Business Plan

(Business planning arrangements)

2017 – 2020

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

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

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

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Foreword

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

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

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

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

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

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

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

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

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

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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 Welsh Government's priorities in Qualified for Life:

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

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

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ERW

The ERW strategy sets the following expectations and priority outcomes:

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

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

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

through ensuring effective performance in all schools across the region

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

Developing and delivering the National Model of School Improvement in ERW

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

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

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

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

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

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

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

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

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

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

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

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Regional Priorities and National Priorities

ERW is confident in tackling identified challenges and building on our strengths. This requires prioritising the most important aspects of our work and targeting the necessary support to both schools and learners in a timely way. Responding proactively to the objectives set out in Qualified for Life 2[1] and the curricular changes ahead in response to Successful Futures will require a significant focus on workforce support and development. The Professional learning and the Furlong recommendations are welcomed. These key drivers of education in Wales currently, reflect well the direction in which ERW has been steered in recent years. As a region we are strengthening existing partnerships with higher education and supporting school staff to rebuild confidence and morale whilst re-skilling for a digital future.

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

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

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

Estyn Annual Report 2015-16

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Successful Futures means…

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

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

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

Our internal organisational improvement priorities are focused on consistency, communication and securing value for money whist 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.

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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.

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

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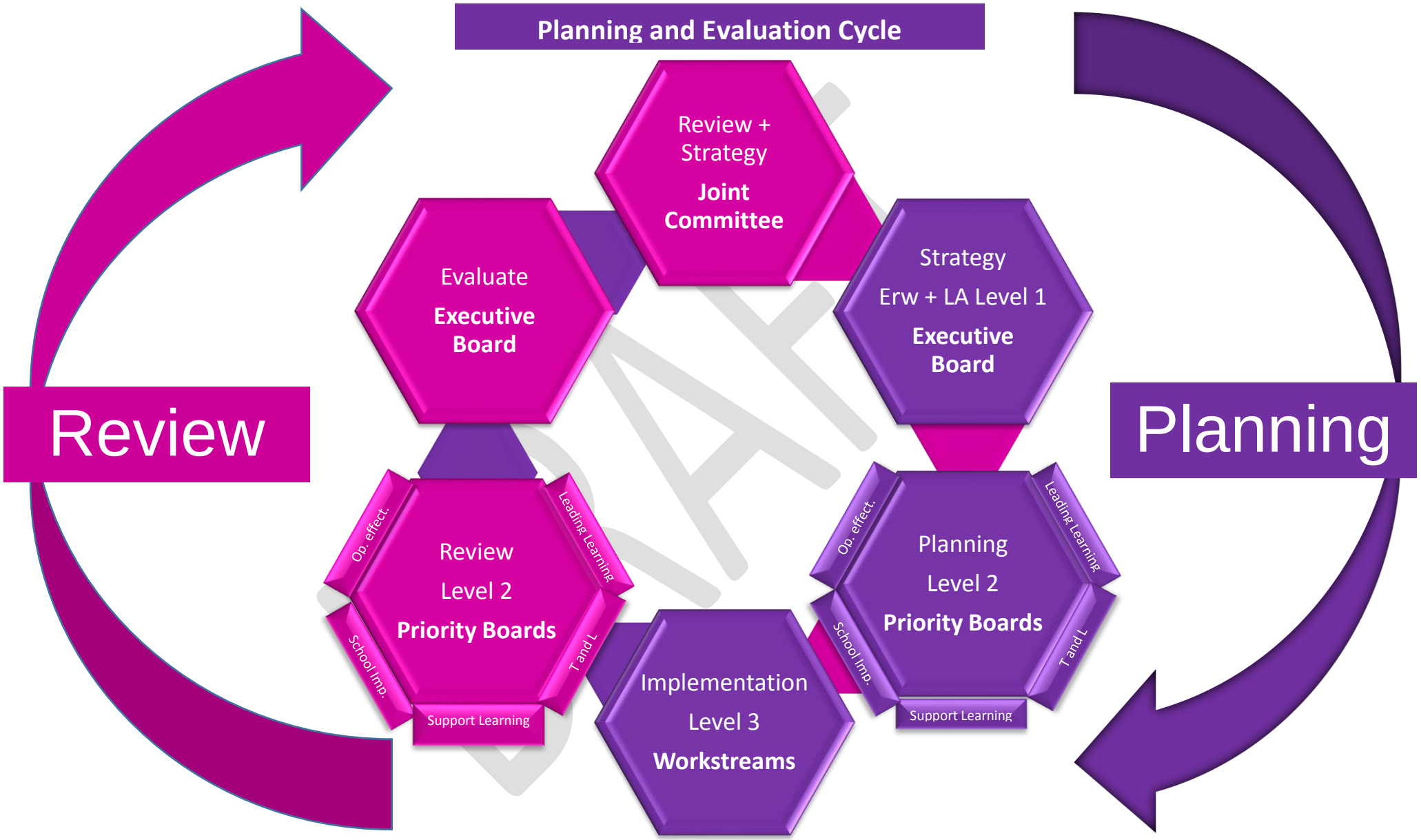
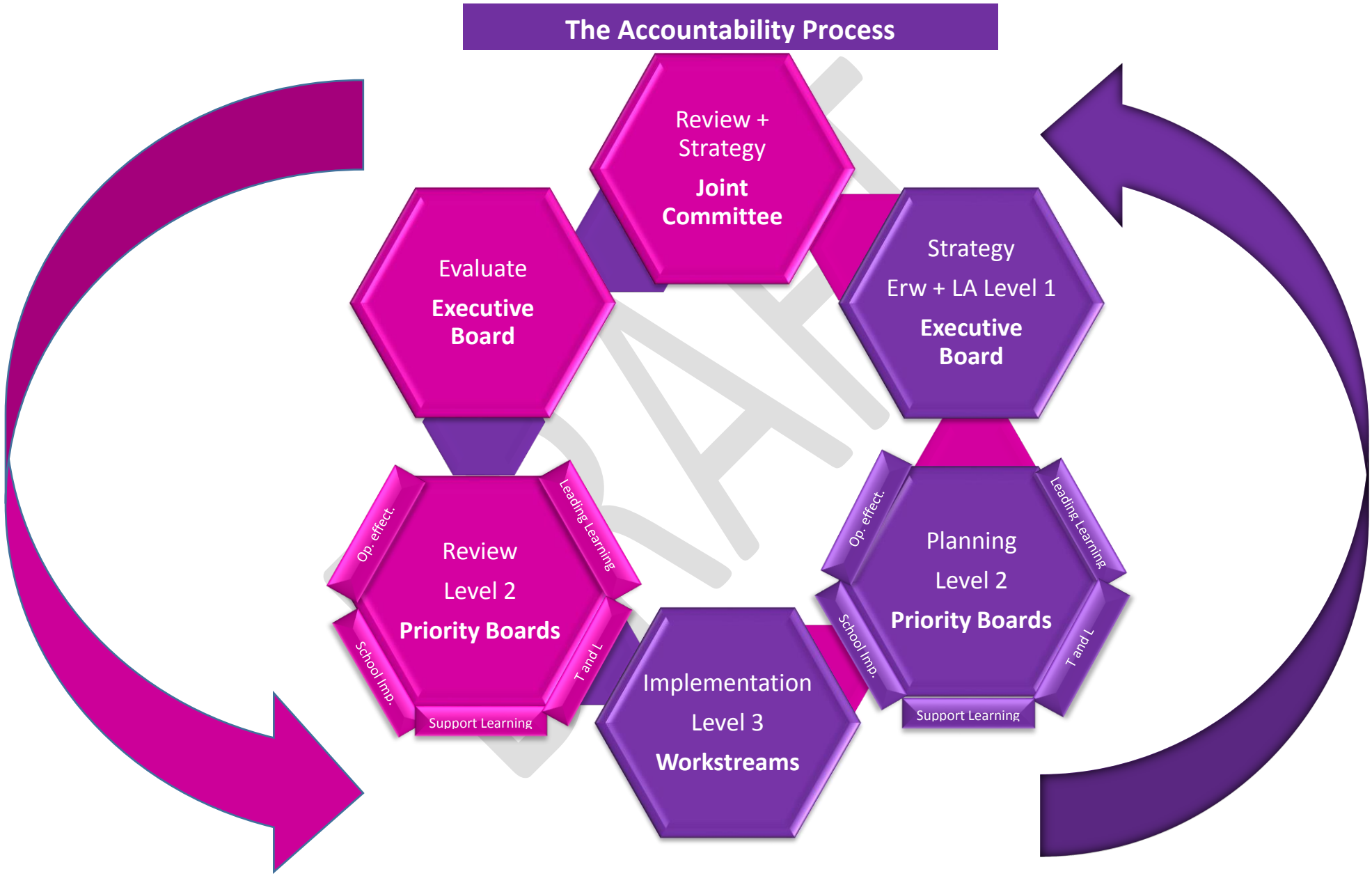
Governance and Business Planning Framework

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


Planning and Evaluation Cycle
Review
Planning
Review + Strategy
Joint Committee
Strategy
Erw + LA Level 1
Executive Board
Planning
Level 2
Priority Boards
Op. effect.
Leading Learning
T and L
Support Learning
School Imp.
Implementation
Level 3
Workstreams
Evaluate
Executive Board
Review
Level 2
Priority Boards
Op. effect.
Leading Learning
T and L
Support Learning
School Imp.


The Accountability Process
Review + Strategy
Joint Committee
Strategy
Erw + LA Level 1
Executive Board
Planning
Level 2
Priority Boards
Op. effect.
Leading Learning
T and L
Support Learning
School Imp.
Implementation
Level 3
Workstreams
Review
Level 2
Priority Boards
Op. effect.
Leading Learning
T and L
Support Learning
School Imp.
Evaluate
Executive Board

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

ERW Business Planning Framework.

Level 1, 2 and 3 overview

ERW Business Planning Framework.

Executive Responsibilities

ERW STRATEGY - Managing Director

Level 1 Business Plan - Managing Director

Leading Learning Priority - KE

- ITE - Tom Fanning
- NQT - Tom Fanning
- Middle Leaders - Sarah Perdue
- OTP + ITP - Roy James
- Aspiring Leaders - Roy James
- NPQH - Tom Fanning
- New Heads Level - Roy James
- Exec Heads - Roy James
- Teaching Assistants and HLTA - Tom Fanning
- HR and Performance Management - Lorna Simpson
- Recruitment and Retention - Alan Toothill

Teaching and Learning Priority - BR

- Foundation Phase - TBC
- Literacy and Numeracy - Liwsi Harries
- Assessment for and of Learning - Delyth Jones
- Digital - Greg Morgan
- Succesful Futures - Dave Barry
- Curriculum Change and Implementation - Alan Edwards
- GCSE Curriculular Support - Ian Altman
- Teachers' Standards - Alan Edwards
- 14-19 and Welsh Bacc - Elen James
- Welsh in Education - Catrin Griffith

Support for Learning Priority - GM

- Attendance - Susan Griffiths
- ALN Reform - Nichola Jones
- Ethnic Minority - Imtiiaz Bhatti
- LAC - Cressy Morgans
- Reducing the Impact of Poverty - Chris Millis

School Improvement - AE

- Professional Learning Schools - Mark Ford
- Categorisation - Helen Morgan-Rees
- Professional Development and ChAd Guidance - Meinir Ebsworth
- QA of Estyn Reports - Aneirin Thomas
- QA CV1 and CV2 - Aneirin Thomas
- CV1/CV2 Planning - Heads of Hub
- Systems - Aneirin Thomas
- School to School + Sharing Practice - Mark Ford
- Data - Gwion Dafydd

Organisational Effectiveness - MJ

- ERW Business Monitoring Plan - Exec Assistant
- Scrutiny - Exec Assistant
- Risk Register - Exec Assistant
- Joint Committee and Exec - Ruth Lee
- Representative Group - BOC / JB / AT
- Financial Planning and grants - Managing Director
- HR and Workforce - Ruth Lee
- Translation - Ceirios Williams
- Audit - Managing Director
- Legal - Managing Director
- IT - Ruth Lee
- Office Management - Ruth Lee
- Communication - Rhiannon evans
- Events - Meinir Davies
- Systems - Aneirin Thomas
- Research and Evaluation - Aneirin Thomas

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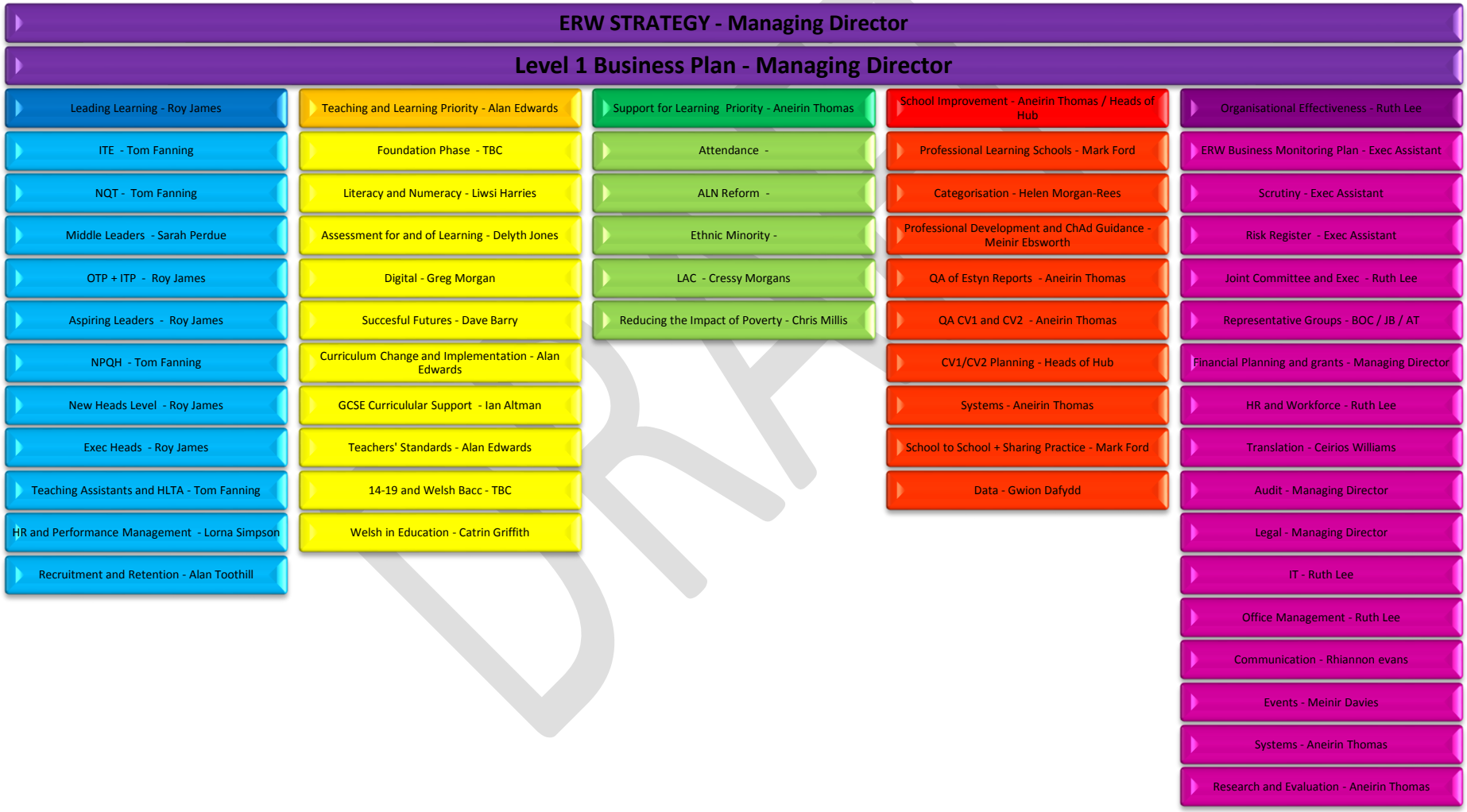
ERW Business Planning Framework.
Strategic Responsibilities



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Accountability

ERW STRATEGY - JOINT COMMITTEE

Level 1 Business Plan - EXECUTIVE BOARD

Leading Learning Priority Board

- ITE - Tom Fanning
- NQT - Tom Fanning
- Middle Leaders - Sarah Perdue
- OTP + ITP - Roy James
- Aspiring Leaders - Roy James
- NPQH - Tom Fanning
- New Heads Level - Roy James
- Exec Heads - Roy James
- Teaching Assistants and HLTA - Tom Fanning
- HR and Performance Management - Lorna Simpson
- Recruitment and Retention - Alan Toothill

Teaching and Learning Priority Board

- Foundation Phase - TBC
- Literacy and Numeracy - Liwsi Harries
- Assessment for and of Learning - Delyth Jones
- Digital - Greg Morgan
- Succesful Futures - Dave Barry
- Curriculum Change and Implementation - Alan Edwards
- GCSE Curriculular Support - Ian Altman
- Teachers' Standards - Alan Edwards
- 14-19 and Welsh Bacc - TBC
- Welsh in Education - Catrin Griffith

Support for Learning Priority Board

- Attendance - Susan Griffiths
- ALN Reform - Nichola Jones
- Ethnic Minority - Imtiiaz Bhatti
- LAC - Cressy Morgans
- Reducing the Impact of Poverty - Chris Millis

Strategy Group

- Professional Learning Schools - Mark Ford
- Categorisation - Helen Morgan-Rees
- Professional Development and ChAd Guidance- Meinir Ebsworth
- QA of Estyn Reports - Aneirin Thomas
- QA CV1 and CV2 - Aneirin Thomas
- CV1/CV2 Planning - Heads of Hub
- Systems - Aneirin Thomas
- School to School + Sharing Practice - Mark Ford
- Data - Gwion Dafydd

Advisory Board

- ERW Business Monitoring Plan - Exec Assistant
- Scrutiny - Exec Assistant
- Risk Register - Exec Assistant
- Joint Committee and Exec - Ruth Lee
- Representative Group - BOC / JB / AT
- Financial Planning and grants - Managing Director
- HR and Workforce - Ruth Lee
- Translation - Ceirios Williams
- Audit - Managing Director
- Legal - Managing Director
- IT - Ruth Lee
- Office Management - Ruth Lee
- Communication - Rhiannon evans
- Events - Meinir Davies
- Systems - Aneirin Thomas
- Research and Evaluation - Aneirin Thomas

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Risk Register

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

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

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

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

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

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

The ERW register is split into three sections

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

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

Democratic Accountability and Scrutiny Framework

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

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

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

The Regional Forward Work programme will:

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

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

The work programme for 2017 – 2020 aims to:

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

Additional engagement of elected members:

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

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Value for Money Framework

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

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

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

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

Economy – minimising the resources used

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

Effectiveness – relationship between outcomes and impact

Sustainability – including succession planning and professional development and capacity building

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

Added value - Gaining more than the optimum expectation.

Quality -Securing better quality and a focus on improvement.

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

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

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

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LA Roles and Responsibilities

The implementations of ERW's work streams for the next three years requires each Local Authority to maintain its commitment to ERW of securing a full complement[2] of Challenge Advisers who meet the required National Standards and adhere to ERW's Code of Conduct.

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

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

LA Directors should

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

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Quality Assurance 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;

See Annex for the full Quality Assurance Calendar

Self-evaluation Precis

Main strengths and areas for improvement.

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

Precis

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

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

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

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Performance

Strengths

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

Areas Requiring Further Improvement

- **Continue to reduce variation between the performance of targeted groups of learners whilst continuing to improve overall performance; (boys, efsm).** Regional strategies have been successful in bringing about improvement in these areas, this work now needs to be shared more explicitly and systematically. The most effective schools are sharing their work, but ERW can do more to make sure that the school requiring improvement are directed towards these schools. Targeted focused interventions led by the region have worked well, however, increasingly directed monitoring of specific schools is necessary to make sure that leaders are maintaining agreed strategies.

- **Accelerate the pace at which standards are raised and improve attitudes to learning at KS4 in rural schools**. The region has initiated greater leadership development capacity across the region and specifically to the three rural authorities. It is too early to measure the impact. In addition, the region has commissioned research to identify the actual challenges to these schools to help identify further solutions. Strategic interventions at Senior officer levels in most LAs are contributing to the work to tackle this area of work. In addition, a national recruitment and retention campaign to respond to the difficulty in recruiting to leadership role is under way.

Services

Strengths

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

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

Areas Requiring Further Improvement

- **A relentless focus on building leadership capacity**. The region has to build resilience in school leadership for the near future and medium to long term. School improvement strategies, whether externally driven or as part of a move towards a self-improving system have to be based on highly effective leadership teams in schools. The region is well placed to continue to give professional learning and leadership development the necessary priority. The role of pioneer schools in leading this work regionally and nationally will become increasingly important.

- A **very** few schools' capacity to self-improve with support is not recognised quickly enough. As a result, the impact of support and intervention takes longer to impact on outcomes for learners. A review of the most successful strategies has led to a changing approach in a few schools, this is mostly led to increased roles for successful head teachers to help coach through and build capacity as well as establish relevant systems and structures.

- The rate of progress within a few secondary schools within the region is too slow. Individualised interventions are in place, at LA and ERW level, and working well and building a track record of improvement in the majority of settings. **Nevertheless, there are a very few schools causing significant concern**. Strategies plans to guide the balance of intervention between LA and region have been established with a clear mandate and sign up from elected members and Chief Execs to bring about improvement. On rare occasions, a strong formative assessment of school needs is not followed up quickly or rigorously enough.

- Provide more effective feedback on the quality of schools' self-evaluation processes and strategic planning. Most challenge advisers are addressing this well through monitoring visits. However, the rigour of feedback is inconsistent. As expectations are raised, a clear focus on the relevance and implementation of plans is key. In a self-improving system, the increased need to make the right judgement and give correct advice on important school improvement systems are increasingly important.

- **Make sure that the improvements and changes in focus in support for school improvement for governors are widely understood and continue to be relevant**. ERW's support and role in facilitating the strengthening of governors to and school improvement is adequate but the current work underway will build capacity in governing bodies sustainably and to focus activities on statutory responsibility and pupil performance.

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Leadership

Strengths

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

- Relevant and purposeful regional strategic planning encompassing useful alignment of national priorities and pressures and local democratic accountability – and an impact directly on outcomes and actions achieved;

- Mainstreaming and strategic planning, decision making and financial arrangements to support climate of change leading to self-improving system;

- A well informed focused culture of continuous self-improvement and a responsive approach to evaluating and improving services to schools.

Areas Requiring Further Improvement

- **Continue to plan strategically to meet the recruitment challenges, especially in school leadership**. A plan for 2016-17 to work nationally to tackle the recruitment and retention problems facing the region. the support of HE and other regions. Maturing partnerships with a wide range of stakeholders are well placed to support this work.

- **Make greater use of research to monitor the impact of strategies on outcomes and to better understand the context of the region, and to use the strategies to influence WG priorities.** Evaluation and reviewing impact of strategies used by the region is a priority as differentiation of impact is emerging as a shortcoming. As well as evaluating its own work more robustly, ERW has commissioned key areas of research externally. In addition, systematic ways of sharing and evaluating impact between schools will better inform the self-improving system strategy of the region.

- **Continue to ensure that value for money is maintained by having very few schools or provisions in need of significant support and increase the proportion of schools that best fit A and B type characteristics for leadership and quality of teaching (using the national categorisation system)**. Enabling schools and school improvement professionals to continue to learn and develop the necessary skills to lead improvement are key to overcoming key hurdles to improvement. This is especially acute in a minority of our secondary schools where improvement is not good enough. This work is ongoing but its impact is not measurable as yet.

- Improve strategic planning, especially the link between the LA plans and those of the region. This is largely met through new Business Planning arrangements.

- **Further improvements in Communication systems and the analysis of communications**. Despite a clear step change and improved arrangements, further improvements are necessary. Refining the use of the sophisticated feedback on our communications needs further analysis and work so that we reduce furthermore the issues and missed opportunities related to communications.

- **Build on the increasing track record of working strategically with other regions**. Already a joint plan is in place, and is reviewed regularly by MDs. Our collective work has the potential to better inform and influence national policy.

- **Strengthen and make permanent the capacity of the Central Team.** The embedding and stabilising of the Central Team is necessary to guide the further improvements across the region.

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Priorities

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

ERW will:

1. improve the quality of **leadership** and its impact on outcomes;
2. improve the quality of **teaching and learning experiences** and its impact on outcomes
3. reduce the impact of poverty on attainment, support vulnerable learners and **ensure all learners reach their potential**
4. deliver **high quality and bespoke support**, challenge and intervention to schools

5. To maintain an **effective and efficient organisation** to support the core business of ERW.

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Business Plan (Level 1) 2017-18		
Managing Director: Betsan O'Connor		
Your Evaluation of the Service Position and the end of 2016-17		
Good		
What arrangements are in place to enable you to conduct a self-evaluation?		
The ERW quality calendar informs the annual self-evaluation report (next due May 2017)		
Performance Against Objectives for Last year		
No.	**2015-16 Objective**	**Status**
1	improve the quality of **leadership**	Fully Acheived
2	improve the quality of **teaching and learning**	Fully Acheived
3	Support for learning	Partially Achieved
4	reduce the impact of poverty on attainment,	Partially Achieved
Achievements		
• Level 2+ 64% • Estyn judged Good for school improvement and leadership		

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

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Business Plan Objective 1				
	Business Plan Objective	improve the quality of **leadership** and its impact on outcomes		
	Measures of Success	See success criteria at Level 3 plans		
	Responsible Officer	ROY James – Head of Leadership		
	Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	
✓ Prioritise high quality, effective professional learning opportunities for school leaders, teachers and support staff ✓ Build the capacity to develop a mentoring and coaching programme for leaders to develop the skills that are necessary to support each other to bring about a change in practice ✓ Build the skills and resilience within schools to become self-improving	Roy James		

Wellbeing of Future generations (Wales) Act 2015:

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

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Please indicate which of the Well-being Goals this objective will help achieve.	☒	A prosperous Wales	☐	A Wales of cohesive communities
	☒	A resilient Wales	☒	A Wales of vibrant and thriving Welsh Language
	☐	A healthier Wales	☒	A globally responsible Wales
	☒	A more equal Wales		

Sustainable Development Principle – The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.	
Long term: How will this meet Long Term needs	Building skills and resilience in workforce
Prevention of problems occurring	Ensuring skills and capacity are in the workforce
Integration: The impact on other wellbeing goals or objectives.	
Collaboration helping to meet objectives	Engagement with 6 LAs and other 3 regions
Involvement: Engagement	
Further information and the essentials guide can be found at http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en	

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Business Plan Objective 2				
	Business Plan Objective	improve the quality of **teaching and learning experiences** and its impact on outcomes		
	Measures of Success	See success criteria at Level 3 plans		
	Responsible Officer	Alan Edwards , Head of Teaching and Learning		
	Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	Finance Source
✓ lead strategies to develop literacy, numeracy, digital and the wider skills of learners ✓ improve the quality and consistency of teaching,	Alan Edwards		

Wellbeing of Future generations (Wales) Act 2015:

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

Please indicate which of the Well-being Goals this objective will help achieve .				
	☒	A prosperous Wales	☐	A Wales of cohesive communities
	☒	A resilient Wales	☒	A Wales of vibrant and thriving Welsh Language
	☒	A healthier Wales	☒	A globally responsible Wales
	☒	A more equal Wales		

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Sustainable Development Principle – The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.	
Long term: How will this meet Long Term needs	Engaging young people in learning opportunities
Prevention of problems occurring	Resilience in teachers and improved consistency in teaching
Integration: The impact on other wellbeing goals or objectives.	
Collaboration helping to meet objectives	Collaboration and sharing between regions.
Involvement: Engagement	
Further information and the essentials guide can be found at http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en	

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

Action Description	Responsible Officer	Target Date	Finance Source
✓ reduce the impact of poverty n attainment and improve outcomes for disadvantaged learners and other vulnerable groups of learners ✓ Enable schools to build capacity and expertise in supporting all learners, but especially those who need additional care, support and guideance. ✓ To make sure that all learners have the conditions within which to succeed	Aneirin Thomas		

Wellbeing of Future generations (Wales) Act 2015:

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

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Please indicate which of the Well-being Goals this objective will help achieve.	☐	A prosperous Wales	☒	A Wales of cohesive communities
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	☒	A healthier Wales	☐	A globally responsible Wales
	☒	A more equal Wales		

Sustainable Development Principle –

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

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

Further information and the essentials guide can be found at

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

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Business Plan Objective 4				
	Business Plan Objective	deliver **high quality and bespoke support**, challenge and intervention to schools		
	Measures of Success	See success criteria at Level 3 plans		
	Responsible Officer	Aneirin Thomas, Helen Morgan Rees, Meinir Ebbsworth, Andi Morgan		
	Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	Finance Source
✓ Deliver a consistent school improvement service that will focus on improving the standards achieved by all learners through robust and consistent challenge and support ✓ Support schools to utilise resources effectively and to improve provision and capacity and its impact on outcomes ✓ Implement a clear and transparent system to broker differentiated professional support to schools according to need and greatest challenges ✓ broker school led support and intervention programmes at a peer to peer, department to department, school to school support according to the area of need that has been identified within the school	Aneirin Thomas		

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Wellbeing of Future generations (Wales) Act 2015:

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

Please indicate which of the Well-being Goals this objective will help achieve.	☐	A prosperous Wales	☐	A Wales of cohesive communities
	☒	A resilient Wales	☐	A Wales of vibrant and thriving Welsh Language
	☐	A healthier Wales	☐	A globally responsible Wales
	☐	A more equal Wales		

Sustainable Development Principle –

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

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

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

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Business Plan Objective 5				
	Business Plan Objective	To maintain an **effective and efficient organisation** to support the core business of ERW		
	Measures of Success	See success criteria at Level 3 plans		
	Responsible Officer	Ruth Lee		
	Start Date	April 2017	End Date	March 2018

Action Description	Responsible Officer	Target Date	Finance Source
• Support effective planning, financial, risk, communication, administrative and accountability arrangements for ERW • evaluate the effectiveness of the interventions and support that is being implemented using a range of information including the use of performance data, lesson observations, book scrutiny, academic research and interviews – so as to influence and inform improvement • Securing the necessary capacity, efficiency and effectiveness across the organisation	Ruth Lee		

Wellbeing of Future generations (Wales) Act 2015:

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

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Please indicate which of the Well-being Goals this objective will help achieve.	☒	A prosperous Wales	☐	A Wales of cohesive communities
	☒	A resilient Wales	☐	A Wales of vibrant and thriving Welsh Language
	☐	A healthier Wales	☐	A globally responsible Wales
	☐	A more equal Wales		

Sustainable Development Principle –

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

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

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

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OUTCOMES

Expected Outcomes

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

Performance Indicators for 2017 + 2018

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

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Success Criteria

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

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

Key:

✓ Yes, working well

? Not clear on impact and evidence

✓ Yes, continuing our work

x Further work required

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Literacy and Numeracy

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Digital Learning

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Poverty

What will success look like?

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Governor Support

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Curriculum Support

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Teacher Assessment

What will success look like?

2015 – 2016

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

2016 – 2017

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

- Has the training and support impacted upon the ability of schools and their leaders of assessment to challenge and offer support to their peer schools? ✓

2017 – 2018

- Have we organised an appropriate training programme?
- Are leaders of assessment confident in their role?

- Does cluster moderation provide rigorous process of challenge?
- Does the workforce have confidence In the TA system?
- Have regional systems to moderate and standardise TAs, increased resilience in schools to asses confidently and consistently?
- Have we built effective assessment skills and confidence to prepare for successful futures?

2018 – 2019

- Do we have evidence of secure and accurate teacher assessment?
- Have we organised an appropriate training programme?
- Are Leaders of assessment confident in their role?

- Is there a high quality training programme and support package being delivered consistently across the region to support and enable schools to standardise and moderate well?

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Early Years and Foundation Phase

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Self Improving School System

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Monitoring, Support, Challenge and Intervention

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Professional Learning and Leadership

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Welsh in Education

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019 *

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ERW
Ein Rhanbarth ar Waith
Education through Regional Working

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 then 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 by2017 (individual LA determined) ✓

2017 – 2018

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

2018 – 2019 *

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ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: Quality Assurance

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? x
- Have the termly QA reports been completed by the Heads of Hub? x
- 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? ✓
- It the QA calendar followed and actioned by all? ✓
- Have the termly QA reports been completed by the Heads of Hub? ✓

2017 – 2018

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

Work stream: HR

What will success look like?

2015 – 2016

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

2016 – 2017

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

2017 – 2018

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

2018 – 2019

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

ERW
Ein Rhanbarth ar Waith
Education through Regional Working

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? ✓
- Have all LAs improved attendance in-line with expectation? ✓

2017 – 2018

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

2018 – 2019 *

Annex

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Annex 1: LA Annexes

Local Authority Business Plan Annex	
Carmarthenshire Our vision is for **A Carmarthenshire that enables people to live healthy and fulfilled lives by working together to build strong, bilingual and sustainable communities.**	
Local Authority Single Plan Priority	• Supporting disadvantaged children to build their resilience through targeted intervention programmes • Getting more children and young people more physically and creatively active, more often in order to improve their health and well-being • Ensuring continuous improvement in education outcomes • Successfully introducing and translating the new national curriculum and qualifications into an inspiring and engaging local curriculum • Developing a self-improving school system making every school a good and improving school • Continuing to improve school attendance. • Ensuring a range of youth support services to foster the engagement of young people in education, work and community life • Continuing to improve the condition, suitability and resource efficiency of our school network through the Modernising Education Plan by. • Further developing Welsh medium and bilingual education provision • Develop an Inclusive Society • Protecting and safeguarding children and adults from harm

ERW Expectation of Local Authorities	• Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities

Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern	
12.5	7.5	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Queen Elizabeth High Emlyn Dyffryn Taf KS3/4 Teaching and Learning Centre	Bro Banw Ffairfach

Significant Risks	Local Authority Support	Responsibility
• Capacity of Challenge Adviser Team • Poor knowledge of schools impacting on categorisation and inspection outcomes. • Variability in work of individual Challenge Advisers • Hub Lead does not maintain register and risks are not mitigated. LA does not escalate to local registers to manage issues	Challenge capacity of Challenge Adviser team.	Gareth Morgans

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ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	• To review and consider the workload and wellbeing of school leaders and implement changes to ensure a better work/life balance.	
Teaching and Learning	• Improve outcomes at the end of the Foundation Phase especially in English. • At Key Stage 3, through ERW Challenge Adviser Core Visits continue to secure further improvements in core areas especially in Welsh. • At Key Stage 4 through Challenge Adviser Core Visits provide detailed feedback to all schools on areas to develop/improve. • Review outcomes/ performance /teaching of Welsh as a subject and develop a plan to respond to any issues identified	
Supporting Learning	• Continue to improve the performance of e-fsm learners at all key stages.	
School Improvement	• Work with school leaders and Governing Bodies to reduce the number of schools in ESTYN follow-up categories.	
Other area	• Support with developing the new national curriculum and qualifications into an inspiring and engaging local curriculum.	

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Local Authority Business Plan Annex	
Ceredigion	
Local Authority Single Plan Priority	• 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
ERW Expectations of Local Authorities	• Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities

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

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Significant Risks	Local Authority Support	Responsibility
• Difficulty in recruiting school leaders. • Insufficient monitoring and support to schools causing concern • Failure to raise standards for eFSM pupils.	On-going induction for new Chief Education Officer	Barry Rees

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	• Improve leadership quality and resilience in Ceredigion schools by: • developing leadership at all levels; • continuing to reduce the number of interim heads; and • improving conditions for leadership, particularly in smaller schools.	
Teaching and Learning	• Maintain high performance throughout the Key Stages, particularly current and proposed headline indicators at Key Stage 4 by strongly supporting teaching and learning, including: • continued support for the new GCSE specifications; • continued support to improve the provision of literacy and numeracy; • Improving the ICT skill baseline of all teaching and support staff to support schools in the continued roll-out of the Digital Competency Framework • Introducing a mechanism of evaluating the effectiveness of post-16 provision in schools, including the use of ALPS.	
Supporting Learning	• continued support for vulnerable groups of pupils.	
School Improvement	•	
Other area		

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Local Authority Business Plan Annex	
Neath Port Talbot	
Local Authority Single Plan Priority	• Raise educational standards and attainment for all young people • Safer, brighter futures • Better schools, brighter prospects
Local Authority Expectation from ERW	• Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities • Reduce exclusion rates.

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

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• Two schools in special measures • High proportion of schools in Estyn follow up. • Challenges of deprivation and disadvantage are increasing	Request from Director for peer review	Aled Evans

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	• Further develop NPT's leadership programme to ensure that it improves the quality of middle leadership in secondary schools and continues to increase and improve the quality of leadership within the primary sector.	
Teaching and Learning	• To advise and facilitate cluster based literacy developments aimed at improving pupils' writing skills and ensure that they are well placed for the demands of KS3 and 4curriculum. Willing to consider a pilot approach. • Provide support to English departments in order that they are able to effectively deliver the new English GCSE syllabus, ensuring that NPT pupils are equipped as well as possible with the skills needed to succeed at examination. • Improve the quality and accuracy of assessment and target setting.	
Supporting Learning	• Ensure that current rate of improvement in the performance of e-fsmpupils is accelerated, particularly at key stage 4	
School Improvement		
Other area		

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Local Authority Business Plan Annex	
Pembrokeshire	
Local Authority Single Plan Priority	• Children, Young People and families have the opportunity to fulfil their learning potential and to live healthy and happy lives • Access to quality learning and training opportunities
ERW Expectation of Local Authorities	• Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities • Improve attendance for all pupils, especially secondary

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

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Significant Risks	Local Authority Support	Responsibility
• KS4 performance • Attendance in secondary schools • School in Estyn follow-up • Poor knowledge of schools impacting on categorisation and inspection outcomes. • Local School Improvement risks not mitigated at LA level	Peer review Additional focused training for targeted Challenge Advisers. Secondary Schools Focused Plan	Kate Evan-Hughes

ERW Business Plan Priorities	**Note of Instruction from Local Authority**	**Identified in ERW Level 3 Plan**
Leading Learning	• Enhance the skills and accountability of Middle leaders in secondary schools • Further develop Senior Leadership skills, impact and capacity at all levels across our schools • Further develop the effective use of performance data analyses and performance management systems with Governing Bodies. • Develop an effective and sustainable programme to support the future recruitment needs of Pembrokeshire schools.	
Teaching and Learning	• Further improve standards at Key Stage 4 (with a focus on attainment at the L2i) • Digital competency – enhance the capacity of schools to engage and deliver the Digital Competency Framework in support of raised standards and enhanced teaching and learning provision.	
Supporting Learning	• Further improve performance of eFSM learners with a specific focus on an improved performance in Key Stage 4 •	

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School Improvement	• Ensure the effective implementation of the content of the ERW Secondary Schools Focused Plan 2017-18 through regular monitoring, evaluation and review processes, including Hub QA, monthly reporting to the Pembrokeshire Director and individual PM programme reporting arrangements.	
Other area		

Local Authority Business Plan Annex

Powys

Local Authority Single Plan Priority	• Transforming learning and skills • All children and young people are supported to achieve their potential
ERW Expectations of Local Authorities	• Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities

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Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern	
10.3	9	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Bro Hyddgen Builth Wells HS Caereinion HS Llandrindod HS Maesydderwen HS Llanfyllin HS Newtown HS	Cefnllys Primary Leighton Primary Llanbister Primary

Significant Risks	Local Authority Support	Responsibility
• High proportion of schools in Estyn follow up/Progress of schools in follow up activity • Variable school performance at GCSE • Insufficient, monitoring and support to schools causing concern • Difficulty in recruiting school leaders		Ian Roberts

ERW Business Plan Priorities	**Note of Instruction from Local Authority**	**Identified in ERW Level 3 Plan**
Leading Learning	• Develop and implement a leadership programme to include early identification and development of future/aspiring leaders to ensure recruitment problems are alleviated	

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Teaching and Learning	• Provide specific subject support to improve key stage 4 outcomes in identified schools. • Improve provision and outcomes for pupils eligible for Free School Meals (eFSM)	
Supporting Learning	• Review EOTAS provision, building on best practice across the region	
School Improvement	• Improve the performance of secondary schools to ensure schools meet modelled expectations and those causing concern including those in Estyn follow up activity make rapid and sustained improvement	
Other area		

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Local Authority Business Plan Annex

Swansea

Local Authority Single Plan Priority	• People learn successfully • Attendance • School achievement (school readiness & child poverty)
ERW Expectation of Local Authorities	• Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities

Irreducible Minimum of Challenge Advisers	FTE	Additional Capacity	School Causing Concern	
12.5	8.8	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Birchgrove Bishop Vaughan Morriston	Gors

Significant Risks	Local Authority Support	Responsibility
• High proportion of schools placed in follow up. • School categorisation results in increase of amber /red schools. • Inconsistency in support to schools through variability in work of Challenge Advisers. • Failure to address or implement areas of ERW BP	Transition for new Chief Edcaton Officer	Lindsey Harvey

ERWBusiness PlanPriorities	**Note of Instruction from Local Authority**	**Identified in ERW Level 3 Plan**
Leading Learning	•	
Teaching and Learning	• Improve Literacy at primary phase • Improve results Core Subject at key stage 4	

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Supporting Learning	• Level 2 EOTAS • EAL Support at primary phase • Governor Support	
School Improvement		
Other area	• Improve eFSM performance at key stage 4	

Annex 2: Quality Assurance Calendar

The ERW 2 Year Cycle for ensuring quality and consistency

Year 1

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

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

		Annual teacher assessment verification programme Head of Hub Quality Report for CV2 (QA3)		
Jul	On-going live monitoring and feedback of CV2 reports through Rhwyd Review of Challenge Adviser Handbook and Guidance.	Analysis of reports, CV2 findings Quality and impact 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 through Rhwyd	Estyn inspection findings analysis. QA of Estyn reports Collation of recommendations from scrutiny. ERW Primary Data Pack V1 and ERW Secondary Data Pack V1 released for Individual schools Las and ERW Analysis of performance for KS4 in target schools.	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 Regional scrutiny seminar agenda to include review of CV2, unverified data and emerging findings Full report on impact of KS4 intervention programme.	Joint Committee Regional Scrutiny Seminar

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

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

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

Year 2

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

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

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

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

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

		Head of Hub Quality Report for CV1 (QA3)		
Jan	On-going live monitoring and feedback of CV2 reports through Rhwyd	National School Categorisation verification WG publish categorisation on My Local School Maths KS4 early entry analysis for target schools.	Draft BP ready	Delivery Board
Feb	On-going live monitoring and feedback of CV2 reports through Rhwyd Monitoring and feedback of LA reports to Estyn	Estyn inspection findings analysis.		Joint Committee

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

Annex 3: Level 2 Business Plans *DRAFT*

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

What do schools / LAs / other stakeholers think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)	evaluate the impact of the ITE provision. The formation of the proposed National Academy of Education Leadership will facilitate the delivery of our Leadership work streams through the promotion of closer collaboration between all 4 Regions.
Dewis Blaenoriaethau Choosing Priorities	
Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes llynedd) What are our main successes? (Consider last year's Business Plan)	• ERW's Core Visits has been used effectively by many schools and supported their Leadership aspirations to identify key areas for improvement. • The effective support provided for all candidates on the HLTA, NQT, Middle & Aspiring Leaders, NPQH programs. The work for new, existing and executive heads. remains a priority and will continue to be so for the coming years.
Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y cynllun newydd. Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?	The work of developing existing & executive head teacher
Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes? How do you plan to provide value for money in your area?	• Ensure all support to schools identifies clear actions for improvement with a specific focus on improving the quality of leadership to sustain improvements and embed change. • Monitor effectively the impact of school leadership in raising standards of provision and outcomes for pupils. • Ensure effective practice identified is shared well across the region.

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	• Make good use of QA processes to monitor the quality and impact of leadership upon pupil outcomes. • Ensure effective collaboration across all 6 LAs continues to avoid duplication. • Ensure regional training is developed jointly to minimize the use of resources.

Prif Ddangosyddion Headline Indicators					
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%	86%
KS2	Core Subject Indicator	88%	88%	88%	88%
KS3	Core Subject Indicator	85.6	86%	86%	86%
KS4	Level 2 Inclusive	64%	65%	66%	67%

Cynllun Gweithredu 2016-17 Operational Plan 2016-17	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:	1. Improve the quality of **Leadership experiences** and its impact on outcomes. **2. Reducing the impact of poverty** **3. Improve communication** **4. Using digital systems to facilitate the delivery of the work stream.**

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

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

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

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

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

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

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

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

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TEMPLED CYNLLUN LEFEL 2 – 2017-18 LEVEL 2 PLAN TEMPLATE – 2017-18	
Maes Area	Improve the quality of **teaching and learning experiences** and its impact on outcomes
Perchennog Plan Owner	Alan Edwards (Head of Teaching and Learning)
Aelodau'r Tim: Team Members:	Ian Altman, Greg Morgan, Leaders of Learning, Subject Specialists, Teaching and Learning delivery
Gweledigaeth Our vision	ERW strives to delivers a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.
Beth mae ysgolion / ALl yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwr/ Adborth wrth defnyddwyr gwasanaeth ayb) What do schools / LAs / other stakeholers think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)	Feedback from the secondary networks is continuously very positive leading to facilitating the creating and sharing of resources across first and second language specifications. Questionnaire return from spring 2016 shows that support has been well received and is having a positive impact on learners

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

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

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Prif Ddangosyddion Headline Indicators					
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%	86%
KS2	Core Subject Indicator	88%	88%	88%	88%
KS3	Core Subject Indicator	85.6	86%	86%	86%
KS4	Level 2 Inclusive	64%	65%	66%	67%

Cynllun Gweithredu 2016-17 Operational Plan 2016-17	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:	1. Improve the quality of **teaching and learning experiences** and its impact on outcomes 2. Deliver **high quality and bespoke support**, challenge and intervention to schools **3. Reducing the impact of poverty (mandatory)** **4. Improve communication (mandatory)** **5. Using digital systems to facilitate the delivery of the work stream – see guide (mandatory)**

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

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

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

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

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

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		Successful implementation of new TS				
15	Ensure all work within the Teaching and Learning work strand is focused on reducing the impact of poverty.	Improved outcomes for vulnerable learners	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant
16	Ensure all Teaching and Learning working groups and staff make best use of digital resources to improve the quality of support to schools and impact if meetings.	Improved use of digital resources Reduced use of paper in all meetings Improved digital competence of all staff	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant
17	Provide high quality support for schools to improve the quality of provision and its impact on outcomes in Foundation Phase.	Improved quality of provision and improved outcomes for pupils in Foundation Phase	Alan Edwards Foundation Phase Team	April 2017	August 207	Curriculum and Assessment grant

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TEMPLED CYNLLUN LEFEL 2 – 2017-18 LEVEL 2 PLAN TEMPLATE – 2017-18	
Maes Area	Reduce the impact of poverty on attainment, support vulnerable learners and **ensure all learners reach their potential**
Perchennog Plan Owner	Gareth Morgans and Aneirin Thomas
Aelodau'r Tim: Team Members:	Aneirin Thomas, Gareth Morgan, Cressy Morgan, Susan Griffiths, Chris Millis, Nichola Jones, Gillian Evans, Keith Bralstaff, Rebecca Williams
Gweledigaeth Our vision	ERW strives to delivers a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.
Beth mae ysgolion / ALl yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwr/ Adborth wrth defnyddwyr gwasanaeth ayb) What do schools / LAs / other stakeholers think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)	

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Dewis Blaenoriaethau Choosing Priorities	
Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes llynedd) What are our main successes? (Consider last year's Business Plan)	The region has been successful in its bid for the ALN innovation fund that will drive improvement for 2017 onwards. Planning for Level 3 has provided increased focus for activity.
Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y cynllun newydd. Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?	There needs to be an improved and focused approach to coordinating the work of the Support for Learning Priority Board.
Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes? How do you plan to provide value for money in your area?	• Resources will be developed in order to reduce duplication in schools. As a result, there will be time savings for LAs resulting in reduction in staffing costs. • All resources will be quality assured to ensure that materials and system produced will result in improved outcomes for learners and teaching staff. • The resources produced will provide a valuable and sustainable repository for schools which can be updated with minimal input. • There will be significant advantages in economy as a result of LAs working collaboratively to share best practice.

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

Prif Ddangosyddion Headline Indicators					
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%	86%
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KS3	Core Subject Indicator	85.6	86%	86%	86%
KS4	Level 2 Inclusive	64%	65%	66%	67%

Cynllun Gweithredu 2016-17 Operational Plan 2016-17	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:	5. Improve the quality of **teaching and learning experiences** and its impact on outcomes 6. Reduce the impact of poverty on attainment, support vulnerable learners and **ensure all learners reach their potential** **7. Reducing the impact of poverty (mandatory)** **8. Improve communication (mandatory)** **9. Using digital systems to facilitate the delivery of the work stream – see guide (mandatory)**

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

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

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

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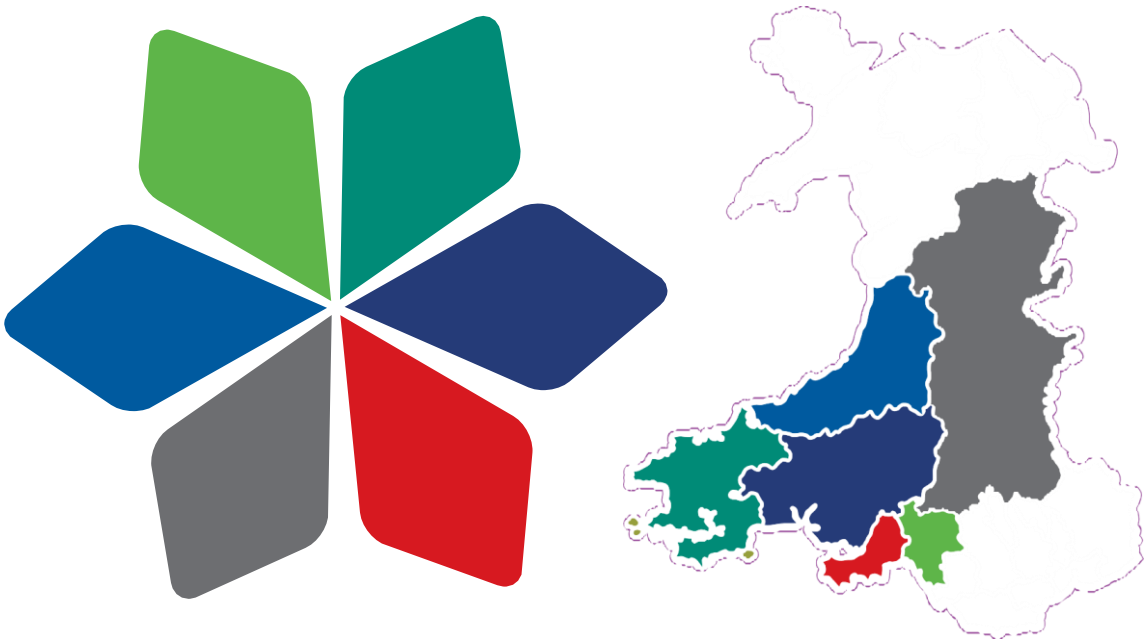
		PDG spend is impacting directly on e-fsm learners				
9	**Improved provision and support for Special Schools**	Greater support packages, categorisation for special schools	Sue Painter	April 2017	April 2018	EIG

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