

Review and Reform Programme

PROGRESS



Case for Change



Case for Change

Internal Audit

Internal self evaluation and intelligence

Current WG expectations

Future regional responsibilities as National Model is revised

Grant conditions

Findings of Estyn follow up visit to ERW

Feedback from ERW Challenge and Review with Cabinet Secretary

Vulnerable pupils are not supported consistently

Sustainability of model

- ▶ Too many schools below regression line
- ▶ VfM and Duplication
- ▶ Inter LA variation
- ▶ Variation in support provided to schools
- ▶ Accountability
- ▶ Feedback from schools
- ▶ Quality of support to schools
- ▶ Pace of progress only adequate, other regions more rapid
- ▶ Moving along self improving system continuum
- ▶ All contributing to weakened brand

Progress against Estyn recommendations

Ensure that school improvement services address the performance of schools causing concern, particularly in the secondary sector. LIMITED

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

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, fully costed and enable leaders to monitor progress. SATISFACTORY

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

+ honest

+high expectations

-impact

-hurdles to further progress

-variability

-resources

Estyn December 2017

- ▶ Since the inspection of June 2016, overall progress in meeting the four recommendations has been relatively slow. ERW's central team and six local authorities have found it difficult to increase the pace of improvement under the existing governance arrangements.
- ▶ Senior leaders understand that the current organisational design constrains ERW's ability to deliver value for money. This means that joint committee members have limited insight of the extent to which the consortium delivers value for money overall

Recommendation

JC minute 21.09.2017

Request the Lead Chief Executive, Section 151 officer and Managing Director to establish a Programme Team with suitable governance structures and access to the appropriate financial and HR information to:

1. Agree and document the respective roles and accountabilities of the LAs and region in relation to all School Improvement functions and services

2. Manage the project of clarifying, scoping and shaping the accountability arrangements for the employment and deployment of school improvement

3. Including Challenge Advisers to enable the consortium to deliver a single effective school improvement service and to comply fully with WG

4. Commitments;

5. Agree financial arrangements to enable the consortium to deliver a single effective school improvement service and to comply fully with WG

6. Commitments;

7. Develop and cost an organisational delivery model to meet identified priorities, supported by a comprehensive and costed implementation plan with

8. Timescales;

9. Clarify appropriately the ERW central team with sufficient strategic and operating capacity.

10. Publish clear plans to secure and maintain effective communication with and engagement of Directors, headteachers throughout the process and

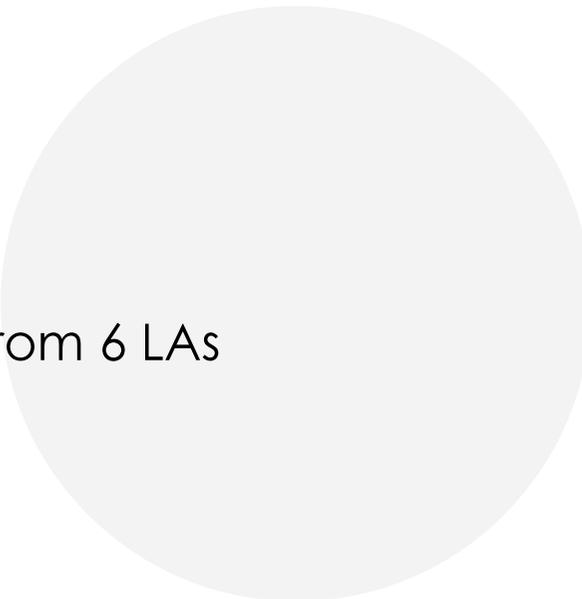
11. Ensure consistent implementation of the Business Plan;

12. Review Hub arrangements.

Progress



Preparatory stage of Programme



We've done:

- ▶ Held two workshops with Directors and Chief Execs
 - ▶ Coalition day with HTs and senior school improvement staff from 6 LAs and central team
 - ▶ Updated and agreed values and mission
 - ▶ Agreed common principles for structure design, funding
 - ▶ Agreed HR Toolkit and protocol
 - ▶ Identified suitable premises
 - ▶ Working towards a single EIG formula
 - ▶ Agreed senior leadership structure
 - ▶ Agreed governance structure
- 

Values

Integrity and Fairness

Quality and excellence go hand in hand. Geography, disadvantage or childhood experiences should not prevent learners from reaching their maximum potential.

All learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals.

We take pride in the job that we do and we are ambitious for all our schools and their pupils

We are passionate about learning and ensuring that pupils reach their potential

Leadership

We celebrate and share success

We lead by example and inspire confidence in others

We promote and drive continuous improvement by asking how we could do this better

We focus on longer-term outcomes rather than short-term goals.

Issues and challenges are resolved promptly and success is celebrated.

Innovation

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

Collaboration

- ▶ We listen, we reflect and we prepare well and question
- ▶ We engage and support each other by working together in developing a shared focus.
- ▶ We build effective relationships with all stakeholders and partners.
- ▶ We recognise people's contributions and achievements
- ▶ We focus on sustainable progress and growth

Integrity

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

What do we do for schools and their pupils?

Enable pupils to achieve their maximum potential

Develop capacity of all schools to become self-improving, resilient organisations who continually improve

Outcomes and wellbeing for pupils

Provide high quality differentiated support to schools in line with the national categorisation system

Provide useful opportunities for school to school working to develop the self-improving system

What do we do for teachers?

Provide high quality curriculum support to support the development of high quality pedagogy

Provide useful resources to reduce teacher workload, improve wellbeing and support the developments of high

Impact strategies to improve pupil outcomes

Provide high quality bespoke support to develop the high quality of teaching and learning in all schools

Provide useful opportunities for professional networks to encourage the sharing of good practice and to

Develop the self-improving school system.

What do we do for school leaders?

Support education professionals to fulfil current and future roles in a wide range of educational settings.

Provide, broker and quality assure a range of approved programmes for our education system. For example,

Headteachers, middle leaders, aspiring heads, NPQH and support for newly appointed headteachers.

We will develop current and future leadership talent for the ERW region

What do we do for our employees?

We lead with clarity and focus

We provide professional learning opportunities that build confidence and competence

We provide a good balance between autonomy and clarity

We provide opportunities for our team to develop professionally and reinvest in a self-improving system

What do we mean by a school improvement service?

School improvement services are those that work collaboratively with a range of partners to support the delivery and improvement of education for children and young people aged 3-19 by:

- ▶ providing support and challenge to schools and settings to improve learner outcomes for all their children and young people.
- ▶ Co-ordinating and facilitating the professional development of the school workforce, increasing its leadership capacity to develop a school self-improving system

Characteristics of the refined school improvement service in Mid and West Wales

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

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

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

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

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

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

Governance



Design principles Governance

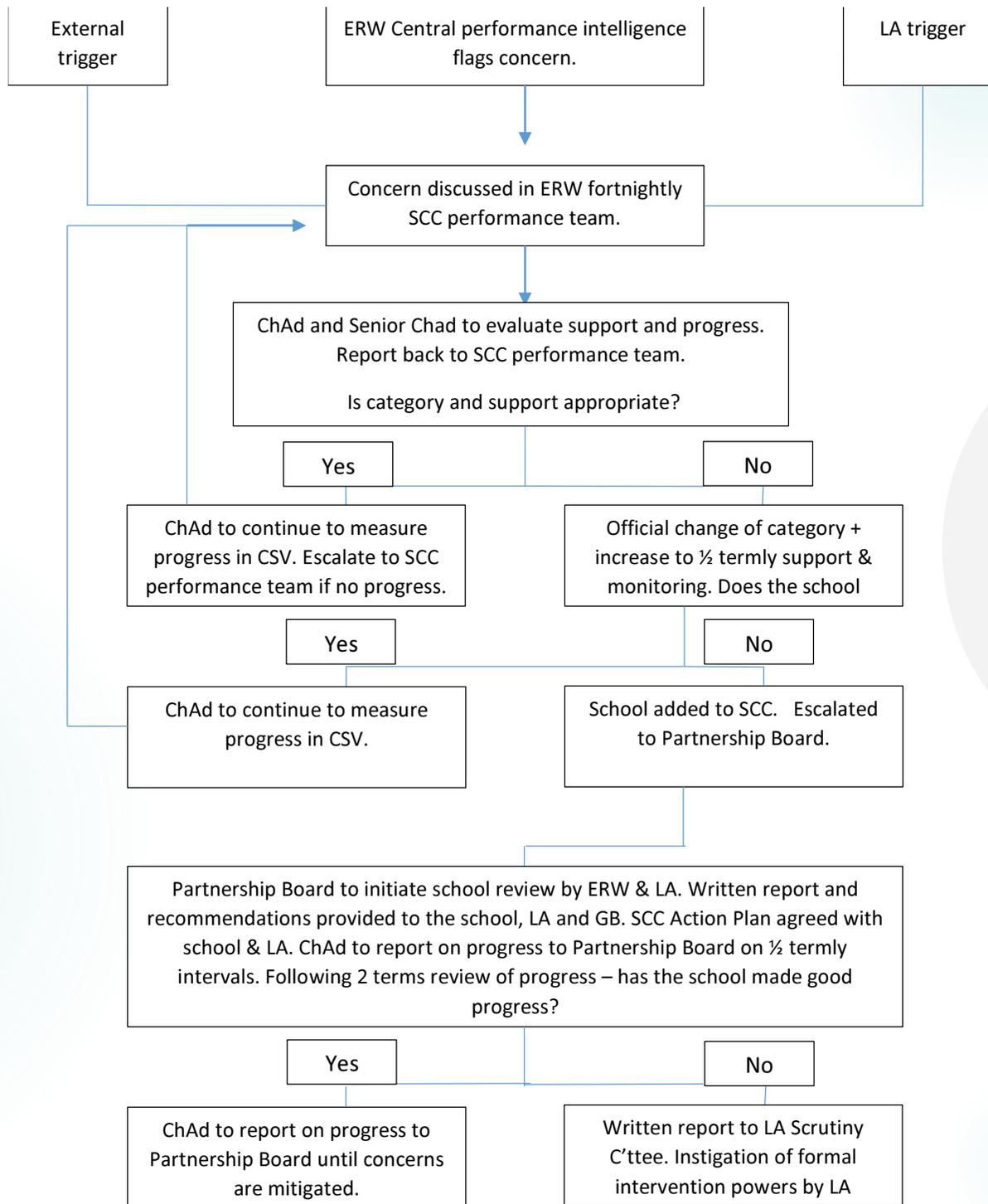
- ▶ Accountable
- ▶ Transparent
- ▶ Fair
- ▶ Responsible
- ▶ Effective performance Management
- ▶ Clear and direct lines of accountability
- ▶ Role for/ engagement of stakeholders
- ▶ Takes account of agile working/ use of technology
- ▶ Allows for pace and improvement
- ▶ Clarity on roles and responsibilities
- ▶ Clarity on accountabilities
- ▶ Democratic lines of sight
- ▶ Has right people around the table
- ▶ Joint Committee has focus on setting policy, strategy, and managing high level performance indicators
- ▶ Development sessions will be required for members to support maturing of organisation to take difficult decisions

how



Design principles

- Bespoke support according to school need
- Maintain overview regionally of progress against national priorities
- Balance of Challenge and support needs attention
- Consistency of offer
- Maintain good local knowledge of schools
- Maintain recent and relevant subject expertise
- Quicken and improve impact of support to schools causing concern



structure



Design principles

Our structure will:

- ▶ enable us to operate in an agile way and at pace (leading to short lines of communication, single lines of management, flexible working, flat and empowered structure)
- ▶ proactively use quality data and insights to drive efficient decision making (leading to high quality and fast access to data and analysis)
- ▶ allow information and data to be collected once and used many times (leading to effective use of online systems to capture intelligence systematically for more than one party)
- ▶ reduce lines of communication and improve the access and transparency of information (leading to better information being available on school performance, financial arrangements)
- ▶ offer value for money (leading to effective collaboration, efficient work, eliminating duplication, improving quality with less resources)
- ▶ allow us to implement innovative practice (leading to freedom to take informed risks, make the best use of technology to work remotely and digitally);
- ▶ enable all school improvement staff to be directly employed, led and managed by ERW centrally;
- ▶ include an accountable, stable, substantive core team providing robust leadership (this will mean LAs changing their role);
- ▶ support the socio economic and geographic context of the region – including post-industrial, rural, urban, coastal.

Teaching, Learning and Curriculum Development

- Leaders of learning
- New curriculum arrangements
- Literacy/ Numeracy
- Found Phase
- Welsh Language
- A Levels

Strategic Leadership and Management of Regional School Improvement Service

Business Plan

Support Services

- Finance, Audit
- Business Planning
- Elected members and democratic accountability
- HR
- SLAs
- Accommodation

Leadership and Partnership Development

- Professional learning
- Links to HEIs
- Capacity Building Governor Support
- Improving leadership & Development programmes
- Research

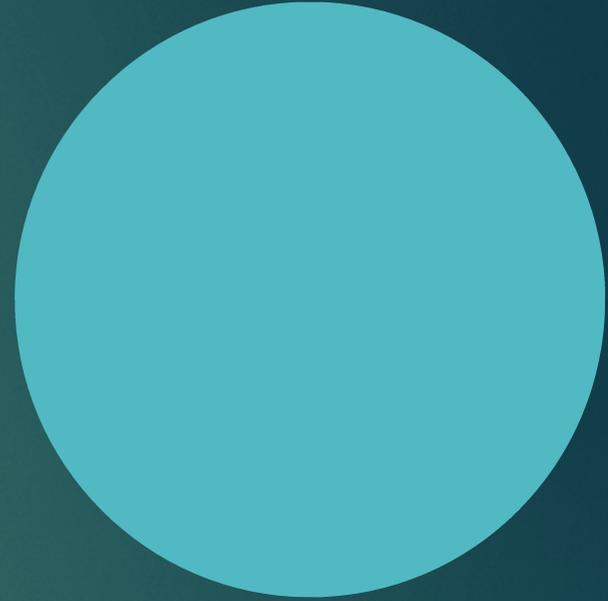
Wellbeing and pupil support

- Health and wellbeing
- ALN reform
- Rurality
- Poverty
- MEAS

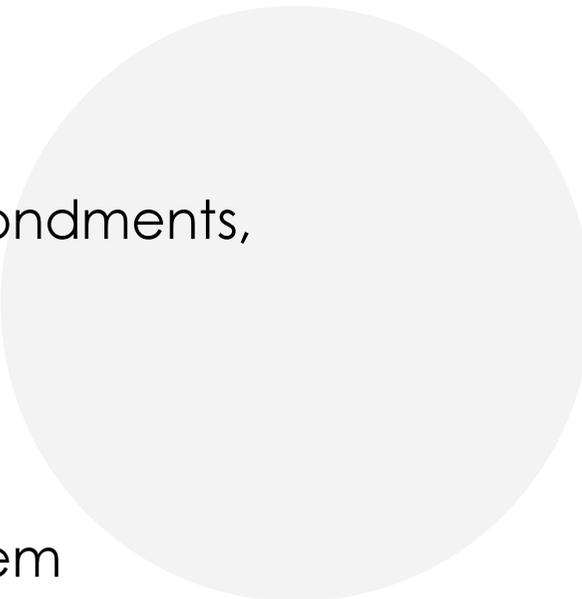
School Improvement and LA links

- Challenge Advisers
- LA links
- Systems
- School to school work
- Brokering Menu of support

finance

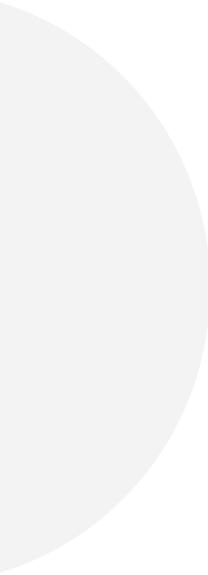
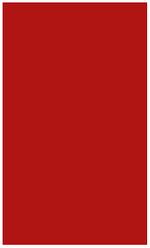


Design principles funding decisions



- ▶ Increasing delegation to schools
 - ▶ Supporting system wide improvement through use of secondments, recent and relevant experience from sector
 - ▶ Open and transparent
 - ▶ Promoting school led improvement
 - ▶ Agile working and use of technology, e learning and system development to use intelligence well and many times
 - ▶ Within existing funding envelope
 - ▶ Impact measurable and gives value for money
- 

Elements



Core Funding:
school improvement
monitoring, challenge
and business imp
functions

Additional WG grants:
Additional support
need or targeted
based on national
priority

School
Improvement
Service
funding

EIG:
Delegated to schools
80% +
Additional support

PDG:
Direct to schools
based on need

A balancing act?

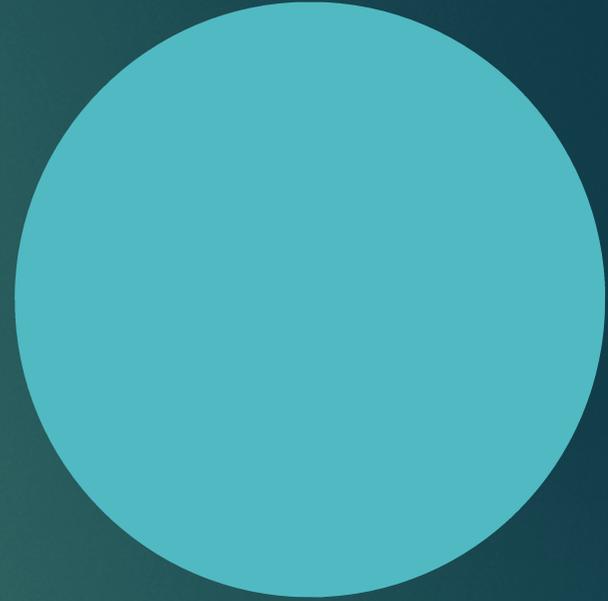
• **Simple** (efficient to calculate, easy to understand with maximum scope for delegated budget setting) vs **sophisticated** (reflecting the variations between schools and their unavoidable circumstances and providing a framework for regional strategic decisions)

• **Protecting** past decisions and roles vs Encouraging **growth, collaboration and school led improvement**

• Prioritising **early** education or the **final** stage

• Effective **targeting** of resource for those pupils who need more vs the risk of underfunding **core** provision

Risks



- Timescales and unnecessary delays
- Employment liabilities if process is not followed
- Timely appointment of SLT
- Uncertainties for staff
- Secondments/FTCs
- Loss of experienced staff
- Inability to respond quickly to change
- Insufficient capacity to deliver on Business Plan
- National priorities are not delivered
- Continued inconsistencies/inefficiencies
- Ineffective use of resources, as decisions, specifically funding decisions are delayed
- External intervention by WG