



Ein Rhanbarth ar Waith
Education through Regional Working

Business Plan

2016 – 2019

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

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



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.

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The Foreword by the Joint Committee sets out the commitment of ERW to delivering its Business Plan 2016 – 2019

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 two 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 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.

We are committed to collaboration with other regions. This past year we are proud of the work we have done jointly on the verification of teacher assessment, EIG and categorisation.

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.

We know that we must continue to improve in- school variation, enhance digital competence and deliver a consistently high quality menu of support to schools.

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

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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 the Minister's priorities in Qualified for Life:

<http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

National Model: <http://wales.gov.uk/docs/dcells/publications/140217-national-model-for-regional-working-en.pdf> and our own [Strategy](#)

This model of regional strategy delivered through the three hubs has been successfully trialled and strengthened to ensure effective delivery across the large geographical area, and the full diverse range of schools that mirrors the Welsh scenario and the bilingual nature of the region.

ERW

ERW is a single integrated regional professional school effectiveness service driving school improvement and learner achievement across the combined area of six local authorities in the South West and Mid Wales region within three hubs:-

- Carmarthenshire / Pembrokeshire
- Ceredigion / Powys
- Neath Port Talbot / Swansea

The ERW strategy sets the following expectations and challenges:

- ensure effective performance in all schools
- robustly and consistently challenging the performance of schools and the outcomes achieved by learners
- deploy a differentiated system of professional support to schools in proportion to need through nationally agreed categorisation framework
- supporting strategies to develop the literacy and numeracy skills of learners
- to improve outcomes for disadvantaged learners
- facilitate effective school to school support in order to improve performance and outcomes
- managing and deploying well trained challenge advisers to challenge performance and broker bespoke support

Vision

“consistently high performing school network across the region with every school a good school offering high standards of teaching under good leadership resulting in all learners achieving their maximum potential”

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 under good leadership resulting in all learners achieving their maximum potential. In order to achieve this vision, we will build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for all learners.

Mission Statement

ERW's mission is 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 by:

- robustly and consistently challenging the performance schools and the outcomes achieved by **all** their learners
- deploying 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 and digital skills of learners and to improve outcomes for disadvantaged learners
- facilitating and developing effective school to school support in order to improve performance and outcomes through the deployment of experienced and successful lead practitioners
- 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

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 the development of the hub arrangement delivering regional and national priorities 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.

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 are aware of what their contribution has to be to show continued improvements regionally. **All stakeholders recognise our development journey and can see visible improvements.**

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. As these Local Authorities improve their services, the Hub's capacity to deliver the regional and national priorities increases. Now that we have no LA in follow-up, we can focus on key improvements which aim to eliminate remaining inter-local authority variation in outcomes.

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.**

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 Life¹ and the curricular changes ahead post Donaldson will require a significant focus on workforce support and development. The New Deal 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 New Deal.

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 2013-14

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. This means that we must tackle this issue now. 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.

Supporting and delivering the Minister’s New Deal to support teachers and school leaders will dovetail with our work on improving teaching. ERW will support teachers to strive for excellence and support

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

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 teachers to being consistently good and better.

We are committed to leading a changing climate in education, in light of the Donaldson review of the 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.

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.

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.

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.

This year 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. **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 aim to 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.

Regionally, the teaching and learning of boys needs attention. Currently performance is slightly weaker than that of other regions. A clear analysis is required as well as a focus on successful strategies. Already we have established priorities to make sure that our resource development takes full account of their needs and that we can build on schools' best practice. 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.

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 is 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 2016, 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.

From September 2015, **we will formally implement our regional strategy for a self-improving system, building on work underway to strengthen interschool support and school to school work.** This will signify a key step forward in the region's work towards a self-improving system.

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 also sets out key challenges, they are increasingly relevant as we respond positively to Furlong and Donaldson's recommendations. In ERW, those national challenges are also relevant and we have responded positively to many already. 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.

The Minister set out clearly his vision for Wales in Qualified for life, and 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 Minister's response to recent reviews, we are committed to change for improvement.

Implementation

The Business Plan will highlight and take action to mitigate pressures, national and local priorities, risks and areas for development. **Key strengths and effective practice will be built upon.**

This diagram below illustrates some of the competing pressures, changes and challenges on the regional school improvement 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.

GOVERNANCE

This section explains how ERW's governance operates and how the delivery of the Business Plan will be 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.

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

The ERW Consortium was re-established following the release of the National Model for School Improvement (Welsh Government in February 2014). The National Model outlines the Welsh Government’s vision of regional school improvement consortia. The ERW Consortium was reformed in April 2014, with the Managing Director commencing in May 2014. The Cabinet of each respective Local Authority within the Region has adopted the Legal Agreement in place for ERW’s operation and governance.

The Consortium comprises of six Local Authorities; Carmarthenshire, Ceredigion, Pembrokeshire, Powys, the County Borough of Neath Port Talbot and the City and County of Swansea. The purpose of ERW is to deliver a single consistent and integrated professional school improvement service for children and young people in a range of settings within the six Local Authorities

ERW is governed by a legally constituted Joint Committee.

The Joint Committee membership is made up of the six Local Authority Leaders.

ERW’s Joint Committee is advised by the Executive Board. The Board is made up of the six LA Directors, external school improvement experts, Headteacher representatives and the Managing Director. The ERW Strategy Implementation Board takes responsibility for the operational delivery of the ERW Business Plan. This is the region’s Leadership Team and is chaired by the Managing Director. All local authority Chief Education Officers sit on the board or are represented at this level.

Representatives of the faith sector meet the Managing Director termly and feed into the Executive Board as and when relevant.



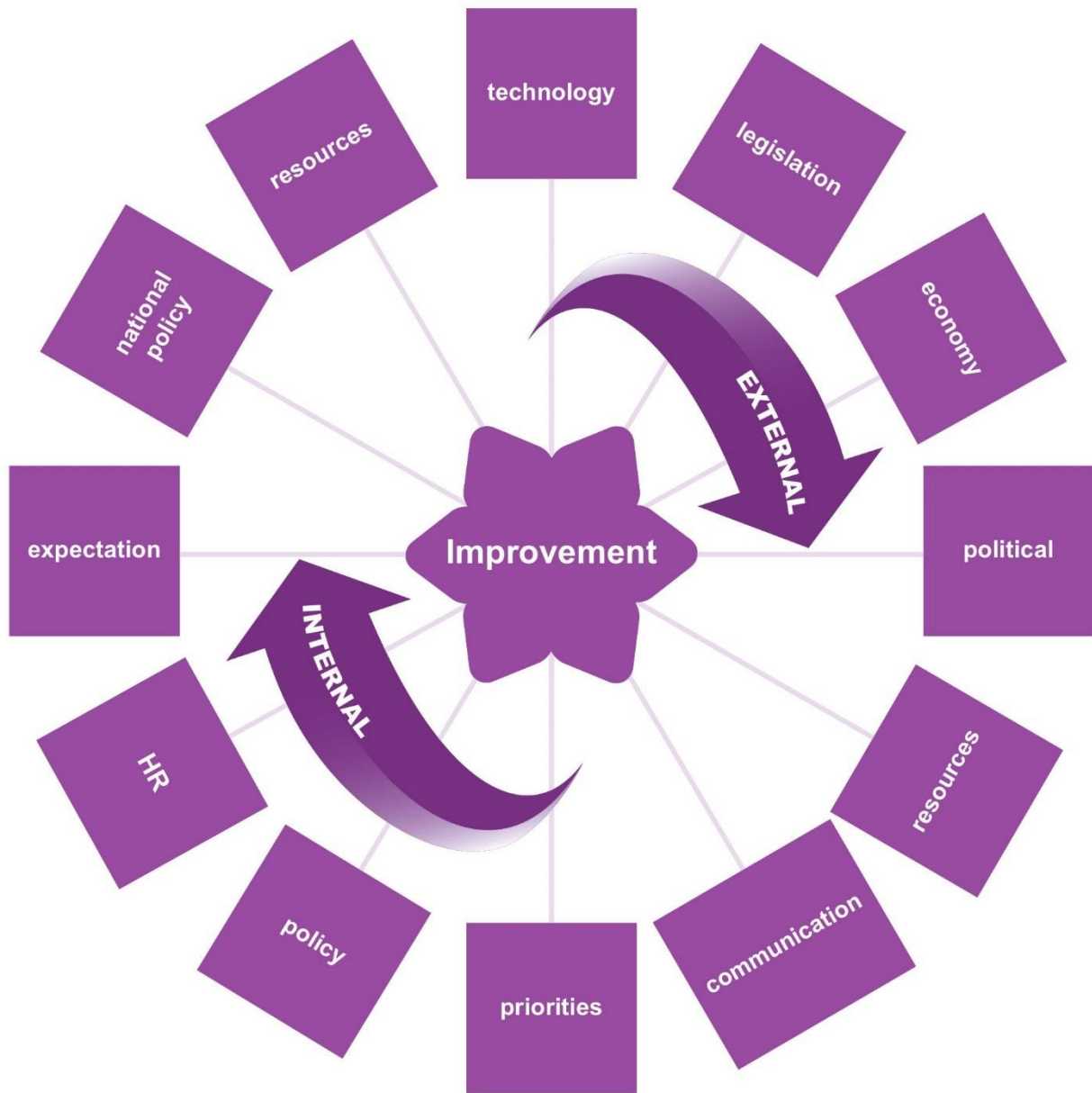
Joint Committee



Executive Board

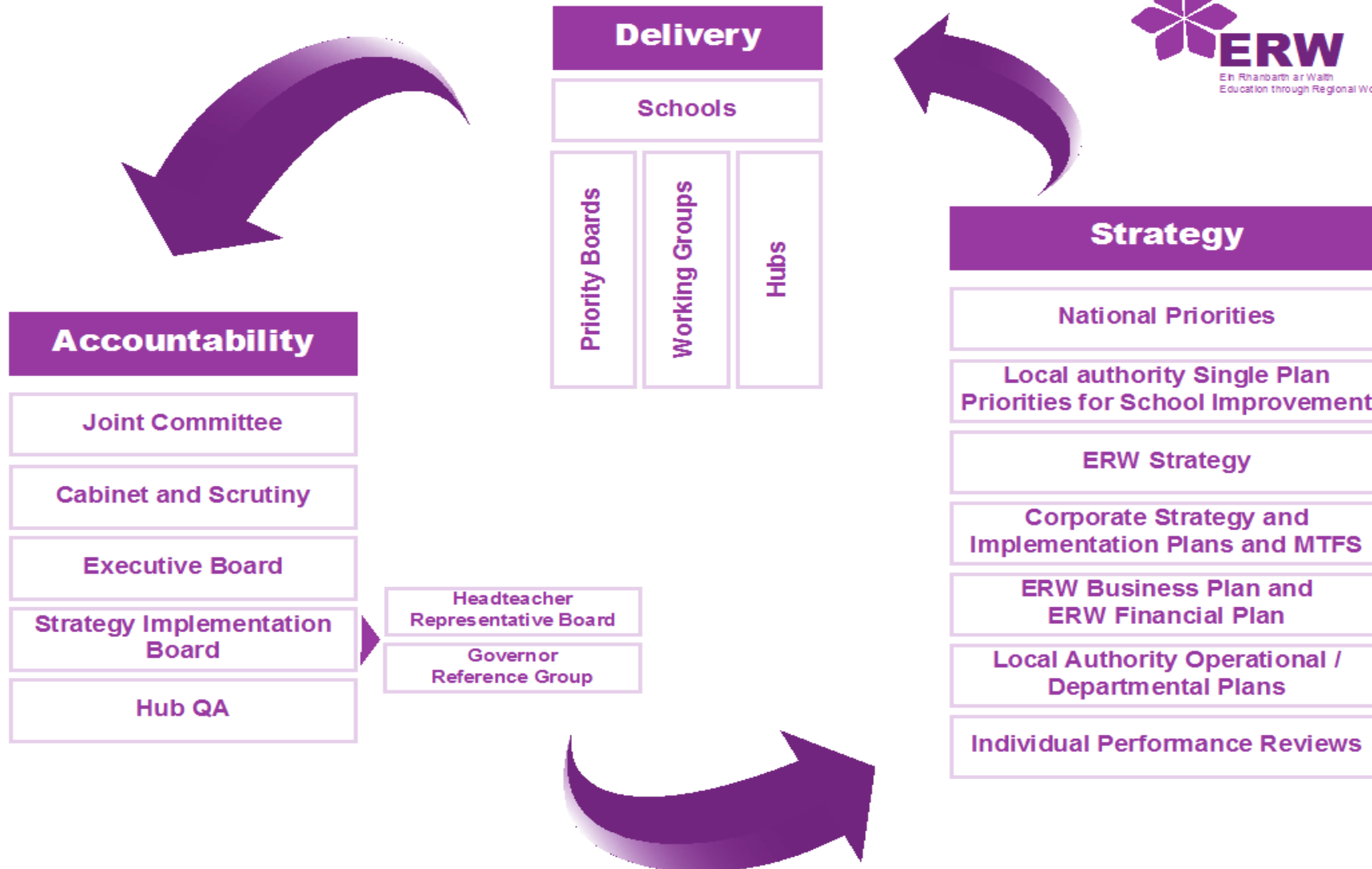


Strategy Implementation Board



It is recognised that ERW has to balance and manage a conflicting range of dependencies on what we deliver in the Business Plan 2016 – 2019.

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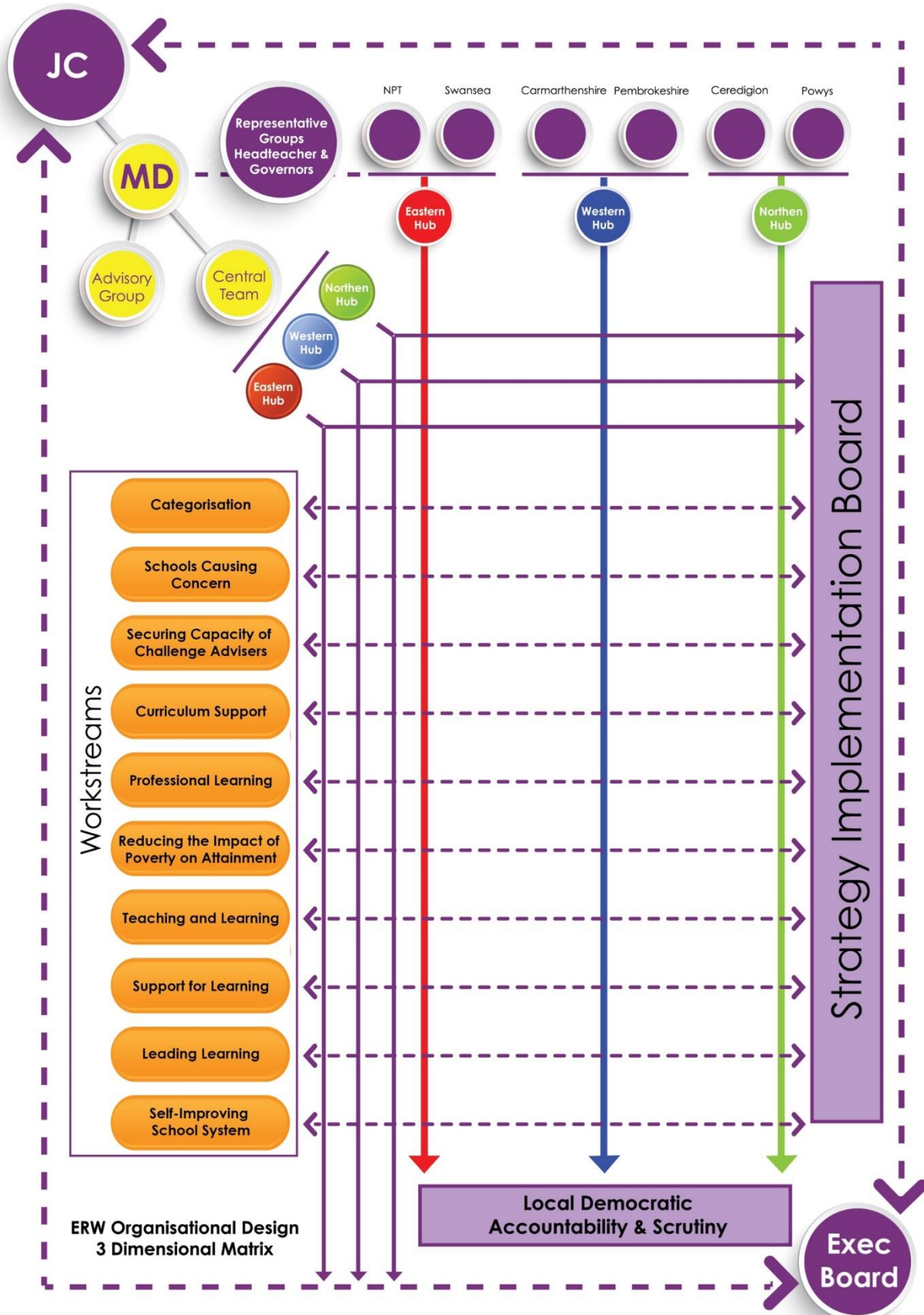


ERW Organisational Design

ERW's Business Plan is made up of work streams aimed at delivering its three priorities.

The work streams are also illustrated in the organisational design.

ERW is a partnership which is managed in a three dimensional matrix management system as illustrated below.



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 will form part of the Business Plan cycle as outlined in the overview noted in the introduction. It will inform 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 by the Operational Manager. Each Hub QA 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.

The process has been supported by Neath Port Talbot and has received positive feedback from internal audit.

Democratic Accountability and Scrutiny Framework

The cross region forward work programme for 2014 – 2015 has enabled the region to build on the most effective scrutiny practices across the six LAs. From April 2015, a structured framework will be 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 lie with the LA.

Last financial year we established a **Regional Forward Work Programme** for scrutiny - this included unverified pupil performance data as early as possible; verified data once available; progress of ERW Business Plan; ERW governance & categorisation.

Following positive feedback on the Regional forward work plan as operational in 2014 – 2015, the Joint Committee agreed to build on this model for the coming three years. The regional FWP is coordinated centrally by the Operational Manager, 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.

As a region, we have reviewed other Joint Committee arrangements that we have established e.g. highways, reviewed current best practice and taken advice from CFPS (Centre for Public Scrutiny funded and commissioned by WG) and WLGA as to the best model.

For 2016 – 2019, the six Local Authorities within ERW have agreed a Regional Forward Work programme and range of common actions with regard to Scrutiny activity and more general member engagement and development with regard to the regional school improvement service. It is agreed that a Regional Forward Work programme with additional capacity to add to it as required 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

In addition, it is recognised that the function is important not the model and that we can increasingly share the most effective scrutiny practice between the six local authorities. Each LA's constitution is slightly different and we do not want to stray unnecessarily to these areas. Geographical considerations do not support working singularly to consider local responsibilities. In the Legal agreement setting up the ERW Joint Committee, it is noted that there is no need to burden staff unnecessarily with scrutiny.

The twice yearly seminar for Chairs and Vice Chairs has a clear role and function. The work is coordinated by City and County of Swansea.

The work programme for 2016 – 2019 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;
- provide a clear Forward Work Programme of both information to members and scrutiny topics; and
- use a best practice model to set out expectations of scrutiny of ERW's work.

The main focus of this year's work will fall into the following aspects – information giving and scrutiny activity.

- This year, on request from members, we have added the makeup and performance of the challenge adviser team.
- We are also sharing best practice – calling schools to scrutiny where necessary; targeted investigations on key issues.
- All six chairs of scrutiny are also meeting six monthly - (NPT hosting 2015) with officers working well together (Swansea and Carmarthenshire hosting 2016).
- 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
- These common areas in the Forward Work Programme will be performance data; categorisation; ERW business Plan progress.
- Shared area on ERW Intranet to share practice and resources. Specifically, investigations which have cross LA impact will be shared.

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.

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. Some of the most recent recommendations for the end of 2015-16 are noted below for reference

Recommendations

1. All decisions and business cases make explicit reference to the vfm aspects of the decision, what the benefits of change and added value or improvement may be. This will allow us to track interventions against these 7 criteria on an annual basis.
2. Gaining assurance/ Clarifying with each LA that any risks noted and aligned to authorities are known and mitigated. For example, highlighting where duplication or risks of duplicating work are identified through Hub QA.
3. Undertake an annual Impact Review of ERW’s work for the academic year.
4. Include a yearly review of value for money in the Annual Quality Calendar after the presentation of the AGS and financial statements.

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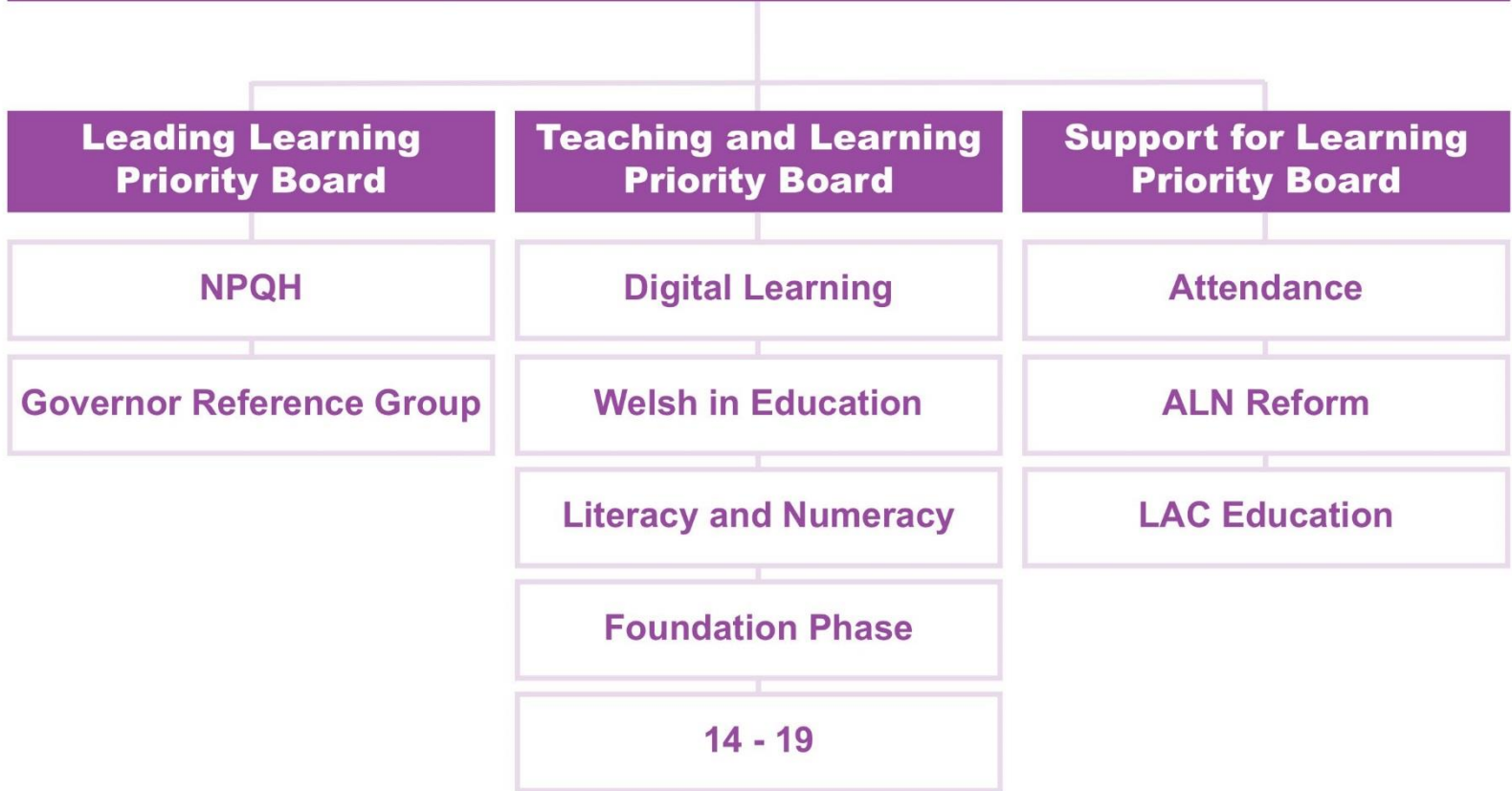
Roles and Responsibilities

This section includes the operating procedures for ERW and outlines the roles and responsibilities of key individuals and groups for delivering the ERW strategy. These groups are reviewed in line with ERW's business needs, plans and national priorities.

The operational level detail and membership of each group can be found following this link,

<http://www.erw.wales/about-us/group-membership/>

Strategy Implementation Board



- HR Officers
- Legal Officers
- Scrutiny Officers
- Finance Officers
- Data Officers

Advisory Group

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.

The region is led by the Joint Committee, advised and supported by the Executive Board. The Strategy Implementation Board has operational oversight of the work streams in the Business Plan as well as the delivery of our strategies via the Strategic Priority Boards.

There are four other enabling groups which support the infrastructure of ERW:

- Advisory Board
- Data Group
- Scrutiny Officers
- HR Officers
- Finance Officers

The region also has two strategic leads for cross cutting themes:

- Strategic Lead for developing a Self-Improving System (Ian Roberts, Powys)
- Strategic Lead for Reducing the Impact of Poverty on Attainment (Chris Millis, Neath Port Talbot)

² As set out in the agreement between the LAs 2013 and updated 2015

Roles and Responsibilities

Chairs of groups:

- To agree a schedule of dates for the academic year with the group.
- To communicate with the administrative support officer for room bookings, agenda setting, circulation of documentation etc.
- All meeting papers to be circulated one week in advance of meetings via your administrative support officer and that any additional papers should not be distributed on the day.
- The minutes of the previous meeting to be completed and forwarded to the chair for approval and signed off within five working days of the meeting.
- The chair and administrative support officer to be responsible for ensuring that all actions have been undertaken and completed prior to the next meeting.
- All actions should be reviewed and recorded at the end of each meeting.
- The Operational Manager to meet on a termly basis with each Chair from the Priority Boards and Working Groups to evaluate and monitor process and its effectiveness in their roles and responsibilities.
- Short Terms of Reference to be adhered to.
- Membership should be consistent and attendance good

Directors:

- 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.

Administrative Team:

- To make sure that all record of meetings and papers are circulated on time and to a high standard.
- Monitor all actions with escalation reporting where necessary

Name of group: Strategy Implementation Board

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Overall oversight and delivery of regional work streams
- Securing consistency and quality
- Strategy oversight
- Capacity building
- Peer challenge
- Forward planning and operational
- Decision making
- Regional Senior Management Team

Membership: See membership spreadsheet

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. Rotating Chair**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances as delivering information on progress of projects.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Headteacher Representative Board

Title: Terms of reference - written January 2015

Purpose / role of the group:

To act as a reference point for ERW in terms of its interface with school leaders:

- Enabling ERW to test ideas and principles in advance of policy formulation and during policy development.
- Advising ERW of potential strengths and weaknesses of proposed policies and strategies.
- Embracing and advocating a regional approach to problem solving.
- Acting as a general conduit for information, using the aide memoire.
- Feeding back to relevant headteacher groups on a regular, agreed basis.
- Receiving the views of headteacher colleagues on agreed items.
- **Not** discussing every issue facing the region with every colleague.

Membership: See membership spreadsheet

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term**
- **A nominated chair from within the group will chair the meeting. The present chair is Mike Gibbon.**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources:

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Leading Learning Priority Board

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Professional learning.
- Oversight and leadership of all training and CPD.
- Headteacher / Teacher performance management and appraisal.
- Capacity building.
- Oversight and leadership of ERW Leading Learning Strategy.
- Monitoring actions of operational working groups.
- Set the focus for sub groups and hold to account.
- Take responsibility for Business Plan action identified.

Membership: See membership spreadsheet

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams individual LAs and the Delivery Board.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
 - **Meetings will be held twice a term**
 - **A nominated chair from within the group will chair the meeting. The present chair is Kate Evan-Hughes (Pembrokeshire)**
 - Topics for the agenda to be generated from the business plan and work streams.
 - Meeting papers to be circulated by email a week in advance of the meeting date.
 - Format of meetings be formal and may include small group discussions.
 - Non-members may be invited to group meetings under certain circumstances.
 - ERW central team will provide secretariat for the group.

Sharing of information and resources (including confidential materials):

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Teaching and Learning Priority Board

Title: Terms of reference - written January 2015

Purpose / role of the group:

- GCSE / PISA.
- 50 – 90.
- Literacy and Numeracy.
- Curricular changes.
- Foundation Phase.
- IT for Learning.
- Take responsibility for Business Plan action identified.

Membership: See membership spreadsheet

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams in LAs, the delivery board and other stakeholders.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term**
- **A nominated chair from within the group will chair the meeting. The present chair is Barry Rees (Ceredigion)**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources (including confidential materials):

- Group members will share information and resources via email.
- There be a web space for the group, it will be password protected and managed by the central team.

Name of group: Support for Learning Priority Board

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Safeguarding Health Check used consistently regionally.
- Monitoring system.
- Oversight of working groups and actions.
- Set strategy and scope for the next stage of regional working, e.g. EOTAS, LAC.
- Set the focus for sub groups and hold to account.
- Take responsibility for Business Plan action identified.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. The present chair is Gareth Morgans (Carmarthenshire).**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Leading Learning – Working Groups

Name of group: Governors Reference Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Oversight and informed of ERW progress and priorities.
- Statutory.
- Quick wins – agendas / general.
- Reports, training and fact sheets.
- Strategic / school inspection.
- Check EAS aspect.
- Copy all training to Helen Morgan Rees.

Membership: See membership spreadsheet

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**

- **Meetings will be held twice a term.**
- **The present chair is Betsan O'Connor.**
- Topics for the agenda be generated from the business plan and work streams.
- Meeting papers be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: HR Working Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Strategic planning – HR.
- Delivering Rewarding Excellence Programme.
- Enabling engagement with Trade Unions.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams, the delivery board and LAs.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. The current chair is Ceri Davies (Pembrokeshire).**
- Topics for the agenda be generated from the business plan and work streams.
- Meeting papers be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There be a web space for the group, it will be password protected and managed by the central team.

Name of group: 14 – 19 Working Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- To provide the region with a unified strategic direction to bring about improvements in outcomes in the 14 – 19 phase and learner progression in line with the Youth Engagement & Progression Framework (YEPF).
- To maintain a strategic overview of the work of Local Authority & Hub 14 – 19 Networks and monitor their progress.
- To develop and support partnership working between education, training, health, social care, voluntary sector and youth support providers in the 14 – 19 phase and YEPF.
- To be accountable for specific funded programmes through the current 14 – 19 RNDP grant and future Education Improvement Grant.
- To facilitate sharing of effective practice across the region.
- To establish task and finish groups as and when appropriate. The full group will decide the composition and Chair (if any) of these T and F groups.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams, the delivery board and LAs.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
 - **Meetings will be held twice a term**
 - **A nominated chair from within the group will chair the meeting. The present chair is Elen James (Ceredigion).**
 - Topics for the agenda be generated from the business plan and work streams.
 - Meeting papers be circulated by email a week in advance of the meeting date.
 - Format of meetings be formal and may include small group discussions.
 - Non-members may be invited to group meetings under certain circumstances.
 - ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Digital Learning Working Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Capacity building.
- Support capacity building for digital literacy.
- Develop support for school for new curriculum.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams, the delivery board and LAs.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
 - **Meetings will be held twice a term.**
 - **A nominated chair from within the group will chair the meeting. The present chair is Ann Stoker (NPT).**
 - Topics for the agenda to be generated from the business plan and work streams.
 - Meeting papers to be circulated by email a week in advance of the meeting date.
 - Format of meetings be formal and may include small group discussions.
 - Non-members may be invited to group meetings under certain circumstances.
 - ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There be a web space for the group, it will be password protected and managed by the central team.

Name of group: Literacy and Numeracy Working Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Operational consistency.
- Training and development.
- Strategy Implementation.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams the delivery board and the LAs.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. The present chair is Alan Edwards.**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Support for Learning – Working Groups

Name of group: Attendance Working Group

Title: Terms of reference – written January 2015.

Purpose / role of the group:

- Penalty Notices.
- Grant facilitation.
- Best practice.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams the delivery board and LAs.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. The present chairperson is Stuart Bradley (Ceredigion).**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources (including confidential materials)

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: ALN Reform

Title: Terms of reference – written January 2015

Purpose / role of the group:

- To bring together ALN Leads to develop an ERW approach to supporting implementation of ALN Reform
- To support our schools and services to implement ALN Reform.
- To develop an approach to delivering/supporting /sustaining PCP training in the three ERW Hubs.
- To consider performance data of vulnerable groups (SEN, LAC, EAL) and provide report on outcomes, trends, issues.
- To consider developing an ERW training programme on SEN issues.
- To identify and share good practice.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams the delivery board and LAs.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. The present chairperson is Nichola Jones (Pembrokeshire).**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: LAC Education Working Group

Title: terms of reference – written October 2015

Purpose/role of the group:

- Monitoring use of PDG/LAC grant across region
- Recording impact of PDG/LAC grant across the region
- Sharing of best practice across the region

Membership: see membership spreadsheet

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods/ways of working:

- The method of working will be a shared learning approach and joint decision making
- The chosen working method, in practical working terms, will be **meetings:**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. The present chair is Cressy Morgan.** Topics for the agenda to be generated from the business plan and work streams
- Meeting papers will be circulated by email a week in advance of the meeting date
Format of meetings will be formal and may include small group discussions.
Non-members may be invited to group meetings under certain circumstances.

Sharing of information and resources:

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

OTHER

Name of group: Advisory Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- To create a secure infrastructure for ERW and the central team.
- To provide pro-active advice as ERW plans its operational work.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. Chaired by Betsan O'Connor.**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Data Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- To co-ordinate data requests made of schools.
- To improve the way we use intelligence and reducing the burden on schools.
- To set out annually:
 - Data required to be collected from schools
 - Eliminate duplication
 - Way data can be presented

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams and chair to report to HAM and BOC.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
 - **Meetings will be held twice a term.**
 - **A nominated chair from within the group will chair the meeting. The present chairperson is Gwion Dafydd.**
 - Topics for the agenda to be generated from the business plan and work streams.
 - Meeting papers to be circulated by email a week in advance of the meeting date.
 - Format of meetings be formal and may include small group discussions.
 - Non-members may be invited to group meetings under certain circumstances.
 - ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Finance Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- To co-ordinate finance requests made of schools / LAs.
- To improve the way we manage communications and reduce the burden on schools.
- To set out annually:
 - Accountability / report requests
 - Timescales
- Coordinate requests and answerability
- Not for decision making but to inform officers to advise Directors
- Enable and facilitate advice and discussion
- Share best practice

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams and chair to report to HAM and BOC.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
 - **Meetings will be held twice a term.**
 - **A nominated chair from within the group will chair the meeting. The present chairperson is Matthew Holder.**
 - Topics for the agenda to be generated from the business plan and work streams.
 - Meeting papers to be circulated by email a week in advance of the meeting date.
 - Format of meetings be formal and may include small group discussions.
 - Non-members may be invited to group meetings under certain circumstances.
 - ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Legal Group

Title: Terms of reference – written March 2015

Purpose / role of the group:

- To co-ordinate and action legal requests made across six LAs
- To improve the way we manage communications
- To set out annually:
 - Accountability / report requests
 - Timescales
- Coordinate requests and answerability
- Not for decision making but to inform officers to advise Directors
- Enable and facilitate advice and discussion
- Share best practice
- Reduce burden

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams and chair to report by exception to MD.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- The chosen working method involve in practical terms will be **meetings:-**
 - **Meetings will be held twice a term.**
 - **A nominated chair from within the group will chair the meeting. The present chairperson is Stephanie Williams (Swansea).**
 - Topics for the agenda to be generated from the business plan and work streams.
 - Meeting papers to be circulated by email a week in advance of the meeting date.
 - Format of meetings be formal and may include small group discussions.
 - Non-members may be invited to group meetings under certain circumstances.
 - ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Scrutiny Group

Title: Terms of reference – written March 2015

Purpose / role of the group:

- To co-ordinate and facilitate the joint regional scrutiny Forward Work Programme
- To improve the way we manage communications and accountability
- To set out annually:
 - A work plan and respond to additional requests
- Coordinate requests and answerability
- Not for decision making but to inform officers to advise elected members and directors
- Enable and facilitate advice and discussion
- Share best practice

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams and chair to report by exception to MD.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
 - **Meetings will be held twice a term.**
 - **A nominated chair from within the group will chair the meeting. The present chairperson is Dave Mckenna (Swansea).**
 - Topics for the agenda to be generated from the business plan and work streams.
 - Meeting papers to be circulated by email a week in advance of the meeting date.
 - Format of meetings be formal and may include small group discussions.
 - Non-members may be invited to group meetings under certain circumstances.
 - ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Name of group: Trade Union Reference Group

Title: Terms of reference – written January 2015

Purpose / role of the group:

- Is a forum for ERW, local authority, teaching association and other trade union representatives to discuss and address strategic and region-wide workforce matters relating to teachers, school leaders and support staff.
- Provides a formal opportunity for all trade unions to represent the views of their members in relation to the workforce implications of region-wide school improvement activities.
- Participants in the forum aim to work in partnership to reinforce the importance of positive and effective workforce engagement leading to the raising of standards in schools.
- The representatives of ERW's six constituent local authorities work collectively and collaboratively with the trade unions within the context of the Forum; all employer-related decisions required are subsequently made at the level of each individual local authority, recognising that ERW does not have an employer status in relation to the schools' workforce.

Membership: See membership spreadsheet.

Accountability:

- Individual group members are responsible for reporting back on activities of the group to their teams and LA.

Review:

- As part of the ERW annual review this group will be reviewed annually on its relevance and value of its work and the terms of reference.

Working methods / ways of working:

- The method of working will be a shared learning approach and joint decision making.
- Sub groups to be convened if necessary to deliver particular work streams.
- The chosen working method involve in practical terms will be **meetings:-**
- **Meetings will be held twice a term.**
- **A nominated chair from within the group will chair the meeting. The present chairperson is Aled Evans.**
- Topics for the agenda to be generated from the business plan and work streams.
- Meeting papers to be circulated by email a week in advance of the meeting date.
- Format of meetings be formal and may include small group discussions.
- Non-members may be invited to group meetings under certain circumstances.
- ERW central team will provide secretariat for the group.

Sharing of information and resources

- Group members will share information and resources via email.
- There will be a web space for the group, it will be password protected and managed by the central team.

Priorities for 2016 – 2019

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. Actions are noted according to work stream. The region's priorities are grouped into three strategic themes:

1. Leading Learning
2. Teaching and Learning
3. Support for Learning

The Workstream Overview provides an at a glance reflection of the planned work.

ERW's priorities for 2015 – 2018 are:

- Leading Learning
- Teaching and Learning
- Support for Learning

These are supported by cross cutting work streams which may be amended yearly depending on operational changes and needs. The illustration on page 9 is a high level overview of the implementation arrangements for the ERW Business Plan.

The priorities reflect and inform the Single Plan priorities for each local authority.

Powys County Council - Challenge Plan and One Plan

- People in Powys have the skills to pursue their ambitions
- Transforming learning and skills

Ceredigion County Council - For all

- Supporting families to thrive and reach their potential
- Enable all children and young people to reach their potential
- Celebrate achievement
- Improve literacy and numeracy & attendance

Carmarthenshire County Council - Single Plan

- People in Carmarthenshire fulfil their learning potential & Opportunities for Lifelong Learning
- Skills and training for employment
- Supporting families to develop children's learning
- Inclusive society
- Increasing learning, education and training

Pembrokeshire County Council – Plan







- 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

City and County of Swansea - The One Swansea Plan

- People learn successfully
- Attendance
- School achievement (school readiness & child poverty)

Neath Port Talbot County Borough - Single Integrated Plan

- People in Neath Port Talbot fulfil their learning potential

	<ul style="list-style-type: none"> • People in Powys have the skills to pursue their ambitions • Transforming learning and skills
	<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
	<ul style="list-style-type: none"> • People in Carmarthenshire fulfil their learning potential • Provide the best opportunities for lifelong learning and development for all • Improve skills and training to increase employment opportunities for all • Support parents and families to develop their children's learning • Develop an Inclusive Society • Increase the provision of childcare, education and training through the medium of Welsh
	<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
	<ul style="list-style-type: none"> • People learn successfully • Attendance • School achievement (school readiness & child poverty)
	<ul style="list-style-type: none"> • Raise educational standards and attainment for all young people • Safer, brighter futures • Better schools, brighter prospects



ERW
Ein Rhanbarth ar Waith
Education through Regional Working

2016-19 Priorities

Leading Learning

Teaching and Learning

Support for Learning

2016 Workstreams

Schools Causing Concern.

Curricular Support.

Self-improving School System.

Monitoring, support, challenge, intervention and advice.

Teacher assessment.

Literacy and numeracy.

Digital learning.

Quality assurance.

Leadership.

Professional learning.

Governor support.

Poverty.

Human Resources.

Welsh in Education.

Support for Learning.

Financial planning.

Risk management.

Performance management.

Self-evaluation.

Scrutiny.

Democratic accountability.

Value for money.

Staffing.

Directors.

Managing Director.

Strategy

Implementation Board.

Key partners.

Working groups.

Challenge advisers.

Schools.



ERW
Ein Rhanbarth ar Waith
Education through Regional Working


Business Plan

2016-19

Workstream overview

Workstream	2016-17	2017-18	2018-19	2019-20
Leading Learning
Teaching and Learning
Support for Learning
Financial planning
Risk management
Performance management
Self-evaluation
Scrutiny
Democratic accountability
Value for money
Staffing
Directors
Managing Director
Strategy
Implementation Board
Key partners
Working groups
Challenge advisers
Schools

Implementation

	2016 – 2019 Priorities	2016 Workstreams		Implementation
 <p>Business Plan 2016 – 2019</p>	Leading and Learning	Schools Causing Concern Curricular Support Self-improving School System Monitoring, support, challenge, intervention and advice	Financial planning Risk management Performance management Self-evaluation Scrutiny Democratic accountability Value for money Staffing	Directors Managing Director Strategy Implementation Board Key partners Working groups Challenge advisers Schools
	Teaching and Learning	Teacher assessment Literacy and numeracy Digital learning Quality assurance Leadership		
	Support for Learning	Professional learning Governor support Poverty Human Resources Welsh in Education Support for Learning		

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Workstream overview

2016 - 17 Workstreams	April - May - June 2016	July - Aug - Sept 2016	Oct - Nov - Dec 2016	Jan - Feb - March 2017
Professional learning	HTLA programme successfully completed. Key schools identified for Professional Learning Schools. Monitoring and evaluating the existing programmes with UWTSd.	Comprehensive regional programme in place for professional learning for new aspiring and current head teachers. Regional strategy and delivery plan for NQT and ongoing delivery, and review.	Clear New Deal for teachers regional offer. Delivery of agreed training programme for Advisors and school leaders.	Monitoring, evaluation and review of hub training, and whole region training offer.
Reducing the impact of poverty on attainment	Identify key schools to lead on sharing successful strategies. Work done to explain types of poverty experience in ERW.	Seminars to promote best practice. Support identified schools that are not supporting e-fsm pupils well enough via internal audit.	Initial report on rural poverty. Share effective practice on website. Monitor impact of intervention strategies to target key schools / pupils.	2nd core visit to focus on pupil level progress (e-fsm specifically).
Categorisation	Undertake three year prediction based on last year to assess risk of poor leadership in school impacting on pace of improvement and outcomes for learners.	Prepare any amendments/ briefings to schools necessary.	All schools successfully categorised with bespoke programme of support.	Categorisation published on 'my local school.'
Schools Causing Concern	Quarterly update on progress and review impact. Review capacity of schools identified to be self-leading from September.	Quarterly update on progress and review impact. Review capacity and progress in SCC schools – one year on.	Quarterly update on progress and review impact. Post results review of new schools to receive intervention..	Quarterly update on progress and review of impact.
Quality Assurance	Hwb QA x3 Overall lessons learnt from operational school improvement work to feed. May final version of SER.	Hub QA X3 Review of pupil performance with detailed analysis.	Hub QA x3	Hub QA X3 Draft annual calendar drafted
Governor Support	Prioritise information to be available on the ERW website, including online applications. Delivery of statutory and non-statutory training programmes.	Data training, core visit 1 and school categorisation. Named link officer for governor support at hub level.	Prepare and deliver annual conference at Hub level so that all governors are fully aware of developments and can engage with the best practice across the region Implementation improvements.	Highlight the role of Governor Support in the Ladder of Support as we categorise schools. Planned co-ordinated programme for 2016-19 with bespoke elements according to need, delivered in some cases on a school to school basis.
Securing capacity of Challenge Advisers	Training and development for advisers – targeted.	Annual self-analysis review against standards. To deliver induction programme for newly appointed Challenge Advisers. Hub level delivery of core programme.	Train and coach Challenge Advisers to continually secure the highest possible standards in their work, in line with ERW code of conduct and National Standards for Challenge Advisers.	Training and development for Advisers – generic.
HR	Reaffirm programme aims.	Implement Rewarding Excellence Programme of training and development to build capacity and expertise in schools leadership.	Implement appraisal policy as part of New Deal offer.	Rewarding excellence programme – training HT and Challenge Advisers to fully understand the principles and monitor progress of schools in supporting effective CPD for all staff – (linked to New Deal entitlement).
Self Improving schools system	Increase proportion of support identified in menu of support between schools.	Professional learning schools, case studies as part of Knowledge Tree.	Programme of support to all schools to include S2S and increase on this year by 50%.	Support the 4 SCC schools to communicate effectively and work in partnership with WG to meet requirements of the grant.
Curricular support	Quarterly update of ILP for special schools and units. Cwmpawd available for all – increase marketing. Identify key schools (all phases) to share practice for foundation subjects to strengthen the development of literacy and numeracy skills.	GCSE programme stocktake on capacity of all schools to take on new curriculum. Challenge advisers and subject specialists to be confident to support schools in line with new specifications.	Retraining courses for science in place. Monitoring and evaluation of the impact on practice and outcomes in across all phases. Schools not making sufficient progress to be targeted for additional support in order to raise standards.	Training to continue for schools in new Science SoW and best practice identified to be shared. Evaluate mathematic retraining programme (with UWTSd).
Monitoring, support, challenge, intervention, advice.	Intervene in schools causing concern, including full robust and consistent use of statutory powers to issue warning notices.	All common plans and comms for core visits in place and ready for September roll out. September Hub seminar by sector to roll out common expectations CV1.	Support, coordinate and monitor existing and fully engage with ongoing WG initiatives to support the improvements of underperforming schools. Core visit 1 and categorisation.	All plans for spring visit agreed for next term. QA of CV1 drawn together.
Digital learning	Delivering and brokering high quality and consistent support to and between schools in line with support menu.	Support schools to deliver national framework through identified agreed programmes.	Implement framework for schools and use as tracking tool to facilitate an annual comparison to track the progress and to ensure that resources are targeted to area of greatest need.	Renew support needs of schools specifically those identifying support needs in 2015-16.
Teacher Assessment	Continue to engage with other regions in national STAP project.	Review of regional and national intervention on outcomes of teacher assessment.	Roll out of regional training and guidance for assessment.	Ensure security of end of key stage teacher assessment within clusters and across the region.
Welsh in Education	Facilitate Welsh second language networks as necessary and develop targeted skills for WM sector.	Ongoing best practice sharing for Welsh primary resources.	Engage with language acquisition and multi literacy programme between ERW and UWTSd.	Continue sector leading work on multi literacy. Research and evaluate fully the impact and lessons learnt.
Leading Learning	Recruitment campaign initiated.	Develop the LMI to support recruitment campaign.	Ongoing leadership reviews for schools in need of ongoing support and at risk of not improving.	Secure the ongoing high quality and motivational support for new leaders and leaders requiring additional support.
Literacy & numeracy	Develop digital pedagogy expertise to enhance the delivery of literacy and numeracy.	Develop further specific targeted support for FPH.	Training for challenge advisers– update on expectations of what is good and excellent to secure striving for best and excellent practice.	

Internal Improvement Priorities

This section outlines ERW's internal arrangements for its effective operation, organisational improvement systems and actions. It provides a review of the previous year's action and progress and sets targets for the next two years. Actions are largely process focused, with the overall aim to enable the delivery of the outcomes.

1. Systems and structures and accountability structure
2. Planning for improvement
3. Communication
4. Accountability

(The work will be supported through a shared services framework and under the advice of the Advisory Board. The Advisory Board has been set up to support and advise ERW and its senior team in ensuring that the organisation follows due and legal process in its delivery of its core functions.)

1. Planning for improvement

PRIORITY				
Establish robust arrangements for the effective operation of ERW through effective planning for improvement.				
SUCCESS CRITERIA	Actual 2015	Target 2015 - 2016	Target 2016 - 2017	Target 2017 - 2018
Fewer risks identified as 'high' following mitigating actions	25%	15%	15%	10%
Improved and consistent engagement with regional priorities across all LAs	Adequate	Good	Good	Excellent
Consistent understanding across region and stakeholder of key aims and modus operandi	Weak	Good	Good	Excellent
Assurance finding by internal audit of satisfactory	Satisfactory	Good	Good	Good
Action	Responsibility	Resources	Timescale	
Business Plan – completed on time and to a high standard	Managing Director	Core and grant	Quarterly reporting and updates – June, Sept, December, March	
			Updates as necessary January	
			Dash board	
Self-evaluation arrangements - to include an annual report	Managing Director, HOH and Quality Manager	Core and grant	May – annually	
			Ongoing QA feeding to process	
			Supporting schools and GBs to have capacity	
External review/evaluation. Undertake external review of satisfaction, brand etc. (This will provide objective judgement on success)	Managing Director	Core and grant	June/ July 2016	
Advisory group – maintain advisory group in line with Legal Agreement* responsibilities laid out for constituent LAs	Managing Director	Core and grant	April 2016 and half termly	
Risk register and mitigation arrangements	Managing Director	Core and grant	Ongoing quarterly	
Effective financial planning	Section 151 officer, Finance office and Managing Director	Core and grant	Ongoing quarterly reporting – 6 weekly monitoring meetings	
Needs analysis – to inform plan.	Data officer	Core and grant	Ongoing	
Advisory group to function effectively and fully and create the support network required for the region – maintain shared services framework	Managing Director	Core and grant	As above. Termly meetings	
Research commissioned on poverty implications	Managing Director	Core and grant	Draft of first by May 2016, second by October 2016	

Effective use of ERW value for money framework	Managing Director		
Effective and regular monitoring and reporting against Quality Calendar	Quality Manager		

2. Communication

PRIORITY
Improve consistency and quality of communication, and secure effective communication arrangements for all stakeholders

SUCCESS CRITERIA	Actual 2015	Target 2015-2016 – 2017	Target 2016-2017	Target 2017 – 2018
During the past 12 months, as ERW's work has developed and widened – effective arrangements to transfer information have not evolved quickly enough	Clearer systems for sharing information widely understood by all stakeholders	To move from poor to good	Good to very good	
Fewer complaints	(note actual 2014-15)			
Communications considered all work streams	1	70%	80%	90%
Clear understanding of ERWs role and functions	(current position unclear, survey planned for this year)	90+% success rate achieved	Maintain	

Action	Responsibility	Resources	Refresh requirements from March 2016
Engage suitable partner to deliver strategic expertise through Sir Gar PR	Managing Director	Core and grant	Immediate
New website	Communication lead	Grant	Ongoing effective updating
Communications capacity	Managing Director	Core and grant	As outlined in SLA
Use of social media	Communication lead	As required	June 2015 and ongoing
Effective use of website as primary link	All Advisers	Core and grant	From April 2015 Refresh/ review April 2016
Newsletter	Communication lead	Core and grant	At least termly but as required

Single sign on for all online developments	Head of Digital Learning	Core and grant	
Full use of Intranet cross region and LA	Head of Digital Learning	Core and grant	
Engage with WG formally termly to provide update on key areas of work and identify emerging issues	Managing Director and communication lead	Core and grant	Half termly with WG link and termly with communications lead for WG
Publish minutes of key working groups on website	Operational manager and communication lead	Core and grant	6 weekly updates for key working groups
Regional satisfaction survey Undertake cross region analysis on feedback and progress	Managing Director Operational manager	Core and grant	September 2016
Strengthen and present more widely the quality calendar	Head of Quality and Managing Director	Core and grant	Weekly actions as set out in plan

3. Accountability

PRIORITY
Strengthen and maintain robust and rigorous processes for accountability and to ensure the effective administration of agreed systems and processes.

SUCCESS CRITERIA	Current position 2014-15	Target 2015 – 2016	Target 2016-2017	Target 2017-2018
Value for money	adequate	Good	Good	Very good

Action	Responsibility	Resources	Timescale
Annual focused area focused through internal audit – area of focus agreed between MD, Head of Internal Audit and Section 151 officer.	Managing Director, Section 151 officer, head of internal audit	Core and grant	Annually
CIPFA regulations used and accepted	Managing Director, Joint Committee	Core and grant	April 2015
Internal system to hold reports/ school intelligence/ MIS	Executive Board	Core and grant	Operational by September 2015
All LAs to use and adopt single pupil level tracking system to use TC	Executive Board	TBC	Remaining LA s by September 2015
Joint Committee and Executive Board meetings to be held termly under arrangements set out in Legal Agreement	Operational Manager and Head of Democratic Services CCC	Core and grant	Quarterly arrangements on place
Establish clear terms for reference for key groups to aid understanding across and beyond region	Operational manager	Core and grant	April 2015
Publish all relevant documentation on website	Administrative support team and Operational Manager	core and grant	Ongoing
Provide précis of main issues for cascading following each HT board meeting	Managing Director and Chair	Core and grant	Ongoing
Scrutiny FWP framework agreed	Managing Director, scrutiny officers	Core and grant	Regularly as set out in the forward work programme
Sharing effective practice and making best use of website and networks to share practice amongst members	Communications lead	Core and grant	April onwards 2015
Simple monitoring dashboard against Business Plan actions and outcomes	Data officer	Core and grant	April 2015 and update quarterly

Value for money measures updated and used	Managing Director	Core and grant	As necessary in quality calendar
Refresh code of corporate governance to reflect changes in expectation	TBC		
Regional Scrutiny Seminar	Managing Director		
Scrutiny shared area	Head of Digital Learning		
Challenge and Review events with WG well managed	Managing Director and Lead Director, Lead Chief Executive	Core and grant	As required 3 – 4 times annually
Consistent Performance management arrangements for Challenge Advisers	Managing Director and HOH and Director of all LAs	Core and grant	Biannual process with agreed process from July 2016
Finance Officers Group to facilitate and use Finance Group to share expectation and information	Finance Lead	Core and grant	Termly Ongoing
HR Group to facilitate local training with Headteachers (using common template)	HR Group Chair	Core and grant	Termly Ongoing
Review and strengthen legal group to support operational work of Advisory Board	Chair Legal group	Core and grant	Termly ongoing

4. Systems and structures

PRIORITY				
Effective arrangements in place for the operational working of ERW				
SUCCESS CRITERIA	Current position	Target 2015 – 2016	Target 2016-2017	Target 2017-2018
Consistent engagement and contribution across LAs	Varied in kind contributions	Consistently high	Consistently high	
Effective systems well understood	(see survey)	Consistently high	Consistently high	

Action	Responsibility	Resources	Timescale
Maintain and sustain fully functioning team – admin , finance etc	Operational Manager	Core and grant	Ongoing with annual review of capacity needs
Internal policies and procedures – complaints, safeguarding, etc.	Managing Director	Core and grant	Annually reviewed
Digital capacity built– reduce travel etc. Maintain and strengthen use of digital communities	Managing Director and Operational Manager	Core and grant	June 2015
Support and administer working group within new arrangements	Group chairs Operational Manager	Core and grant	From April 2015
Termly QA of Challenge Adviser reports to Estyn, ACV,	Heads of Hub	Core and grant	Termly QA report
Data timetable/ schedule	Data officer	Core and grant	Maintain and manage schedule on a termly basis
Review membership of key groups to ensure best representation and involvement of schools	Managing Director	Core and grant	September 2015
Support for local authorities to sustain and strengthen education infrastructure	Managing Director, Lead Director Lead Chief Executive	Core and grant	As required
Framework for Shared services in place	Managing Director	Core and grant	Updated as required
Digital monitoring / value for money system	Managing Director	Core and grant	Update regularly
Further enhance and add to Rhwyd system to meet needs of all core business	Head of Digital Learning	Core and grant	Ongoing as planned

Outcomes

This section outlines the expected outcomes and performance measures over time.

Similarly, we have identified success criteria which is more qualitative. We have further reviewed these, after one year of reviewing progress. We have amended the criteria and attempted to better challenge ourselves

Leading Learning

Priority Outcome

To improve the quality of leadership and its impact on improving outcomes across the consortium

Priority Outcome Dashboard

OUTCOME BASED SUCCESS CRITERIA	HUB	2014/15		2015/16 TARGETS		2016/17 TARGETS	
Percentage (Number) of schools judged as A or B on categorisation	Northern	72.0 (363)	60.8 (93)	75	68	76	70
	Western		78.6 (143)		78		78
	Eastern		75.1 (127)		78		78
Percentage (Number) of schools judged as RED on categorisation	Northern	4.4 (22)	5.9 (9)	4.1	4.5	4	4.4
	Western		3.3 (6)		3.6		3.5
	Eastern		4.1 (7)		4.0		4.0
Percentage (Number) of schools judged as AMBER on categorisation	Northern	28.4 (143)	35.3 (54)				
	Western		26.9 (49)				
	Eastern		23.7 (40)				
Percentage (Number) of schools judged as YELLOW on categorisation	Northern	50.4 (254)	43.1 (66)				
	Western		55.5 (101)				
	Eastern		51.5 (87)				
Percentage (Number) of schools judged as GREEN on categorisation	Northern	16.9 (85)	15.7 (24)	21	17	22	18
	Western		14.3 (26)		17		18
	Eastern		20.7 (35)		25		26
FTE Challenge Advisor per Hub	Northern						
	Western						
	Eastern						
NPQH numbers entering/ completing	Northern	60/40	20/10				
	Western		11/6				
	Eastern		29/24				

HTLA numbers entering/ completing	Northern	44/32	15/10				
	Western		14/11				
	Eastern		15/11				
Newly qualified teachers	Northern						
	Western						
	Eastern						
New HTs supported	Northern						
	Western						
	Eastern						
Vacancies HTs							
Vacancies Governors							
Proportion of GBs categorised as....							

Teaching and Learning

To raise standards of teaching and learning for all learners across the region consistently in all Key Stages

Priority Outcome Dashboard

<i>Baseline Data Context For Improvement</i>		<i>April 2014 (2013 data)</i>			<i>April 2015 (2014 data)</i>			<i>April 2015 (2015 data)</i>		
Increase the % achieving the FPI at the end of the Foundation Phase from 82.4%	Powys	84.7	85.1	82.4	89.6	89.0	85.7	90.6	91.1	87.1
	Ceredigion	85.9			87.9			92.2		
	Pembrokeshire	84.5	82.8		88.7	85.9		89.2	87.7	
	Carmarthenshire	81.6	80.7		84.1	84.0		86.8	84.8	
	Swansea	80.1			83.9			86.2		
	NPT	81.7			84.2			82.3		
Improve the LA positions at Foundation Phase so as to reflect the expected WG ranking or better	Powys	16			9			4		
	Ceredigion	12			5			1		
	Pembrokeshire	=13			10			6		
	Carmarthenshire	9			16			10		
	Swansea	19			21			16		
	NPT	=20			15			22		
Increase the % achieving the CSI at the end of KS2 from 84.5%	Powys	86.4	86.7	84.5	88.3	88.6	87.3	90.4	90.4	88.3
	Ceredigion	87.3			89.1			90.3		
	Pembrokeshire	82.8	84.5		88.7	88.0		88.6	88.4	
	Carmarthenshire	85.4	83.4		87.4	86.2		88.2	87.1	
	Swansea	84.3			87.3			89.2		
	NPT	82.0			84.1			88.3		
Improve the LA positions at KS2 so as to reflect the expected WG ranking or better	Powys	8			7			4		
	Ceredigion	5			13			5		
	Pembrokeshire	9			19			9		
	Carmarthenshire	12			18			10		
	Swansea	11			9			8		
	NPT	17			20			22		

Increase the % achieving the CSI at the end of KS3 from 78.1%	Powys	83.0	83.3	78.1	86.5	87.3	81.7	89.3	89.7	84.3
	Ceredigion	83.8			89.0			90.5		
	Pembrokeshire	80.0	78.3		81.1	83.2		84.5	84.9	
	Carmarthenshire	77.1			84.5			85.1		
	Swansea	76.4	75.1		80.6	77.8		83.2	81.1	
	NPT	73.1			73.1			77.8		
Improve the LA positions at KS3 so as to reflect the expected WG ranking or better	Powys	5			=3			4		
	Ceredigion	2			2			3		
	Pembrokeshire	7			12			10		
	Carmarthenshire	9			11			8		
	Swansea	12			14			14		
	NPT	=18			16			22		
Increase the % achieving the L2+ indicator at the end of KS4 from 55.6% <i>*Figures may be higher than those officially published due to late re-marks being included here</i>	Powys	58.1	59.4	55.6	59.6	60.2	58.0	63.6	63.3	60.3
	Ceredigion	62.0			61.4			62.7		
	Pembrokeshire	51.9	53.1		53.3	56.6		53.8	58.1	
	Carmarthenshire	53.9			58.7			60.9		
	Swansea	55.3	55.6		59.2	57.9		62.1	60.5	
	NPT	56.0			55.8			58.0		
+National Reading Test in English – improve hub test scores to ensure that the percentage of pupils achieving scores of 85+ are comparable to or better than the Welsh average of 85.4% and show progress	Powys	88.7	88.7	86.6	86.8	86.7	84.7	86.6	86.5	85.1
	Ceredigion	88.8			86.6			86.2		
	Pembrokeshire	87.1	86.5		85.2	84.6		84.9	85.0	
	Carmarthenshire	86.0			84.2			85.1		
	Swansea	86.1	85.6		84.9	83.9		85.6	84.5	
	NPT	84.7			82.2			82.7		
+National Reading Test in Welsh – improve hub test scores to ensure that the percentage of pupils achieving scores of 85+ are comparable to or better than the Welsh average of 90.7% and show progress	Powys	93.6	91.3	90.3	86.4	84.9	84.8	88.2	85.1	84.8
	Ceredigion	90.3			84.2			83.7		
	Pembrokeshire	91.6	89.6		85.8	84.8		83.1	84.1	
	Carmarthenshire	89.1			84.6			84.3		
	Swansea	90.8	90.8		84.5	84.6		84.8	85.8	
	NPT	90.8			84.8			87.2		

Increase the % of boys achieving the FPI at the end of the Foundation Phase from 78.0%	Powys	81.2	81.7	78.0	86.7	86.2	81.6	87.7	88.2	83.4
	Ceredigion	82.8			85.0			89.6		
	Pembrokeshire	80.9	79.0		85.2	81.6		86.2	83.8	
	Carmarthenshire	77.8			79.3			82.3		
	Swansea	75.2	75.3		79.3	79.4		82.7	80.9	
	NPT	75.5			79.6			77.7		
Increase the % of boys achieving the CSI at the end of KS2 from 81.3%	Powys	84.0	84.6	81.3	84.6	85.3	83.8	86.8	87.5	85.5
	Ceredigion	86.1			86.4			88.9		
	Pembrokeshire	80.7	81.5		84.7	84.4		86.8	86.3	
	Carmarthenshire	82.0			84.3			85.9		
	Swansea	80.2	79.3		83.9	82.6		86.4	83.9	
	NPT	77.7			80.0			79.2		
Increase the % of boys achieving the CSI at the end of KS3 from 73.1%	Powys	78.2	78.9	73.1	83.9	84.7	78.4	86.6	86.8	80.7
	Ceredigion	80.2			86.2			87.0		
	Pembrokeshire	75.5	74.3		75.6	79.3		81.5	80.9	
	Carmarthenshire	73.4			81.5			80.5		
	Swansea	71.7	69.0		77.8	74.4		79.9	77.3	
	NPT	64.7			69.0			73.3		
Increase the % of boys achieving the L2+ indicator at the end of KS4 from 50.6% <i>*Figures may be higher than those officially published due to late re-marks being included here</i>	Powys	52.4	54.3	50.6	53.3	55.3	53.1	58.3	58.5	55.6
	Ceredigion	58.3			59.4			58.7		
	Pembrokeshire	45.9	48.1		48.7	53.1		47.1	53.7	
	Carmarthenshire	49.6			56.1			58.1		
	Swansea	50.6	50.8		54.2	51.9		58.8	55.6	
	NPT	51.2			48.5			50.4		
Decrease the % of NEET (Young people not in education, employment or training) – 1 year lag in data here (new data not out until July) <i>* No Hub or ERW %s possible due to the way the data is published</i>	Powys	2.7	N/A	N/A	2.3	N/A	N/A	N/A	N/A	N/A
	Ceredigion	1.3			1.8			N/A		
	Pembrokeshire	3.4	N/A		3.2	N/A		N/A	N/A	
	Carmarthenshire	3.0			3.4			N/A		
	Swansea	3.9	N/A		3.5	N/A		N/A	N/A	
	NPT	4.4			3.8			N/A		

Increase the % achieving 5A*A (GCSE or equivalents) at the end of KS4	Powys	18.6	19.0	16.6	17.6	19.4	16.3	17.8	18.8	16.9
	Ceredigion	19.8			23.0			20.7		
	Pembrokeshire	15.2	15.5		14.1	13.4		15.6		
	Carmarthenshire	15.7			16.5	17.1				
	Swansea	16.3	16.3		16.1	17.7		17.0		
	NPT	16.1			13.7	15.8				
Increase the % achieving 5A*A+ (GCSE or equivalents) at the end of KS4 <i>* pupils have to also achieve A*/A in English/Welsh and Mathematics</i>	Powys	9.9	10.1	9.5	9.4	9.8	9.2	10.5	11.3	10.1
	Ceredigion	10.6			10.6			12.8		
	Pembrokeshire	9.1	8.9		8.7	6.8		9.0		
	Carmarthenshire	8.9			10.1	10.4				
	Swansea	10.3	9.7		10.0	12.1		10.4		
	NPT	8.6			6.5	7.7				

Support for Learning

To provide high quality support for learners when and where they need it – so that they can fully engage and attain

Priority Outcome Dashboard

<i>Baseline Data Context For Improvement</i>		<i>April 2014 (2013 data)</i>		<i>April 2015 (2014 data)</i>		<i>April 2015 (2015 data)</i>				
Increase the % of FSM pupils achieving FPI at the end of the Foundation Phase from 68.2%	Powys	73.8	71.7	68.2	73.4	75.2	71.9	79.2	79.9	75.2
	Ceredigion	68.2			78.3			81.3		
	Pembrokeshire	74.7	69.0		74.2	71.4		81.2	77.7	
	Cardiff	64.3	66.7		69.6	71.4		75.5	72.3	
	Swansea	65.1			72.2			74.1		
	NPT	69.3			70.0			69.7		
Increase the % of FSM pupils achieving the CSI at the end of KS2 from 70.0%	Powys	74.3	72.1	70.0	77.6	76.6	72.7	74.5	76.2	74.8
	Ceredigion	68.0			74.3			78.9		
	Pembrokeshire	70.3	71.8		75.9	77.1		76.8	75.8	
	Cardiff	72.9	68.3		78.1	68.8		75.1	73.8	
	Swansea	69.9			71.6			76.6		
	NPT	65.7			65.2			69.9		
Increase the % of FSM pupils achieving the CSI at the end of KS3 from 53.0%	Powys	54.0	57.6	53.0	64.3	68.3	61.1	77.3	76.7	67.0
	Ceredigion	62.2			74.4			75.7		
	Pembrokeshire	56.2	55.0		54.0	66.1		66.7	68.4	
	Cardiff	54.1	50.6		74.6	56.2		69.3	63.7	
	Swansea	51.1			59.5			67.7		
	NPT	50.0			52.1			58.4		
Increase the % of FSM pupils achieving the L2+ indicator at the end of KS4 from 28.8%	Powys	31.4	29.9	28.8	38.0	36.1	28.7	35.6	35.4	34.0
	Ceredigion	27.0			32.3			35.1		
	Pembrokeshire	28.2	28.8		25.0	27.2		24.3	29.7	
	Cardiff	29.3	28.5		28.7	27.8		33.3	36.4	
	Swansea	27.5			26.7			38.2		
	NPT	30.1			29.4			33.8		

Increase the % of LAC pupils achieving FPI at the end of the Foundation Phase from 49.3%	Powys	33.3	50.0	49.3	83.3	77.8	54.4	33.3	33.3	54.3
	Ceredigion	66.7			66.7			-		
	Pembrokeshire	75.0	33.3		50.0	37.5		50.0		
	Carmarthenshire	25.0			35.0			50.0		
	Swansea	47.1	58.1		60.9	60.0		68.8		
	NPT	65.4			58.3			41.7		
Increase the % of LAC pupils achieving the CSI at the end of KS2 from 49.4%	Powys	42.9	42.9	49.4	37.5	64.3	57.0	57.1	50.0	64.6
	Ceredigion	42.9			100.0			40.0		
	Pembrokeshire	45.5	55.2		55.6	53.3		62.5		
	Carmarthenshire	61.1			52.4			72.7		
	Swansea	45.0	47.4		76.9	57.1		60.0		
	NPT	50.0			45.5			68.0		
Increase the % of LAC pupils achieving the CSI at the end of KS3 from 32.8%	Powys	6.7	16.7	32.8	53.8	70.4	55.8	77.8	86.7	61.0
	Ceredigion	33.3			85.7			100.0		
	Pembrokeshire	16.7	29.3		38.5	50.0		53.8		
	Carmarthenshire	31.4			55.6			67.9		
	Swansea	48.5	41.3		57.1	52.2		48.1		
	NPT	33.3			50.0			52.9		
Increase the % of LAC pupils achieving the L2+ indicator at the end of KS4 from 13.6%	Powys	25.0	14.3	13.6	28.6	13.3	16.5	8.3	23.8	20.0
	Ceredigion	0.0			0.0			44.4		
	Pembrokeshire	15.8	9.6		0.0	17.8		14.3		
	Carmarthenshire	6.1			25.8			9.1		
	Swansea	20.7	16.9		8.3	16.3		36.4		
	NPT	13.3			24.0			18.2		

** These figures are based on very small numbers in some cases **

Baseline Data Context For Improvement		April 2014 (2013 data)		April 2015 (2014 data)		April 2015 (2015 data)	
Increase the % of Children in Need achieving FPI at the end of the Foundation Phase	Powys	36		60		47	
	Ceredigion	48		57		68	
	Pembrokeshire	56		*		67	
	Carmarthenshire	38		36		43	
	Swansea	44		61		63	
	NPT	64		38		52	
Increase the % of Children in Need pupils achieving the CSI at the end of KS2	Powys	32		43		41	
	Ceredigion	37		52		44	
	Pembrokeshire	43		38		56	
	Carmarthenshire	44		58		58	
	Swansea	38		49		51	
	NPT	43		47		55	
Increase the % of Children in Need pupils achieving the CSI at the end of KS3	Powys	26		33		55	
	Ceredigion	59		41		64	
	Pembrokeshire	22		33		50	
	Carmarthenshire	35		61		49	
	Swansea	30		47		43	
	NPT	32		39		40	
Increase the % of Children in Need pupils achieving the L2+ indicator at the end of KS4	Powys	*		16		*	
	Ceredigion	*		*		32	
	Pembrokeshire	*		*		*	
	Carmarthenshire	13		13		*	
	Swansea	11		13		21	
	NPT	13		16		*	

Impossible to calculate HUB/ERW %s due to lack of data on StatsWales

Baseline Data Context For Improvement		April 2014 (2013 data)		April 2015 (2014 data)		April 2015 (2015 data)		
Increase the % of EAL achieving FPI at the end of the Foundation Phase	Powys	78.3	85.3	92.7	86.4	92.6	93.3	86.2
	Ceredigion	96.6		76.0		94.4		
	Pembrokeshire	96.0	86.0	90.9	80.8	81.8	82.6	
	Carmarthenshire	82.7		77.2		82.9		
	Swansea	78.4	81.1	81.2	83.7	84.9	85.6	
	NPT	89.0		92.3		88.2		
Increase the % of EAL pupils achieving the CSI at the end of KS2	Powys	91.3	93.3	80.0	81.6	91.7	92.0	90.5
	Ceredigion	95.5		83.9		92.3		
	Pembrokeshire	82.6	83.3	87.5	88.2	93.5	88.0	
	Carmarthenshire	83.8		88.5		85.5		
	Swansea	85.2	85.7	89.2	90.0	91.8	91.1	
	NPT	87.8		92.8		88.4		
Increase the % of EAL pupils achieving the CSI at the end of KS3	Powys	73.9	75.8	82.4	88.6	97.4	95.3	86.1
	Ceredigion	80.0		92.6		92.0		
	Pembrokeshire	88.0	72.6	88.5	88.5	91.7	84.7	
	Carmarthenshire	62.2		88.5		82.0		
	Swansea	84.4	82.1	80.6	82.2	82.4	84.4	
	NPT	72.1		88.5		89.9		
Increase the % of EAL pupils achieving the L2+ indicator at the end of KS4	Powys	19.0	38.9	65.2	69.6	63.0	57.9	65.6
	Ceredigion	66.7		73.9		45.5		
	Pembrokeshire	60.7	59.7	50.0	61.0	64.0	55.1	
	Carmarthenshire	59.0		67.3		50.0		
	Swansea	64.9	64.7	65.2	67.3	71.9	69.8	
	NPT	64.3		76.0		59.5		

** Some LAs have small cohorts

** Swansea has such a large cohort compared with all other LAs, that data is driven by them mostly

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



Further work required

What will success look like?

2015 – 2016

- Are learners developing their literacy and numeracy skills at and above expected levels? ✓
- Are learners able to apply their literacy and numeracy skills successfully in context across the curriculum? ✓
- 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? ✓
- Do ERW's schools comply with all statutory requirements of the LNF? ✓
- 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? ✓
- Are LPLNs being used effectively to add capacity and support school improvement? x
- Are Challenge Advisers effectively brokering support from subject specialists, to target and drive school improvement? ?

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?
- Do we have confident schools taking risks to strive for excellence?
- 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?
- Do all ERW schools comply with statutory requirements?

2017 – 2018

- Are schools well supported by each other?
- 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?

Work stream: Digital Learning

What will success look like?

2015 – 2016

- Are learners developing their ICT skills at and above expected levels? ✓
- 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?
- Do ERW monitor their eSafety practices in schools? ✓
- 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? ?
- Are Hwb+ accredited trainers being used effectively to add and support school improvement? ✓
- Are Challenge Advisers effectively brokering support from subject specialists to target and drive school improvement? ?

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?
- Do all Challenge Advisers use IT systems (Rhwyd) to record their core visits efficiently and in a consistent manner?
- Do all ERW officers use the ERW Intranet to store, share and work collaboratively, thus ensuring consistency in support and report writing?
- Are we strengthening the index of excellence by including specific practice in relation to Digital Competence use and development?
- Are we effectively reviewing and Quality Assuring the work being included in the index of excellence?
- Are we effectively Quality Assuring the work of subject specialists across all LAs?
- Are ERW schools engaging with the National Digital Competency Framework?
- Do all individuals, both pupils and staff have the required access to Hwb?
- Are all ERW schools fully aware of the potential afforded by the variety of online tools provided by Hwb?
- Are schools engaged with the Hwb platform?
- 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?
- Are standards in L2 qualifications improving over the past 3 years?
- Is IT being used to effectively facilitate the Moderation process across ERW schools, and is this resulting in greater consistency across the region?

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

- Monitor the school to school support and challenge in the development of Digital Competence at both pupil and staff level
- 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

- To raise attainment by 15 year olds eligible for FSM of the level 2 inclusive of E/W and Maths 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?
- Have we shared the LA interventions which 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?

Work stream: Governor Support

What will success look like?

2015 – 2016

- Have we organised an appropriate training programme? ✓
- Are governors confident in their role? ?
- Are governors fulfilling their statutory duty? ?
- 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 understand their critical role in supporting and challenging their school to raise standards? ✓
- 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?
- Have we highlighted the appropriate current priorities?
- Has the training and support impacted upon the ability of governors to challenge and offer support to their schools?
- Has the delivery methods been effective and how can they be improved (ICT / social media)?
- Is communication effective between governor support and school improvement?
- Have we developed greater knowledge of Governor's skills and development needs?
- 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 *

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2018 – 2019 *

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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? ✓
- Are Primary schools better equipped to develop pupils Scientific Literacy? ✓
- Are schools well supported early enough to plan for effective curriculum change? ✓
- Do all groups of learners perform at or above expected levels in all curricular subjects?
- Is there a reduction in the gender and FSM gap in performance? ✓ fsm ✓ gender
- Are learner needs being identified at an early stage and appropriate support and curricular provision put in place? ✓
- 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 learners have access to an inclusive and varied curriculum to meet their individual needs, especially at Key Stage 4?
- 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 Bacallaureate? 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?

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?
- 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?
- Have we targeted the appropriate resource according to need?
- Have we highlighted the appropriate current priorities?
- 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?
- 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?
- 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?

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?
- 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?

Work stream: Early Years and Foundation Phase

2015 – 2016

- Have standards increased in LLC, MD and PSDCDWB across the region? ✓
- Have numbers of teachers and practitioners with the necessary skills to improve and influence others in their schools and settings particularly in relation to exemplary Foundation Phase pedagogy increased? ?
- 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?
- Is training for Nursery / Non – maintained and Year 1 teachers on FPP?
- Are the revised areas of learning successfully planned for in Foundation Phase classrooms?
- Can the region continue to increase standards in LLC, MD and PSDWBCD across the region?
- 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?
- Is there Quality Assurance of FPP and TAs?
- Are Coordinators involved in the self-evaluation processes?

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?
- Can the region continue to increase standards in LLC, MD and PSDWBCD across the region?
- Are pupils developing 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?
- Is there Quality Assurance of FPP and TAs?

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?
- Are FPP moderation procedures in place across clusters of schools?
- Is the use of FPP having a positive effect on the standards of Foundation Phase pupils?
- Are leaders in schools trained or have experience in Foundation Phase practice?
- Is the variation of Foundation Phase practice and delivery reduced across the region?
- Are case studies used across the region to support quality Foundation Phase practice?
- Is the transition from Flying Start and non- maintained settings meeting the needs of all pupils?
- Is Foundation Phase practice responsive to the new curriculum?

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? – Improvement in secondary school profile and profile of categorization. Introduce primary schools to process
- Second Core Visit – have we maintained focus on teaching and learning and support between schools?
- School self-evaluation & Improvement planning – Is the judgment on planning is focused more on outcomes for learners than systems and processes?
- 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?
- Do we have confident schools taking risks to strive for excellence and is morale better?
- 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?
- 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?
- 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?

Work stream: Professional Learning and Leadership

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? ✓
- Has the pilot programme for newly appointed/acting/new primary Headteachers has been completed and reviewed? ✓
Do existing newly appointed HT networks have a common curriculum and is national funding employed effectively in support of their content? ✗
- Have bespoke professional learning events for Headteachers have been planned, delivered, evaluated and reviewed? ✓
- Has Challenge Adviser training has been planned, delivered, evaluated and reviewed? ✓

2016 – 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?
- Is the UWTSD middle leader modular programme fit for purpose and is it being delivered effectively across the region?
- Do the OTP and ITP programmes successfully develop good and excellent teachers across the region?
- Are the aspiring secondary senior leaders and Headteachers programmes being delivered effectively across all hubs in the region?
- Does the NPQH programme effectively supports the region's Headteacher leadership needs for the future?
- Are newly appointed/acting/new Primary Headteachers able to access effective practical training across the region?
- Do professional learning events for practising Headteachers working in all sectors/settings have credibility and effectively address national and regional priorities and developments?
- 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?
- Is the partnership with UWTSD delivering a high quality leadership modular programme with significant numbers of delegates receiving value for money?
- Do the OTP and ITP programmes continue to successfully deliver high quality modules that develop good and excellent teachers across the region?
- Are the aspiring secondary senior leaders and primary headteacher programmes delivering value for money and successfully developing the future strategic leaders?
- Are the NPQH candidates receiving value for money and supporting the region's headteacher leadership needs for the future?
- Do practicing headteachers working all sectors / settings access credible and effective professional learning that addresses national and regional priorities and developments?
- Do challenge advisers access effective and fir for purpose professional learning at national and regional levels?

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 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?

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?

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?
- 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?

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 Model Performance Capability Procedure to all schools in the region?

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?

Are the region's Challenge Advisers and HR teams fully informed and able to advise schools on performance management and performance capability?

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?

Have we identified opportunities to remove unnecessary duplication of local authority HR policy and process development across the region?

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?

Have we identified and shared excellent practice demonstrated by the region's schools, in respect of tackling underperformance?

Have the region's school leaders and governors become more skilled in implementing performance management?

Do governors have a better understanding of the leadership standards?

Are leadership standards being used consistently and effectively in the performance management of Headteachers across the region?

Have we identified and shared excellent practice demonstrated by the region's schools, in respect of implementing performance management?

Have we circulated the agreed 2017/18 Model Teachers' Pay Policy to all schools in the region?

Have we developed a consistent HR training offer across the region, which meets the development needs of school leaders and governors?

Are schools across the region setting HR-related targets by which they can measure their improvement?

Have we worked in partnership with other regional consortia in order to seek to remove unnecessary duplication of HR work programmes?

2018 – 2019

Do we have a suite of high quality HR toolkits (including policies and procedures), which are available to all schools in the region?

Have we circulated the agreed 2018/19 Model Teachers' Pay Policy to all schools in the region?

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?

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Work stream: Attendance

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?

2017 – 2018 *

2018 – 2019 *

Annex

Annex 1: Glossary

Explanatory Notes

- All pupil performance data used is verified by WG and published in the Statistical Bulletin unless noted otherwise
- ERW adheres to CIPFAs expectations and as outlined in the ERW Code of Corporate Governance
- ERW works within the boundaries set out in the inter-authority legal agreement which established the Joint Committee
- HOH = Head of Hub
 - MD = Managing Director
 - HLD = Head of Leadership
 - HLN = Head of Literacy and Numeracy
 - HHR = Head of HR
 - HDL = Head of Digital Learning
 - LOT = Learning Observation Tool
 - SISS = Self-improving school system
 - LOL = Leaders of Learning
 - MSCI = Monitoring, Support, Challenge, Intervention

Annex 2: Quality Calendar

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

Training to ensure consistency

All ERW Challenge Advisers and Subject Specialist have received detailed training on effective report writing, the use of the ERW intranet to complete reports and also the use of the new Rhwyd online system to complete annual core visits. Additional, bespoke training is provided where need is identified. This has led to improved quality of reporting and greater consistency in the work carried out by all personnel.

Strategy Group

On-going quality assurance of CV1 and CV2 reports and impact. The 6 Local Authorities will have internal procedures in place to monitor the quality and accuracy of report writing.

On-going quality assurance and sampling of reports schools reports to Estyn.

Updating and monitoring of Risk Register on bimonthly basis.

Updates emanating from central Team monitoring will be shared with strategic group.

Monitor overall lessons learnt from operational school improvement work to feed SER May final version of SER

Strategic Implementation Board

Individual group members responsible for reporting back on activities of the group to their teams.

Review progress made by working groups.

Receive Quality reports from Head of Standards on operational issues.

Executive Board

Review of operational plans.

Quarterly updates outlining the risks of the six LAs and ERW to make sure that the processes are effectively working together rather than avoiding or missing issues

ERW Risk Management

The ERW Risk Register includes a comprehensive log of risks that threaten the organisation's success in delivering the ERW Strategic Business Plan. It is a dynamic living document, which is populated through the organisation's risk assessment and evaluation process. This enables risk to be treated, tolerated, transferred and mitigated. It provides a structure for collating information about risks.

The core aim of the ERW Risk Register are as follows:

- to ensure that the risks to the achievement of ERW's objectives are understood and effectively managed;
- to ensure that risks to the quality and delivery of services are understood and effectively managed;
- to protect the services, staff, reputation and finances of ERW through the process of early identification of risk, risk assessment, risk control and elimination.

Each of the six Local Authorities have local registers to control or eliminate corporate risks, as well as school improvement risk. The ERW Risk Register ensures that once risks are identified, they are shared and escalated to the six Local Authority Risk registers.

The Executive Board forms the strategic link between the Local Authorities and ERW which provides a structure and process that enables ERW to control the risks to achieving its strategic objectives and be assured that adequate controls (actions) are in place to reduce these risks to acceptable levels within the Local Authorities.

For further details of quality control, quality assurance and activities to bring about consistency and quality, please refer to the ERW Quality Handbook.

The ERW Cycle

2016 2017	Operational through Strategy Group – ongoing QA activity	Activity / Analysis	Output Activity	Report to
Apr	<p>On-going live monitoring and feedback of CV2 reports</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</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>
Jun	<p>On-going live monitoring and feedback of CV2 reports</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Roll out of Challenge Adviser Self Evaluation</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>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>

	Monitor Risk Register	Annual teacher assessment verification programme		
Jul	On-going live monitoring and feedback of CV2 reports Review of Challenge Adviser Handbook and Guidance.	Analysis of reports, CV2 findings Quality of KS4 Support programme ERW Position re A Level ERW Position RE GCSE	CV2 findings – full analysis. Analysis of impact of menu of support. 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	Exec 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	Estyn inspection findings analysis. QA of Estyn reports Collation of recommendations from scrutiny. ERW Primary Data Pack V1 and ERW Secondary Data Pack V1	ERW JOINT Committee to approve and publish accounts together with an audit certificate (End Sept) Annual Governance Statement Risk Register update Quarter 2 BP actions	Joint Committee Regional Scrutiny Seminar

		<p>released for Individual schools Las and ERW</p> <p>Analysis of performance for KS4 in target schools.</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</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>
Nov	<p>On-going live monitoring and feedback of CV1 reports</p>	<p>ERW level data analysis for Challenge and Review</p> <p>Regional School Categorisation Moderation for Primary</p>	<p>QA report of quality of Governor Support Training</p>	<p>Challenge and review</p>

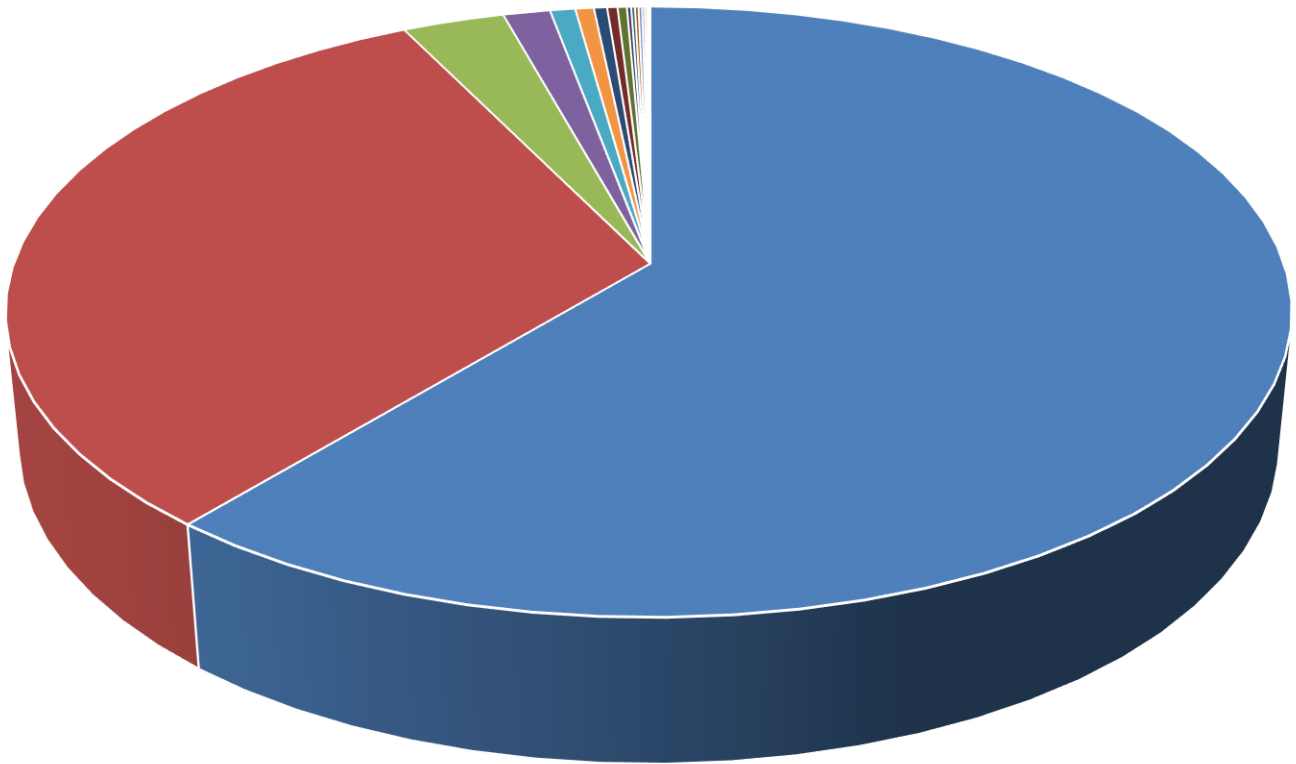
Dec	<p>On-going live monitoring and feedback of CV2 reports</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	<p>Estyn inspection findings analysis.</p> <p>Regional School Categorisation Moderation for Primary</p> <p>Analysis of reports, CV1 findings</p> <p>Impact 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>
Jan	<p>On-going live monitoring and feedback of CV2 reports</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>
Feb	<p>On-going live monitoring and feedback of CV2 reports</p> <p>Monitoring and feedback of LA reports to Estyn</p>	<p>Estyn inspection findings analysis.</p>		<p>Joint Committee</p>

	Monitor Risk Register			
Mar	On-going live monitoring and feedback of CV2 reports	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: Finance

This section sets out the value of grants offered to ERW and the Central Budget and Local Authority contributions for 2015-2016

Grants Awarded to ERW 2015-2016



- | | |
|--------------------------------|--|
| ■ Education Improvement Grant | ■ Pupil Deprivation Grant |
| ■ Schools Challenge Cymru | ■ GCSE / Milan |
| ■ Pioneer Schools | ■ Regional Collaboration Fund |
| ■ Literacy, Numeracy, MFL | ■ New Deal Funding |
| ■ Modern Foreign Language | ■ Learning in Digital Capacity Building |
| ■ Learning in Digital CPD | ■ National Professional Qual of Headteachers |
| ■ GCSE Yr9 Cross Curricula LNF | ■ Welsh Baccalaureate |
| ■ Mathletics Primary Events | ■ Securing Teacher Assessment |
| ■ Mentoring for Headteachers | ■ Yr 6 National Numeracy Tests |

The monetary values of the grants received during 2015-2016 are listed below;

Grant Name	Value (£'000)
Education Improvement Grant	40,419
Pupil Deprivation Grant	21,009
Schools Challenge Cymru (Tranche 1 & 2)	1,977
GCSE / Milan	909
Pioneer Schools	488
Regional Collaboration Fund	358
Literacy, Numeracy & MFL	255
New Deal Funding	200
Modern Foreign Language	120
Learning in Digital Capacity	83
Learning in Digital CPD	71
National Professional Qual of Headteachers	70
GCSE Yr 9 Cross Curricula	70
Welsh Bacculaureate	50
Mathletics Primary Events	45
Securing Teacher Assessment	34
Mentoring for Headteachers	25
Yr 6 National Numeracy Tests	5
Total	66,188

Central Team Budget for 2015-2016

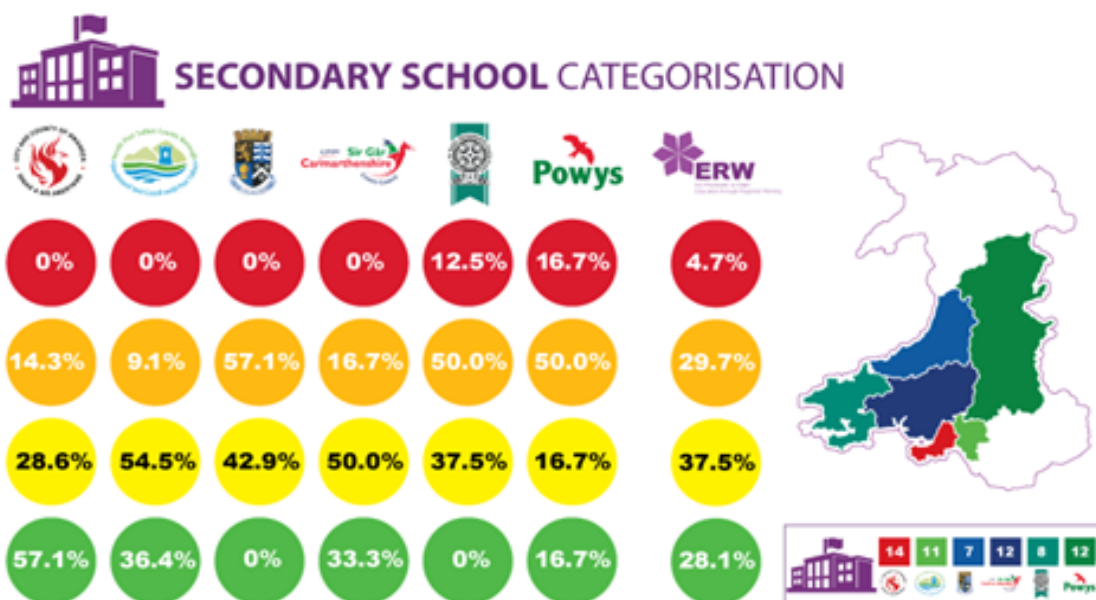
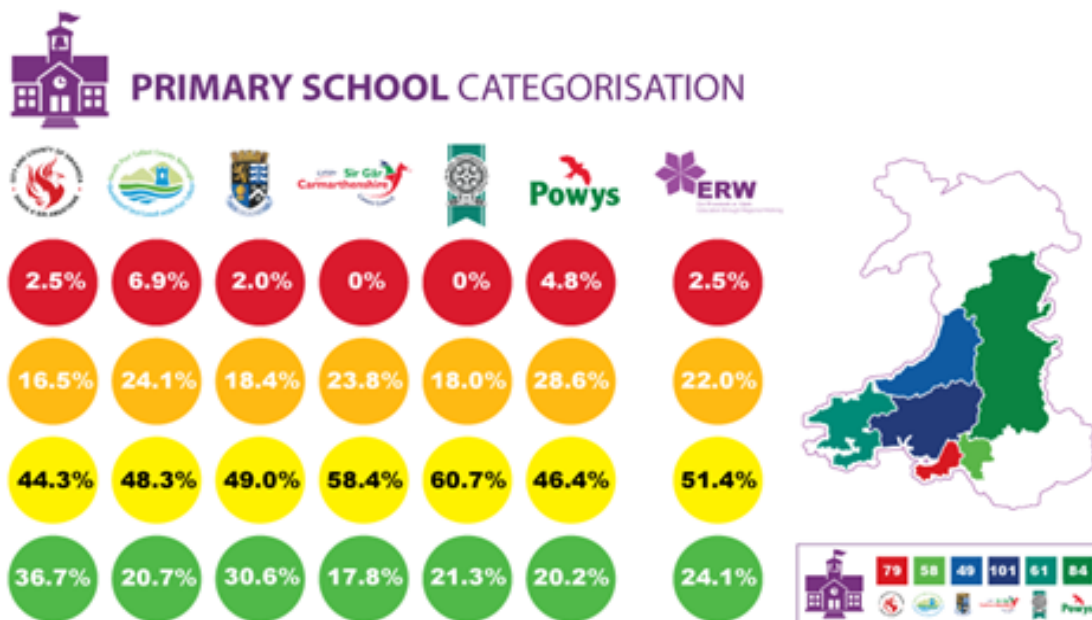
Annual Cost	2015-2016 Budget Approved by Joint Committee (£000's)
CENTRAL COSTS	
Salaries	359
Travel, Subsistence, Training & Development	10
	369
RUNNING COSTS	
Accommodation	29
Stationary/Telephone/Printing/Equipment/IT	21
Translation	35
Conference Support / Programme Costs	10
	95
FACILITATION	
Infrastructure Agreements	40
	40
TOTAL ESTIMATED COST	504
ANNUAL INCOME	
Local Authority Contributions	250
Other Grants / Income	6
Grant Support	191
Local Authority Reserves	157
TOTAL ESTIMATED INCOME	504
NET EXPENDITURE	=

Local Authority Contributions

Local Authority	Contribution (£'s)
Carmarthenshire	52,250
Ceredigion	18,500
Neath Port-Talbot	39,750
Pembrokeshire	35,250
Powys	36,000
City and County of Swansea	68,250
Total	250,000

Annex 4: Categorisation

Breakdown of schools as categorised in ERW 2015 – 2016



Appendix 5: Performance Data

Foundation Phase

Powys	'12/13	'13/14	'14/15	Pembrokeshire	'12/13	'13/14	'14/15	Swansea	'12/13	'13/14	'14/15
FPI	84.7	89.6	90.6	FPI	84.5	88.7	89.2	FPI	80.1	83.9	86.2
LCW	82.2	91.6	94.1	LCW	85.5	91.8	90.1	LCW	89.4	89.0	92.2
LCE	88.2	91.0	91.5	LCE	87.0	89.4	91.1	LCE	81.6	85.5	87.0
MDT	88.7	91.3	92.7	MDT	88.4	91.6	91.7	MDT	85.7	87.1	89.0
PSD	93.8	96.2	96.0	PSD	94.0	95.7	96.1	PSD	93.2	94.1	94.9

Ceredigion	'12/13	'13/14	'14/15	Carmarthenshire	'12/13	'13/14	'14/15	NPT	'12/13	'13/14	'14/15
FPI	85.9	87.9	92.2	FPI	81.6	84.1	86.8	FPI	81.7	84.2	82.3
LCW	88.1	90.6	93.8	LCW	86.2	89.2	91.4	LCW	87.4	91.8	92.6
LCE	85.0	88.1	94.0	LCE	81.0	81.1	83.4	LCE	84.1	84.2	82.8
MDT	90.7	90.5	94.5	MDT	85.9	88.1	89.8	MDT	85.4	87.6	85.2
PSD	96.0	95.9	98.1	PSD	93.0	94.0	95.2	PSD	93.3	94.3	92.7

If a figure is coloured green, that LA was the highest performer in that subject in that year.

If a figure is coloured red, that LA was the lowest performer in that subject in that year.

ERW	'12/13	'13/14	'14/15
FPI	82.4	85.7	87.1
LCW	86.6	90.2	92.2
LCE	84.0	86.2	87.3
MDT	86.9	88.9	89.8
PSD	93.6	94.7	95.1

Wales	'12/13	'13/14	'14/15
FPI	83.0	85.2	86.8
LCW	86.7	89.8	91.3
LCE	85.2	86.6	88.0
MDT	87.4	88.7	89.7
PSD	93.0	94.2	94.8

Key Stage 2

Powys	'12/13	'13/14	'14/15	Pembrokeshire	'12/13	'13/14	'14/15	Swansea	'12/13	'13/14	'14/15
CSI	86.4	88.3	90.4	CSI	82.8	88.7	88.6	CSI	84.3	87.3	89.2
Welsh	84.3	92.9	96.6	Welsh	86.7	87.6	85.4	Welsh	91.2	89.5	92.9
English	88.5	90.3	91.9	English	86.5	90.7	90.5	English	87.4	88.8	90.9
Mathematics	89.1	90.3	92.5	Mathematics	86.7	90.9	90.8	Mathematics	86.9	89.8	91.3
Science	90.8	92.1	93.5	Science	90.7	93.2	92.9	Science	88.7	90.8	92.6

Ceredigion	'12/13	'13/14	'14/15	Carmarthenshire	'12/13	'13/14	'14/15	NPT	'12/13	'13/14	'14/15
CSI	87.3	89.1	90.3	CSI	85.4	87.4	88.2	CSI	82.0	84.1	83.3
Welsh	83.4	88.8	88.3	Welsh	84.5	84.4	88.6	Welsh	91.0	87.7	90.1
English	90.4	91.2	91.1	English	87.2	90.0	90.0	English	85.5	86.3	85.3
Mathematics	88.8	92.3	92.2	Mathematics	88.1	89.7	90.4	Mathematics	85.5	86.9	85.8
Science	91.7	93.6	92.7	Science	90.7	91.1	91.9	Science	87.8	87.6	87.6

If a figure is coloured green, that LA was the highest performer in that subject in that year.

If a figure is coloured red, that LA was the lowest performer in that subject in that year.

ERW	'12/13	'13/14	'14/15
CSI	84.5	87.3	88.3
Welsh	85.8	87.3	89.5
English	87.3	89.3	89.9
Mathematics	87.4	89.7	90.4
Science	89.8	91.1	91.8

Wales	'12/13	'13/14	'14/15
CSI	84.3	86.1	87.7
Welsh	86.7	88.1	90.5
English	87.1	88.4	89.6
Mathematics	87.5	88.9	90.2
Science	89.7	90.3	91.4

Key Stage 3

Powys	'12/13	'13/14	'14/15	Pembrokeshire	'12/13	'13/14	'14/15	Swansea	'12/13	'13/14	'14/15
CSI	83.0	86.5	89.3	CSI	80.0	81.1	84.5	CSI	76.4	80.6	83.2
Welsh	90.2	94.2	95.7	Welsh	90.2	95.3	90.9	Welsh	87.6	89.9	93.2
English	87.3	90.3	91.9	English	85.1	85.8	88.6	English	82.3	85.1	87.6
Mathematics	88.2	89.8	91.8	Mathematics	85.9	87.4	88.6	Mathematics	82.4	86.9	87.9
Science	90.5	94.4	94.6	Science	89.2	91.2	91.2	Science	85.9	89.8	90.2

Ceredigion	'12/13	'13/14	'14/15	Carmarthenshire	'12/13	'13/14	'14/15	NPT	'12/13	'13/14	'14/15
CSI	83.8	89.0	90.5	CSI	77.1	84.5	85.1	CSI	73.1	73.1	77.8
Welsh	89.4	89.8	90.8	Welsh	83.6	88.7	86.5	Welsh	85.5	86.0	85.0
English	89.1	90.5	93.4	English	83.1	88.5	88.4	English	79.1	80.6	84.2
Mathematics	86.9	91.5	92.8	Mathematics	83.8	88.4	90.4	Mathematics	79.3	79.9	83.4
Science	91.7	93.5	96.1	Science	86.2	91.1	91.9	Science	82.8	84.3	87.8

If a figure is coloured green, that LA was the highest performer in that subject in that year.

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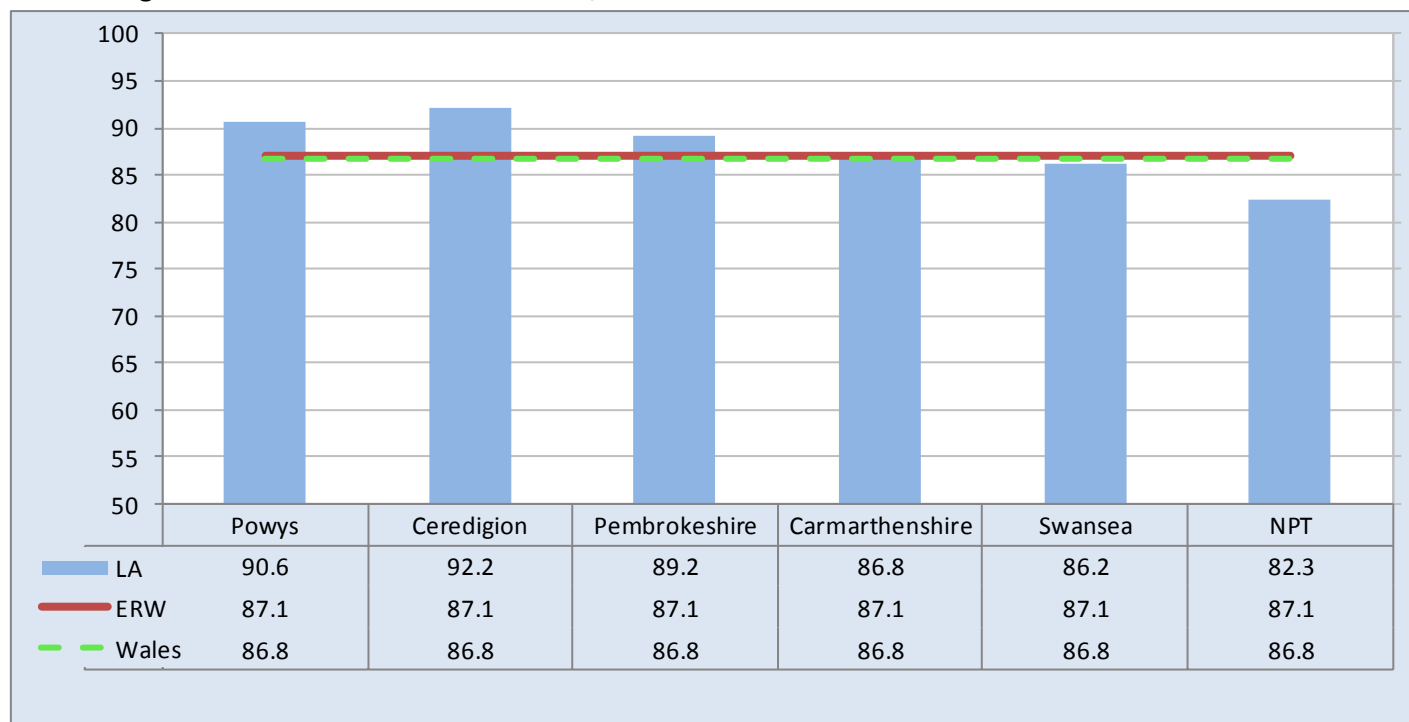
ERW	'12/13	'13/14	'14/15
CSI	78.1	81.7	84.3
Welsh	86.8	90.0	89.2
English	83.6	86.3	88.4
Mathematics	83.9	86.9	88.7
Science	87.1	90.3	91.4

Wales	'12/13	'13/14	'14/15
CSI	77.0	81.0	83.9
Welsh	87.6	90.1	90.9
English	82.9	85.9	87.9
Mathematics	83.9	86.5	88.7
Science	87.0	90.4	91.8

FOUNDATION PHASE PERFORMANCE

All Pupils

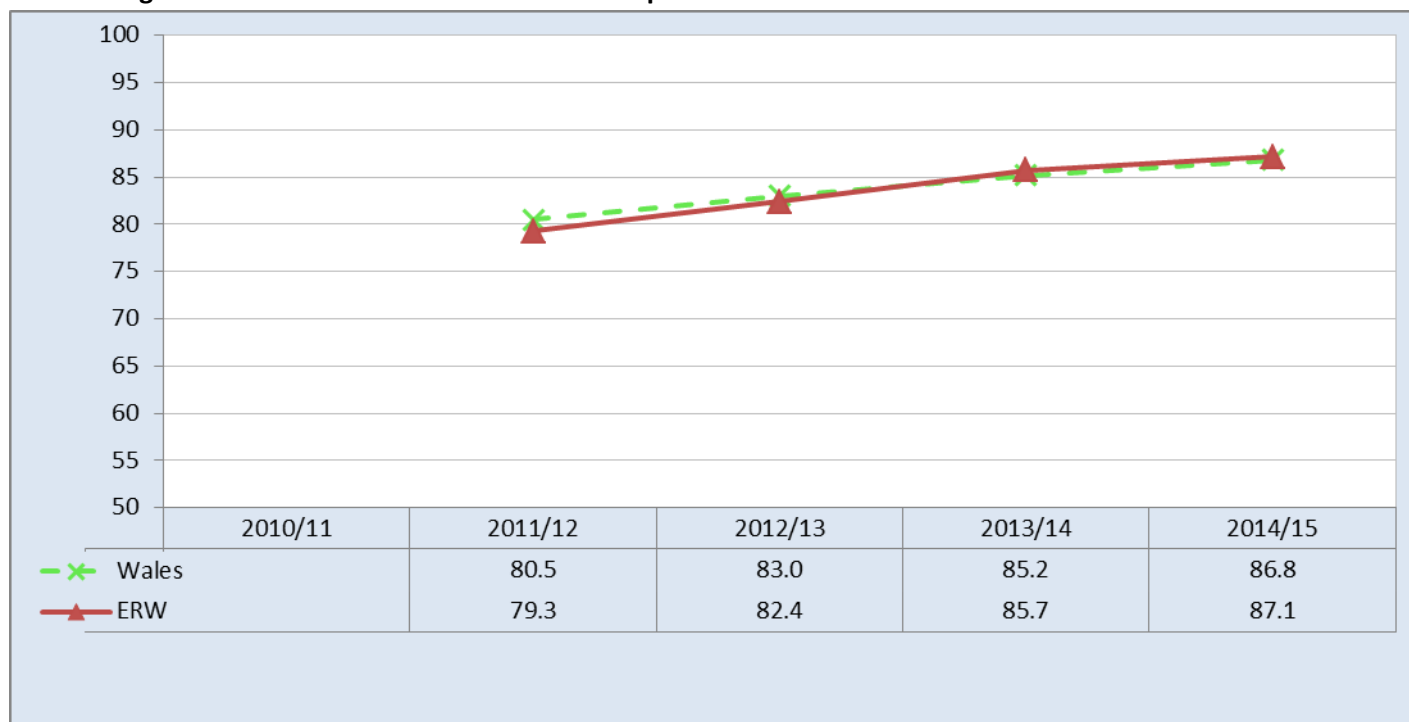
% achieving Foundation Phase Indicator in 2014/15



2014/15 performance ranked against the other LAs in Wales

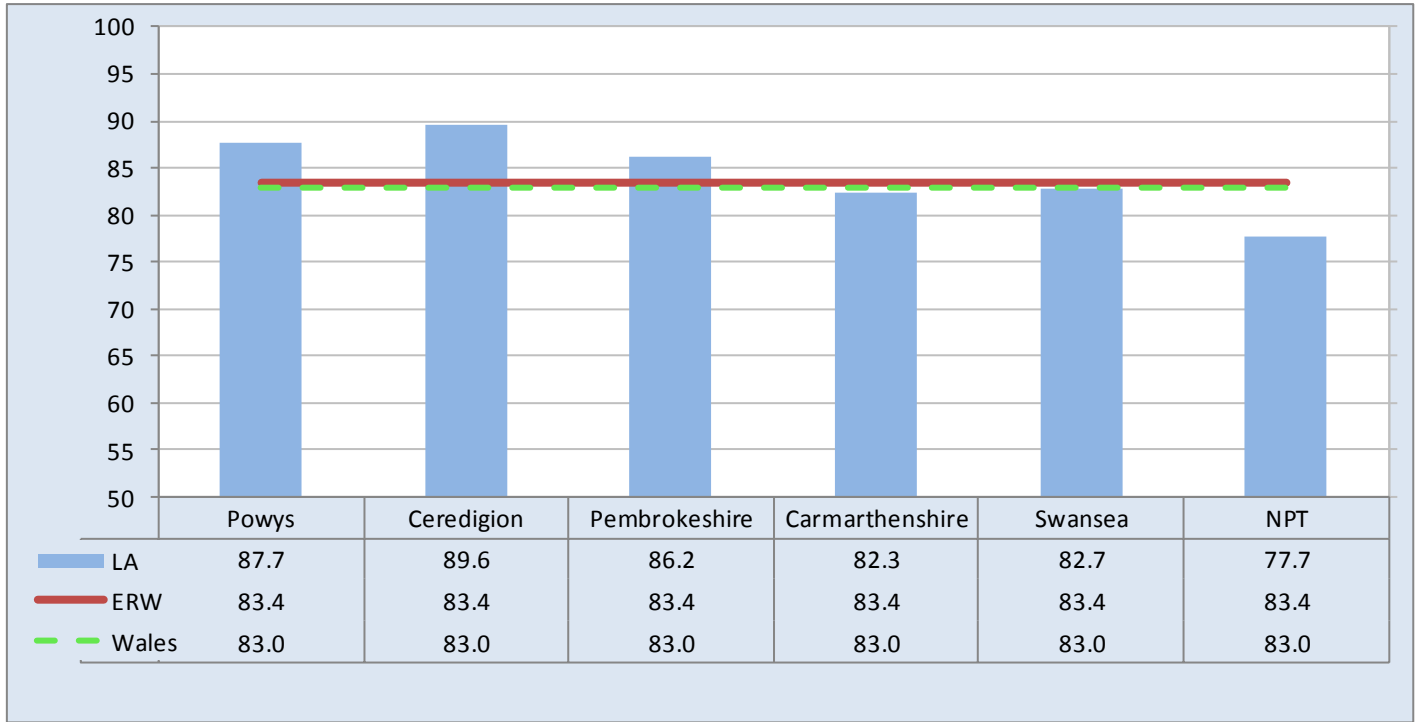
	Powys	Ceredigion	Pembrokeshire	Carmarthenshire	Swansea	NPT
Rank	4/22	1/22	=5/22	=10/22	=15/22	22/22

% achieving Foundation Phase Indicator in ERW compared with Wales

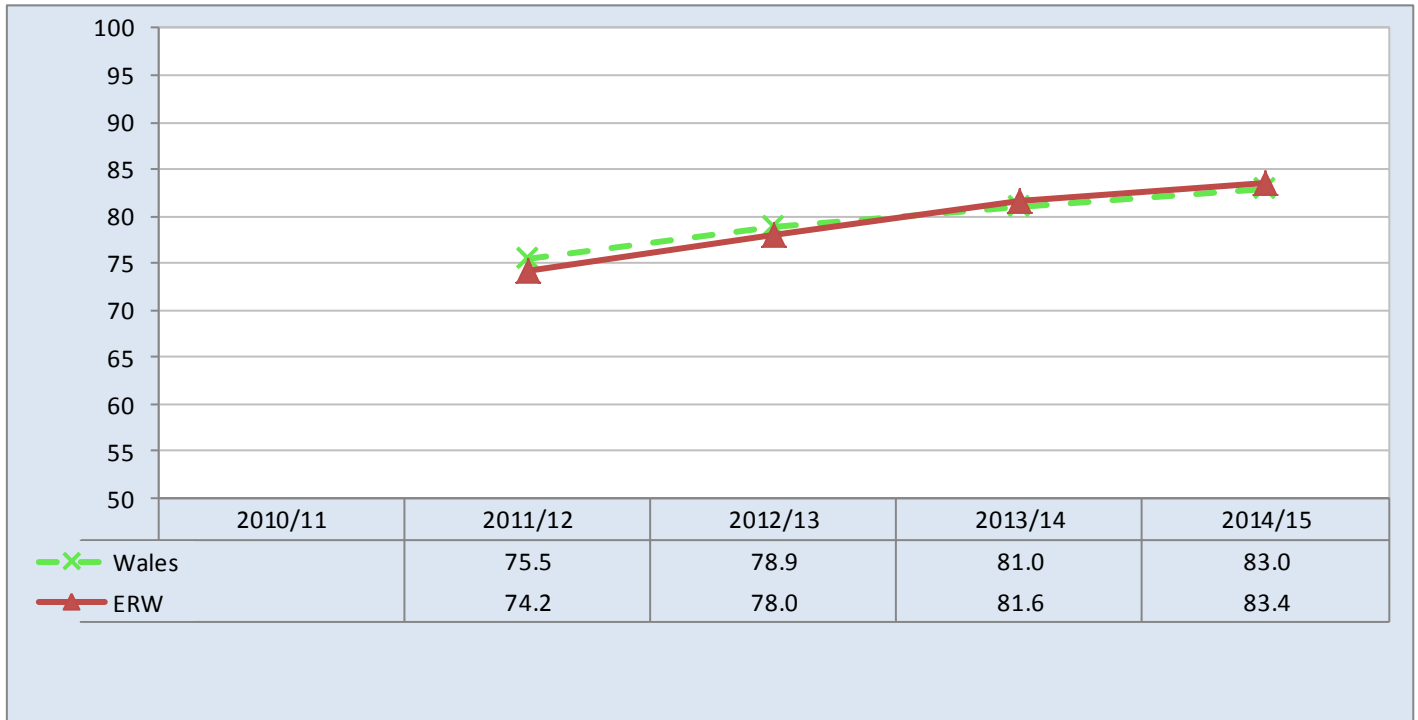


Boys

% achieving Foundation Phase Indicator in 2014/15

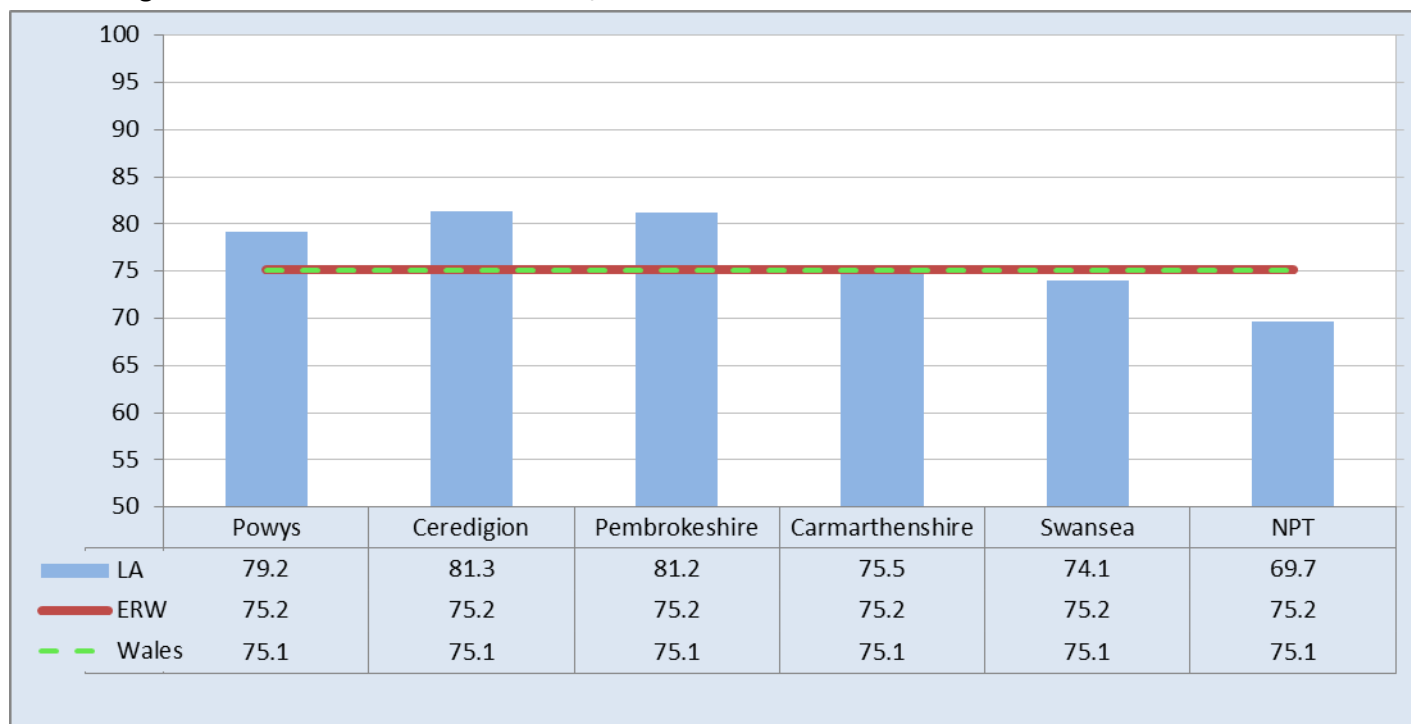


% achieving Foundation Phase Indicator in ERW compared with Wales

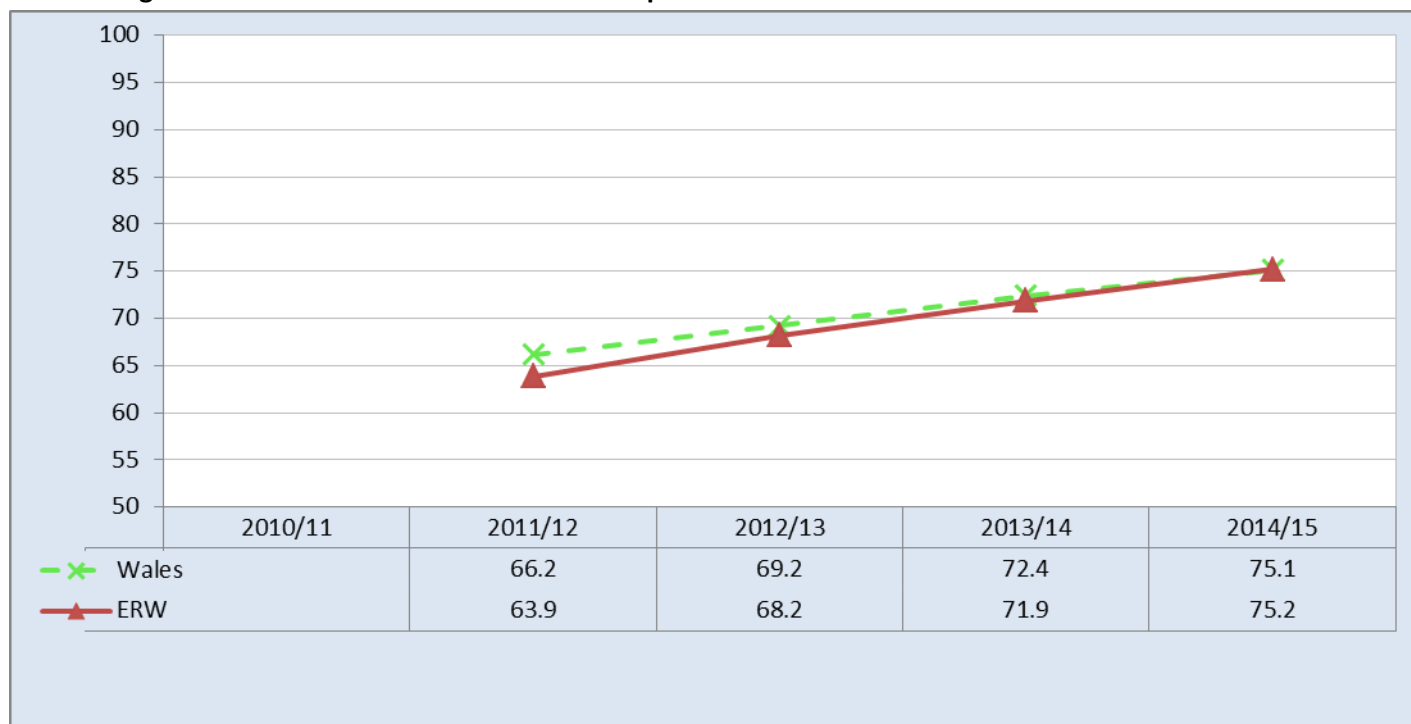


eFSM Pupils

% achieving Foundation Phase Indicator in 2014/15



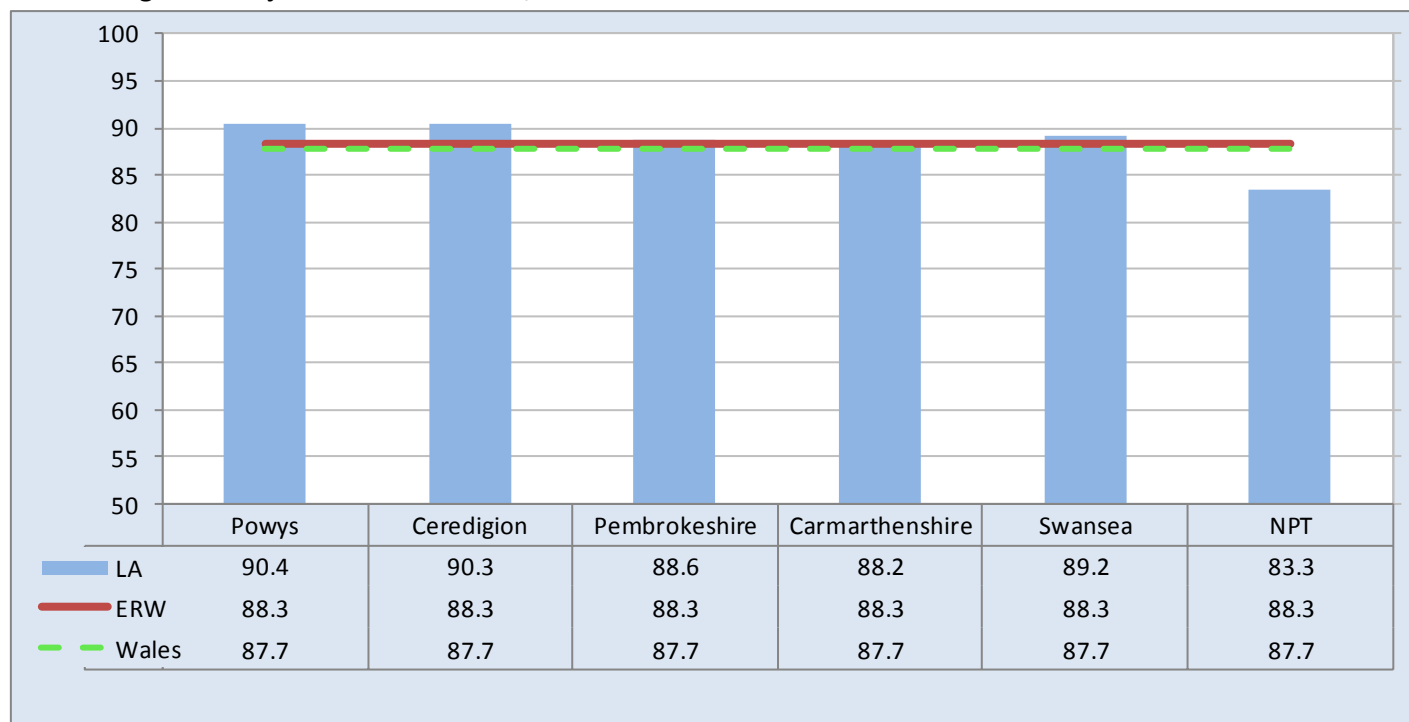
% achieving Foundation Phase Indicator in ERW compared with Wales



KEY STAGE 2 PERFORMANCE

All Pupils

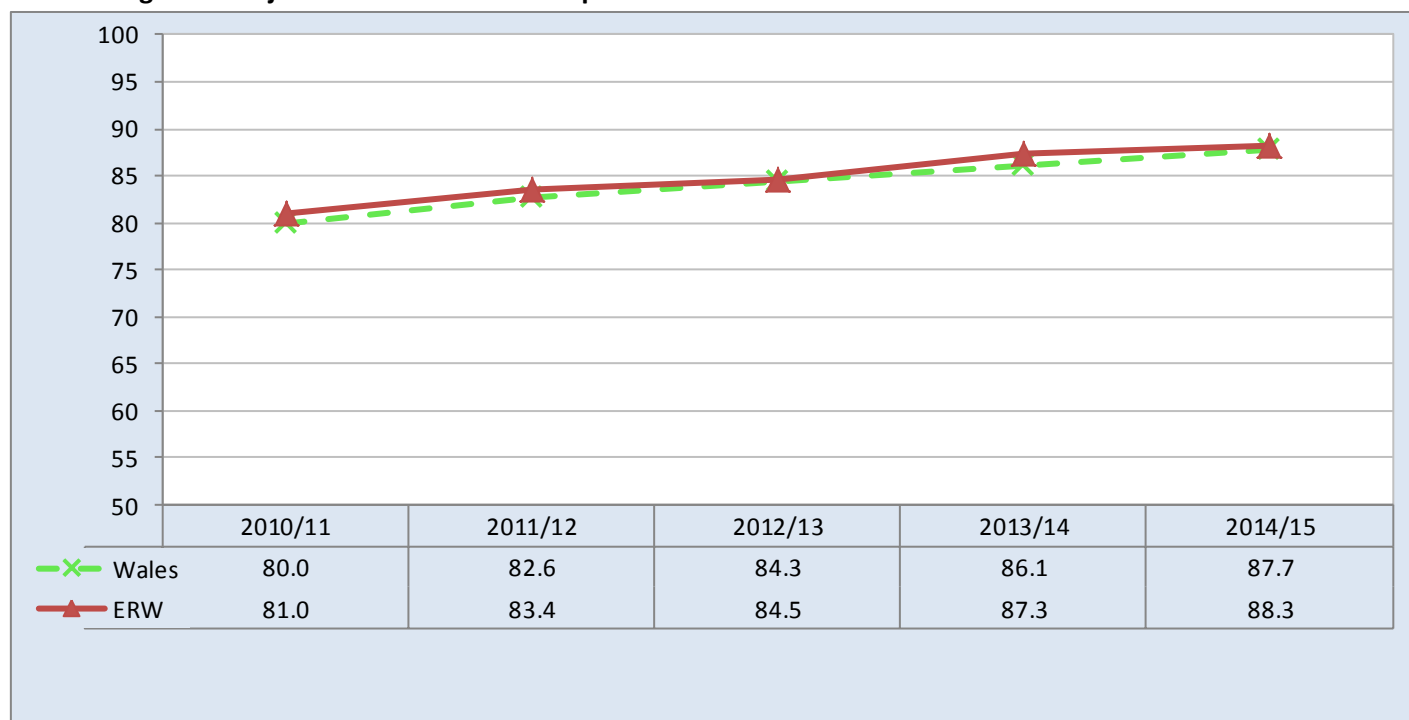
% achieving Core Subject Indicator in 2014/15



2014/15 performance ranked against the other LAs in Wales

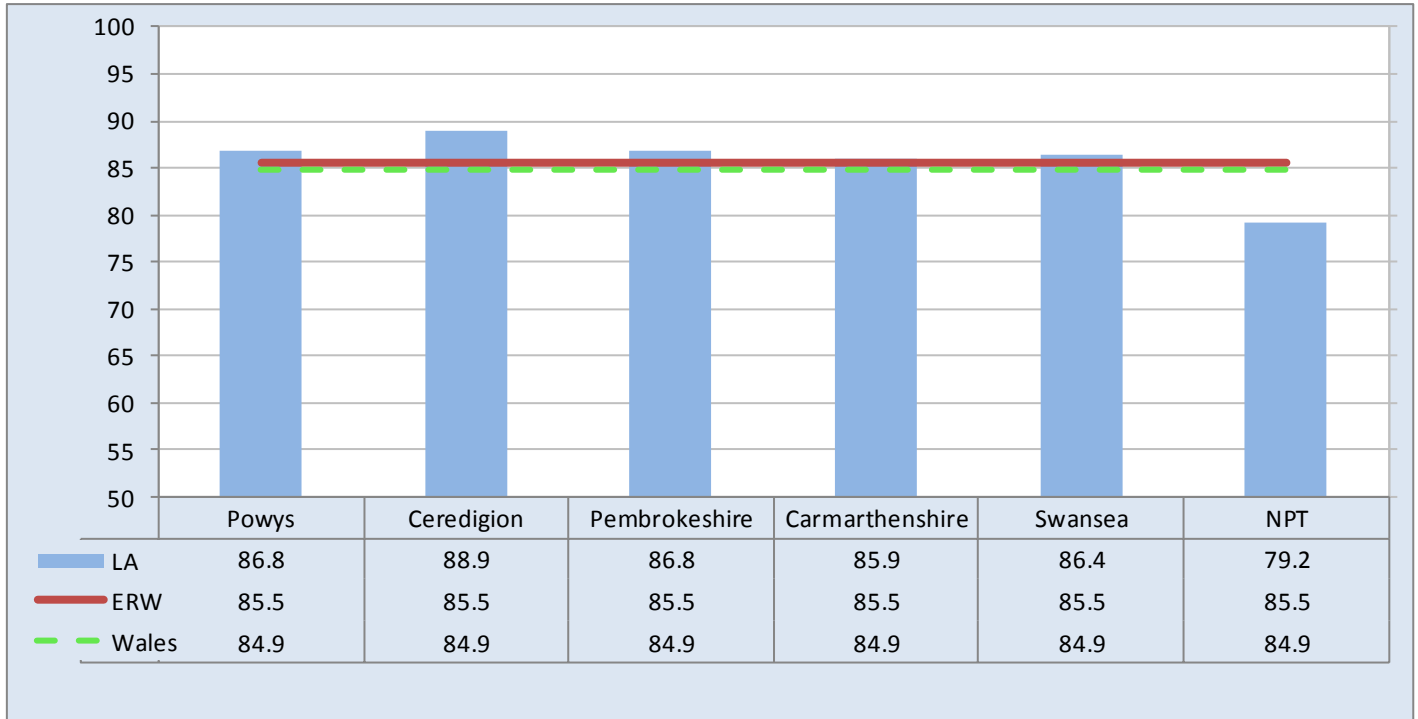
	Powys	Ceredigion	Pembrokeshire	Carmarthenshire	Swansea	NPT
Rank	4/22	5/22	9/22	10/22	8/22	22/22

% achieving Core Subject Indicator in ERW compared with Wales

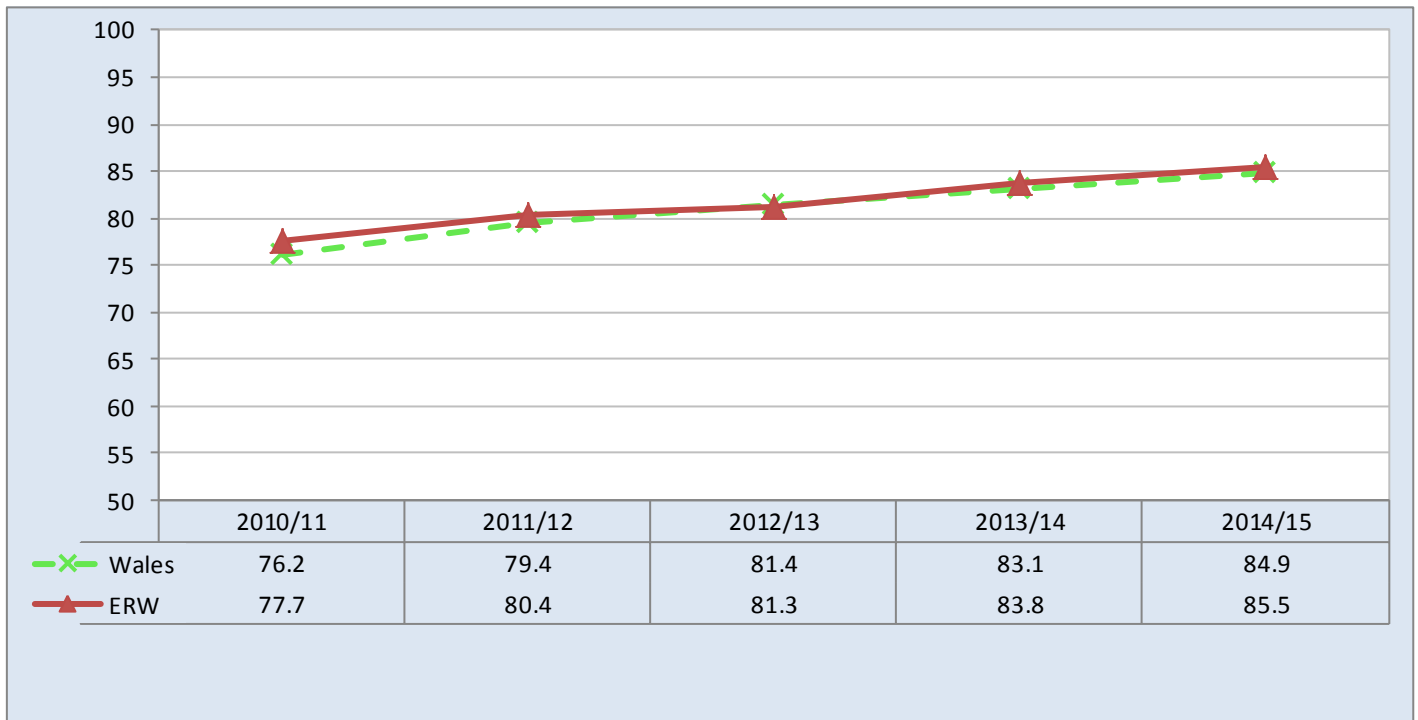


Boys

% achieving Core Subject Indicator in 2014/15

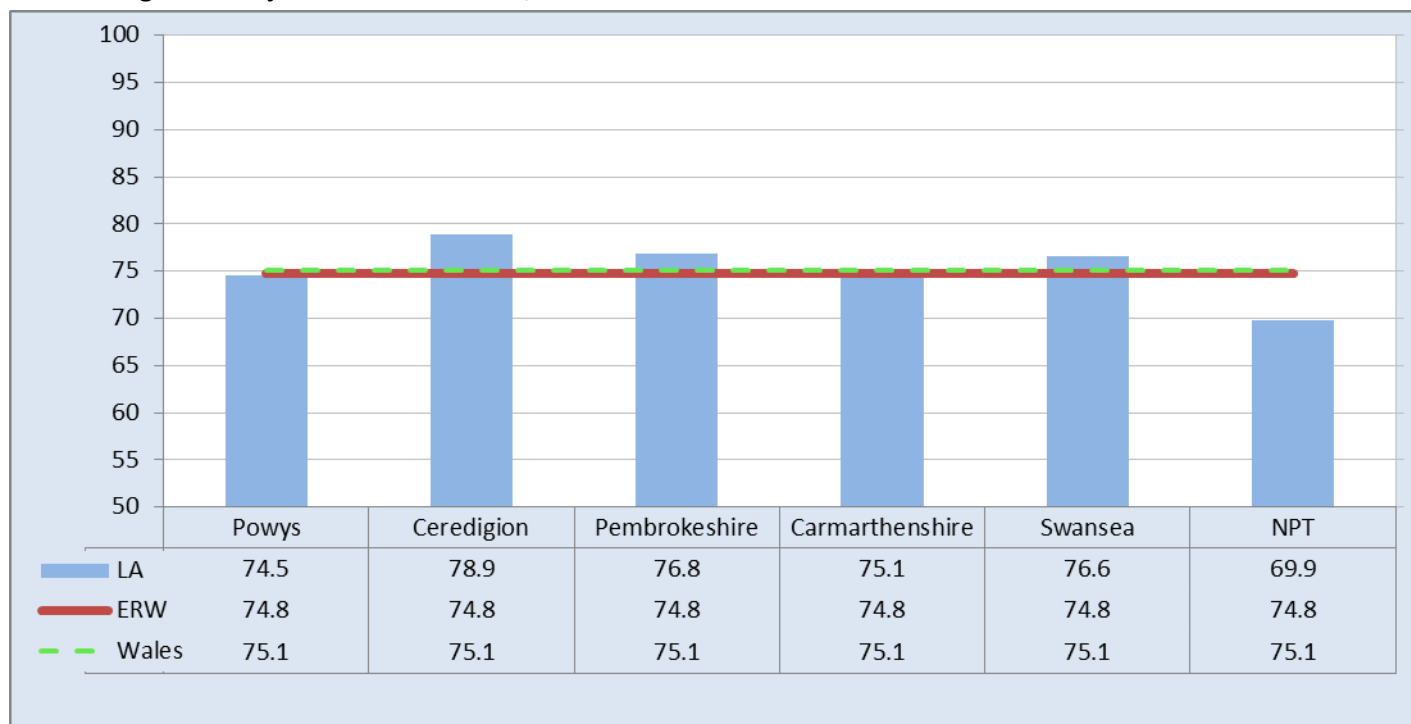


% achieving Core Subject Indicator in ERW compared with Wales

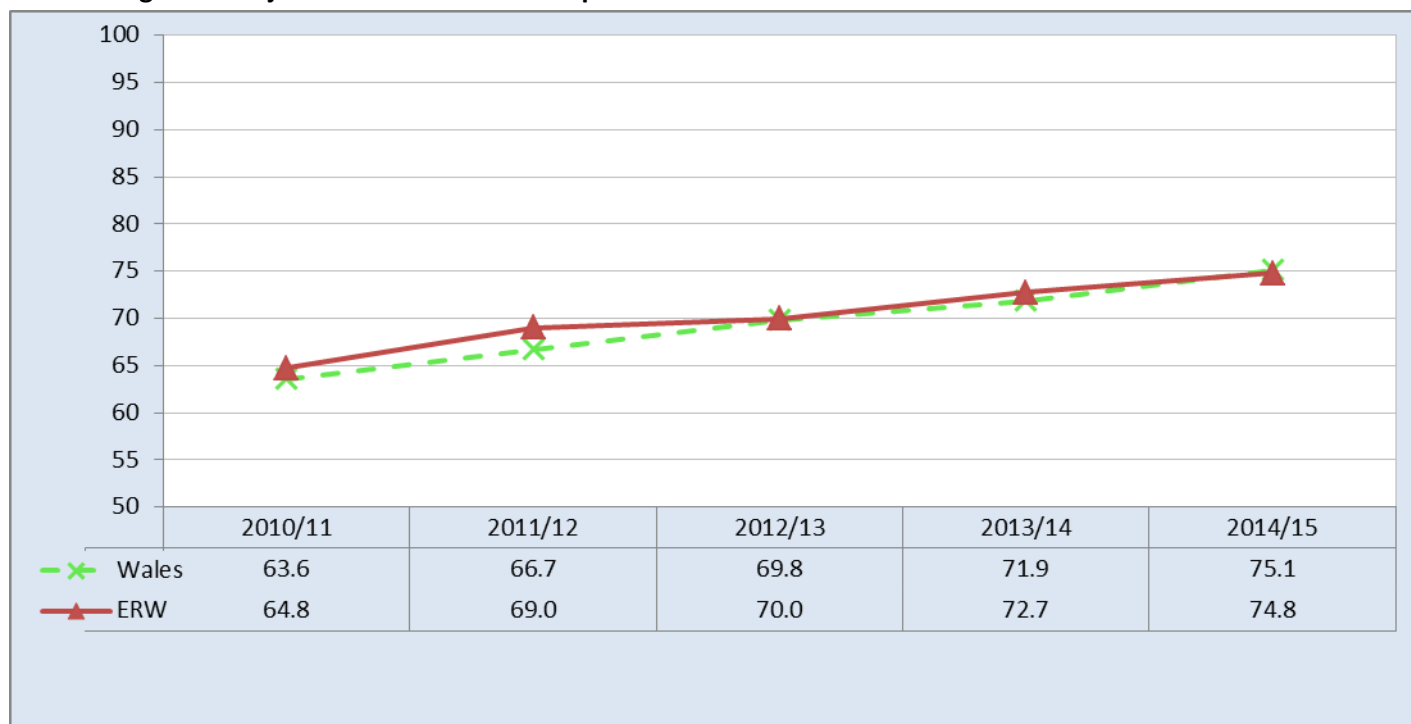


eFSM Pupils

% achieving Core Subject Indicator in 2014/15



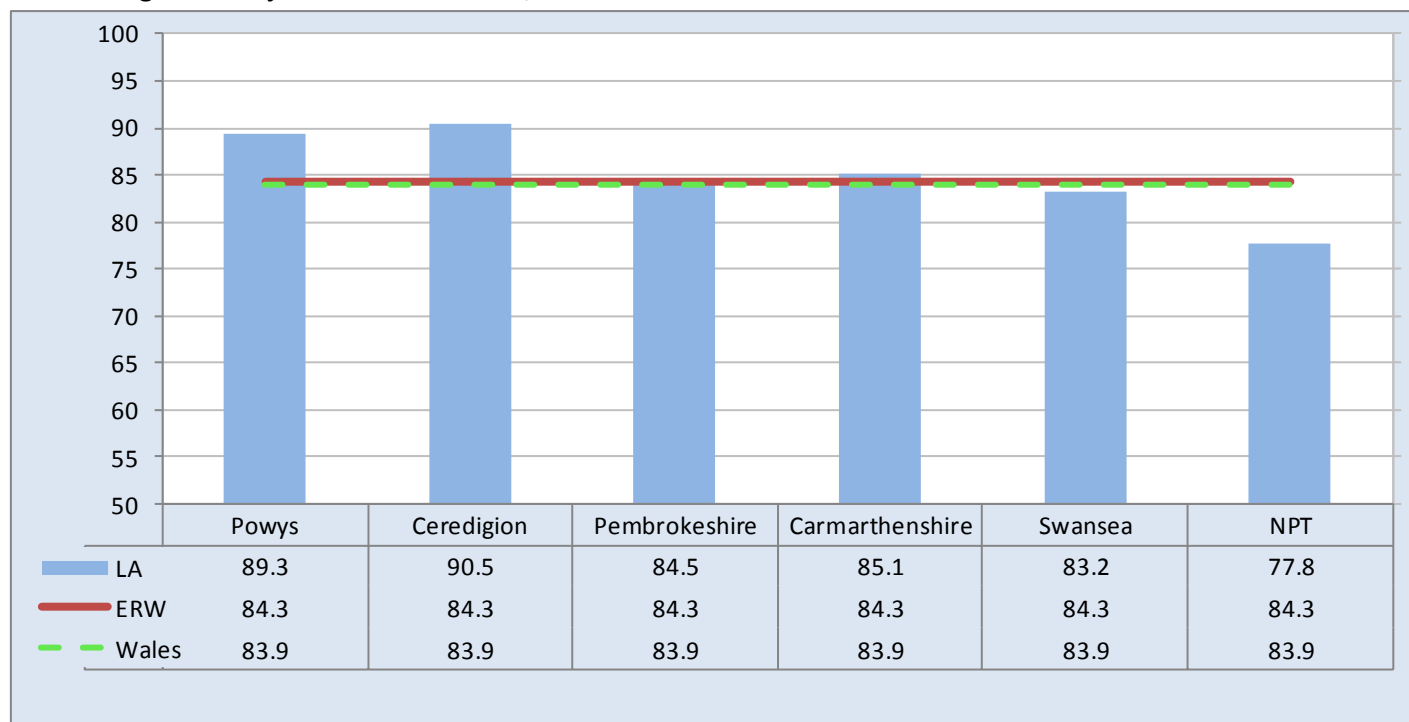
% achieving Core Subject Indicator in ERW compared with Wales



KEY STAGE 3 PERFORMANCE

All Pupils

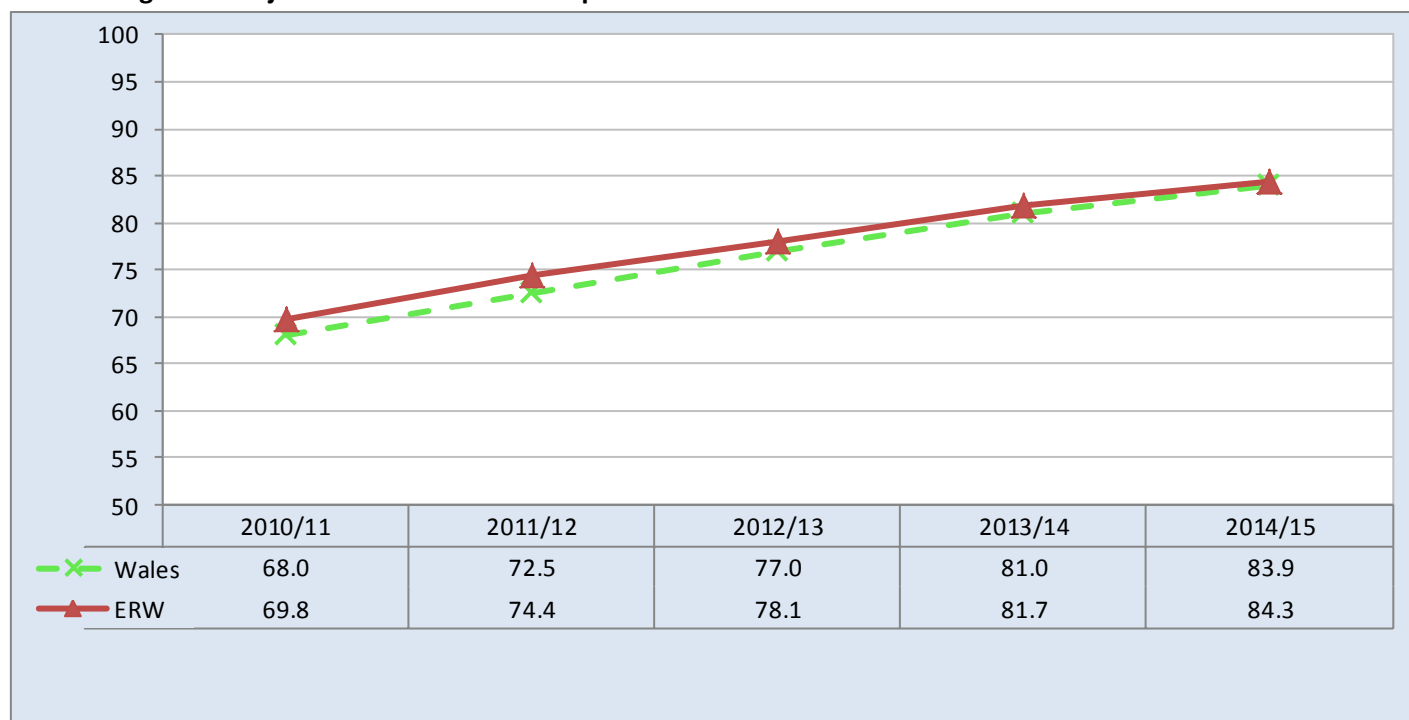
% achieving Core Subject Indicator in 2014/15



2014/15 performance ranked against the other LAs in Wales

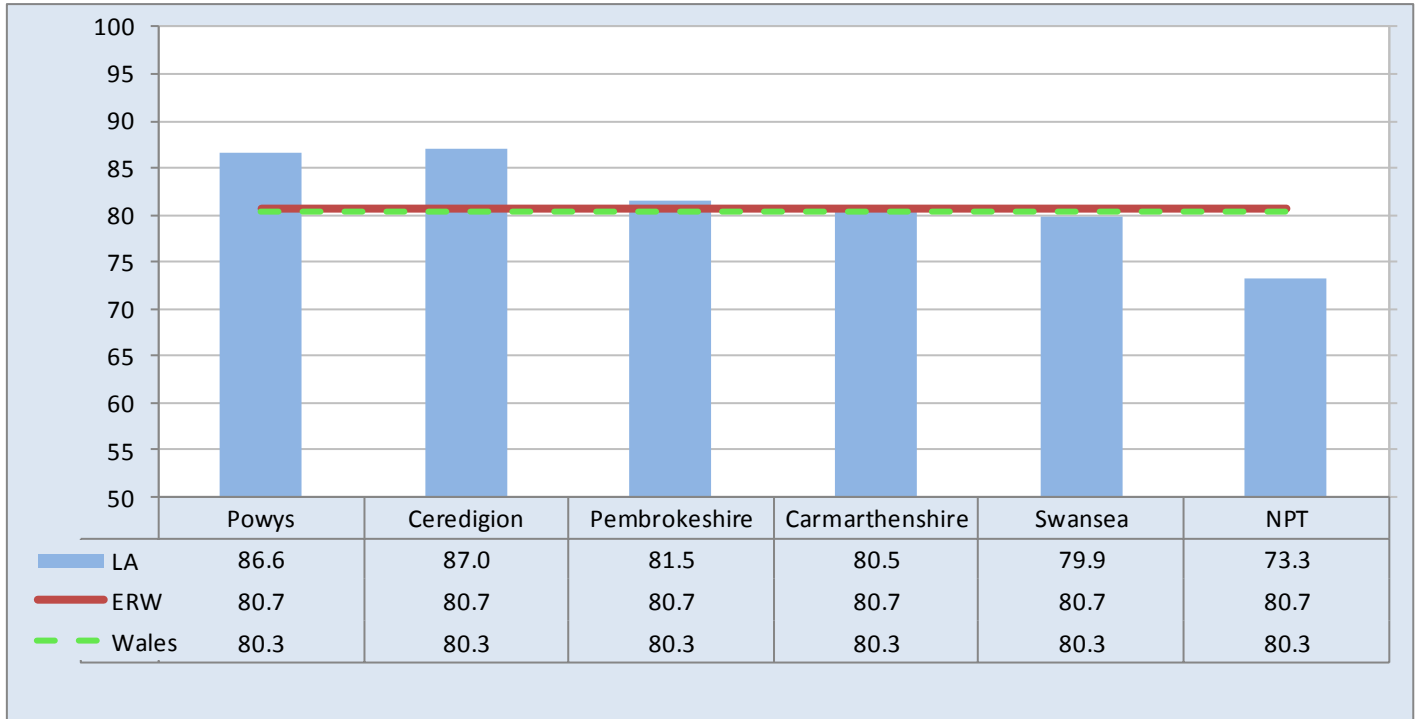
	Powys	Ceredigion	Pembrokeshire	Carmarthenshire	Swansea	NPT
Rank	4/22	1/22	=9/22	8/22	14/22	22/22

% achieving Core Subject Indicator in ERW compared with Wales

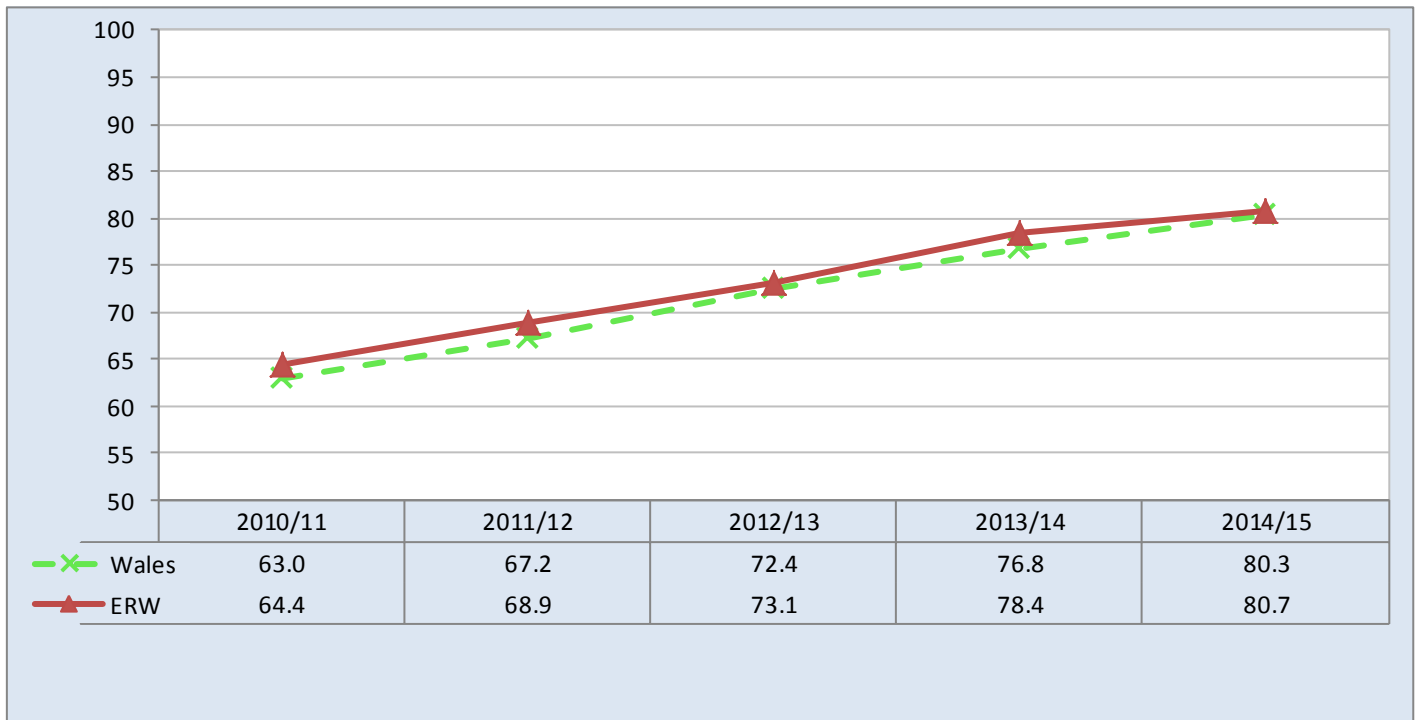


Boys

% achieving Core Subject Indicator in 2014/15

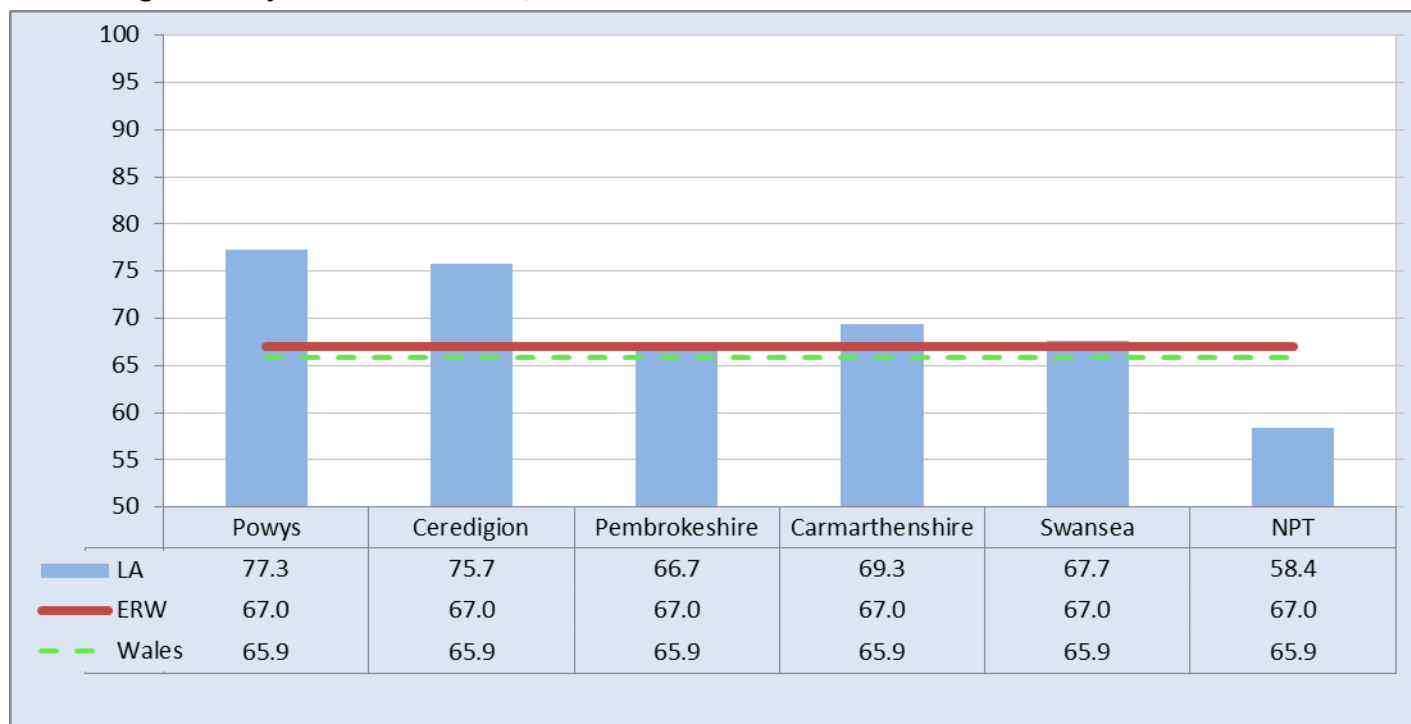


% achieving Core Subject Indicator in ERW compared with Wales

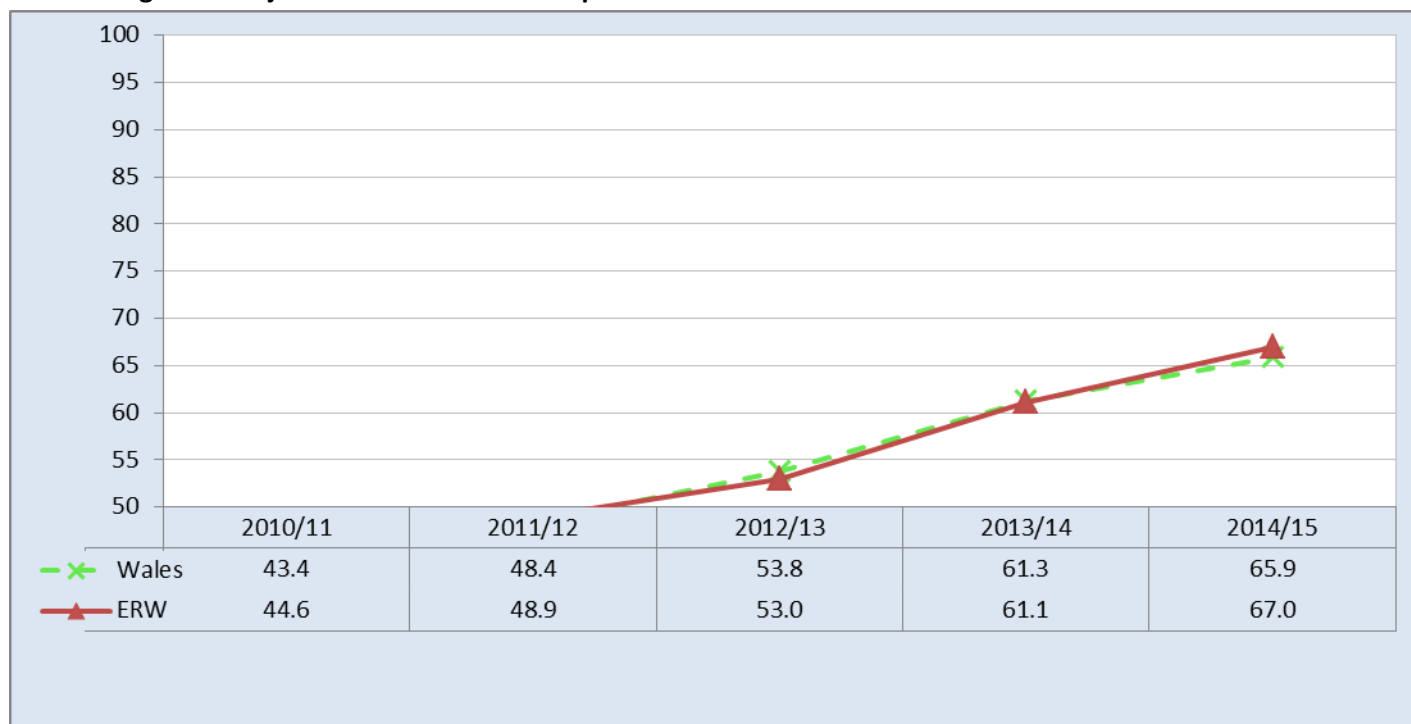


eFSM Pupils

% achieving Core Subject Indicator in 2014/15



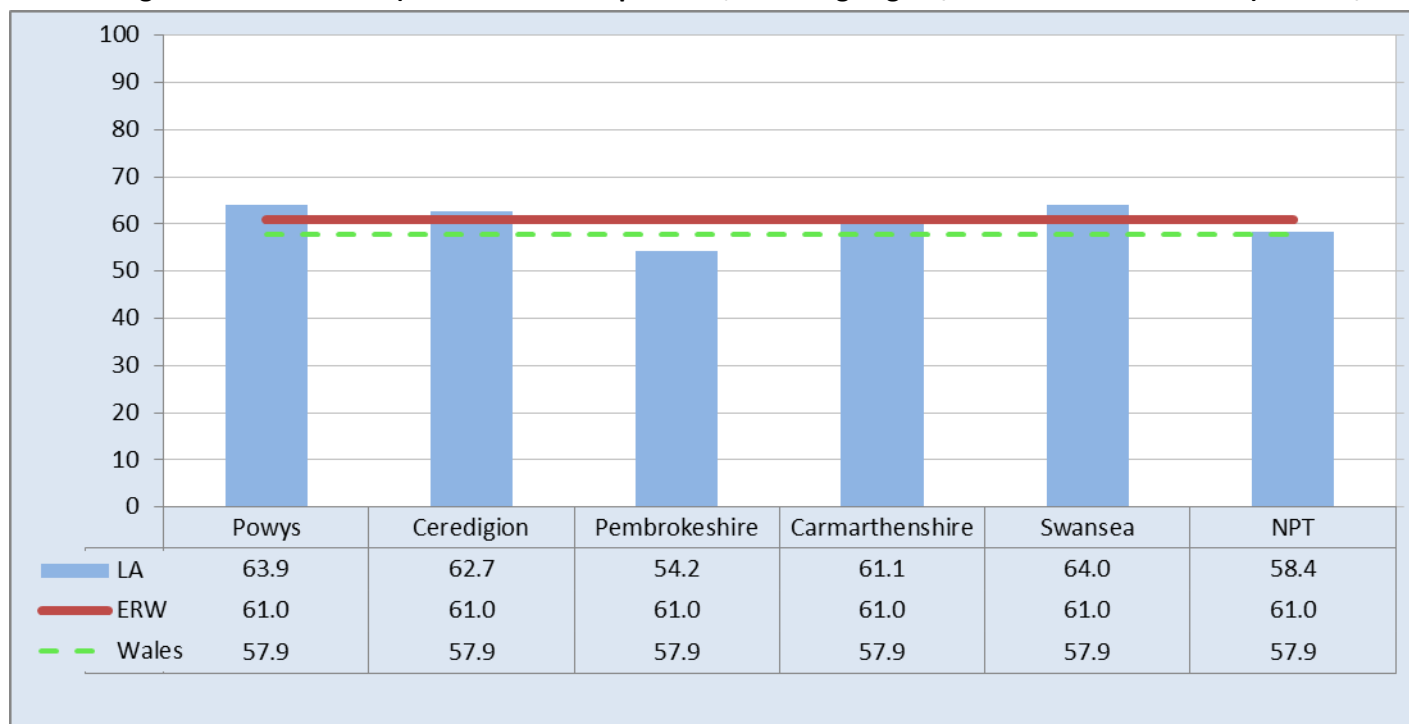
% achieving Core Subject Indicator in ERW compared with Wales



KEY STAGE 4
PERFORMANCE
[FINAL]

All Pupils

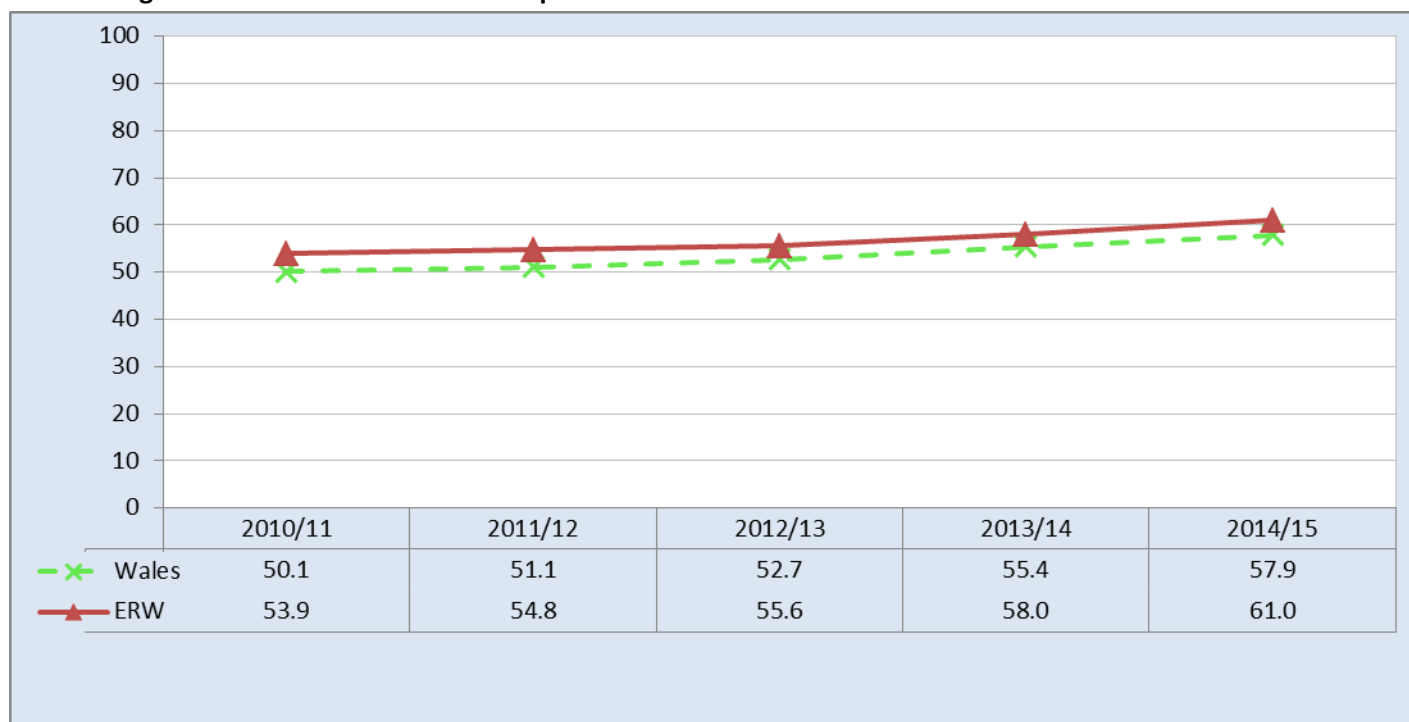
% achieving Level 2+ Threshold (5A*-C GCSEs or equivalent, including English/Welsh and Mathematics) in 2014/15



2014/15 performance ranked against the other LAs in Wales

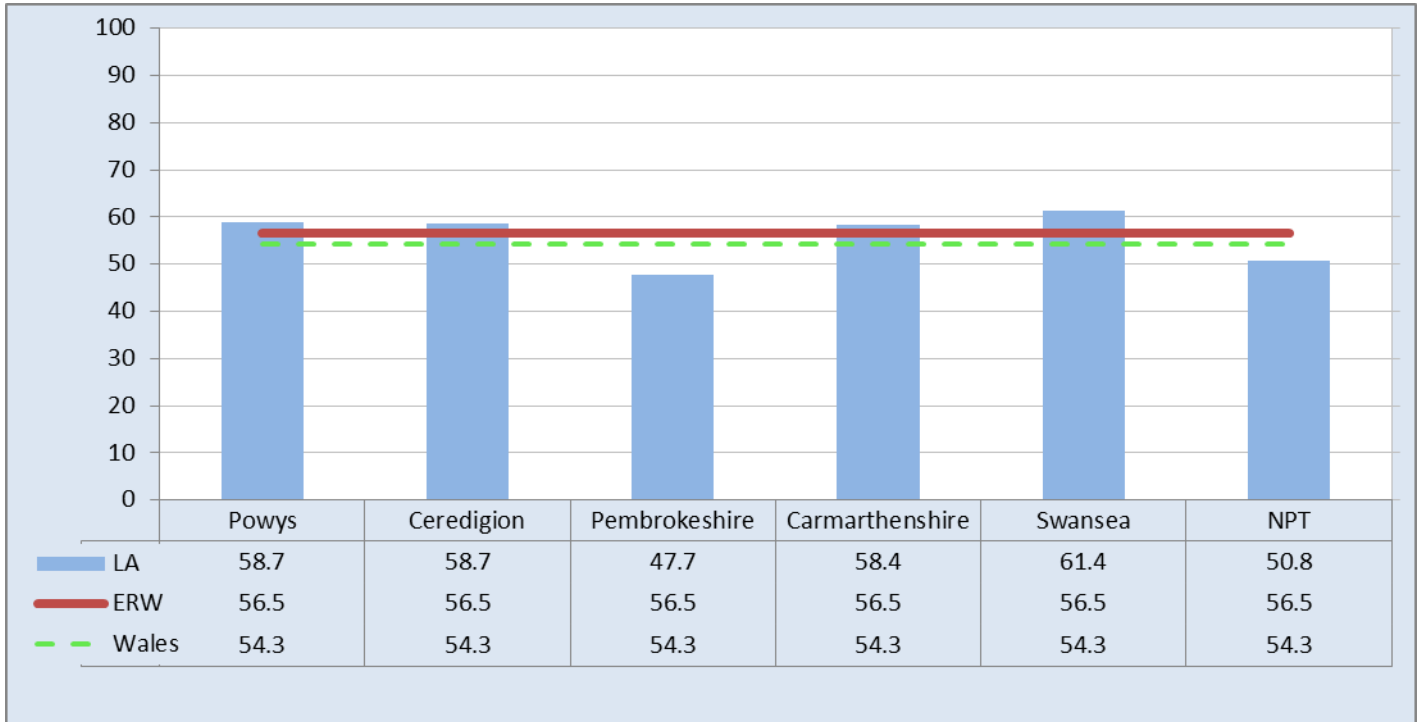
	Powys	Ceredigion	Pembrokeshire	Carmarthenshire	Swansea	NPT
Rank	4	6	=16	7	3	11

% achieving Level 2+ Threshold in ERW compared with Wales



Boys

% achieving Level 2+ Threshold (5A*-C GCSEs or equivalent, including English/Welsh and Mathematics) in 2014/15

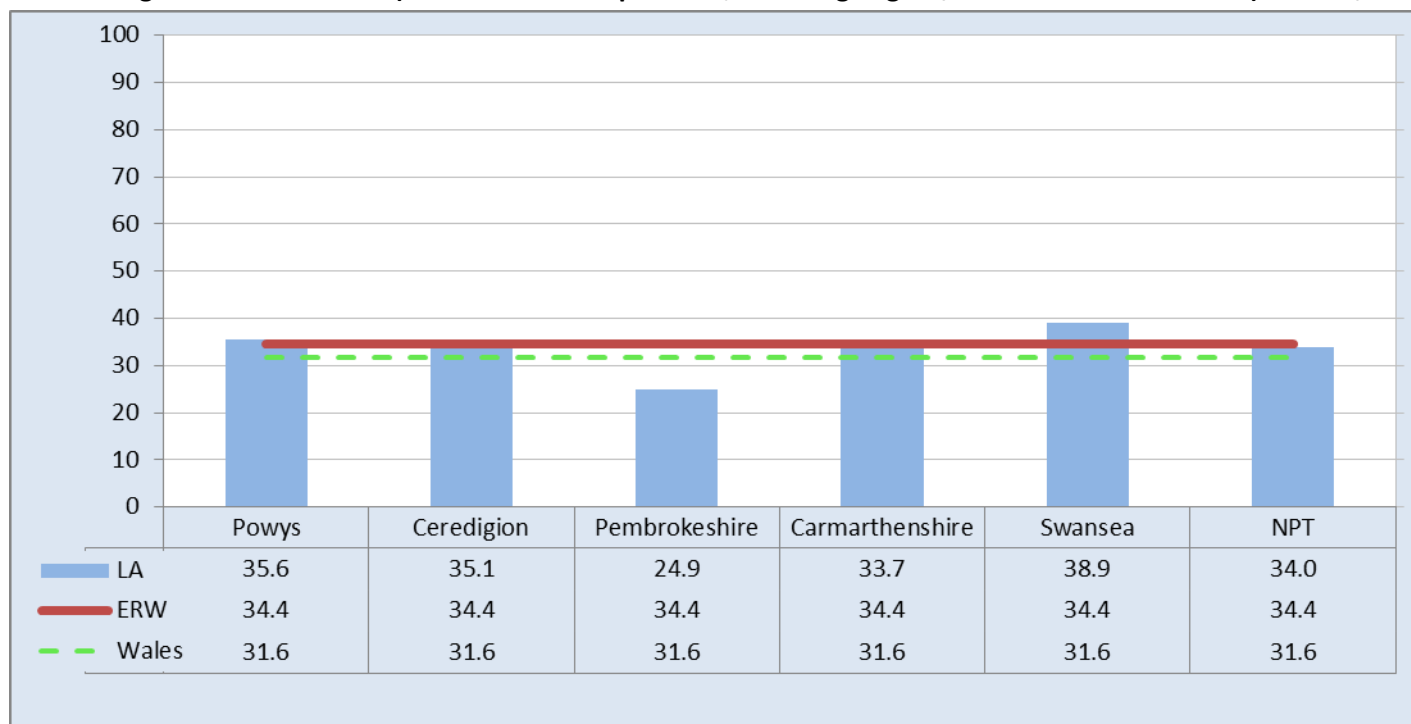


% achieving Level 2+ Threshold in ERW compared with Wales

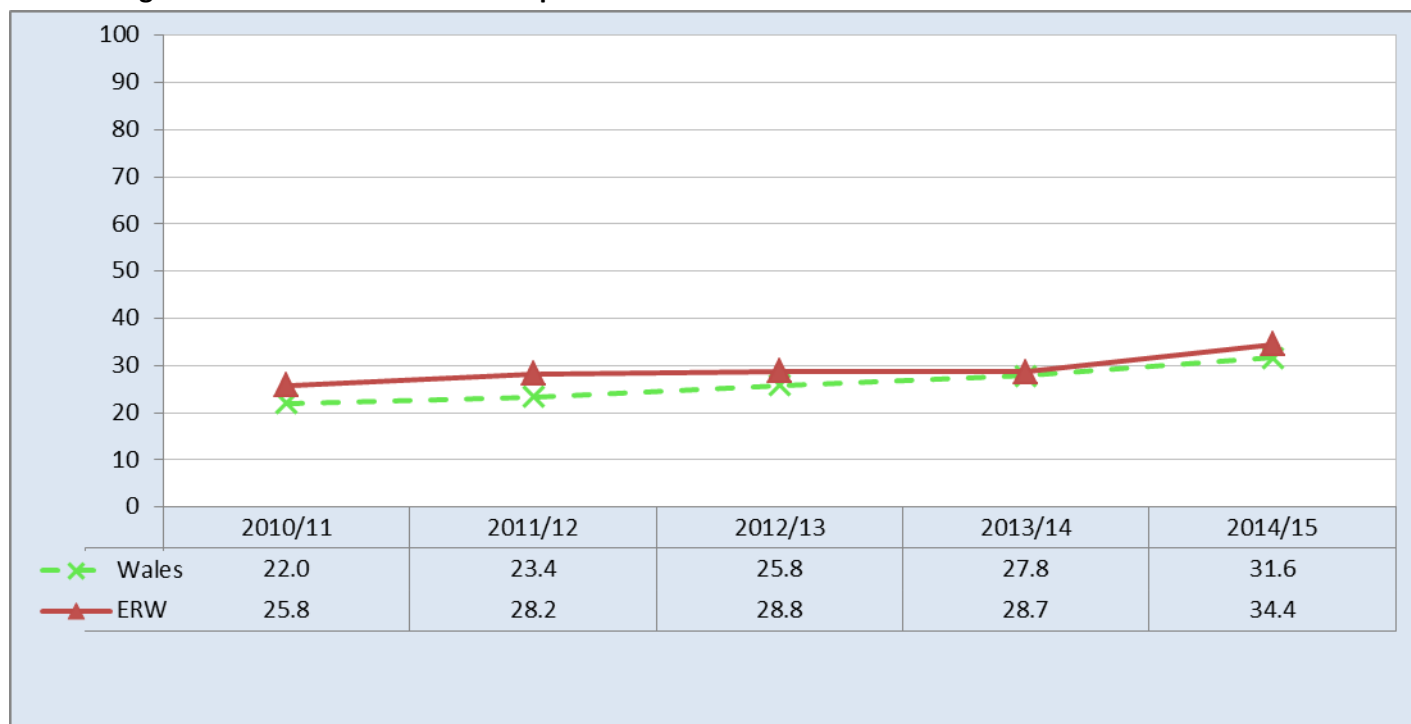


eFSM Pupils

% achieving Level 2+ Threshold (5A*-C GCSEs or equivalent, including English/Welsh and Mathematics) in 2014/15



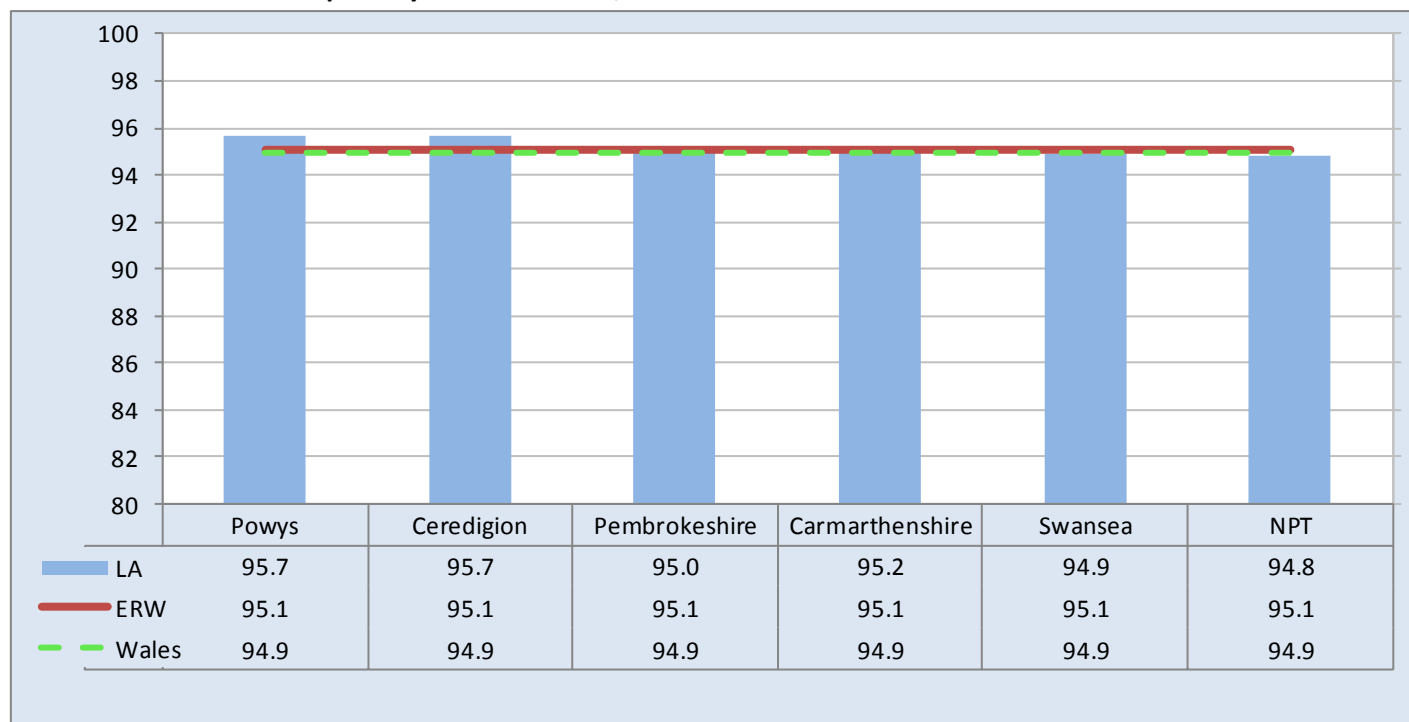
% achieving Level 2+ Threshold in ERW compared with Wales



PRIMARY ATTENDANCE

All Pupils

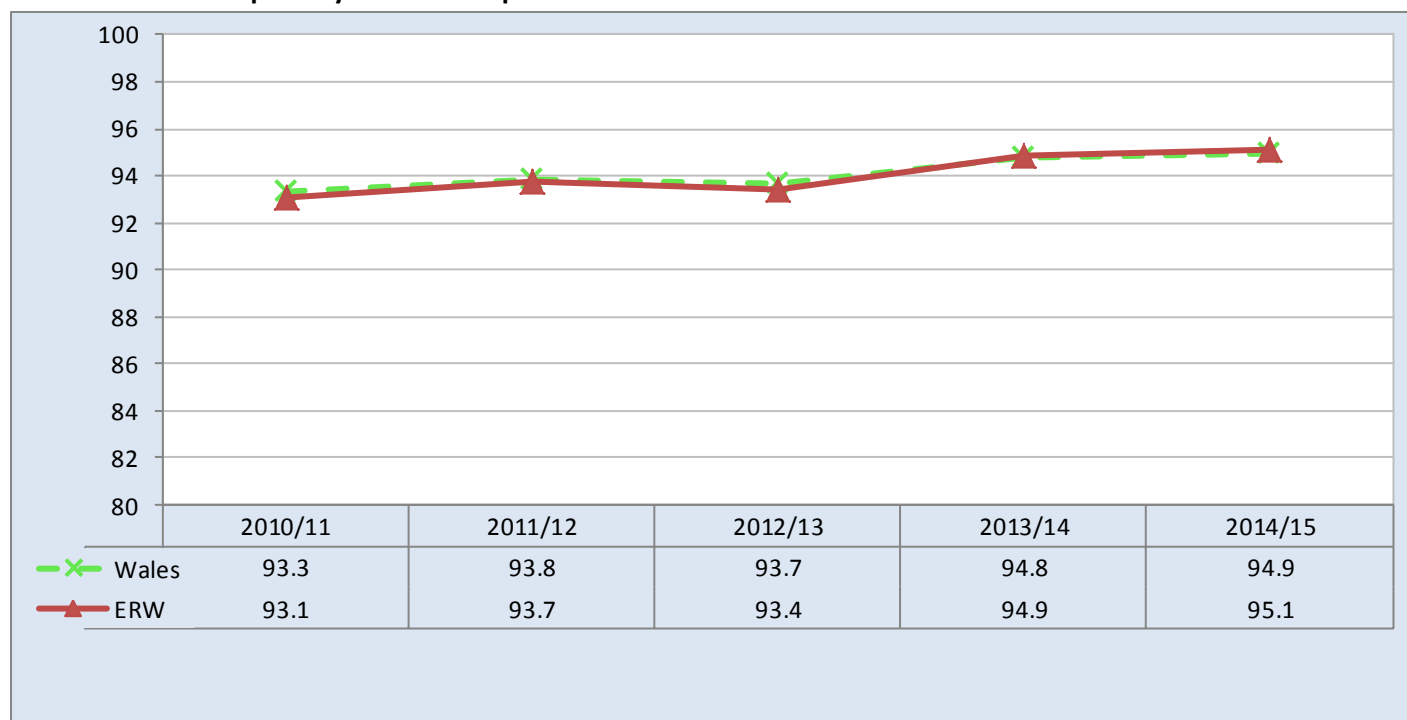
% of sessions attended at primary schools in 2014/15



2014/15 attendance ranked against the other LAs in Wales

	Powys	Ceredigion	Pembrokeshire	Carmarthenshire	Swansea	NPT
Rank	3/22	2/22	=7/22	5/22	=9/22	=12/22

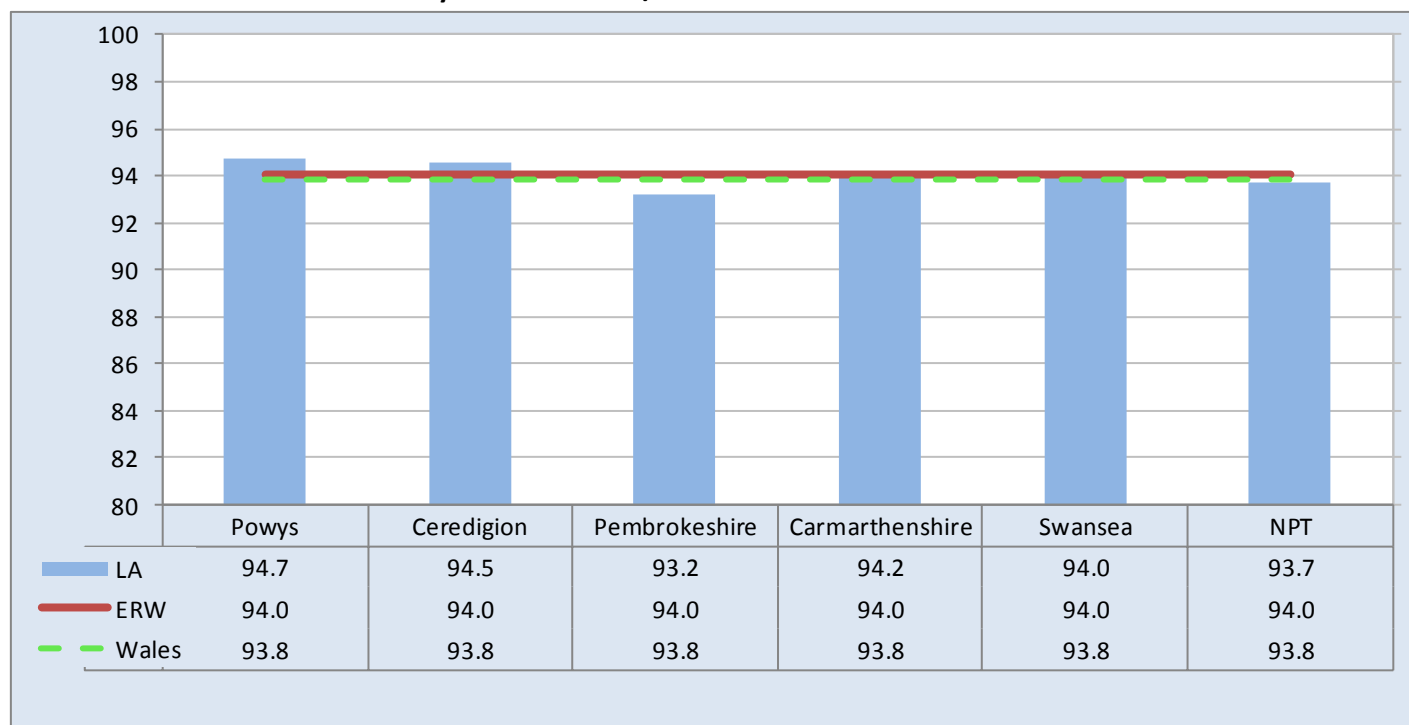
% attendance at ERW primary schools compared with Wales



Wales figures' also include primary age pupils within special schools

SECONDARY ATTENDANCE

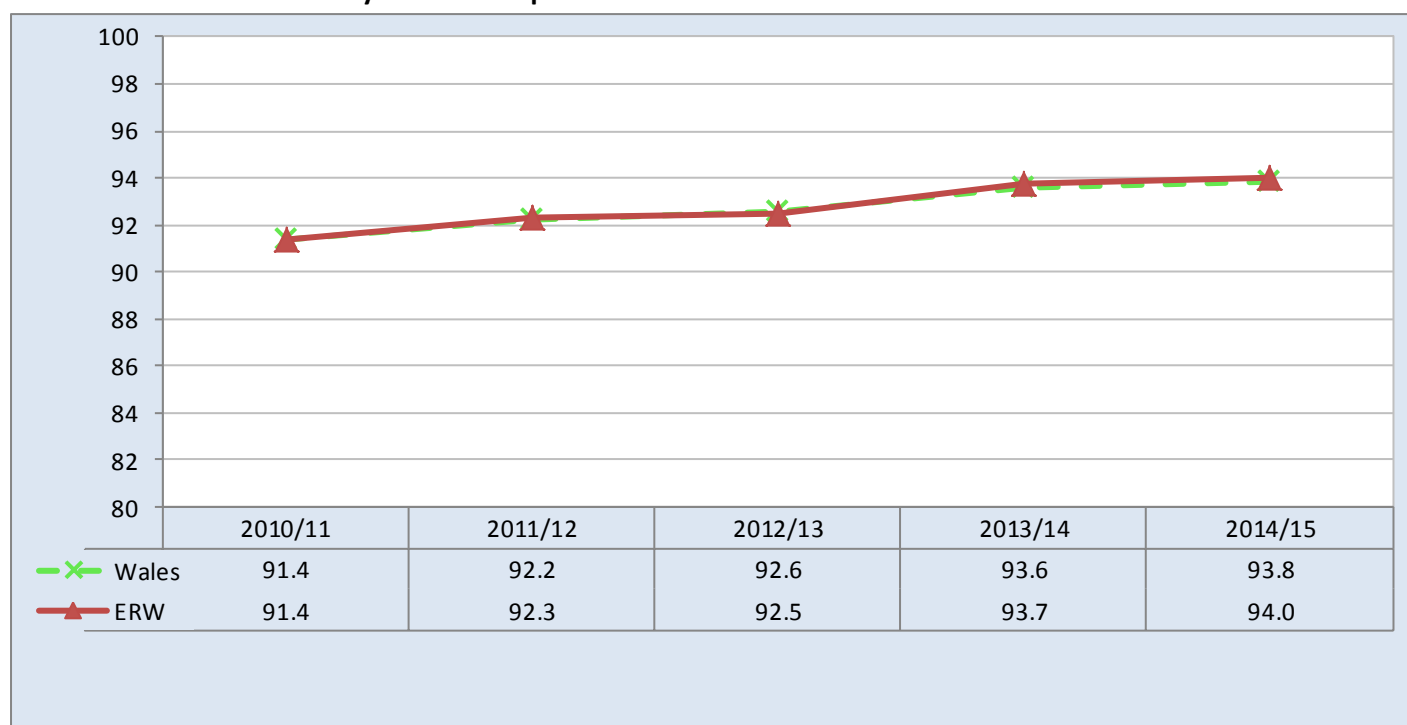
% of sessions attended at secondary schools in 2014/15



2014/15 attendance ranked against the other LAs in Wales

	Powys	Ceredigion	Pembrokeshire	Carmarthenshire	Swansea	NPT
Rank	=2/22	5/22	=17/22	9/22	10/22	=14/22

% attendance at ERW secondary schools compared with Wales



Wales figures' also include secondary age pupils within special schools

