

EDUCATION AND CHILDREN SCRUTINY COMMITTEE

16TH MARCH, 2022

Subject: Update on PARTNERIAETH

Purpose- To update Education and Children Scrutiny Committee Members on PARTNERIAETH, the new regional consortia serving Carmarthenshire, Pembrokeshire and Swansea's schools.

To consider and comment on the following issues:

To consider the report and presentation from the Partnership Lead Officer noting-

- Any comments/suggestions regarding the role and structure of the new consortia.
- Any comments/suggestions regarding the way of working/supporting Carmarthenshire schools.

Reasons:

To ensure that Carmarthenshire schools receive a high quality service that meets their requirements.

To be referred to the Cabinet / Council for decision:

No.

Cabinet Member Portfolio Holder:-

Cllr. Glynog Davies, Education and Children

| | | |
|--|---|---|
| Directorate: Education and Children's Services | Designations: | E Mail Addresses: |
| Name of Head of Service: Gareth Morgans | Director of Education and Children's Services | <u>EDGMorgans@sirgar.gov.uk</u> |
| Report Author(s): Gareth Morgans Ian Altman | Partneriaeth Lead Officer | <u>ian.altman@partneriaeth.cymru</u> |

EDUCATION AND CHILDREN SCRUTINY COMMITTEE

16TH MARCH, 2022

Subject: Update on PARTNERIAETH

The attached report provides the Education and Children Scrutiny Committee with information in regard to-

1. Background to regional collaboration.
2. ERW Consortium
3. Establishing of a new consortium- PARTNERIAETH
4. Staffing structure, priorities, functions and funding.
5. New ways of working.

DETAILED REPORT ATTACHED ?

YES

IMPLICATIONS

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

Signed: Gareth Morgans

Director of Education and Children's Services

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

Policy, Crime & Disorder and Equalities

The model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. Local authorities retain the statutory responsibility for schools and school improvement. Being part of the PARTNERIAETH will support the Director of Education and Children's Services deliver the County Council's statutory duties in regard to school improvement and statutory accountability for school performance together with the responsibility for the exercise of statutory powers of intervention and organisation of schools.

Legal

A legal agreement for PARTNERIAETH has been developed and agreed by each partner. The agreement dissolves the existing Joint Committee for ERW and establishes a new Joint Committee for PARTNERIAETH.

Finance

Engagement at a political level through Cabinet, existing ERW Joint Committee and a shadow Joint Committee has been undertaken in respect of the size and diversity of the ERW footprint and the need to consider a smaller entity, value for money, transparency, stronger governance on decision making and high quality professional learning. The new PARTNERIAETH will be funded in the same way as ERW via Local Authority contributions and Welsh Government funding.

Risk Management Issues

If we did not engage in PARTNERIAETH there would be a risk in us being unable to deliver on our school improvement and professional development priorities. Joining PARTNERIAETH addresses key corporate risk in relation to delivering a high quality education to Carmarthenshire's learners and our ability to recruit and retain high quality and resilient school workforce who can respond to and deal with the transformation of education in Wales.

Staffing Implications

The new PARTNERIAETH will be a key delivery partner to each constituent Council's school improvement service and will deliver education improvement functions. Integration and close collaboration between PARTNERIAETH's central team and our local team is essential. The functions of PARTNERIAETH are predominately professional learning to improve education practitioner standards and leadership development.

The proposal is to scale down the size of the ERW central team and re-setting the functions PARTNERIAETH will deliver. Following a formal consultation a new structure was approved by the Shadow Joint Committee and is now being implemented.

Physical Assets- Y Llwyfan will be the base for the regional service and all costs associated with the lease will be the responsibility of PARTNERIAETH

CONSULTATIONS

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

Signed: Gareth Morgans

Director of Education and Children's Services

1. Local Member(s) - Not relevant

2. Community / Town Council- Not relevant

3. Relevant Partners- Schools and Governing Bodies have been kept updated on changes

4. Staff Side Representatives and other Organisations- Trade Unions have been consulted on the remodelling of the consortium and transition from ERW to Partneriaeth.

**CABINET MEMBER
PORTFOLIO HOLDER(S)
AWARE/CONSULTED- YES**

Cllr. Emlyn Dole Chairs the Partneriaeth Joint Committee and Cllr. Glynog Davies is a member of the Partneriaeth Joint Committee. They have both been involved in the development of Partneriaeth.

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

THERE ARE NONE

Background to Regional Collaboration

The Welsh Government's National Model for Regional Working was initially developed in autumn 2013 in order to accelerate changes already underway. It signalled a deeper commitment to regional working and emphasised a model of school improvement, based on mutual support that was largely new across most of Wales.

Regional Consortia have therefore been in being for nearly a decade. They were formed as a direct result of Welsh Government's direction in their '**National model for regional working**'. WG states in the document- *The National model for regional working outlines our vision of regional school improvement consortia as well as the relative roles of each tier (schools, local authorities, and regional consortia) within the education system.*

In the south west and mid Wales region six local authorities, namely Carmarthenshire, Ceredigion, Neath Port Talbot, Pembrokeshire, Powys and Swansea, came together to create a model to address the national requirements. The original service was called starting with SWAMWAC (South West and Mid Wales Consortium).

ERW (Education through Regional Working) Consortium

In 2015 further guidance was developed by Welsh Government and Regional Consortia were established to provide school improvement services. Although there was national guidance, various versions of a regional consortia were developed across Wales;

- *The EAS is a not for profit limited company that is owned by the five local authorities in South East Wales.*
- *GWE and the Central South Consortium employ all school improvement staff centrally and provide services to a group of LAs.*
- *In ERW all LAs retained the school improvement function and the regional consortia delivered on national programmes.*

In the inspection of the region in 2016 Estyn described the consortium as follows- *ERW is an effective alliance of the six local authorities in south-west Wales. Many of the staff working for ERW, including all challenge advisers, are employed by individual local authorities rather than as part of a central ERW team. Most headteachers and local authority staff within the region understand this approach, which is distinctive compared to the other three regional consortia.*

Regional Consortia are managed by Joint Committees and in ERW this comprised of the Leaders of each Council supported by Legal, Financial and HR Officers. ERW also had a Lead Chief Executive and a Lead Director to support the Chair. The Core Team was led by a Managing Director and a senior team of officers. ERW at its peak had around 50 officers supporting the 6 partner Local Authorities.

The regional consortia were funded directly by Welsh Government and through core contributions from each partner Local Authority. The main grant is the Regional Consortia School Improvement Grant (RC-SIG) which includes a list of funding streams which reflect Welsh Government's priorities at the time. Large proportions of this funding were forwarded to Local Authorities to address costs such as Foundation Phase staffing ratios and Professional Development. However, as a grant condition and a legacy of the grant structure pre RC-SIG we are required to provide considerable match funding.

As to some a forced development, the considerable size of the region and seen by some as Welsh Government working directly via 4 Managing Directors rather than through the 22 Local Authorities there was dissatisfaction in ERW from the start. Funding came directly to ERW from Welsh Government and was often by-passed directly to schools without any involvement from the Local Authorities nor reflection of local challenges and priorities.

There were attempts to review and remodel the consortium to make it more effective and responsive but there wasn't the will from all partners to make it work. Ultimately the statutory responsibility for the outcomes and success of school still lies with each respective Local Authority. The issues of value for money and impact were regular topics of discussion and dispute.

Unresolved issues eventually led to Neath Port Talbot withdrawing from the Consortium and Carmarthenshire and Ceredigion issuing 'Withdrawal Notices' in line with the requirements of the Legal Agreement. After Neath Port Talbot left, their element of the RC-SIG was calculated by Welsh Government, and given directly to them. Neath Port Talbot however continue to buy some services from the consortium.

Due to the fact the Joint Committee agreed to dissolve ERW and develop a new entity Carmarthenshire decided to withdraw the 'Withdrawal Notice' and stay in the partnership. However, Ceredigion withdrew in March 2021 leaving 4 partners- Powys, Pembrokeshire, Swansea and Carmarthenshire.

Establishing of a new consortium- PARTNERIAETH

Having reflected on previous challenges Pembrokeshire, Swansea and Carmarthenshire decided to create a new entity. This also reflect on the fact that the three partners are already part of the City Deal footprint. Key principles were agreed namely-

- *a requirement to secure value for money*
- *delegation of more funding directly to schools*
- *a reduced central team*
- *a clear role for the central team and*
- *direct management by Local Authorities.*

Over an extended period due to Covid, PARTNERIAETH under a new Legal Agreement was developed and has by now been approved by each Cabinet. The Legal Agreement outlines clear governance arrangements (Appendix 1), and a revised staffing structure led by the PARTNERIAETH Lead Officer.

As from the 1st of September 2021 PARTNERIAETH commenced informally. The three partners realise the value of working collaboratively and our new approach is based on a vision of a partnership working on behalf of our local authorities and contributing to the improvement in the performance of our schools and the education of our children and young people. The Partnership will be planned as a regional collaborative arrangement designed to promote excellence in all of our schools.

The three partners have committed to working together providing our schools with a high-quality service complementing what is being provided by each local authority. The new

partnership will deliver Welsh Government funded programmes as well as meeting the bespoke needs of each partner. The partnership's staff will be seen as a key component of our local provision focusing on professional development, innovation and improvement. There will be a strong focus on identifying and gathering examples of effective practice in order to further develop our school to school projects.

The Joint Committee have agreed a new staffing and leadership structure, and finalising a revised legal agreement and new governance arrangements. Our ambition is to create an agile and responsive team of Advisors and Project Leads who can address current challenges and evolve to meet future demands. The Partnership will help us as Education Directors fulfil our statutory responsibilities as Local Authorities hold the statutory responsibility for schools and school improvement. The planned functions for the immediate future will include (Appendix 2)-

- *Curriculum design and support*
- *Equity and Wellbeing*
- *School to School Support and collaborative Learning*
- *National Leadership Programmes e.g. NPQH, HLTA*
- *Strategic and operational support for Welsh*
- *Links with Higher Education Institutions and Research*

Staffing structure, priorities, functions and funding.

Below is how the number of officers employed in the central core team has changed due to remodelling, retirements, appointment to other posts and voluntary retirement.

| | | |
|-----------------------|---|------------------------|
| 2018/19 | ERW Original Structure servicing 6 LAs | 54 fte posts |
| April 2021 | ERW Servicing 4 LAs | 38.46 fte posts |
| September 2021 | Informal new consortia servicing 3 LAs | 31.8 fte posts |
| April 2022 | Revised staffing structure for PARTNERIAETH | 26.8 fte posts |

In order to deliver a service to the schools in the three local authorities, a core team of officers, under the leadership of the Partneriaeth Lead Officer, is required to supplement the work of the local authority teams. There will be three Senior Strategic Advisers responsible for a core area of practice and being the key link with a named Local Authority.

Once complete, the new Partneriaeth staffing structure will employ 22 officers to deliver the agreed Business Plan supported by a team of 4.6 operational support officers- Administration (2), Human Resources (0,.8) and Finance (2).

Structure of Partneriaeth



New ways of working- working in collaboration with colleagues from across the Partneriaeth region.

As we move to a new model of regional partnership working, we will ensure that the needs of our schools are met, and local authority priorities are addressed.

There are now regular meetings between senior Partneriaeth officers and senior Educational Advisers from across the region which are leading to an improvement understanding of the needs of our schools and on the roles and responsibilities of all partners; for example, robust discussions regarding the RC-SIG have ensured more targeted support for schools.

Partneriaeth officers are increasingly attending our Strategic Focus Groups, aligning the regional business plan with the needs of learners and their schools in Carmarthenshire.

Partneriaeth continues to offer a range of Professional Learning opportunities for our schools linked to Wellbeing of pupils as well as Curriculum development. Approaches continue to be amended to ensure the needs of all are met.

Educational Support Adviser conversations with schools, along with our Headteacher Survey, have highlighted the need for improved support for schools on Curriculum development. As a result, there have been regular meetings to ensure that the Partneriaeth learning offer meets the needs of schools. Curriculum clusters have been established, attended by Partneriaeth and Carmarthenshire officers, providing opportunities for schools to request support directly from the Partneriaeth. Capacity remains an issue; further progress is required.

Plans are in place for focussed discussions linked to the staffing structure at Partneriaeth and how this can complement staffing structures within the partner Local Authorities. The aim is for these discussions to influence the regional business plan 2022-2023.

A Senior Strategic Adviser has been assigned to each partner aiming to further support links between Partneriaeth and local teams. The Senior Strategic Adviser will attend a wide range of Local Authority meetings, providing updates and ensuring a co-constructed model of professional learning. The Senior Strategic Advisers will also work across the Local Authorities to ensure that their skills are fully utilised in an agile and effective way as well as providing strategic direction at Senior Leadership Team level.

Independent links continue to strengthen across the partners. For example, regular meetings share effective practice such as staffing structures, assessment platforms, coaching approaches and a Governing Body conference coordinated by Pembrokeshire will be attended by Carmarthenshire and Swansea governors and participating schools also.

APPENDICIES

| | |
|------------|---|
| Appendix 1 | PARTNERIAETH: Proposed Governance Structure |
| Appendix 2 | PARTNERIAETH: Values and Principles, Organisation and Services |
| Appendix 3 | Educational Support Adviser |
| Appendix 4 | PARTNERIAETH: Context of the Local Authorities |
| Appendix 5 | Regional Consortia Funding |
| Appendix 6 | ESTYN Reports in regard to ERW |

Appendix 1: PARTNERIAETH Proposed Governance Structure

PARTNERIAETH Joint Committee (quarterly)

- 3 Leaders- voting member.
- 3 Cabinet Members for Education- these will be non-voting members.
- 3 Chief Executives with a Lead Chief Executive- non-voting.
- 3 Directors of Education with a Lead Director- non-voting.
- Lead Officer PARTNERIAETH- non-voting.
- S151 Officer and Monitoring Officer, as required.
- External observers and advisers, on request- Estyn, WG, Audit Wales.
- Chair of scrutiny Councillors' group, as non-voting observer- TBC

PARTNERIAETH Scrutiny Councillor Group (quarterly)

- 3 Education Scrutiny Chairs
- 3 Education Scrutiny Vice-Chairs
- 3 Directors of Education to attend together at least once per annum
- Lead Officer PARTNERIAETH
- Chair of Joint Committee to attend at least once per annum
- External observers and advisers, on request

PARTNERIAETH Strategic Group (fortnightly)- delegated responsibilities from Joint Committee for planning, performance, resource and risk monitoring. This is the group that sees spending plans and makes decisions on distribution of funding streams from WG. Section 151 officer and accountant of PARTNERIAETH to be invited to this group. Section 151 officer produces budget reports for Joint Committee.

- 3 Directors of Education
- Lead Officer PARTNERIAETH
- 3 PARTNERIAETH Strategic Advisers

PARTNERIAETH Operations Group (fortnightly)- this is the group that knows about the operational delivery of work streams. Each strategic adviser will have a costed plan and budget. Cannot go above budget without Directors' approval.

- 3 Local Authority Lead School Improvement Officers
- Lead Officer PARTNERIAETH
- PARTNERIAETH Strategic Advisers, as required according to business plan priorities

PARTNERIAETH Stakeholder Group (quarterly)

- Lead Officer PARTNERIAETH
- 3 PARTNERIAETH Senior Strategic Advisers linked to each local authority
- 12 headteachers covering primary, secondary, special and pupil referral unit sectors

Appendix 2: PARTNERIAETH: Values and Principles, Organisation and Services

Part 1: Values and Principles

Effective partnerships and collaboration only become truly effective when they are underpinned and enclosed by shared values and principles. They allow trust and mutual understanding to develop within a safe environment.

- **Inclusivity**- PARTNERIAETH needs to ensure that all Councils are involved and included in the decision making, accountability and performance management process of regional working.
- **Accountability**- Robust quality assurance and accountability processes must be established. This should include a value for money element. Accountability is the responsibility of all partners and processes should ensure that every Director is equally involved – this leads to collective responsibility and should secure high quality provision.
- **Open and honest, Transparency, agility, subsidiarity**
- **Mutual trust**- not unravelled by individuals or groups of individuals.

Equity and Fairness

- Equity and excellence go hand in hand. Location, deprivation or childhood experiences will not prevent learners from reaching their maximum potential
- Learners in the Region will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals
- The PARTNERIAETH will take pride in the job that it does and is ambitious for all of the schools and pupils in the region
- The PARTNERIAETH is committed to ensuring effective learning and that all pupils reach their potential

Support

- PARTNERIAETH celebrates and shares success
- PARTNERIAETH leads by example and inspires confidence in others
- PARTNERIAETH leads by example and drives continuous improvement, by asking how could this be done better
- PARTNERIAETH focuses on longer-term outcomes rather than short-term goals
- Barriers and challenges are resolved promptly, and success is celebrated

Innovation

- PARTNERIAETH inspires others and continuously seeks innovative solutions.
- PARTNERIAETH effectively plans and anticipates change.
- PARTNERIAETH acts on opportunities.
- PARTNERIAETH recognises problems and implements solutions

Collaboration

- Within PARTNERIAETH, transparency, trust and honesty are a professional obligation
- PARTNERIAETH listens, reflects and prepares well and questions.
- PARTNERIAETH engages and supports each other by working together and developing a shared focus.

- PARTNERIAETH builds effective relationships with all stakeholders and partners.
- PARTNERIAETH recognises people's contributions and achievements
- PARTNERIAETH focuses on sustainable progress and growth

Integrity

- All involved work together with each partner feeling valued, motivated, responsible and having the opportunity to contribute to the collective outcomes of the process;
- The PARTNERIAETH is trustworthy and reliable
- The PARTNERIAETH is able to adapt to changing priorities and seeks to create a positive and healthy working environment.
- The PARTNERIAETH stands by difficult decisions and openly acknowledges errors.
- The PARTNERIAETH challenges and confronts poor performance.

Key Principles

1. Deliver a genuine partnership with other local authorities and the region to build capacity
2. Share learning across the region to better support schools using consistent school improvement methodologies.
3. Deliver on a small number of priorities (the priorities will be agreed and reviewed annually by effective co-construction, collaboration and partnership working)
4. Maximise devolved funding to schools ensuring transparency on funding issues
5. Needs of all learners and schools in the collaboration are known and understood by partners and is at the centre of the work of the partnership
6. the strong relationship between the school and the Local Authority should be the basis of an integrated approach to school improvement.
7. exceptional quality, innovation and rigour in the delivery of agreed support services
8. good value for money
9. to work towards providing a fully bilingual service
10. a service led by the needs of schools and Local Authority priorities
11. Local employment and deployment of a school improvement team
12. Provide a secure central service which can encourage excellent people to commit to it, enabling funding to be delegated purposefully and provide higher levels of funding to reach schools as our key partners.
13. Be an acknowledged hub of excellence, led by securely employed, high level specialists, who are able to provide leadership and support for local, hub or other sub-regional groupings.
14. Be a partnership enabling the best use of intelligence about schools and the resources available to support improvement
15. Share learning across the region to better support schools using consistent school improvement methodologies.
16. Establish a consistent regional approach to reduce duplication, ensure fairness and equity for all schools and to demonstrate value for money.
17. Have a secure and effective model of governance to underpin a more responsive and innovative regional service which supports accountabilities that are shared between the regional and the local.
18. Develop a regionally formulated and agreed school improvement strategy to be delivered locally to ensure the best possible provision of school improvement to further improve learner outcomes

Part 2: Organisation

Staffing Structure

The PARTNERIAETH will assign a dedicated strategic lead/senior adviser to link with each lead school improvement officer in each of the Councils to aid communication and integration.

Retention of central powers

The PARTNERIAETH will ensure that there is sufficient expertise in the Central Team to manage the following matters effectively:

- a) progress of schools within the Region
- b) strategic planning and coordination of the professional learning service and performance management of its effectiveness in delivering the Objects
- c) strategic leadership of key themes of work such as leadership development, curriculum support, support for Welsh and any other function determined by the Joint Committee.
- d) in conjunction with the Councils, business planning including management of financial resources, risk management, human resource management of PARTNERIAETH staff and the procuring of services

Part 3: Services Provided by the PARTNERIAETH to the Councils

a) Functions of the PARTNERIAETH will include

- Leadership programmes and professional learning on all levels throughout the workforce
- Support for Schools Causing Concern/schools at risk of causing concern if required / Improving quality in our Schools
- Implement and support Welsh Government Strategies and develop regionally formulated strategies to implement these
- Develop regionally formulated and agreed strategies
- Cymraeg including Cymraeg 2050
- Enable schools to become effective learning organisations
- Support for Digital learning
- Professional learning for blended learning.
- Equity and Wellbeing
- Research and links with Higher Education Institutions
- Provide good quality advice and guidance for the world of work
- Secondary Support
- Qualifications
- Pedagogy
- Collaborative Learning
- Additional Literacy and Numeracy
- Regional support for Modern foreign languages (Global Futures/Primary)
- Links with LA officers
- Facilitate School to School support
- Education Workforce Council links

Supporting the development of school leadership at all levels including affording opportunities for emerging and senior leaders to develop their experience and expertise through assignment and secondment to other schools, and commissioning and co-ordinating the provision of professional learning and development programmes

Ensuring the effective delivery in all schools and pupil referral units of national frameworks to support Welsh Government policy and strategy frameworks and co-ordinating and quality assuring the provision of professional learning and development to achieve this

Aligning Welsh Government and local strategies across the partnership to raise standards and ensuring the provision of high quality professional development offering relevant professional learning for practitioners

Working with the Authorities to ensure that their plans develop ensuring the alignment of the Welsh in Education Strategic Plans (WESP) across each Council to achieve consistency in the development of excellence in education in both the Welsh-medium and bilingual sectors and also in the delivery of Welsh as a second language

Providing and enabling strategic vision, focused leadership at a regional level and guidance, advice and focus to work supporting all aspects of school improvement.

APPENDIX 3- Educational Support Adviser

Main Purpose of Job

The purpose of the Educational Support Adviser's (ESA) role is to support school leaders, brokering support where required to ensure that schools achieve their improvement priorities. The ESA supports schools' self-evaluation processes, collaboratively monitoring school performance and supporting the school to develop as a self-improving learning organisation. In addition, the ESA ensures that schools are accessing all relevant Professional Learning opportunities in order to support the progression and wellbeing of all staff and pupils.

The Adviser acts as an agent of change, facilitating the development of school leadership capacity in order to improve outcomes for learners.

The role of Educational Support Adviser includes the following broad areas of school improvement within Carmarthenshire, working in collaboration with our schools, PRUS and specialist settings and with the Partneriaeth Region as appropriate:

1. Collaboratively developing schools' capacity for self-evaluation, ensuring that improvement planning impacts effectively on pupils' wellbeing and progression.
2. Ensuring relevant Professional Learning opportunities for all school staff and governors in relation to national and local priorities e.g. The Curriculum for Wales, Cymraeg 2050; evaluating the impact of the Professional learning on the progress achieved by learners and on the provision delivered by our schools, PRUs and specialist settings.
3. Ensuring the Wellbeing of all school-based practitioners.
4. Ensuring that schools access appropriate support in relation to business matters to include staffing, finance, HR.
5. Development, implementation and evaluation of the Education and Children's services Departmental strategies; responding to the needs of our schools, PRUs and specialist settings.
6. Leading strategies and associated teams in line with the departmental business plan.
7. Advising the 'Partneriaeth' Region, Local Authority, Governing Bodies, Headteachers and Teachers as required in line with National and local priorities.
8. Undertaking the inspection and review of school alongside Estyn; supporting our schools in addressing Estyn recommendations and in building capacity.
9. Performance management of headteachers.

Each Educational Support Adviser is assigned a group of schools and may have specific subject or phase responsibilities.

Educational Support Advisers have specific leadership, management and whole team roles within the School Improvement Service in Carmarthenshire. Advisers work alongside 'Partneriaeth' officers supporting regional development as required. In addition, ESAs may have direct Line management responsibilities for other officers within the team.

Specific duties and the emphasis of the role may vary in accordance with the changing structure, needs and responsibilities of the local authority and region.

Key tasks/responsibilities

1. Collaboratively developing schools' capacity for self-evaluation, ensuring that improvement planning impacts effectively on pupils' wellbeing and progression.
2. Ensuring relevant Professional Learning opportunities for all school staff and governors in relation to national and local priorities e.g. The Curriculum for Wales, Cymraeg 2050; evaluating the impact of the Professional learning on the progress achieved by learners and on the provision delivered by our schools, PRUs and specialist settings.
3. Ensuring the Wellbeing of all school-based practitioners.
4. Ensuring that schools access appropriate support in relation to business matters to include staffing, finance, HR.
5. Development, implementation and evaluation of the Education and Children's services Departmental strategies; responding to the needs of our schools, PRUs and specialist settings.
6. Leading strategies and associated teams in line with the departmental business plan.
7. Advising the 'Partneriaeth' Region, Local Authority, Governing Bodies, Headteachers and Teachers as required in line with National and local priorities.
8. Undertaking the inspection and review of school alongside Estyn; supporting our schools in addressing Estyn recommendations and in building capacity.
9. Performance management of headteachers.
10. To contribute to the formulation and development of policy and strategic plans; prepare reports; represent and/or support the Head of School Effectiveness Service or Principal Challenge Adviser at meetings of working groups, courses or conferences; take corrective action when necessary and respond to changing needs, in particular to implement the priorities within the Carmarthenshire and Partneriaeth business plans.

Qualifications/ Vocational training / Professional Memberships

- Educated to degree level or equivalent
- Qualified Teacher Status
- Substantial teaching experience

Job Related Skills/Competencies

- Must have excellent interpersonal, communication, data analysis and ICT skills.
- Must have the ability to work both independently and to collaborate effectively with colleagues in team activities.
- Must demonstrate energy, enthusiasm, commitment and confidence in delivering outcomes

Knowledge

- An understanding and experience of how to implement school improvement.
- Must have knowledge and experience of current national strategies and priorities in education at national and regional level.
- Must demonstrate an in-depth understanding of planning and delivery of the curriculum and leadership within schools to bring about school improvement

Experience

- Recent successful experience as a member of the senior management team of a school, education setting or school improvement/effectiveness services.

- Recent experience of working and teaching alongside teachers in the classroom to bring about improvement

Personal qualities

- Energy
- Enthusiasm
- Commitment and
- Confidence

Appendix 4: Context of the Partneriaeth Local Authorities

Number of maintained schools by local authority, April 2021

| | Nursery | Primary | Middle | Secondary | Special | Total |
|-----------------|----------|------------|----------|-----------|----------|------------|
| Pembrokeshire | . | 52 | 2 | 6 | 1 | 61 |
| Carmarthenshire | 1 | 94 | . | 12 | 2 | 109 |
| Swansea | . | 77 | . | 14 | 2 | 93 |
| | 1 | 223 | 2 | 32 | 5 | 263 |

Pupil numbers by local authority, April 2021

(Age as at 31 August 2020)

| | All pupils | | | | | |
|-----------------|------------|---------|--------|-----------|---------|--------------|
| | Nursery | Primary | Middle | Secondary | Special | Total |
| Pembrokeshire | . | 10,090 | 1,251 | 6,005 | 158 | 17,504 |
| Carmarthenshire | 111 | 16,296 | . | 11,451 | 141 | 27,999 |
| Swansea | . | 21,838 | . | 14,112 | 204 | 36,154 |
| | 111 | 48224 | 1251 | 31568 | 503 | 81657 |

Pupils known to be eligible for free school meals or transitionally protected, April 2021

| | All pupils | | | | | |
|-----------------|-------------------|----------|-----------|----------|--------|-------------|
| | Primary & Nursery | Middle | Secondary | Special | Total | |
| | Per cent | Per cent | Per cent | Per cent | Number | Per cent |
| Pembrokeshire | 20.7 | 12.1 | 19.8 | 39.2 | 3,491 | 19.9 |
| Carmarthenshire | 21.7 | . | 18.9 | 61.7 | 5,810 | 20.8 |
| Swansea | 25.4 | . | 25.2 | 43.1 | 9,183 | 25.4 |

Full-time equivalent qualified teachers by local authority, April 2021

| | Nursery | Primary | Middle | Secondary | Special | Total |
|-----------------|---------|---------|--------|-----------|---------|--------------|
| Pembrokeshire | . | 422 | 66 | 340 | 19 | 846 |
| Carmarthenshire | 5 | 729 | . | 671 | 26 | 1,431 |
| Swansea | . | 874 | . | 807 | 31 | 1,712 |

Full-time equivalent support staff by local authority, April 2021

| | Nursery | Primary | Middle | Secondary | Special | Total |
|-----------------|---------|---------|--------|-----------|---------|--------------|
| Pembrokeshire | . | 599 | 51 | 266 | 83 | 1,000 |
| Carmarthenshire | 6 | 885 | . | 492 | 79 | 1,462 |
| Swansea | . | 1,276 | . | 628 | 102 | 2,006 |

Welsh medium schools and pupils by local authority, April 2021

| | Primary (a) | | Middle (b) | | Secondary (b) | | Total | |
|-----------------|-------------|--------|------------|--------|---------------|--------|-----------|---------------|
| | Schools | Pupils | Schools | Pupils | Schools | Pupils | Schools | Pupils |
| Pembrokeshire | 18 | 2,563 | 1 | 638 | 1 | 795 | 20 | 3,996 |
| Carmarthenshire | 67 | 10,782 | . | . | 5 | 5,806 | 72 | 16,588 |
| Swansea | 10 | 3,244 | . | . | 2 | 1,984 | 12 | 5,228 |

Appendix 5- Regional Consortia Funding

a. Carmarthenshire Contributions to ERW/Partneriaeth

| | | |
|---------|----------|---|
| 2021-22 | £51,666 | April to August 2021 - budgeted an extra £72,332 to March 2022 |
| 2020-21 | £123,998 | Received £43,448.22 RRRALP funding- this was for additionality, and we only managed to release £1800 core funds as unable to use ESA/AESA team. Some other funding was received but this was for projects with schools. |
| 2019-20 | £53,178 | Efficiency saving - £55k (The value of LA contributions to be secured from Welsh Government grant by ERW prior to delegating to schools/LAs) |
| 2018-19 | £52,810 | - |
| 2017-18 | £52,500 | - |
| 2016-17 | £52,500 | - |
| 2015-16 | £52,250 | - |

b. Funding devolved to schools from ERW/Partneriaeth

| | |
|--|-------------------|
| Funding devolved directly to schools by ERW: | |
| 2017/18 | 588,288.10 |
| 2018/19 | 301,910.00 |
| 2019/20 | 158,400.00 |
| 2020/21 | 10,760.00 |
| 2021/22 | 3,000.00 |
| Funding devolved to schools from ERW via us as a Local Authority: | |
| <u>2017/18</u> | |
| Starter Iaith | 55,000.00 |
| Language Audit | 8,400.00 |
| Leaders of Assessment | 17,280.00 |
| | 80,680.00 |
| <u>2018/19</u> | |
| Professional Learning | 539,420.33 |
| ERW Schools as Learning Organisations | 82,080.00 |
| ERW Welsh Resource Funding | 57,435.05 |
| Digital | 10,080.00 |
| | 689,015.38 |
| <u>2019/20</u> | |
| Professional Learning was allocated directly to Local Authorities | 0.00 |
| Sir Gar Pilot | 4,000.00 |
| SLO | 16,500.00 |
| Additional SLO | 13,200.00 |
| | 33,700.00 |
| <u>2020/21</u> | |
| Professional Learning | 417,848.00 |
| ERW Centre Determined Grades | 11,765.00 |
| PDG | 10,000.00 |
| | 439,613.00 |

| | |
|--|---------------------|
| 2021/22 | |
| Coaching and Mentoring (£11,500 given directly to schools, £500 L&D Leadership MBTI licences for school staff) | 12,000.00 |
| | 3,560,374.86 |

c. Funding allocated to schools from Carmarthenshire Education Improvement Grant

| Project | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---------------------|------------------|------------------|------------------|------------------|------------------|
| Triads | 47,816 | 0 | 0 | 0 | 0 |
| Interventions | 65,565 | 67,051 | 47,500 | 0 | 0 |
| Curriculum Projects | | | | 24,301 | 15,455 |
| 14/19 | 190,000 | 0 | 0 | 0 | 0 |
| Foundation Phase | 4,981,241 | 4,872,241 | 5,176,385 | 4,957,637 | 4,866,300 |
| Small Schools | 297,000 | 386,000 | 0 | 0 | 0 |
| School Allocation | 925,155 | 898,881 | 986,395 | 1,331,188 | 1,562,700 |
| Total | 6,506,777 | 6,224,173 | 6,210,280 | 6,313,126 | 6,444,455 |

Triads/Interventions/Small School- Local Authority Projects
Foundation Phase- funding to ensure suitable learner: staff ratio

Appendix 6: ESTYN Reports in regard to ERW

A report on the quality of the school improvement services provided by the ERW Consortium- June 2016

- Support for School Improvement: **Good**
- Leadership: **Good**
- Improving quality: **Adequate**
- Partnership working: **Good**
- Resource management: **Good**

Recommendations

1. Ensure that school improvement services address the performance of schools causing concern, particularly in the secondary sector
2. Ensure that planning for education improvement clearly integrates local and regional priorities, so that ERW and local authority plans are complementary and contain actions that are specific and measurable, with appropriate milestones for delivery
3. Ensure that the work of the main boards and working groups is recorded carefully and consistently, so that concerns, decisions and actions are clear, auditable and fully costed, and that they enable leaders to monitor progress
4. Refine the framework for assessing value for money so that all relevant costs across the six authorities are taken into account fully when set against outcomes

Report following the monitoring of ERW consortium- November 2017

| | | |
|---|---|---|
| 1 | Ensure that school improvement services address the performance of schools causing concern, particularly in the secondary sector | Limited progress in addressing the recommendation |
| 2 | Ensure that planning for education improvement clearly integrates local and regional priorities, so that ERW and local authority plans are complementary and contain actions that are specific and measurable, with appropriate milestones for delivery | Satisfactory progress in addressing the recommendation |
| 3 | Ensure that the work of the main boards and working groups is recorded carefully and consistently, so that concerns, decisions and actions are clear, auditable and fully costed, and that they enable leaders to monitor progress | Satisfactory progress in addressing the recommendation |
| 4 | Refine the framework for assessing value for money so that all relevant costs across the six authorities are taken into account fully when set against outcomes | Satisfactory progress in addressing the recommendation |

Recommendation: ERW needs to continue to address the inspection recommendations identified by the inspection team.