸

By extension of these ideals, Carmarthenshire curriculum planners are considering how this agenda can be 'for the many, not the few' and a curriculum 'for all learners

¹³ Rewriting the Future: Raising ambition and attainment in Welsh schools by the Welsh Government

¹⁴ Rewriting the Future: Raising ambition and attainment in Welsh schools by the Welsh Government

¹⁵ Rewriting the Future: Raising ambition and attainment in Welsh schools by the Welsh Government

¹⁶ Lewis, H (Welsh Government Minister for Education – March 2015)

¹⁷ Donaldson, G (2015): Successful Futures, p14

¹⁸ Welsh Government (2015): A curriculum for Wales – a curriculum for life, p14

in all schools and settings'. Donaldson augers to provide a 'Pupil Offer,'¹⁹ modelled on School Challenge Cymru principles, which will address barriers to learning and facilitate access to learning for the disadvantaged – as the Council strives to enrich the areas of learning and experiences of pupils in Carmarthenshire. This will help the Council reach its aim of ensuring the holistic development of well-rounded young people, fully prepared for life, living and the world of work.

2.2.3 Regional Consortia

In 2011, the then Welsh Government Minister for Education & Skills outlined twenty priorities aimed at transforming educational achievement standards across Wales. One of the priorities outlined the Government's desire for local authorities to join forces as part of regional school improvement consortia which would: *"identify system leaders, who will support and challenge the Professional Learning Communities, which will have a focus on literacy and numeracy"*.²⁰ There are four education consortia in Wales, with Carmarthenshire part of the 'Education through Regional Working' (ERW) Consortium.

All four consortia have identified reducing the attainment gap for e-FSM learners as a key priority and have included this as a priority within their respective business plans. In addition, ERW and the Central South Consortium (CSC) have published strategies to address this particular issue. The consortia also provide the schools within their areas with additional online advice and guidance on making the most effective use of the PDG funding as well as case studies.

More details of the ERW Consortium's role are outlined in Section 2.4.4.

2.2.4 UK Context

In **England**, the Westminster Government introduced the 'Pupil Premium' in 2011 which is: *"additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers"*.

²¹ The funding is made available to the following educational establishments:

- Local-authority-maintained schools, including special schools and pupil referral units
- Voluntary sector alternative provision (with local authority agreement)
- Special schools not maintained by local authorities
- Academies and free schools (including special and AP academies)

For the 2016/17 financial year, schools in England will be eligible to receive the following figures for every child that is registered as being eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6
- £935 for pupils in Years 7 to 11

¹⁹ Welsh Government (2015): A curriculum for Wales – a curriculum for life, p13

²⁰ 'Teaching makes a difference' by Huw Lewis (February 2011)

²¹ Pupil Premium: Funding and accountability for schools – Guidance by the Department for Education and Education Funding Agency

The Group considered the Pupil Premium during its review and learnt that in the autumn of 2012, Ofsted (Office for Standards in Education, Children’s Services and Skills in England) had visited 68 primary and secondary schools to evaluate how effectively they were spending their Pupil Premium allocations in order to maximise achievement. Ofsted found that where schools had spent the Pupil Premium funding successfully to improve achievement, specific actions and behaviours were evident including the ring-fencing of funding, use of research and allocating the best teachers to teach intervention groups. Details of Ofsted’s findings are outlined in more detail in Appendix 1.

As part of this review, Ofsted also found that where schools were less successful in spending the funding, there was a lack of action and leadership evident including a lack of clarity in relation to the spending of the grant, lack of monitoring and of good performance management systems. Details of these findings are also outlined in more detail in Appendix 1.

The Group noted that Ofsted had published a further update in 2014 stating that where schools were spending the Premium successfully, there was:

- A clear vision and high expectations were set.
- Good or outstanding leadership and a school-wide commitment to raising achievement for e-FSM pupils.
- An association between the overall effectiveness of a school and the impact of the pupil premium.
- Improvement showing due to a commitment to ‘closing the gap’ and the use of robust tracking systems.
- A comprehensive package of support responds to a wide range of specific needs.
- Successful governors who were very actively involved in holding leaders to account for achievement of pupils eligible for the pupil premium.

In **Northern Ireland**, schools are allocated ‘Additional Social Deprivation Funding’ (in addition to the standard funding received from the Education Authority) as part of the ‘Targeting Social Need’ (TSN) initiative, first introduced in 1991 by the then Secretary of State for Northern Ireland. This measure provides for the distribution of funding to schools: *“using a social deprivation element which recognises the additional costs faced by schools in educating children from socially deprived backgrounds, regardless of ability, and the particular challenges faced in schools with high proportions of children from such backgrounds”*.²² The level of additional funding is determined by the number of pupils eligible for free school meals (referred to as ‘FSME’ in Northern Ireland), although for nurseries or pupils in school-based nursery classes, funding is also determined by whether parents are receiving income-based Job Seekers Allowance or Income Support.

²² Local management of schools: Common Funding Scheme 2014/15 – Department of Education for Northern Ireland (2014)

In the post-primary sector in Northern Ireland (secondary), the Additional Social Deprivation Funding is allocated in two ways. Firstly, the social deprivation element, determined by the numbers of pupils eligible for free school meals and secondly, an 'educational attainment element' in recognition of the additional support that is required for those pupils who are performing below their expected level for their age, irrespective of their social background. Attainment at Key Stage 2 (or Key Stage 3 for Senior High schools) is the measure used for distribution of this funding.

All schools which receive the additional social deprivation funding are required to record and justify its use as part of their Every School a Good School (ESaGS), Schools Development Planning process.

In February 2015, the **Scottish** Government launched its Attainment Challenge with the aim of achieving equity in educational outcomes for all pupils in Scotland. This is the Scottish Government's Curriculum for Excellence, Getting it Right for Every Child initiative and the National Improvement Framework, which was launched in January 2016. The Framework, developed by the Scottish Government in conjunction with practitioners, parents and children is considered a central initiative in driving improvement and closing the attainment gap.

The Scottish Government has also established the Attainment Scotland Fund, a targeted initiative worth £750m whose purpose is to be used in supporting pupils in local authority areas with the highest concentrations of deprivation. These 'Challenge Authorities' as they are known are currently, Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire. The Fund was initially aimed at primary schools in order to target improvement in literacy and numeracy, as well as general health and well-being. However, the Fund is available for schools in deprived areas, outside these Challenge Authorities. The programme has been extended in 2016 to another 133 secondary schools across Scotland. In 2017/18, an additional £100m, raised from council tax reforms, is due to be allocated directly to schools, based on the numbers of pupils in both primary and secondary schools who meet the eligibility criteria for free school meals. The Scottish Government is expected to introduce a new framework in late 2016 which will outline proven and evidenced strategies for improving educational attainment.

The Scottish Government also hosts an 'Attainment Challenge Innovation Fund' which allows schools as well as local authorities to fund as well as evaluate innovative projects they may have developed to improve standards and attainment.

The Group learnt that officers from Education Services had attended a conference in Edinburgh where useful links had been established with other educational practitioners and experts in the field of educational inequality.

2.3 Other guidance and research

2.3.1 Wales Centre for Equity in Education (WCEE) – The WCEE is based at the University of Wales and the University of Wales Trinity Saint David and is a joint venture between this university and the University of Wales. It was established to be: “a leading national policy and applied research centre, focusing on all forms of disadvantage associated with low educational achievement in Wales”.²³

The Centre has produced a number of publications relating to the impact of poverty on educational attainment as well as the use of the Pupil Deprivation Grant in Wales. In its publication ‘The Good News... what schools in Wales are doing to reduce the impact of poverty on pupils’, it suggests that where schools are successfully tackling poverty and reducing the impact of poverty and inequality, three key elements are evident, namely effective leadership, quality teaching and parental engagement. The key aspects of these three elements are outlined in Figure 2.

Figure 2: Successfully tackling poverty and reducing impact of poverty

Effective Leadership	Quality Teaching	Parental Engagement
Whole-school commitment Rigorous use of data Strategic planning	Rich pedagogy Tailored Curriculum Effective feedback	Welcoming Schools Parents as co-educators Tailored projects

The Group received evidence from Professor David Egan, one of the report authors, at its meeting in February 2016. In addition to reaffirming the findings of ‘The Good News’ report, he also stressed that perseverance was required by all interested parties and that instances of success where schools had narrowed or closed the attainment gap: “*did not happen overnight*” but “*required planning, teamwork and determination.*”²⁴

2.3.2 ESTYN – In 2012, ESTYN (Her Majesty’s Chief Inspector of Education and Training in Wales) published the second in a series of reports in response to the Welsh Government Minister’s annual remit to the inspectorate for 2011/12. The reports considered how Welsh schools were: “*tackling child poverty and disadvantage to improve learners’ achievement and wellbeing*”.²⁵ In its report entitled ‘Effective Practice in Tackling Poverty and Disadvantage in Schools’, ESTYN outlines ten strategies that effective schools in challenging circumstances use. Its top 10 strategies for addressing poverty and disadvantage in schools are:

1. *Taking a whole-school, strategic approach to tackling disadvantage*
2. *Using data to track the progress of disadvantaged pupils*
3. *Improving disadvantaged pupils’ literacy and learning skills*

²³ Wales Centre for Equity in Education – www.uwtsd.ac.uk/wcee

²⁴ The Good News... what schools in Wales are doing to reduce the impact of poverty on pupils (WCEE, 2014)

²⁵ Effective practice in tackling poverty and disadvantage in schools (ESTYN, 2012)

4. *Improving the social and emotional skills of disadvantaged pupils*
5. *Improving the attendance, punctuality and behaviour of disadvantaged pupils*
6. *Tailoring the curriculum to meet the needs of disadvantaged pupils*
7. *Providing enriched experiences and a variety of extra-curricular activities and trips*
8. *Listening to pupils and encouraging participation*
9. *Engaging with parents and carers of disadvantaged pupils*
10. *Developing the expertise of staff to meet the needs of disadvantaged pupils* ²⁶

2.3.3 The Sutton Trust Teaching and Learning Toolkit – The Sutton Trust’s toolkit is a: *“summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils”*. ²⁷ This online resource covers more than thirty ‘strands’ or topics ranging from behaviour interventions, feedback, sports participation, homework, learning styles, peer tutoring, reading and comprehension strategies. The toolkit provides practitioners with the average impact on attainment, the research evidence supporting these interventions as well as potential costs. For example, for ‘feedback’ the Toolkit lists this as an intervention with ‘high impact for very low cost, based on moderate evidence’ whilst listing the option for a pupil to repeat a year as having ‘negative impact for very high cost based on extensive evidence’. The Toolkit was developed by the Trust and published as the ‘Pupil Premium Toolkit’ by Durham University in 2011.

²⁶ Effective practice in tackling poverty and disadvantage in schools by ESTYN (2012)

²⁷ Sutton Trust’s Teaching & Learning Toolkit - <http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit>

2.4 What is happening in Carmarthenshire?

2.4.1 Pupils numbers in Carmarthenshire

The Group noted that when investigating the attainment gap in Carmarthenshire and the performance of the County's schools with neighbouring authority areas, it was important to consider pupil numbers. Carmarthenshire has the second highest number of primary aged pupils within the ERW region, as outlined in Table 2.

Table 2: Number of pupils in Primary Schools within the ERW region (2015/16)

	Boys	Girls	Total
Ceredigion	2,619	2,533	5,152
Powys	5,256	5,067	10,323
Pembrokeshire	5,484	5,288	10,772
Neath Port Talbot	6,618	6,203	12,821
Carmarthenshire	8,193	7,712	15,905
Swansea	11,565	10,639	22,204
ERW total	39,735	37,442	77,177

In the secondary sector, Carmarthenshire again has the second highest number of pupils at 11,332, behind Swansea. Table 3 outlines the numbers of across the region in secondary education.

Table 3: Number of pupils in Secondary Schools within the ERW region (2015/16)

	Boys	Girls	Total
Ceredigion	2,181	2,206	4,387
Pembrokeshire	3,511	3,431	6,942
Powys	3,914	3,759	7,673
Neath Port Talbot	4,040	3,890	7,930
Carmarthenshire	5,726	5,477	11,203
Swansea	7,009	6,605	13,614
ERW total	26,381	25,368	51,749

With 17.5% of the learner cohort, Carmarthenshire has a significant role to play in the delivery of educational standards within ERW.

2.4.2 e-FSM and the attainment gap in Carmarthenshire

As part of its review, the Group received a wide range of data outlining the performance of Carmarthenshire schools during the 2014/15 academic year. It should be noted that the data for the 2015/16 academic year was not available by the end of the Group's review.

Tables 4 and 5 outline the e-FSM data for the local authorities within the ERW region and show Carmarthenshire placed third behind Neath Port Talbot and Swansea in

terms of the percentage of pupils in receipt of free school meals, both in the primary and secondary sectors.

Table 4: Percentage of primary e-FSM pupils (3 years average)

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Neath Port Talbot	26.5	26.6	26.4	25.6	25.4	25.3
Swansea	22.3	21.8	21.9	21.2	20.8	20.4
Carmarthenshire	18.9	18.1	18.0	17.4	17.6	17.8
Pembrokeshire	19.3	19.0	19.6	19.6	18.7	17.1
Ceredigion	14.5	13.3	13.1	12.5	12.3	12.0
Powys	12	11.8	11.8	11.6	11.3	11.0
ERW	18.5	19.4	19.4	18.9	18.6	18.3
WALES					19.6	

Table 5: Percentage of secondary e-FSM pupils (3 years average)

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Neath Port Talbot	20.1	20.8	21.3	21.7	21.8	22.0
Swansea	20.7	19.8	20.0	19.5	19.1	18.5
Carmarthenshire	15.5	14.9	14.9	14.8	15.2	15.8
Pembrokeshire	15.5	15.2	15.5	15.6	15.8	15.5
Ceredigion	12	12.0	11.9	11.6	11.5	11.2
Powys	8.9	9.3	9	9.2	10	10.1
ERW	15.6	16.0	16.2	16.1	16.2	16.2
WALES					17.4	

Whilst trends in e-FSM percentages are relatively stable over time, it's worth noting that around a fifth of our learners are still within this category – in raw terms for 2015/16 equating to c.2,765 learners in the primary phase and c.1,097 in the secondary sector.

It could be argued that Carmarthenshire has a slightly lower than average regional e-FSM challenge in both primary sector and secondary sector. Being ranked third in challenge, it would be expected therefore that average pupil performance would be expected for Carmarthenshire.

The Group noted that challenge, support and intervention activities across all the county's schools continued to focus on improving provision and outcomes for all Carmarthenshire learners. It noted that in 2014/15, performance of e-FSM pupils in the Foundation Phase Indicator and Level 2 inclusive continued to improve but that more needed to be done to enhance the performance of Free School Meals pupils. This would be a key priority for the Education & Children Department for the 2015/16 academic year and beyond.

Figures 3 to 6 outline the trends in performance at the different key stages in Carmarthenshire between 2010 and 2015.

Figure 3: e-FSM v n-FSM Foundation Phase Indicator

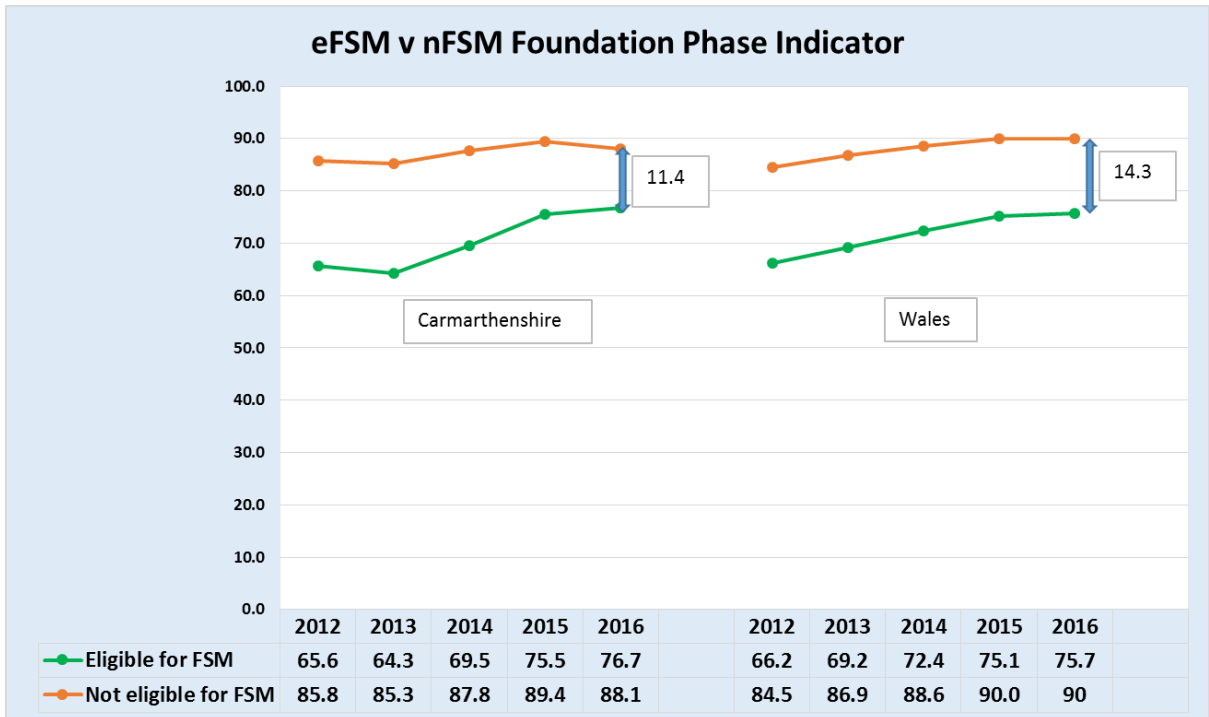


Figure 4: e-FSM v n-FSM KS2 Core Subject Indicator

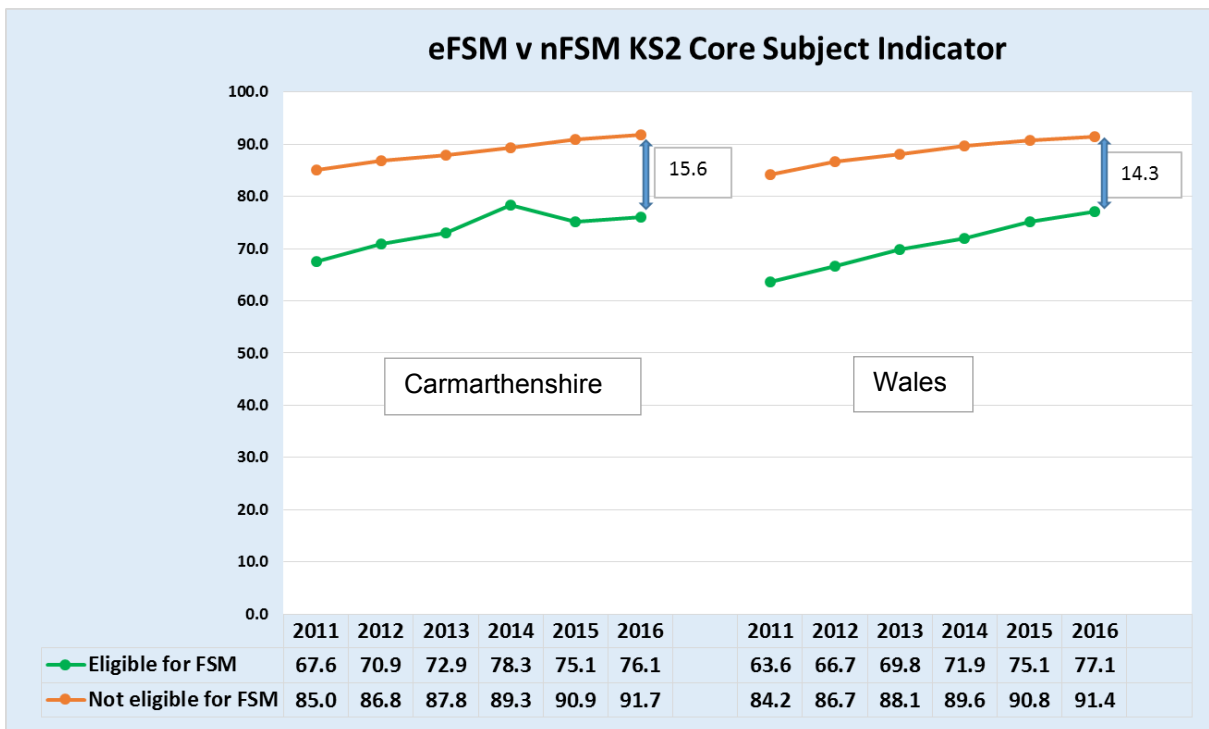


Figure 5: e-FSM v n-FSM KS3 Core Subject Indicator

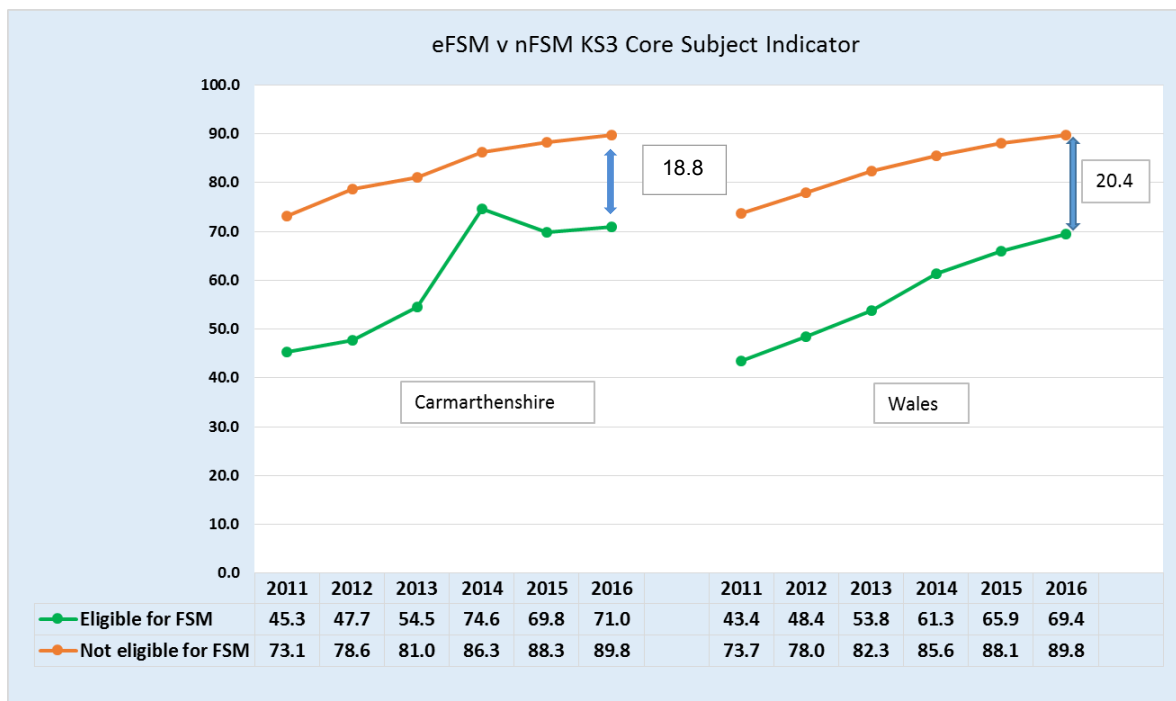
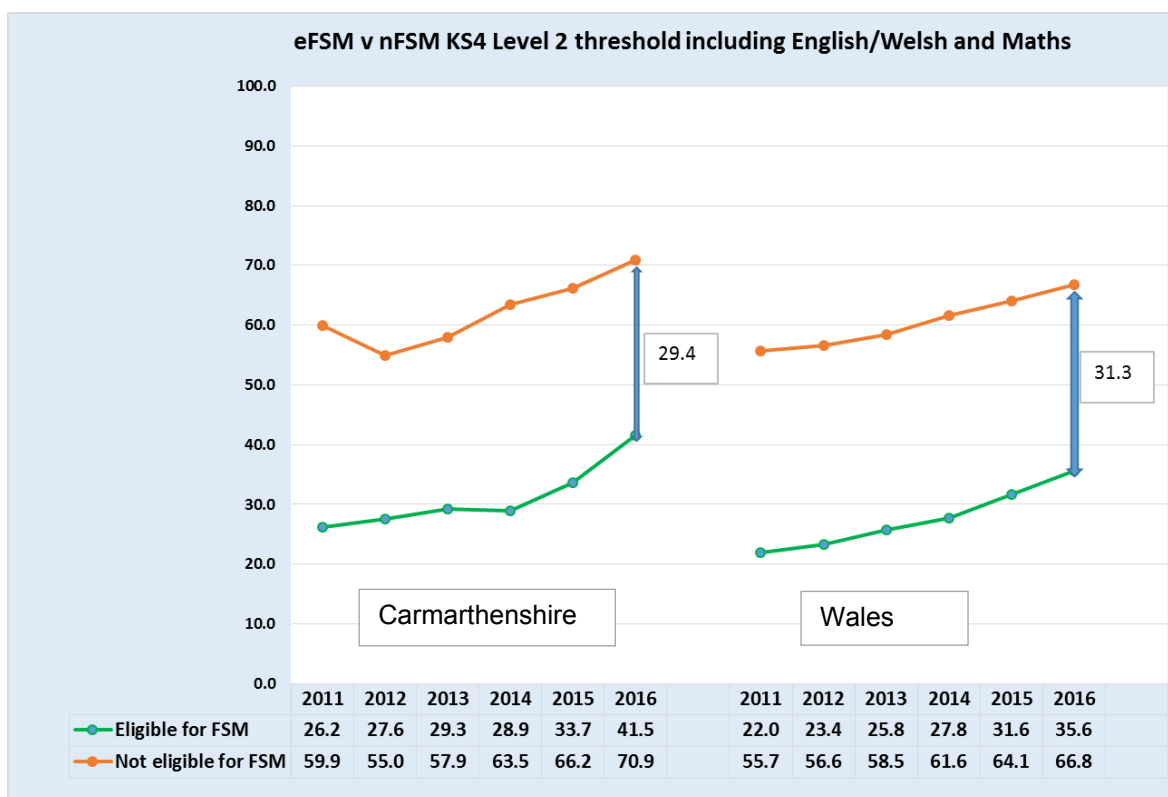


Figure 6: e-FSM v n-FSM KS4 Level 2 threshold including English / Welsh and Maths



Analysis of Figures 4-6 above demonstrates that standards continue to rise at all key stages for e-FSM and n-FSM learners (broadly consistent with the national picture); gaps have been closing slightly, but opened most recently at Key Stages 2 and 3.

Furthermore, attainment gaps in key indicators are wider in the older age groups as starkly demonstrated at Key Stage 4 with the L2i indicator.

The Group was reminded that not all pupils in receipt of free school meals were necessarily under-achieving. The Welsh Government also acknowledges this stating that: *“exceptionally able pupils”* may be in receipt of support from the PDG but *“because of their family background are not achieving their full personal potential, even though they appear to be holding their own in comparison with their peers”*.²⁸

2.4.3 Free School Meal Service

In Carmarthenshire, the Free School Meals Service is administered by the Department for Education & Children. The Department introduced an online application system in 2013 and whilst there was an initial concern due to lack of internet access in some homes, very often, schools will assist parents in applying and this is done on the school premises.

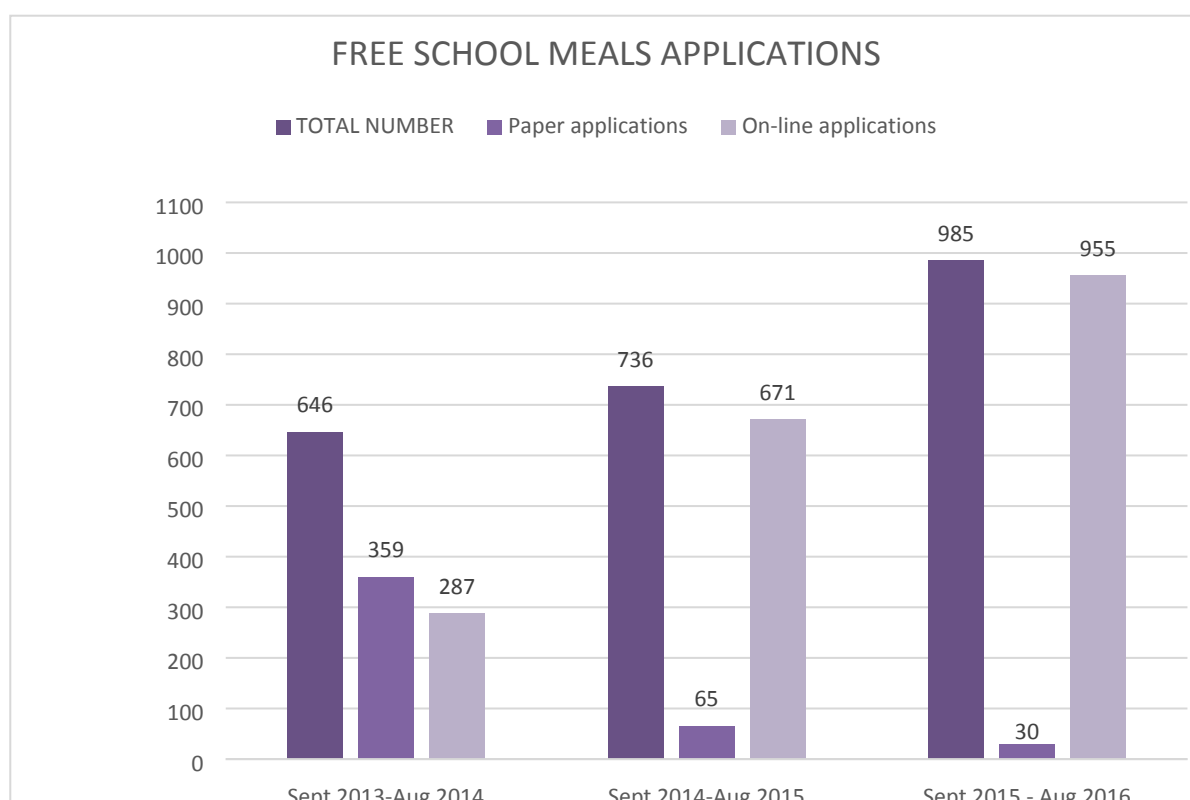
The previous system was paper-based and repeated on an annual basis. The new system does not require a new application to be submitted annually, although there is a duty on the parents to inform the Authority once their circumstances change (and the Authority undertakes regular spot checks). Once an application is received, applicants are checked via an ‘eligibility hub’ run by the Department of Work & Pensions. This will confirm whether a family is eligible or not.

Prior to September 2013, the Department would receive approximately 2,500 paper-based applications each year for approximately 4,300 pupils. Since the introduction of the online system in September 2013 and that parents are no longer required to apply for each new academic year, the numbers of applications have decreased overall with a total of 2,367 applications received between September 2013 and August 2016.

With the introduction of the online system, paper-based applications have dropped year on year since 2013 and now only a handful are received annually.

²⁸ Guidance for using the Pupil Deprivation Grant: What really works? by the Welsh Government (April 2014)

Figure 7: Numbers of Free School Meal applications between September 2013 and August 2016



The Group found that the Authority does not know how many residents are eligible for school meals. Officers had proposed accessing other departmental databases to target those who might be eligible (e.g. those in receipt of Housing Benefit) but this was not possible due to data protection issues.

The Group also learnt that:

- Some schools are very proactive in terms of encouraging parents to apply for free school meals.
- In all the secondary schools where the Authority provides meals (apart from Dyffryn Taf), a cashless system is in place and this had reduced the stigma associated with free school meals and increased take-up.
- There had been discussions with other departments (specifically Housing Benefits Service) about staff encouraging those in receipt or applying for other benefits, to apply for free school meals. However, it was not clear whether this was actually happening or not.

The free school meals are paid for from the Department's Catering Services budget, with the budget set using data on free school meal eligibility at school level.

In Carmarthenshire, the primary and secondary schools with the highest percentage of statutory e-FSM pupils in 2014/15 are listed in the following tables.

Table 6: Carmarthenshire’s Primary Schools with highest percentage of statutory e-FSM pupils

School	Total of statutory age pupils	Total of statutory e-FSM pupils	% of statutory e-FSM pupils
Copperworks Infants, Llanelli	47	22	46.8%
Carwe	39	18	46.2%
Bryn Teg, Llwynhendy	195	86	44.1%
Myrddin, Carmarthen	78	33	42.3%
Old Road, Llanelli	140	58	41.4%

Table 7: Carmarthenshire’s Secondary Schools with highest percentage of statutory e-FSM pupils

School	Total of statutory age pupils	Total of statutory e-FSM pupils	% of statutory e-FSM pupils
Glan-y-Môr, Burry Port	444	132	29.7%
Coedcae, Llanelli	881	227	25.8%
Bryngwyn, Llanelli	995	206	20.7%
St. John Lloyd, Llanelli	517	101	19.5%
QE High, Carmarthen	1203	221	18.4%

2.4.4 The regional picture and the role of ERW

Carmarthenshire is part of the ‘Education through Regional Working’ (ERW) School Improvement Consortium. The ERW region covers six local authority areas and is split into three ‘hubs’, namely:

- Carmarthenshire and Pembrokeshire (Western Hub)
- Ceredigion and Powys (Northern Hub)
- Neath Port Talbot and Swansea (Eastern Hub)

ERW’s aim is to ensure effective performance in all schools across the region and it does this through a variety of ways including:

- *Robustly and consistently challenging the performance schools and the outcomes achieved by all their learners*
- *Developing a differentiated system of professional support to schools in proportion to need that is identified through a nationally agreed assessment and categorisation framework applied consistently across the region*
- *Supporting the deployment of national and regional strategies to develop the literacy and numeracy skills of learners and to improve outcomes for disadvantaged learners*
- *Managing and deploying well trained Challenge Advisers across the region and within the hubs to challenge performance and signpost appropriate relevant support*

- *Triggering formal interventions in schools that fail to perform to the required standard*
- *Building capacity and resilience within schools so that we will enable a self-improving system within the region* ²⁹

In addition to its main business plan, ERW has published a strategy for ‘Reducing the Impact of Poverty on Educational Outcomes’ for 2015-18. This strategy has been developed in conjunction with the region’s schools and partner agencies. ERW also has a dedicated ‘Strategic Lead for Reducing the Impact of Poverty on Attainment’ as part of its wider team of officers.

Recent examples of ERW’s work in relation to the poverty agenda has included its Governor Support Team training and supporting governors to identify the priority needed for e-FSM learners in their schools, particularly in light of the Welsh Government’s new categorisation model. The Consortium’s Looked After Children PDG Work Group also contributes to addressing the attainment gap by planning the delivery of: *“high quality services to schools and pupils through effective collaboration”* ³⁰ and utilising best practice. This Work Group also monitors the use and records the impact of the PDG across the region.

During its review, the Group also received evidence from the Managing Director of the ERW Consortium which included a specific focus on the success of schools in the region’s Eastern ‘Hub’ (Swansea and Neath Port Talbot) in tackling the attainment gap (see two case studies on page 29).

The Group was informed that across the region, PDG plans for improving outcomes for e-FSM learners were monitored closely by ERW challenge advisers. Schools often publish separate plans on their websites and a few schools have included their plans into their statutory school development plans. The Group was informed that the use of grant monies by schools had been challenged from time to time in relation to the appropriate use of the funding. Sustainable, whole school approaches are emphasised and guidance for practitioners as well as ESTYN best practice are shared systematically.

The Group noted that those schools who, according to ERW, were effectively reducing the attainment gap, exhibited the following common characteristics. These schools will have:

1. Clear, precise planning for use of the PDG
2. Effective tracking systems to ensure pupil progress
3. Targeted interventions
4. Engagement with parents
5. Effective formative feedback to pupils
6. Little within-school variation

It is ERW’s view that dealing with the impact of poverty must go beyond decisions on how a school’s PDG allocation is spent and that tackling the impact of poverty must be central to whole-school planning.

²⁹ ERW Poverty Strategy 2015-18

³⁰ ERW Poverty Strategy 2015-18

ERW Eastern Region Case Study – Cwmrhydyceirw CP School

This school, located in the Morriston area of Swansea, has an effective plan in place that outlines how PDG funding is used to support e-FSM pupils and pupils identified as vulnerable. There are no LAC pupils in the school at present.

- Nursery PDG is used to support e-FSM for early identification of SEN especially in speech and language. Pupils are screened using the programme 'Language Link' and appropriate interventions and support allocated to individuals. The plan was available for scrutiny. It is costed carefully and each strategy/activity is linked to improved attainment and achievement of pupils. The school is allocated £58,800.
- Analysis of Free School Meals data suggests the gap between FSM and Non FSM pupils was eliminated at the end of Key Stage 2 for 2014-15 for the first time and actually turned in favour of FSM pupils. The CSI for FSM pupils was 100% and Science, literacy and numeracy interventions will continue as will the Nurture group for pupils with social and emotional difficulties. The Nurture group (a few of which are FSM) is successful in supporting identified pupils to manage their social and emotional issues, thereby raising their self-esteem and confidence, improving their social skills and removing barriers to learning. Further in-class support is provided by highly skilled Teaching Assistants, a few funded through PDG. The school can evidence the impact such provision is having on pupil behaviour and attainment through pupil, parent and staff questionnaires, pupil tracking and Nurture records.
- PDG is also used to support families of vulnerable children through using ICT to engage parents in supporting their child at home and improving their child's attendance and punctuality.
- There has been an improvement in attendance for FSM pupils and identified vulnerable pupils and the fact these children are in school more regularly and being targeted for intervention is impacting positively on raising their attainment

ERW Eastern Region Case Study – Cwmtawe Community School

This secondary school located in Pontardawe, has an effective and comprehensive PDG plan that is regularly reviewed to ensure value for money. The school utilises its tracking system to target this group of pupils with a range of appropriate intervention activities used to address the needs of these learners. At the end of KS3 76.3% of e-FSM pupils (29/38) achieved the CSI, whilst 88.1% of N-FSM pupils achieved the same indicator. This has enabled the school to reduce the gap in performance to its lowest level in the past 5 years. A similar pattern is seen in English and maths. In Science the performance of e-FSM pupils is excellent with all gaining L5+.

Similarly at KS4 the performance of e-FSM pupils whilst showing a very slight dip against the 2014 figure remains excellent. Outcomes of e-FSM pupils are above comparative averages in nearly all core indicators and in some cases significantly above. The gap in performance between e-FSM and N-FSM pupils is less than comparative averages. At KS4 money has been used to create additional time for key staff in English and maths to develop resources and provide additional support for e-FSM pupils. The focus for the school is not just those on the C/D borderline but time is invested with those e-FSM pupils who are MAT, thus securing improved outcomes for these. Additional staff have been appointed which has enabled the school to provide smaller classes at KS4 to support improved outcomes.

Additional staff have also been employed to provide English and maths tutoring for e-FSM pupils in Year 11. After school maths classes are scheduled for Year 11 e-FSM learners and the school was able to demonstrate the impact that this is having on improving GCSE outcomes. As a direct consequence of this money and the additional support for e-FSM pupils the school has been able to secure excellent outcomes at both key stages.

The school also provides mentoring sessions for these pupils with the focus being on improving self-belief and raising confidence levels to ensure improved outcomes.

During its review, the Group expressed concern at the impact of poverty on the attainment of pupils in more rural areas of the County. Members suggested that whilst poverty was often more prevalent and visible in the County's urban areas, it was as much of a concern for rural schools as for their urban counterparts. The Group was encouraged to learn that ERW, in conjunction with the GwE Consortium in North Wales, had commissioned research on poverty and limited educational achievement by pupils in rural and isolated areas. A team from Bangor University had won the tender to undertake the research and the key aims of the project would be to:

- *To identify any features that may be attributable to factors of rural poverty and contribute to schools' ability to overcome the hurdles of poverty*
- *Engage with shareholders in education in those areas to identify the hurdles*
- *To assess the validity of FSM as a proxy for poverty in schools*
- *Identify schools that have implemented successful strategies to reduce the impact of poverty and rural isolation on pupil achievement*
- *Digital Features*
- *The research focuses on schools in coastal areas, valleys and rural hinterlands*³¹

The Group noted that a final report was scheduled to be presented to ERW and GwE in July 2017 and members suggested that its findings be considered further by the Local Authority in order to ascertain how Carmarthenshire might assist schools and pupils in its rural communities.

2.4.5 Good Practice in Carmarthenshire

³¹ Research on the impact of poverty and rural isolation on educational achievement – ERW

During the review, the Group received evidence outlining good practice in Carmarthenshire as well as presentations from a selection of schools on the different initiatives being undertaken across the county in order to reduce the impact of poverty and reduce the attainment gap.

Johnstown CP School, Carmarthen – The school’s priority for e-FSM pupils in 2015-16 was that they performed as well as non-FSM pupils at Outcome 5 and 6 Foundation Phase Outcome Indicator and at Level 4 and 5 Core Subject Indicator in Key Stage 2. This includes equitable placement on the ‘More Able and Talented (MAT) register. The school introduced a ‘Peer Mentoring Scheme’ in 2012 and since this time, e-FSM learners have been trained as ‘Techi-Tutors’. This has been very effective in improving self-esteem and developing a deeper understanding of their own learning through teaching other pupils. It is based on a strategy recommended by the Welsh Government and the Sutton Trust. The school’s ‘Johnstown Journal Project’ further develops this, placing high expectations of high standards for e-FSM learners. The e-FSM pupils work alongside MAT pupils as ‘Chief Journalists’, thus ensuring continuous exposure to high quality literacy skills. Year 6 Chief Journals receive ICT training by specialists on relevant advanced technologies and on news reporting.

Bryngwyn Secondary School, Llanelli – The core aims of the school are to improve attendance, attitude and the achievement of disadvantaged learners. ESTYN acknowledges that the School’s: *“successful strategy using a skills-based curriculum has seen a marked improvement in many areas such as attendance, literacy, mathematics and English”*.³²

The School has a highly effective and extremely well attended out-of-school-hours programme. It provides enriching experiences that more advantaged learners take for granted by offering a varied menu of clubs, activities and cultural and educational trips. The programme supports pupils and their families through activities such as homework clubs, catch-up and revision sessions. The school also employs a ‘Learning Coach’ to support both pupils and parents, occasionally liaising with external agencies to provide support to families where needed. Both one to one and group support is offered to pupils preparing for GCSE exams and the Welsh Baccalaureate Qualification (WBQ). Transition projects are also run in conjunction with feeder primary schools which enables the school to ascertain the needs of new pupils, prior to their first day in the secondary school.

Hendy CP School – As a means of engaging with parents and carers, the school developed a scheme as a result of its weekly numeracy classes held for parents. The scheme was written by parents for parents and carers and provides tips and advice on how they can support their child/children’s in their development of numeracy and mathematics



³² A whole-school approach to supporting disadvantaged learners at Bryngwyn School – Best Practice Case Study by ESTYN

skills as they walk around the village. The booklet is aimed at the junior department and “Numeracy around the village has been written by parents for parents and carers, and will give you tips and suggestions to help you support your child in numeracy and mathematics as you walk around Hendy village and beyond.” The booklet is generally aimed at children in the junior department and includes examples of numbers and mathematical problems that can be found in everyday objects and shops within the village (e.g. the menu at the local fish and chips shop).

Ysgol Y Bedol (CP), Garnant – As part of the Education & Children Scrutiny Committee’s school visit programme, members of the Group visited Ysgol Y Bedol in Garnant. During the visit, members learnt of the numerous and varied interventions funded in part by the PDG and used by the school to reduce the impact of poverty on the attainment of its pupils. Initiatives include:

- The Special Educational Needs and CADY Team – Three members of staff facilitate Early Intervention Programmes (e.g. reading, CHATT, Speech and Language, Mathematics), leading Positive Play and ‘Talk About’ sessions, are responsible for late comers to the school ensuring pupils settle successfully, assessing pupils on entry (e.g. reading tests, spelling, reasoning tests), writing reports for outside agencies and run ‘Y Cwtsh Cynnes’ (Peacemakers Project), a lunchtime problem solving centre for pupils.
-
- Employing an Attendance Officer on a part-time basis whose responsibilities include attendance data collection, liaising and working with parents, tracking patterns in absence and working with outside agencies (e.g. Team Around the Family, County Attendance Officer, school nurse).
 - Establishing a Family Support Officer role (an existing member of staff) whose responsibilities include work alongside agencies (e.g. Team Around the Family, Flying Start, Cylch Meithrin, Plant Dewi and the Health Board), holding transition meetings with Cylch Meithrin, undertaking home visits with new families (e.g. getting to know and understand their backgrounds) and offering support to families during difficult times such as bereavement, illness etc. The officer will also meet with parents when personal issues involving pupils arise (e.g. personal hygiene or school uniform).
 - Establishing ‘Gwobr Y Bedol’ (The Bedol Prize), a programme unique to the school. This graded programme for pupils of Years 2 to 6 is based on the principles of the Duke of Edinburgh Award and offer a variety of experiences, develop an ethos of global and community citizenship as well fostering ambition, skills and a sense of achievement.
 - The ‘Teulu Hapus’ School Community Programme held during the course of a year which includes a variety of sessions relating to topics such as language and

play, cooking, community safety, health and well-being and training which are run by different agencies (e.g. Family Information Service, Dyfed-Powys Police, Menter Iaith Dinefwr, Coleg Sir Gâr and the Health Board).

Maes-y-Morfa CP School, Llanelli – The school is located in one of the County’s most deprived ward areas. 97% of the school’s pupils live in the top 10% of the most deprived communities in Wales with a high percentage of unemployment and of residents with no qualifications. The school, under its former head teacher has made significant efforts to engage with parents and the wider community as it is of the opinion that about 50% of student achievement is due to home and community factors. Three key actions adopted by the school have been to:

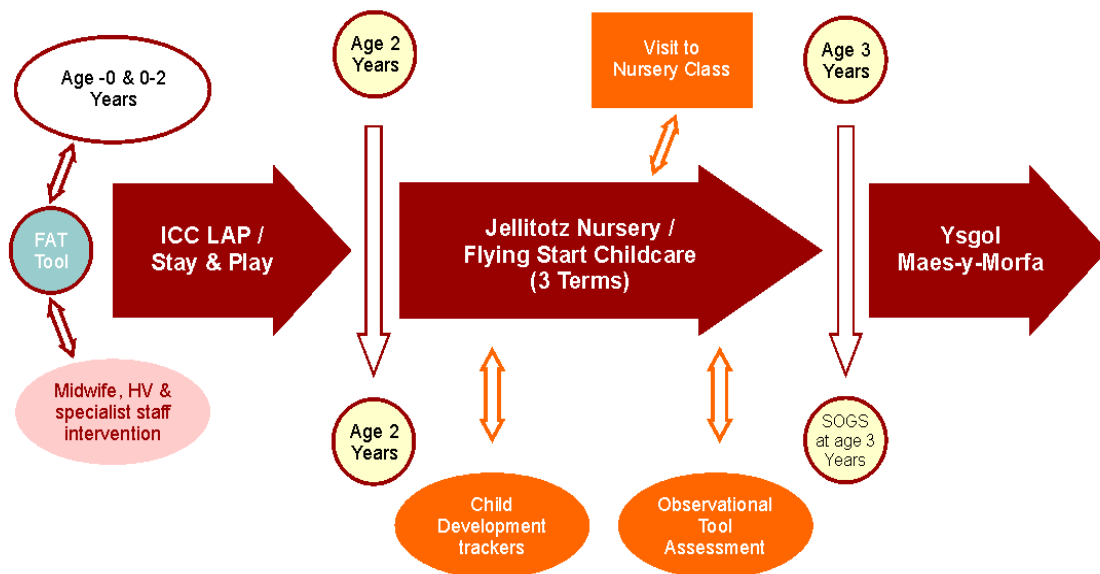
- Build positive home-school relationships through parental engagement
- Adapt pedagogy and the curriculum
- Ensure strategic planning and leadership

It views family, school and community engagement as an integral part of school improvement acknowledging that children live complex lives...in a family as well as in a community. The school has termed this the ‘Big Bag of Worries’ and each child has one or several of these influences which impact on their learning.

The school views the PDG an opportunity and not a ‘gap closing initiative’ and the e-FSM as a coarse and unreliable measure of deprivation. The school has developed its own measures based on data which is available to all schools and working closely in conjunction with other agencies such as Flying Start.

This strategic approach is a context driven model directly measuring and driving the school’s approach to deprivation. The school seeks to capture as much of this data as possible prior to initiating the curriculum.

Figure 8: Maes-y-Morfa Engagement / Data Model



This strategic approach is a context driven model directly measuring and driving the school’s approach to deprivation. The school seeks to capture as much of this data as possible prior to initiating the curriculum.

The school has a ‘Flying Start’ group within its own tracking system which enables it to know which pupils have been supported and at what level of need. This informs its strategic approach to and tracking of pupils in order to inform its approach to deprivation.

Carwe, Gwynfryn and Ponthenri Federation – This federation of schools, located in the lower Gwendraeth Valley has sought to utilise the PDG to run projects that support pupils’ classwork. The aim of the projects are to:

- Provide fun and interesting experiences
- Encourage pupils to work in small groups
- Develop pupils’ confidence
- Encourage pupils’ speaking and listening skills
- Support and develop literacy and numeracy skills across the curriculum
- Reinforce literacy, numeracy and ICT skills which are taught in the classroom

Projects run by the individual schools within the federation have included:

- Dewiniaid Darllen – Reading project (‘reading wizards’) to change attitudes of parents and pupils to reading and books.
- Golf project – Assists with addressing personal, behavioural and social issues (e.g. how to behave, how to receive instruction on learning new skills).
- Fferm Torcefn – This has enabled children to grow fruit and vegetables, be involved in agricultural and environmental projects, as well as serving customers in the farm shop.

- Criw Mentro Mentrus – This initiative (‘entrepreneurial crew’) challenges pupils to run stalls for Christmas events and coffee mornings, teaching financial skills and life skills such as cooking.
- Walking bus – This long-term initiative in Carwe was first introduced in 2006 where children are ‘picked-up’ by volunteers on their way through the village. The ‘bus’ travels whatever the weather, ensuring that the pupils arrive in school on time for breakfast club. It has had an extremely positive effect on the attendance and punctuality of pupils in addition to developing their road safety skills. The school’s walking bus has won five awards over the past decade including two national awards from Road Safety Wales and Asda’s Health for Kids.

The Group concluded that with so many examples of good practice across the County, not to mention across the ERW region and beyond, it would be useful to produce guidance or a good practice guide for the County’s schools in order that all schools had access to the most up-to-date and effective methods of addressing this issue.

3.0 Conclusion

- The impact of poverty on attainment is a well-known and well researched phenomenon, indeed, there is a wide range of research and good practice available from across the UK to inform and assist the County's schools in targeting the problem. Carmarthenshire needs to build and enhance on this research and good practice.
- There is evidence of much good practice within Carmarthenshire itself, as testified by the narrowing gap over a number of years. However, the good practice in Carmarthenshire and across the ERW region needs to be promoted and implemented by all schools.
- Minimising the impact of poverty on education attainment and reducing the attainment gap requires long term strategies and commitment from all agencies and organisations involved. There is no quick fix solution.
- Free School Meals Service has developed effective electronic and online systems. However, ensuring that those eligible for free school meals take up that opportunity, remains a challenge
- It is essential that rural poverty is not forgotten, especially, as the Public Policy Institute for Wales states: "there is evidence that rural poverty can be masked by the relative affluence of rural areas and by a culture of self-reliance in rural communities".³³
- It is clear that good leadership in schools as well as giving e-FSM learners a high priority in a school's development plan, is essential to ensure success in dealing with this matter as well as regular tracking and monitoring of pupils.
- Successful schools find creative ways of using the Pupil Deprivation Grant effectively.
- Engagement with parents is important and successful schools share information with and support them.
- The greatest impact of some of these initiatives undertaken by schools is not necessarily an improvement in standards but often is seen in the well-being of the pupils.
- School governors have a key role in monitoring and challenging the way in which their schools spend the PDG and seek to minimise the impact of poverty on education attainment.
- The loss of the PDG would have a significant impact on schools' ability to cater for and support e-FSM pupils.

4.0 Recommendations

³³ Rural Poverty in Wales: Existing Research and Evidence Gaps by the Public Policy Institute for Wales (2016)

The Group recommends that:

- Carmarthenshire County Council continues to consider the attainment gap as a matter of priority whilst acknowledging that it requires perseverance from all interested parties over a long period of time to ensure success.
- The County Council develops and publishes a good practice guide for Carmarthenshire schools, outlining effective methods and solutions to reduce the impact of poverty on educational attainment and reduce the attainment gap.
- In developing a good practice guide, the County Council utilises existing and online systems to share with schools and practitioners (e.g. HWB).
- The County Council support an event to launch the good practice guide / promote the deprivation agenda be arranged in Carmarthenshire, in association with the University of Wales Trinity St. David and the European Forum for Freedom in Education (EFFE).
- That the County Council considers and responds to the findings and implications of ERW's rural poverty research, when it is published in 2017.
- That the County Council lobbies the Welsh Government on the importance of the Pupil Deprivation Grant (PDG) and encourages the relevant minister to safeguard the grant for the long term.
- In light of on-going financial pressures, the County Council should urge and support schools to make interventions such as those funded by the PDG, as sustainable as possible for the longer term as well as integrating such initiatives into everyday teaching practice.
- County Council departments be requested to ensure the promotion of the Free School Meals Service to eligible families through front line services (e.g. Housing Benefits Service), encouraging those in receipt of or applying for other benefits, to apply for free school meals.

5.0 Appendices

- 5.1 Appendix 1 – Ofsted’s main findings on how schools in England are spending the Pupil Premium
- 5.2 Appendix 2 – PDG allocation for Carmarthenshire schools (2012/13 – 2016/17)
- 5.3 Appendix 3 – Task & Finish Group meetings and attendance
- 5.2 Appendix 4 – List of those giving evidence at the Group’s meetings

5.1 Appendix 1 – Ofsted’s main findings on how schools in England are spending the Pupil Premium

In the autumn of 2012, Ofsted (Office for Standards in Education, Children’s Services and Skills in England) visited 68 primary and secondary schools to evaluate how effectively they were spending their Pupil Premium allocations in order to maximise achievement. Ofsted found that where schools had spent the Pupil Premium funding successfully to improve achievement, the following characteristics were evident. These schools:

- *Carefully ring-fenced the funding so that they always spent it on the target group of pupils*
- *Never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels.*
- *Thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why.*
- *Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others’ experience to allocate the funding to the activities that were most likely to have an impact on improving achievement.*
- *Allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects.*
- *Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked.*
- *Made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve.*
- *Systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it.*
- *Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.*
- *Ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress.*
- *Had a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website.*
- *Provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil’s learning.*

- *Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings.*
- *Were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.*³⁴

Ofsted also found that where schools were less successful in spending the funding, they tended to have at least some of the following characteristics. These schools:

- *Had a lack of clarity about the intended impact of the spending.*
- *Spent the funding indiscriminately on teaching assistants, with little impact.*
- *Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective.*
- *Did not have a good performance management system for teaching assistants and other support staff.*
- *Did not have a clear audit trail for where the funding had been spent.*
- *Focused on pupils attaining the nationally expected level at the end of the key stage (Level 4, five A* to C grades at GCSE) but did not go beyond these expectations, so some more able eligible pupils underachieved.*
- *Planned their Pupil Premium spending in isolation to their other planning, for example, it was not part of the school development plan.*
- *Compared their performance to local rather than national data, which suppressed expectations if they were in a low-performing local authority.*
- *Did not focus their pastoral work on the desired outcomes for pupils and did not have any evidence to show themselves whether the work had or had not been effective.*
- *Did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated.*³⁵

³⁴ The Pupil Premium: How schools are spending the funding successfully to maximise achievement by Ofsted

³⁵ The Pupil Premium: How schools are spending the funding successfully to maximise achievement by Ofsted

5.2 Appendix 2 – PDG allocation for Carmarthenshire schools (2012/13 – 2016/17)

	2012/13	2013/14	2014/15	2015/16	2016/17
Nursery Total	0	0	0	3,000	2,700
Primary Total	936,594	930,260	1,870,993	2,278,800	2,653,100
Secondary Total	753,275	781,572	1,466,504	1,587,600	1,757,200
Special Total	26,022	10,828	22,665	18,150	46,000
Grand Total	1,715,891	1,722,659	3,360,161	3,887,550	4,459,000

5.3 Appendix 3 – Task & Finish Group meetings and attendance

Meeting	Councillors Present	Officers / Visitors Present
Tuesday 8th December 2015 10:00am Meeting Room 6, Parc Dewi Sant, Carmarthen	Cllr. Eirwyn Williams (Chair) Cllr. Ryan Bartlett Cllr. John James Cllr. Hugh Richards Cllr. Tom Theophilus Mrs. Vera Kenny Mr. Simon Pearson	David Astins Glenn Evans Gareth Morgans Aeron Rees Bernadette Dolan Matthew Hughes Michelle Evans Thomas
Monday 18th January 2016 10:00am Meeting Room 6, Parc Dewi Sant, Carmarthen	Cllr. Eirwyn Williams (Chair) Cllr. Ryan Bartlett Cllr. John James Cllr. Tom Theophilus Mrs. Vera Kenny Mr. Simon Pearson	Joe Cudd Glenn Evans Gareth Morgans Mary Parry Aeron Rees Matthew Hughes Michelle Evans Thomas
Friday 5th February 2016 10:00am Democratic Services Committee Room, County Hall, Carmarthen	Cllr. Eirwyn Williams (Chair) Cllr. Ryan Bartlett Cllr. Peter Hughes-Griffiths Cllr. John James Cllr. Hugh Richards Cllr. Tom Theophilus Mrs. Vera Kenny Mr. Simon Pearson	Rhian Evans Lisa Davies Professor David Egan Glenn Evans Robert Sully Gareth Morgans Matthew Hughes Michelle Evans Thomas

Meeting	Councillors Present	Officers / Visitors Present
Monday 25th April 2016 10:00am Meeting Room 6, Parc Dewi Sant, Carmarthen	Cllr. Eirwyn Williams (Chair) Cllr. Ryan Bartlett Cllr. John James Cllr. Hugh Richards Cllr. Tom Theophilus Mrs. Vera Kenny	Betsan O'Connor Glenn Evans Gareth Morgans Aeron Rees Matthew Hughes
Tuesday 17th May 2016 10:00am Meeting Room 6, Parc Dewi Sant, Carmarthen	Cllr. Eirwyn Williams (Chair) Cllr. Ryan Bartlett Cllr. Hugh Richards Cllr. Tom Theophilus Mrs. Vera Kenny	Tracy Senchal Gareth Morgans Michelle Evans Thomas
Tuesday 21st June 2016 10:00am Meeting Room 6, Parc Dewi Sant, Carmarthen	Cllr. Eirwyn Williams (Chair) Cllr. Ryan Bartlett Cllr. Peter Hughes-Griffiths Cllr. John James Cllr. Hugh Richards Cllr. Tom Theophilus Mrs. Vera Kenny	Aeron Rees Matthew Hughes
Friday 25th November 2016 10:00am Meeting Room 2, Parc Dewi Sant, Carmarthen	Cllr. Eirwyn Williams (Chair) Cllr. Ryan Bartlett Cllr. Peter Hughes-Griffiths Cllr. John James Cllr. Hugh Richards Mrs. Vera Kenny	Gareth Morgans Aeron Rees Matthew Hughes

5.4 Appendix 4 – List of those giving evidence at Group meetings

Meeting	Attendees	Discussion Topic
December 2015	<ul style="list-style-type: none"> • David Astins (E&C Department, Carmarthenshire County Council) • Gareth Morgans / Glenn Evans / Aeron Rees (E&C Department, Carmarthenshire County Council) 	<p>Free School Meals Service</p> <p>e-FSM / Attainment data</p>
January 2016	<ul style="list-style-type: none"> • Joe Cudd – Head Teacher of Maes-y-Morfa CP School, Llanelli • Mary Parry – Consortium Associate School Improvement Officer (E&C Department, Carmarthenshire County Council) 	<p>Approach to e-FSM learners at Maes-y-Morfa School</p> <p>Authority’s approach to E-FSM learners and case studies from County’s schools</p>
February 2016	<ul style="list-style-type: none"> • Rhian Evans – Head Teacher of Carwe, Gwynfryn and Ponthenri School Federation • Lisa Davies – Teacher at Carwe School • Professor David Egan – Director of Wales Centre for Equity in Education 	<p>Approach to e-FSM learners in Carwe, Gwynfryn and Ponthenri units</p> <p>Overview of e-FSM / attainment gap / poverty agenda in Wales and UK</p>

Meeting	Attendees	Discussion Topic
April 2016	<ul style="list-style-type: none"> <li data-bbox="544 268 1227 304">• Betsan O'Connor – Managing Director, ERW <li data-bbox="544 421 1088 491">• Gareth Morgans (E&C Department, Carmarthenshire County Council) 	<p data-bbox="1321 268 2051 373">ERW's approach to e-FSM learners and attainment gap, as well as case study examples, specifically from Eastern Region Hub</p> <p data-bbox="1321 453 1951 489">Welsh Government School banding for 2016</p>
May 2016	<ul style="list-style-type: none"> <li data-bbox="544 571 1178 641">• Tracy Senchal – Head Teacher, Coedcae Secondary School, Llanelli 	<p data-bbox="1321 571 2002 608">Approach to e-FSM learners at Coedcae School</p>

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(Ctrl+Click to follow the hyperlinks and read the documents)

7. Glossary of Terms

CADY	Cydlynnydd Anghenion Dysgu Ychwanegol (Additional Educational Needs Co-ordinator)
CHaTT	Programme to support children's underlying pre-learning skills in preparation for the Foundation Phase and Key Stage 2 curriculum
CSC	Central South (Wales) School Improvement Consortium
CSI	Core Subject Indicator
EFFE	European Forum for Freedom in Education
e-FSM	Eligible for Free School Meals
ERW	Ein Rhanbarth ar Waith – Regional Consortium
ESaGS	Every School a Good School
ESTYN	Her Majesty's Chief Inspector of Education & Training in Wales
EYPDG	Early Years Pupil Deprivation Grant
FPI	Foundation Phase Indicator
FSME	Free School Meal Entitlement (Northern Ireland)
GCSE	General Certificate of Secondary Education
GwE	School Effectiveness and Improvement Service for North Wales
HWB	Welsh Government's National Digital Content Repository for Education
ICC	Integrated Children's Centre
ICT	Information & Communications Technology
KS	Key Stage (e.g. KS3 is Key Stage 3)
LAC	Looked After Children
LCE	Language, literacy and communication skills in English
LCW	Language, literacy and communication skills in Welsh

L2i	Level 2 Inclusive
MAT	More Able and Talented
MDT	Mathematical Development
NEET	Not in Education, Employment or Training
n-FSM	Not eligible for Free School Meals
OECD	Organisation for Economic Cooperation and Development
Ofsted	Office for Standards in Education, Children's Services and Skills (in England)
PDG	Pupil Deprivation Grant
PLASC	Pupil Level Annual School Census
PSD	Personal and social development, wellbeing and cultural diversity
SEN	Special Educational Needs
TA	Teaching Assistant
TSN	Targeting Social Need
UK	United Kingdom
UNICEF	United Nations Children's Fund
WBQ	Welsh Baccalaureate Qualification
WCEE	Welsh Centre for Equality in Education

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EXECUTIVE BOARD 10TH APRIL 2017

Subject: Education through Regional Working (ERW) Business Plan 2017-20

Purpose: To note the contents of the agreed Business Plan for ERW

Recommendations / key decisions required:

- To consider the ERW Business Plan 2017-20

Reasons:

To ensure relevant Council plans & strategies are aligned with regional priorities

Relevant scrutiny committee to be consulted: NO

Exec Board Decision Required YES 10th April 2017

Council Decision Required NO

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Cllr Gareth Jones

Directorate- Education and Children's Services

Designations:

Name of Head of Service:

Head of School Effectiveness

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Andi Morgan

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Report Author:

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**EXECUTIVE SUMMARY
EXECUTIVE BOARD
10TH APRIL 2017**

ERW Business Plan 2017-20

The ERW Business Plan 2017-20 outlines all the arrangements for delivering ERW's strategic vision and co-ordinates the contributions of Local Authorities, schools and strategic partners.

The plan has been approved by the ERW Joint Committee which includes the Leader of Carmarthenshire County Council, Cllr Emlyn Dole.

The Business Plan captures:

- ERW's Vision & Mission Statement
- Regional & National Priorities
- Governance & Business Planning Framework, including accountability
- Priorities and plans
- Outcomes

Progress will be monitored annually, with regular monitoring of agreed actions, and quarterly financial monitoring.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **Andi Morgan**

Head of School Effectiveness

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	YES	NONE	NONE	YES	NO

Finance

The County Council is committed to ERW through an Alliance Agreement, which commits specific levels of funding & staff to school effectiveness activities.

Staffing Implications

The County Council is committed to ERW through an Alliance Agreement, which commits specific levels of funding & staff to school effectiveness activities.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: **Andi Morgan**

Head of School Effectiveness

1. Scrutiny Committee- N/A
2. Local Member(s)- N/A
3. Community / Town Council- N/A
4. Relevant Partners- The Business Plan has been developed by ERW with the 6 Local Authority partners.
5. Staff Side Representatives and other Organisations- N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:
THERE ARE NONE

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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.

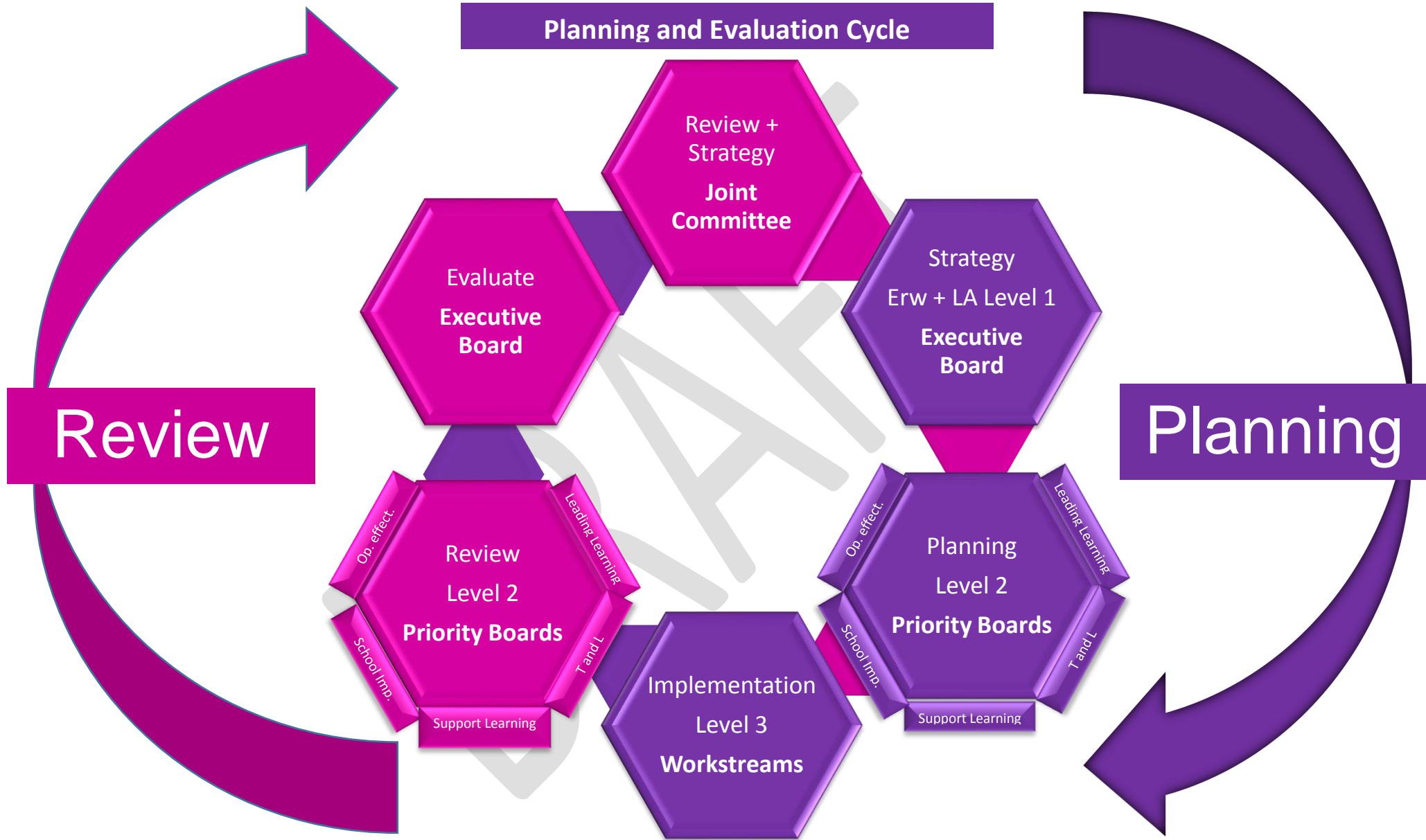
We have worked well with other regions to tackle difficult issues. It is envisaged that we can further work to overcome common challenges.

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

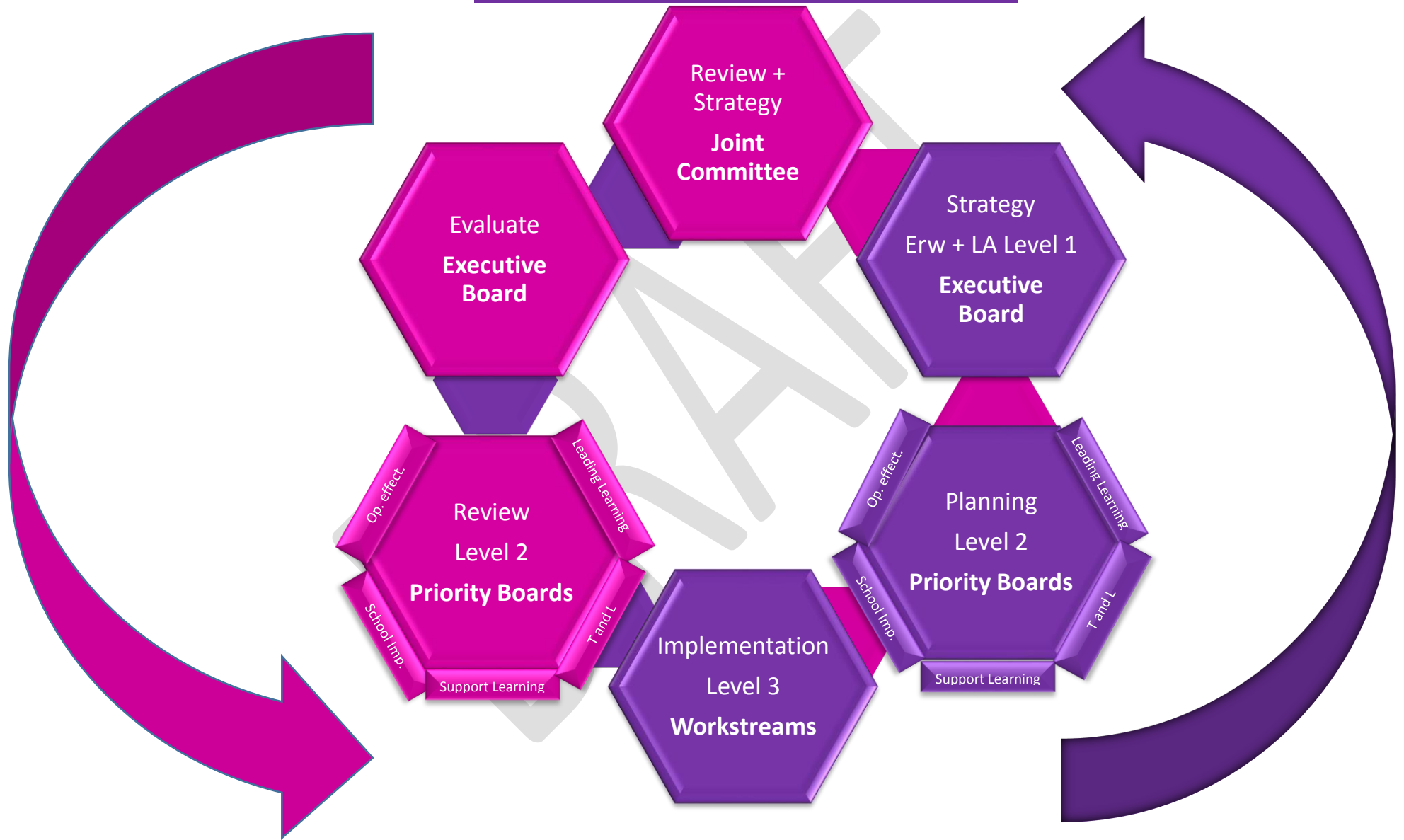
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Governance and Business Planning Framework

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.



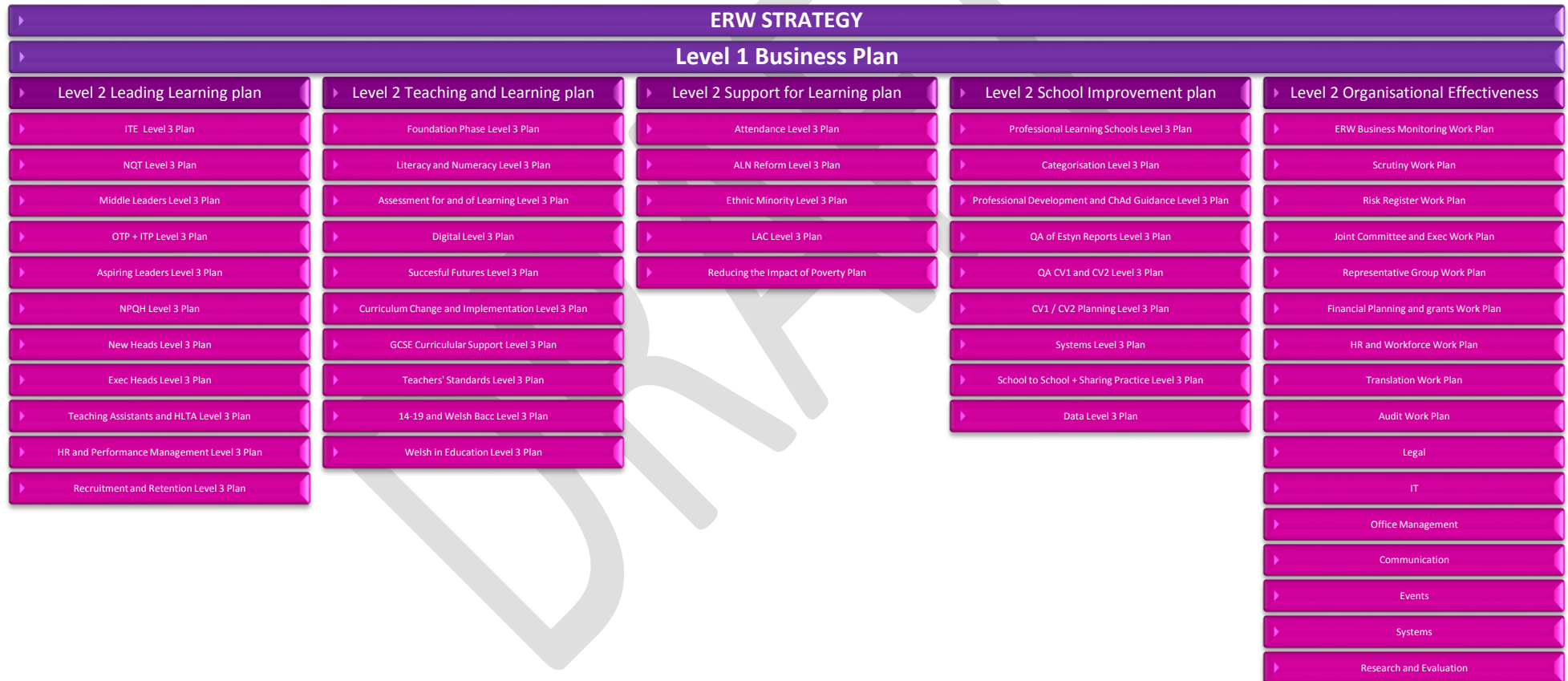
The Accountability Process



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

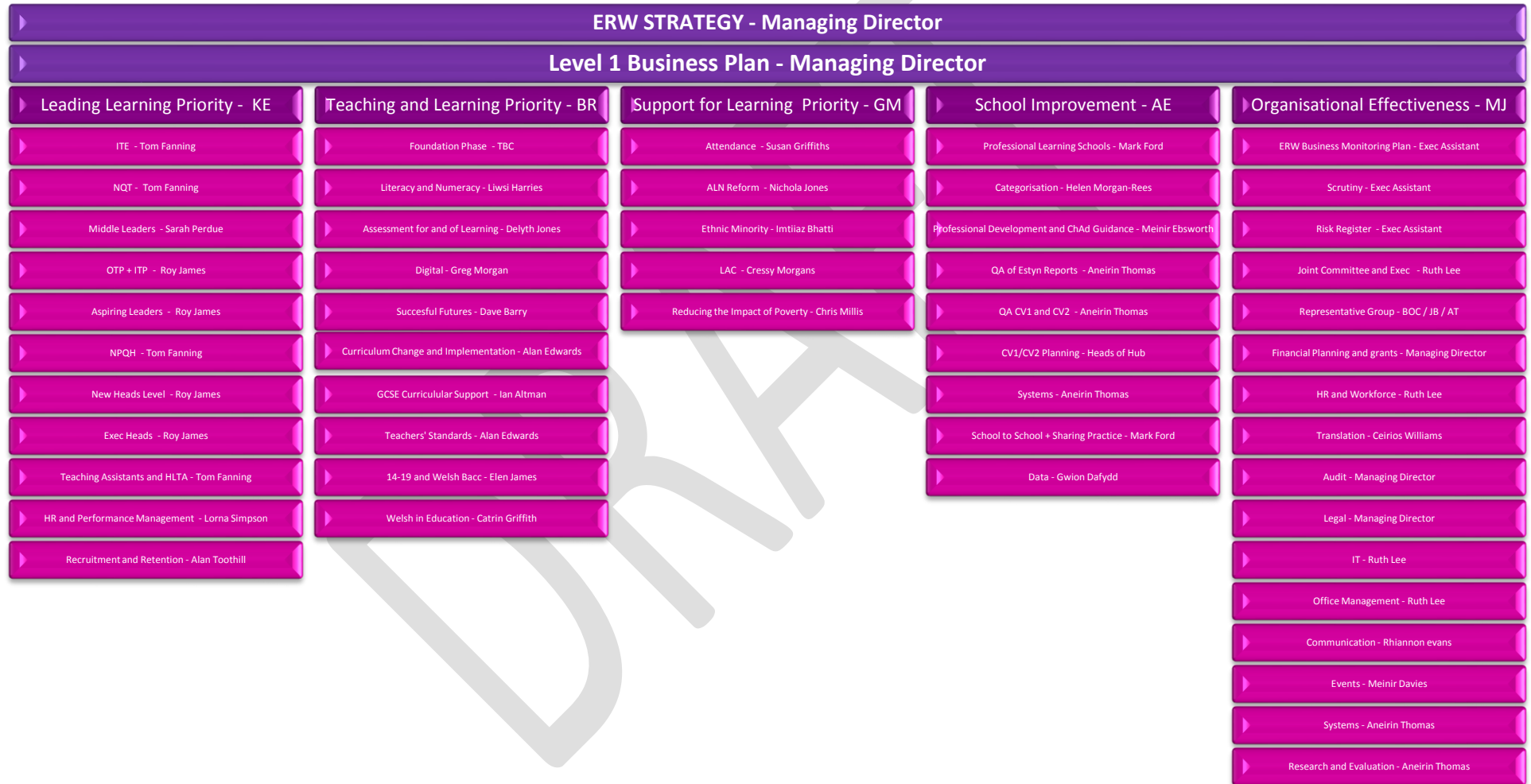
ERW Business Planning Framework.

Level 1, 2 and 3 overview

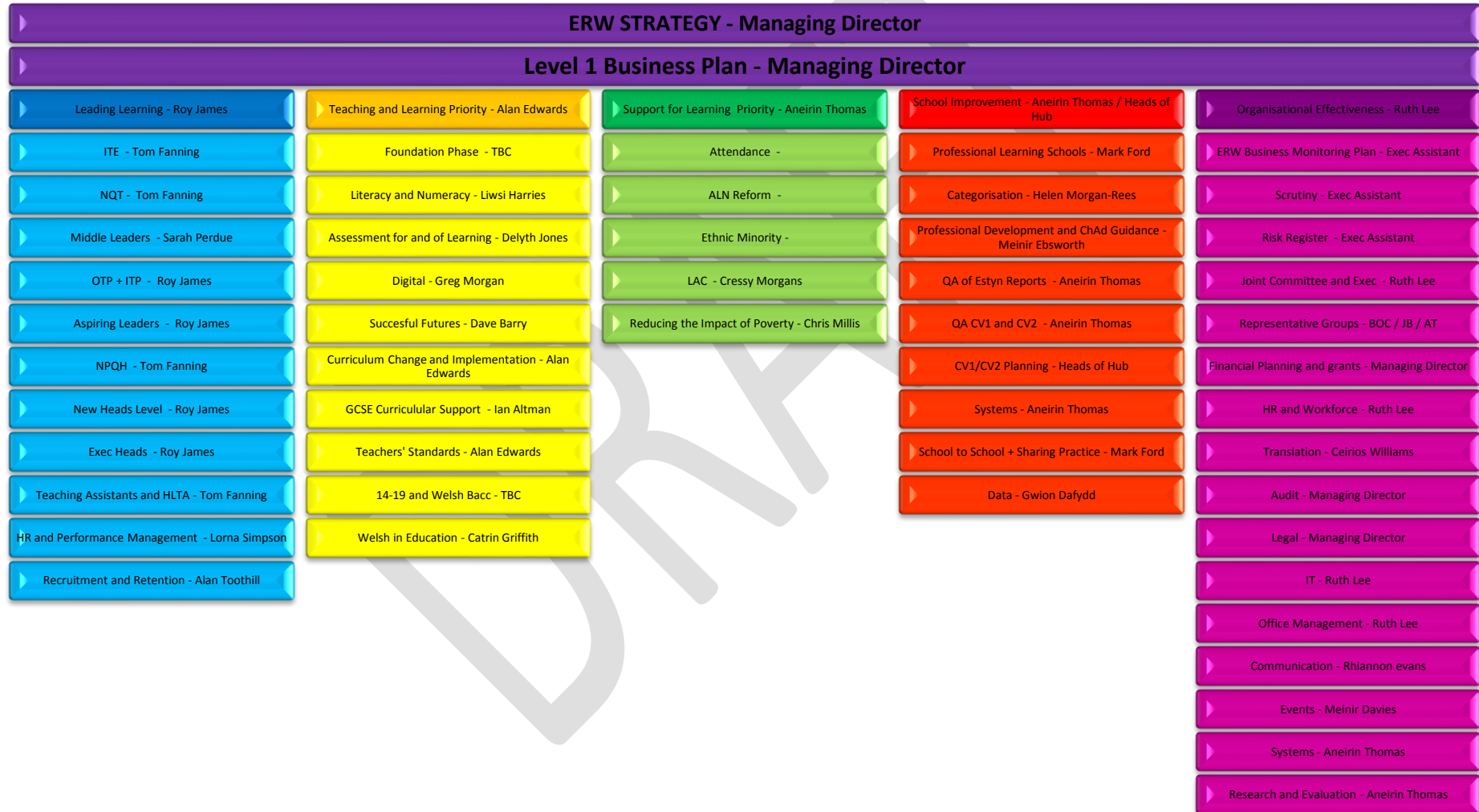


ERW Business Planning Framework.

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.

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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:

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	<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.

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	<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.

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 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	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?

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 *

-

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 *

-

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.

Local Authority Single Plan Priority

- 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

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	Bro Gwaun	Haverfordwest VC
		EAL Officers	Greenhill	St Mary's Catholic
		Digital Officers	Milford Haven	
		Foundation Phase Officers	Pembroke	
		Data Officers	Sir Thomas Picton	
		Governor Support Officers	Tasker Milward	

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>	<p>Kate Evan-Hughes</p>

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>

<p>Dec</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>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>
<p>Jan</p>	<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 Monitoring and feedback of LA reports to Estyn	Estyn inspection findings analysis.		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	High quality support and identification of targeted schools	<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
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:

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)**

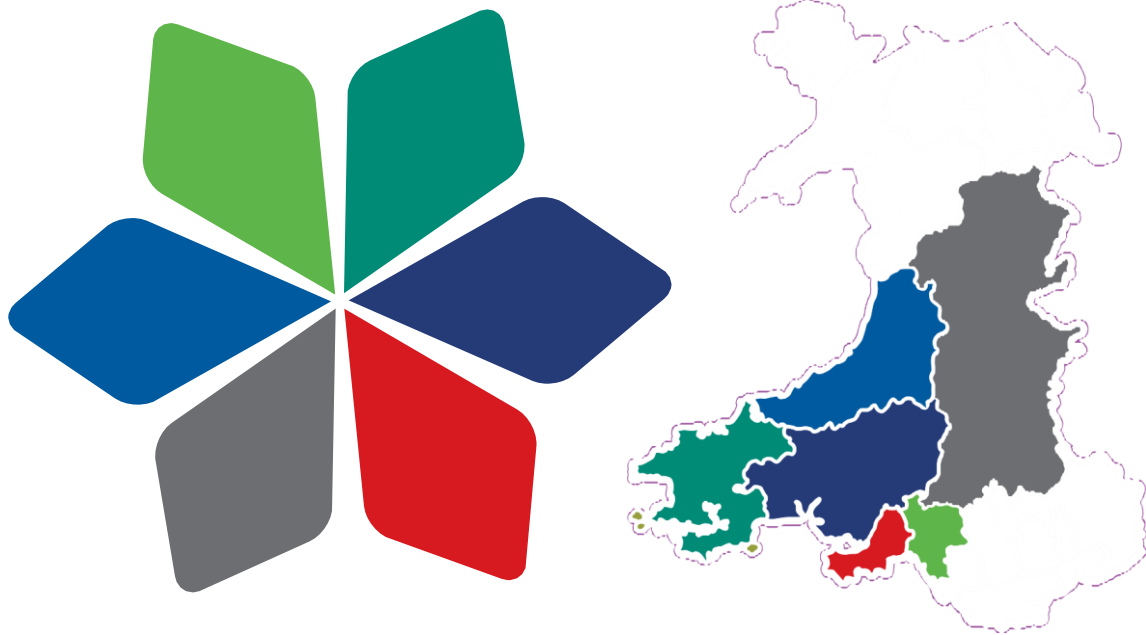
	Camau Gweithredu Actions	Targed perfformiad / Allbwn Performance Target / Expected Output	Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Ffynhonnell gyllid Finance Source
1	To review current Local Authority SEN systems, processes and provision and create Information Card for each 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 Efsm 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

DRAFT



EXECUTIVE SUMMARY

Executive Board

10th April 2017

AMENDMENT TO TREASURY MANAGEMENT POLICY, STRATEGY AND MINIMUM REVENUE PROVISION POLICY

Under legislation Authorities are required to charge to their revenue account for each financial year a Minimum Revenue Provision (MRP) to account for the cost of their debt in that financial year. For the 2016/17 and the 2017/18 financial years Council approved a MRP policy on the following basis:

- **Supported Borrowing and Capital Expenditure incurred before 1st April 2008**

The calculation is based on 4% of the opening Capital Financing Requirement (CFR) each year.

- **Unsupported Borrowing**

Asset Life Method: under this method the borrowing value is divided by the estimated life of the asset.

Capital Expenditure on the Modernising Education Programme (MEP) and Local Government Borrowing Initiative (LGBI) 21st Century Schools is classed as Unsupported Borrowing. It is estimated that asset lives within these programmes are 30 years and this is the period that will be used to determine the MRP.

Asset lives within the Fleet Programme range from 1 to 10 years, these are the periods that will be used to determine the MRP.

Local Government Borrowing Initiative (LGBI) Highways. It is estimated that asset lives within this programme are 20 years and this is the period that will be used to determine the MRP.

- **Housing Revenue Account**

The calculation is based on 2% of the opening Capital Financing Requirement (CFR) each year

The Director of Corporate Services notified Council on 23rd February 2017 that this policy was being reviewed and that communication received by the Wales Audit Office's Assistant Auditor General for Wales advised those Local Authorities considering amending their current MRP Policy to take account of the requirements of the 'Well-being of Future Generations (Wales) Act 2015'.

The Director of Corporate Services considers the proposed amendment to be sensitive to both current and future citizens' needs.

The proposed amendment to the MRP Policy will realise projected annual revenue savings for 100 years plus, with the exception of the 27 year period 2028/29 to 2055/56 where increased annual revenue charges are projected. For the period 2016/17 to 2019/20 (final year of the current Medium Term Financial Plan) annual savings of circa £2.5 million are projected

DETAILED REPORT ATTACHED ?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **Chris Moore**

Director of Corporate Services

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	NONE	YES	NONE	NONE	NONE	NONE

1. Policy and Crime & Disorder

The proposal has been prepared having regard for the Council's Corporate Strategy 2015-2020, and the Wellbeing and Future Generations (Wales) Act 2015.

An Equality Impact Assessment has been undertaken and it has concluded that the proposals have a positive impact on citizens and a non-discriminatory impact for all protected characteristics.

2. Finance

For the 2016/17 financial year and for the period of the Medium Term Financial Plan 2017/18 to 2019/20, revenue savings of circa £2.5 million per annum are projected.

Annual revenue savings will continue to be realised until the 2027/28 financial year following which an increased charge to revenue is evident in respect of the existing debt until the 2055/56 financial year before annual savings are again realised from the 2056/57 financial year.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: Chris Moore Director of Corporate Services

1. Scrutiny Committee – Not applicable

2. Local Member(s) – Not applicable

3. Community / Town Council – Not applicable

4. Relevant Partners – Not applicable

5. Staff Side Representatives and other Organisations – Not applicable

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
2017/18 3 year Revenue Budget		Corporate Services Department, County Hall, Carmarthen.
The Local Authorities (Capital Finance and Accounting) (Amendment) (Wales) Regulations 2008		Corporate Services Department, County Hall, Carmarthen.
Minimum Revenue Provision for the Redemption of Debt – letter received from the Assistant Auditor General for Wales		

REPORT OF DIRECTOR OF CORPORATE SERVICES

Executive Board

10th April 2017

AMENDMENT TO TREASURY MANAGEMENT POLICY, STRATEGY AND MINIMUM REVENUE PROVISION POLICY

DESIGNATION:	DIRECTORATE	TELEPHONE NO.
C Moore, Director of Corporate Services	Resources	01267 224120
AUTHOR & DESIGNATION	DIRECTORATE	TELEPHONE NO
C Moore, Director of Corporate Services	Resources	01267 224120

1. INTRODUCTION

- 1.1 Under the Local Authorities (Capital Finance and Accounting) (Wales) Regulations 2003, Local Authorities are required to charge to their revenue account, for each financial year, a Minimum Revenue Provision (MRP) to account for the cost of their debt in that financial year. Regulation 21 set out the method Authorities were required to follow in calculating MRP.
- 1.2 Under the Local Authorities (Capital Finance and Accounting) (Amendment) (Wales) Regulations 2008, the detailed calculation has been replaced with a requirement that local authorities 'have regard' to the guidance and the recommendations within. In principle, an authority is now only required to make a 'prudent provision' in respect of its ongoing MRP charge. The broad aim of prudent provision is to ensure that debt is repaid over a period reasonably commensurate with that over which the capital expenditure provides benefits.
- 1.3 The options for prudent provision are as follows:
- Regulatory Method – MRP is equal to the amount determined in accordance with the former 2003 Regulations as if it had not been revoked by the 2008 Regulations.(4% reducing balance)
 - Capital Financing Requirement (CFR) Method – MRP is equal to 4% of the non-housing CFR at the end of the preceding financial year. That is, it is calculated on a 4% reducing balance method (Method currently used by Carmarthenshire CC)
 - Asset Life Method – where capital expenditure on an asset is financed wholly or partly by borrowing, MRP is to be made in equal annual instalments over the estimated economic life of the asset. Where capital expenditure is not incurred in the creation of an asset, MRP is to be made in equal annual instalments over a period reasonably reflecting the benefit arising from the expenditure.

- Depreciation Method – MRP is to be equal to the depreciation of that proportion of the asset on which expenditure has been financed by borrowing.

1.4 The 2008 Regulations recommend that prior to the commencement of each financial year a local authority prepares a statement of its policy on making MRP (Annual MRP Statement) and submits it to full Council. The following MRP Policy Statements were approved by Council of 23rd February 2016 for the 2016/17 financial year and by Council of 22nd February 2017 for the 2017/18 financial year:

- **Supported Borrowing and Capital Expenditure incurred before 1st April 2008**

The calculation is based on 4% of the opening Capital Financing Requirement (CFR) each year.

- **Unsupported Borrowing**

Asset Life Method: under this method the borrowing value is divided by the estimated life of the asset.

Capital Expenditure on the Modernising Education Programme (MEP) and Local Government Borrowing Initiative (LGBI) 21st Century Schools is classed as Unsupported Borrowing. It is estimated that asset lives within these programmes are 30 years and this is the period that will be used to determine the MRP.

Asset lives within the Fleet Programme range from 1 to 10 years, these are the periods that will be used to determine the MRP.

Local Government Borrowing Initiative (LGBI) Highways. It is estimated that asset lives within this programme are 20 years and this is the period that will be used to determine the MRP.

- **Housing Revenue Account**

The calculation is based on 2% of the opening Capital Financing Requirement (CFR) each year

2. WALES AUDIT OFFICE GUIDANCE

2.1. The Assistant Auditor General (AAG) for Wales in his letter to all Local Authorities in Wales, dated 7th January 2016, advised that where an amendment to current MRP policy is being considered, a Local Authority should take account of 'The Well-being of Future Generations (Wales) Act 2015' (the Act). This is because an amendment from the 4% reducing balance methodology to one based on asset lives will invariably result in a reduced MRP charge in the short-term but an increased MRP charge in the longer term.

- 2.2.** In complying with the Act a Local Authority must ensure that its decisions are sustainable, whereby “the needs of the present are met without compromising the ability of future generations to meet their own needs”, and recognise “the importance of balancing short term needs with the need to safeguard the ability to meet long term needs”.
- 2.3.** In addition the AAG advised that those Local Authorities wishing to amend their current MRP Policy should demonstrate that:
- The lower charge more accurately reflects the lives of assets employed by the authority; or
 - The lower charge is reasonably commensurate with the period implicit in the determination of Revenue Support Grant (i.e. a 4% reducing balance basis).

3. PRUDENT PROVISION

- 3.1.** The Director Of Corporate Services informed Council on 22nd February 2017 of the ongoing review into the basis of the MRP, and that discussions were being held with the Wales Audit Office (WAO) in reviewing the procedural aspects, and in determining whether the proposals are considered prudent.

The basis of the proposal is for the ‘Asset Life’ method to be applied to all supported borrowing including capital expenditure incurred before 1st April 2008.

- 3.2.** The proposed amendment to the MRP Policy is based on the following methodology, discussed with the WAO:
- For the supported borrowing, including capital expenditure incurred before 1st April 2008, the charge to revenue will be over 40 years by the straight line method, which is commensurate with the average of existing asset useful economic lives. In essence this replaces the 4% reducing balance method by a 2.5% straight line method. This can be considered a more prudent approach than the current provision because it introduces a more certain period for eliminating the debt liability.
 - The Authority’s property valuer has reviewed the asset portfolio supported by the current debt and calculated the expected current average lives at some 39.2 years.
 - For unsupported borrowing, the charge to revenue will be over 40 years by the straight line method, or over the estimated economic life of the asset if that is less than 40 years.
 - Asset lives within the Fleet Programme range from 1 to 10 years, and these periods will continue to be used to determine the MRP

- Local Government Borrowing Initiative (LGBI) Highways. It is estimated that asset lives within this programme are 20 years and this is the period that will be used to determine the MRP.
- For the Housing Revenue Account, the calculation will remain at 2% of the opening capital Financing requirement (CFR) each year up until April 2021 following which the MRP on new expenditure will need to be on the Asset life or the Depreciation method in line with the new Item 8 determination issued by Welsh government following the exit of the subsidy system.

3.3 The implications of the proposed amended MRP Policy for the 50 year period which applies to the Council Fund supported and unsupported borrowing 2016/17 to 2065/66 is outlined in Appendix 1 and summarised in Table 1 for 2016/17 to 2020/21, with 2019/20 being the final year of the current 3 year Medium Term Financial Plan.

Table 1 – Implications of Proposed Amended MRP

Financial Year	Estimated Current MRP £'000	Proposed Amended MRP £'000	Difference £'000
2016/17	7,733	4,833	-2,900
2017/18	7,423	4,833	-2,590
2018/19	7,126	4,833	-2,293
2019/20	6,841	4,833	-2,008

The table reflects the MRP on the existing borrowing only. There will be additional savings on the MRP charges in the initial years of new future borrowings.

3.4 It is evident from Table 1 that significant financial savings averaging £2.5 million per annum are anticipated over the period 2016/17 to 2019/20 arising from the proposed amendment to the MRP Policy.

3.5 In addressing the AAG’s requirements in respect of the Act, the following should be noted from Appendix 1 in respect of the proposed amendment to the MRP Policy:

- A reduced charge to revenue is projected for the period 2016/17 to 2027/28
- An increased charge to revenue is projected for the period 2028/29 to 2055/56
- A reduced charge to revenue per annum is projected from 2056/57

- In respect of opening CFR debts as at 31/3/16, by the 4% reducing balance method, even after 100 years a liability of £3.261m still remains whereas with the 2.5% straight line method the debt is totally extinguished by 2055/56 (i.e. in 40 years)

In conclusion, the proposed amendment to the MRP Policy determines a more prudent annual charge to revenue whilst acknowledging the Council's responsibility to its current and future citizens in responding to the requirements of the Act. Appendix 1 clearly demonstrates that by applying the proposed average asset useful economic life of 40 years on a straight line basis to supported borrowing including capital expenditure incurred before 1st April 2008, this historic liability is actually extinguished after 40 years instead of leaving a residual debt balance for citizens 100 years plus into the future. This residual liability will mean that future citizens will be required to finance this historic debt, at the expense of real services making a real difference to citizens' lives.

- 3.6 In responding to the AAG's requirement in paragraph 2.3, the periodic valuation of the Council's fixed assets demonstrates that an average useful life of 40 years is prudent since it reflects current and future useful economic lives. In addition, a maximum useful life of 40 years for infrastructure assets is consistent with other Local Authorities.
- 3.7 Although discussions with the WAO remain ongoing it is recognised that the Council's amendment proposal is both prudent and sensitive to the well-being of future generations. The WAO however, has indicated that although it is not minded to challenge the proposed amendment to the MRP Policy, any new information prior to the certification of the annual accounts for the 2016/17 financial year may result in the proposed amendment not being supported.

4. FINANCIAL IMPLICATIONS

- 4.1. For the 2016/17 financial year and for the period of the Medium Term Financial Plan 2017/18 to 2019/20, revenue savings of circa £2.5 million per annum are projected.
- 4.2. Annual revenue savings will continue to be realised until the 2027/28 financial year following which an increased charge to revenue is evident until the 2055/56 financial year before annual savings are again realised from the 2056/57 financial year.

5. RECOMMENDATION(S)

- 5.1. An amendment to the current MRP Policy, to one supporting a more prudent annual provision, be approved on the following basis:

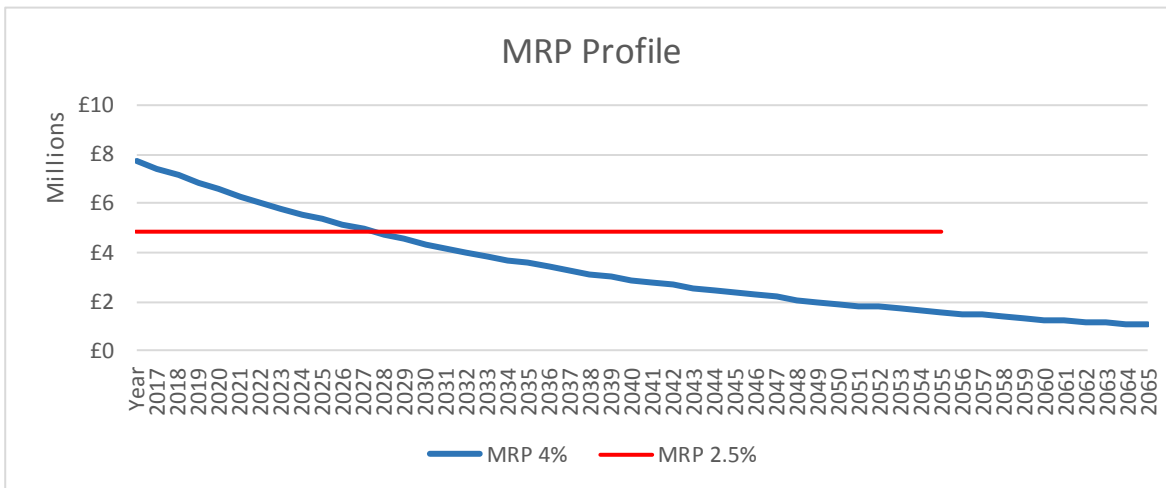
- 5.1.1. Supported borrowing and expenditure incurred before 1st April 2008, as at 31st March 2016 – charged to revenue over 40 years on a straight line basis, and this policy be implemented for the 2016-2017 accounts and for the Revenue Budget Strategy 2017-2018 to 2019-2020.
- 5.1.2. Unsupported Borrowing - the future borrowing value is charged to revenue over 40 years or by the estimated economic life of the asset if shorter.
- 5.1.3. The MRP policy for the local Government Borrowing Initiative (LGBI) Highways and for the fleet programme to remain as currently approved

Appendix A

Existing CFR ONLY (excludes LGBI, MEP and HRA)

Year Ended	CFR	MRP 4% on Reducing Balance	CFR	MRP 2.5% Straight Line	Difference
	£'000	£'000	£'000	£'000	£'000
31/03/2016	193,316	7,733	193,316	4,833	-2,900
31/03/2017	185,583	7,423	188,483	4,833	-2,590
31/03/2018	178,160	7,126	183,650	4,833	-2,294
31/03/2019	171,034	6,841	178,817	4,833	-2,008
31/03/2020	164,192	6,568	173,984	4,833	-1,735
31/03/2021	157,625	6,305	169,152	4,833	-1,472
31/03/2022	151,320	6,053	164,319	4,833	-1,220
31/03/2023	145,267	5,811	159,486	4,833	-978
31/03/2024	139,456	5,578	154,653	4,833	-745
31/03/2025	133,878	5,355	149,820	4,833	-522
31/03/2026	128,523	5,141	144,987	4,833	-308
31/03/2027	123,382	4,935	140,154	4,833	-102
31/03/2028	118,447	4,738	135,321	4,833	95
31/03/2029	113,709	4,548	130,488	4,833	285
31/03/2030	109,160	4,366	125,655	4,833	466
31/03/2031	104,794	4,192	120,823	4,833	641
31/03/2032	100,602	4,024	115,990	4,833	809
31/03/2033	96,578	3,863	111,157	4,833	970
31/03/2034	92,715	3,709	106,324	4,833	1,124
31/03/2035	89,006	3,560	101,491	4,833	1,273
31/03/2036	85,446	3,418	96,658	4,833	1,415
31/03/2037	82,028	3,281	91,825	4,833	1,552
31/03/2038	78,747	3,150	86,992	4,833	1,683
31/03/2039	75,597	3,024	82,159	4,833	1,809
31/03/2040	72,573	2,903	77,326	4,833	1,930
31/03/2041	69,670	2,787	72,494	4,833	2,046
31/03/2042	66,884	2,675	67,661	4,833	2,158
31/03/2043	64,208	2,568	62,828	4,833	2,265
31/03/2044	61,640	2,466	57,995	4,833	2,367
31/03/2045	59,174	2,367	53,162	4,833	2,466
31/03/2046	56,807	2,272	48,329	4,833	2,561
31/03/2047	54,535	2,181	43,496	4,833	2,651
31/03/2048	52,354	2,094	38,663	4,833	2,739
31/03/2049	50,260	2,010	33,830	4,833	2,823
31/03/2050	48,249	1,930	28,997	4,833	2,903
31/03/2051	46,319	1,853	24,165	4,833	2,980
31/03/2052	44,466	1,779	19,332	4,833	3,054

31/03/2053	42,688	1,708	14,499	4,833	3,125
31/03/2054	40,980	1,639	9,666	4,833	3,194
31/03/2055	39,341	1,574	4,833	4,833	3,259
31/03/2056	37,767	1,511	0	0	-1,511
31/03/2057	36,257	1,450	0	0	-1,450
31/03/2058	34,806	1,392	0	0	-1,392
31/03/2059	33,414	1,337	0	0	-1,337
31/03/2060	32,078	1,283	0	0	-1,283
31/03/2061	30,795	1,232	0	0	-1,232
31/03/2062	29,563	1,183	0	0	-1,183
31/03/2063	28,380	1,135	0	0	-1,135
31/03/2064	27,245	1,090	0	0	-1,090
31/03/2065	26,155	1,046	0	0	-1,046



EXECUTIVE BOARD

10TH APRIL 2017

SUBJECT:

Business Rates – High Street Rate Relief Scheme 2017/18

Purpose:

To consider the adoption of a rate relief scheme being made available to billing authorities by Welsh Government for 2017/18

RECOMMENDATIONS / KEY DECISIONS REQUIRED:

It is recommended that the 2017/18 High Street Rate Relief scheme outlined in this report be adopted

REASONS:

The proposed scheme will reduce the 2017/18 business rates liability for qualifying businesses that have been detrimentally affected by the 2017 Revaluation, at no cost to the Authority.

Relevant scrutiny committee to be consulted - NA

Exec Board Decision Required YES

Council Decision Required NO

EXECUTIVE BOARD MEMBER PORTFOLIO HOLDER:- Cllr. David Jenkins

Directorate: Resources

Name of Head of Service:

Owen Bowen

Report Author:

John Gravelle

Designations:

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EXECUTIVE SUMMARY

Executive Board – 10th April 2017

Business Rates – High Street Rate Relief Scheme 2017/18

1. Background

- 1.1. As a result of the national non-domestic rates revaluation many ratepayers in the UK will be faced with an increase in their rates liability with effect from 1st April 2017. Some increases will be very significant.
- 1.2. Welsh Government has introduced a Transitional Relief scheme whereby ratepayers that occupy small premises (less than £12,000 Rateable Value) and receive Small Business Relief in 2016/17 will have any increase arising from the revaluation, “dampened”. i.e. the increase will be limited to 25% in 2017/18, 50% in 2018/19 and 75% in 2019/20.
- 1.3. In addition to the Transitional Relief scheme Welsh Government is also introducing a “High Street Rate Relief scheme”. Despite being announced in general terms some time ago, the finalised guidance for authorities has only now been provided to authorities. This relief is an additional scheme aimed specifically at high street retailers, such as shops, pubs, restaurants and cafes that have seen their rates increase as a result of the 2017 revaluation undertaken by the Valuation Office Agency.
- 1.4. As this is a temporary measure Welsh Government is not making any legislative changes but instead will allow billing authorities to grant relief under the general discretionary relief powers available under section 47 of the Local Government (Finance) Act 1988. However, being a discretionary power, it is appropriate for the Council to formally adopt the scheme.
- 1.5. The scheme is fully funded and therefore at no cost to the authority provided relief is granted in accordance with the Welsh Government guidelines. The estimated value of the relief for qualifying ratepayers in Carmarthenshire is £488k

2. High Street Rate Relief scheme

- 2.1. The scheme provides for 2 tiers of relief:

a) Tier 1

Tier One Relief will apply to ratepayers occupying properties that have a rateable value of between £6,001 and £12,000 for the financial year 2017-18 (those with an RV under £6,001 are rate free currently) and who meet the following criteria:

- In receipt of Small Business Rates Relief (SBRR) on 1 April 2017; and / or
- In receipt of Transitional Relief on 1 April 2017

The value of Tier 1 Relief is £500 (or the total remaining liability if this is less than £500)

b) Tier 2

Tier 2 Relief will apply to ratepayers that are high street retailers whose property has a rateable value between £12,001 and £50,000 for the financial year 2017-18 and who meet the following criteria:

- Not in receipt of SBRR or Transitional Relief on 1 April 2017; and
- Have an increase in their liability on 1 April 2017.

The value of Tier 2 Relief is £1,500

2.2. Welsh Government has indicated the types of business that they consider appropriate for this relief, and those which are not. The non-exhaustive list of business types is given in **Appendix A**

3. Other Factors

3.1. The scheme guidelines also confirm that premises will not attract relief despite being retail in nature if they are:

- i. Not reasonably accessible to visiting members of the public
- ii. Situated in out-of-town retail parks or industrial estates
- iii. Unoccupied
- iv. Already qualify for charitable rate relief

3.2. As the granting of relief is discretionary, authorities may choose not to grant the relief if they consider that it would go against the authority's wider objectives for the local area.

3.3. Qualifying properties must be occupied and used *wholly or mainly* for "retail"; it is therefore a test on use rather than occupation. For the purposes of the scheme this means that it is being used for the sale of goods, food and/ or drink, or certain other services (**Appendix A** – gives further details)

3.4. Eligibility for the relief will be calculated based on the circumstances of the property and ratepayer as at 1 April 2017. Changes to properties which occur after this date will have no impact on eligibility for this relief.

3.5. Empty properties becoming occupied after 1 April 2017 will not qualify for this relief. Also, if there is a change in occupier part way through the financial year after relief has already been provided, the new occupier will not qualify.

3.6. Ratepayers that occupy premises with a Rateable Value exceeding £50,000 will not qualify for this relief, but authorities have other discretionary powers to reduce rates liability (such as Hardship Relief) in cases where it is considered appropriate.

3.7. Ratepayers will be subject to State Aid limits and will therefore be required to inform authorities if the granting of this relief would exceed the threshold for State Aid (this will be most relevant for companies with a large number of outlets, nationwide)

4. Scheme Adoption

4.1. As stated in paragraph 1.4 above, being a discretionary power, it is appropriate for the Council to formally adopt the scheme. It is therefore recommended that:

- a) The High Street Rate Relief Scheme be adopted for 2017/18
- b) Relief be granted in accordance with the Welsh Government guidelines
- c) Applications that are not specifically covered by the guidelines or otherwise require specific consideration, to be determined by the Executive Board Member for Resources

DETAILED REPORT ATTACHED?

No – Appendix A attached

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **Chris Moore** Director of Corporate Resources

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	YES	YES	NONE	NONE	NONE	NONE

1. Policy, Crime & Disorder and Equalities

2. Legal

The decision on whether or not to adopt these schemes is an Executive function.

3. Finance

The relief granted under the scheme is fully funded, as long as Welsh Government guidelines in terms of qualifying ratepayers, are adhered to.

The scheme will impose an administrative burden with associated costs, to implement and administer. Welsh Government is making a payment to authorities to help cover these costs. In Carmarthenshire's case this amounts to £7,089.11

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: Chris Moore Director of Corporate Resources

1. Scrutiny Committee

N/A

2. Local Member(s)

N/A

3. Community / Town Council

N/A

4. Relevant Partners

N/A

5. Staff Side Representatives and other Organisations

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
Business Rates – High Street Rate Retail Scheme (various documents)	N/A	File Plan (Finance/Local Taxation/Retail Rate Relief)

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Appendix A -

Qualifying & Non-Qualifying Premises (extract from Welsh Government Guidelines)

“It is intended that, for the purposes of this scheme, high street properties such as, “shops, restaurants, cafes and drinking establishments” will mean the following (subject to the other criteria in this guidance).

i. Hereditaments that are being used for the sale of goods to visiting members of the public

- Shops (such as florists, bakers, butchers, grocers, greengrocers, jewellers, stationers, off-licences, newsagents, hardware stores, supermarkets, etc)
- Opticians
- Pharmacies
- Post offices
- Furnishing shops or display rooms (such as carpet shops, double glazing, garage doors)
- Car or caravan showrooms
- Second hand car lots
- Markets
- Petrol stations
- Garden centres
- Art galleries (where art is for sale or hire)

ii. Hereditaments that are being used for the provision of the following services to visiting members of the public

- Hair and beauty services
- Shoe repairs or key cutting
- Travel agents
- Ticket offices, eg. for theatre
- Dry cleaners
- Launderettes
- PC, TV or domestic appliance repair
- Funeral directors
- Photo processing
- DVD or video rentals
- Tool hire
- Car hire
- Cinemas
- Estate and letting agents

iii. Hereditaments that are being used for the sale of food and / or drink to visiting members of the public

- Restaurants
- Drive-through or drive-in restaurants
- Takeaways
- Sandwich shops
- Cafés
- Coffee shops
- Pubs
- Wine Bars

“The list set out above is not intended to be exhaustive as it would be impossible to list all the many and varied high street retail uses that exist.

There will also be mixed uses. However, it is intended to be a guide for local authorities as to the types of uses that the Welsh Government considers for this purpose to be high street and retail. Local authorities should determine for themselves whether particular properties not listed are broadly similar in nature to those above and, if so, to consider them eligible for the relief. Conversely, properties that are not broadly similar in nature to those listed above should not be eligible for the relief”

Types of hereditaments that are not considered to be eligible for the high street relief

The list below sets out the types of uses that the Welsh Government does not consider to be high street retail use for the purpose of this relief and would not be deemed eligible for the relief. However, it will be for local authorities to determine if hereditaments are similar in nature to those listed below and if they would not be eligible for relief under the scheme.

i. Hereditaments that are being used wholly or mainly for the provision of the following services to visiting members of the public

- Financial services (eg. banks, building societies, cash points, ATMs, bureaux de change, payday lenders, betting shops, pawn brokers)
- Medical services (eg. vets, dentists, doctors, osteopaths, chiropractors)
- Professional services (eg. solicitors, accountants, insurance agents, financial advisers, tutors)
- Post office sorting office
- Tourism accommodation, eg. B&Bs, hotel accommodation and caravan parks
- Sports clubs
- Children’s play centres
- Day nurseries
- Outdoor activity centres
- Gyms
- Kennels and catteries
- Show homes and marketing suites
- Employment agencies

There are a number of further types of hereditaments which the Welsh Government believes should not be eligible for the high street relief scheme:

ii. Hereditaments with a rateable value of more than £50,000

iii. Hereditaments that are not reasonably accessible to visiting members of the public

iv. Hereditaments that are in out-of-town retail parks or industrial estates

v. Hereditaments that are not occupied

vi. Hereditaments that are in receipt of mandatory charitable rates relief