

## Appendix 2

# Outline Business Case

## North Wales Regional School Effectiveness and Improvement Service



### Version Control Inf

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## 1. Introduction

This Outline Business Case was commissioned by the *Education and Other Related Services Regional Board* of the *North Wales Leadership Board* who wish to establish a single regional school effectiveness and improvement service in the ownership of the 6 Local Authorities (LAs) in North Wales.

The purpose for this Outline Business Case is to:

- Outline the current arrangements
- Explain why we need to change
- Share the findings of the stakeholder consultation on a regional service
- Outline the vision for the new regional service
- Share the option appraisal on the models for Governance of, and the delivery model for, a new regional service
- Share the potential benefits of the new regional service
- Look at how we will manage this change and associated risks
- Share the next steps

### 1.2 Current Arrangements

The six North Wales LAs are Ynys Mon, Gwynedd, Conwy, Denbighshire, Flintshire and Wrexham.

Across the six LAs arrangements for delivering school improvement services vary.

Conwy, Denbighshire, Flintshire and Wrexham have a team of officers based within each authority to deliver the core School Improvement functions to the schools within that authority. Core School Improvement functions refers to the school improvement statutory and advisory functions (monitor, challenge, support and intervene). These are supported by a range of additional school improvement functions e.g. Early Years, 14-19, Inclusion, Music, Athrawon Bro(teachers), ICT support staff, Healthy Schools, Active Young People, PESS, MIS.

Ynys Mon and Gwynedd commission Cynnal to provide support for core and additional School Improvement functions.

Across the six North Wales LAs extra subject specific support is commissioned from Cynnal or Curriculum Support, directly by the LAs or schools.

The Outdoor Education Service is a regional service operated by Conwy for schools in Conwy, Denbighshire, Flintshire, and Wrexham Councils. The Service also provides the statutory Educational Visits Advisory role and monitoring function for the aforementioned LAs, including Ynys Mon.

Definitions what is meant by 'school improvement' are available in Appendix 1

## 2. Why We Need to Change - National and Regional Context

The need for change was detailed in the *'Report on the Feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'*<sup>1</sup>, consulted upon in April 2011.

In relation to the **national and regional context** the relevant considerations are:

### National

- Transformation and Modernisation agenda – Welsh Government expectations (Thomas Report; Simpson Report)
- Emphasis on raising educational standards and performance
- Implications of School Effectiveness Framework
- Implementation of ESTYN's Common Inspection Framework
- Current deliberations on distribution of functions – local, regional and national
- Resource reductions – the need to provide system efficiencies

### Regional

- Limited capacity of some Local Authorities (LAs)
- Current patterns of provision are not fit for purpose and change is required
- Importance of relationships between LAs and their schools
- Impact of stakeholders
- Recognition and commitment to develop regional services and joint working across the 6 LAs
- Recognition of current strengths and faith in incremental development
- Commitment to regional school effectiveness and improvement service as the first stage towards a complete regional service

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<sup>1</sup> *'Report on the feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'* Gerson Davies, Independent Consultant, January 2011

### 3. Findings of the Stakeholder Consultation on a Regional Service

The findings of the *'Report on the Feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'*<sup>2</sup>, indicate that such a service is feasible and would provide a key transformational development that could provide high quality provision and contribute to achieving improved outcomes for learners. It would also enable both schools and LAs to fulfil their statutory obligations.

The report recognised the impact of key drivers – both national and local, especially the challenge imposed by the School Effectiveness Framework (SEF) and its integrated approach. It recognised the importance of incremental change and the benefits of limited disruption by seeking to build on current strengths and by ensuring effective transitional arrangements. It also identified the need to ensure that local diversity and variations are considered.

In December 2010, the Education and Related Services Regional Board resolved to adopt the report and its recommendations, agreeing to the Option of *'a regional service encompassing the responsibilities of local authorities and schools'*.

In March 2011, individual Authority consultation meetings with relevant stakeholders within each authority were organised by the individual Directors/Chief Officers, with further reports to scrutiny committees and executive boards of the six LAs. In addition, consultation with relevant Focus Groups (with Headteachers; School Governors; Trade Unions), comprising of representatives from across the region were conducted by the Consortium Officer and the Independent Consultant. The subsequent Report<sup>3</sup> found considerable support for the strategy; in many cases the establishment of a regional School Effectiveness and Improvement Service was welcomed; others recognised the drivers towards such a service and their impact. At the same time there was support for the implementation of the Option.

The ensuing decision of the Education and Related Services Regional Board was to proceed collaboratively and seek to establish a regional School Effectiveness and Improvement Service fit for future purpose, (in particular the implementation of SEF), that builds on current strengths, and provides an integrated service across the region. This regional service will be owned by the six LAs and will operate as a separate entity under a joint commissioning framework. This will require the regional service to be professionally rigorous and focus on pedagogy, learning, and leadership in its dealing with schools; similarly, professional rigour will be required of schools and LAs. Such an approach will be crucial to the success and credibility of this development.

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<sup>2</sup> *'Report on the feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'* Gerson Davies, Independent Consultant, January 2011

<sup>3</sup> *Report on Consultation in relation to the proposal to establish a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'* Gerson Davies, Independent Consultant, April 2011

## 4. What Will the New Regional Service Look Like?

The vision is to establish a Regional School Effectiveness and Improvement Service to be accountable to, and undertake the statutory responsibilities of, the six local North Wales Authorities in respect of the duties to monitor; challenge; provide support services for curriculum continued professional development and management of schools, and in addition provide services that can be commissioned by schools and local authorities.

The **6 key functions** of the new regional service, underpinned by the core principle of delivering on local and national Welsh language strategies to develop and increase excellence in pedagogy and Welsh medium/bilingual education in communities across North Wales, are as follows:

1. supporting LAs to undertake their statutory functions in relation to school effectiveness;
2. provide support for both LAs and Schools (jointly and separately as the case may be) in School Improvement activity;
3. specifically undertaking responsibility for the Implementation of SEF and for CIF accountability;
4. making provision for the development, maintenance, and review of regional frameworks on a commissioned basis;
5. providing a centre of expertise for MIS service and for the management analysis and interpretation of data; and
6. provide a specialist centre for Education Management matters and an Education Human Resources Service to provide expertise and advice.

This project initially excludes; (i) certain support services identified in 'functions 5 and 6' above e.g. HR and MIS – these will be separate projects to deliver against the programme and are covered in section 4.4 of this case; and (ii) additional school improvement functions e.g. Early Years, 14-19, Inclusion, Music, Athrawon Bro(teachers), ICT support staff, Healthy Schools, Active Young People, PESS, MIS – these will be considered in the regional context following the establishment of the Regional Service.

For a full description of the 6 key functions see Appendix 2.

### 4.1 Key Aims and Objectives

Taking due regard for the national and regional drivers, the **key aims** are to establish a regional school improvement service which will:

- implement the national School Effectiveness Framework to raise standards and improve wellbeing by reducing variance within and between schools and local authorities, whilst taking account of local need;
- respond to the Estyn inspection regime, which has raised the bar and emphasised partnership working in its revised inspection criteria;
- identify efficiency savings; and
- provide a foundation that allows future regionalisation of other/linked Education services e.g. Inclusion.

The *Education and Other Related Services Regional Board* will aim to deliver the project against two overarching **objectives**:

- to be delivering the School Effectiveness and Improvement Service under the regional arrangements across the six North Wales Authorities, by September 2012; and
- to identify savings through the delivery of a regional School Effectiveness and Improvement Service of 10% of North Wales expenditure.

## 4.2 Governance Model Option Appraisal

These are the ways in which Councils govern, own and hold services to account.

There are four options for Governance:

- A - Joint Committee
- B - Joint Committee with a Host Authority
- C - Company Limited by Guarantee
- D - Community Interest Company

When considering the above options for governance the following key criterion were considered:

	Option A	Option B	Option C	Option D
	Joint Committee	Joint Committee with a Host Authority	Company Limited by Guarantee	Community Interest Company
Must be able to employ staff	✘ Cannot without host authority	✓	✓	✓
Must be able to contract	✘ Cannot without host authority	✓	✓	✓
Must be able to trade.	✘ Cannot without host authority	✓	✓	✓
Must enable harmonised Staff Terms and Conditions.	✘	✓	✓	✓
Must be capable of remaining solvent.	✓	✓	? Dependant on pension deficit being underwritten by LAs	? Dependant on pension deficit being underwritten by LAs
Must do the maximum to alleviate tensions	✓	? Dependant on the strength of communication	? Dependant on the strength of communication	? Dependant on the strength of communication
Must be capable of having Schools as formal Stakeholders.	✘	✘	✓	✓
	<b>-3</b>	<b>+4</b>	<b>+5</b>	<b>+5</b>

In considering the key criteria above and subject to future discussions and legal advice, the initial preferred option is: **Option C ‘Company Limited by Guarantee’** (*Option D is seen as a variation of Option C*). However, further work needs to be undertaken to compare the benefits and risks of both the Joint Committee with a Host Authority and the Company Limited by Guarantee before a final decision can be made.

The company would be owned by its members, which will include schools, and it is wholly public sector. The Company would be governed by Directors of the Company, appointed by the Company’s members. This option has the advantage of being able to set and harmonise

pay and conditions, can employ and contract and is immune from equal pay claims. It allows for multiple membership, and the opportunity to have schools as formal stakeholders is an advantage over the options of a joint committee or host authority (within a joint committee or Host authority schools can only act as observers, without voting rights). The challenge with this governance model is for it to remain solvent, which would require authorities to underwrite the pensions deficit.

Appendix 3<sup>4</sup> expands on the characteristics, benefits and disadvantages of each option in more detail. Advice on the legal ramifications of each of the governance models is being prepared by an external legal expert in matters relating to governance arrangements, and will inform the preferred option through the full business case.<sup>5</sup>

#### **4.2.1 Governance Arrangements in Relation to Individual LAs and Members**

Implementation of the proposal to establish a regional service does not dilute the role and responsibilities of individual LAs in relation to school effectiveness and school improvement. The statutory responsibilities continue to apply to the LAs. The following statements are true for all the models:

- the regional service will be in the ownership of the six LAs;
- monitoring of the way the service carries out the 6 functions will be with the Board, whose membership will include portfolio holders and the individual Directors of Education/Chief Education Officers of the six LAs and schools;
- the Board ensures the LA requirements are met through the functions and responsibilities delivered by the Service;
- individual authorities will still need to monitor and challenge the services received through regular arrangements involving their scrutiny and political processes; and
- Scrutiny Committees would have the opportunity to request specific reports on matters relating to school effectiveness over and above the service operational arrangements.

These arrangements ensure that political accountability remains with local members. In fact, there is opportunity for any of the governance models to strengthen local accountability by ensuring that local members become advocates for children and champions for community needs.

### **4.3 Model for Delivery**

This refers to the way in which the service will be delivered, with a clear focus on improved outcomes for learners, ensuring entitlement to high quality provision delivered on a consistent basis.

At this stage it is not the intention to describe in detail the way the service will be delivered, this will be developed as part of the subsequent 'Full Business Case', involving discussion and consultation with stakeholders (LAs and Schools). However, the outline model for delivery of the Regional School Effectiveness and Improvement Service is clear, and is presented in *fig. 1* on page 11.

In order to understand the delivery model in *fig. 1* better, this section will explore the elements (a – g) of the model in more depth:

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<sup>4</sup> Nick Jarman, Windsor and Co. Management Consultants

<sup>5</sup> Trowers & Hamblins LLP



### **(a) Governance Model**

Governance models have been covered in the preceding section 4.2 of this document, and pending further discussions and legal advice, conclude that the option of a 'Company Limited by Guarantee' is the preferred way forward (subject to future discussions).

### **(b) Regional Service**

By September 2012 the 'core school improvement' statutory functions to *monitor, support, challenge, and intervene* will be delivered regionally across all schools in the six North Wales authorities, thus ensuring access to a wider market in terms of specific support – allowing system knowledge to be retained within the public sector.

The regional service will be around 20% strategic and 80% delivery, and will comprise of a core team of 'System Leaders' managed by a Chief Officer and supported by a Business Team.

The Chief Officer will manage the day-to-day running of the service and will be accountable to the Board, including representatives from each LA and Schools.

The regional service will comprise of System Leaders (formally known as School Advisors or School Improvement Officers), providing the statutory functions of monitoring, support, challenge, and intervention. Their core function will not be to provide specialist subjects support (see 'f & g' below).

A draft 'Model Person Specification for System Leader' is available in Appendix 4.

The Business Team will be determined by the Chief Officer, arranged to provide support to the staff within the regional service.

### **(c) Service Delivery**

The Regional Service will support all LAs and schools across the region that commissions its services.

What is clear from the consultation with stakeholders, is the need to have a bilingual service that can fully provide Welsh medium support across the region. It is anticipated that the System Leaders serving the region will be able to not only deliver support, but conduct their daily business through the medium of Welsh. This contributes to local and national Welsh Language Strategies to drive Welsh-medium and bilingual development for education communities across North Wales.

### **(d) Local Presence**

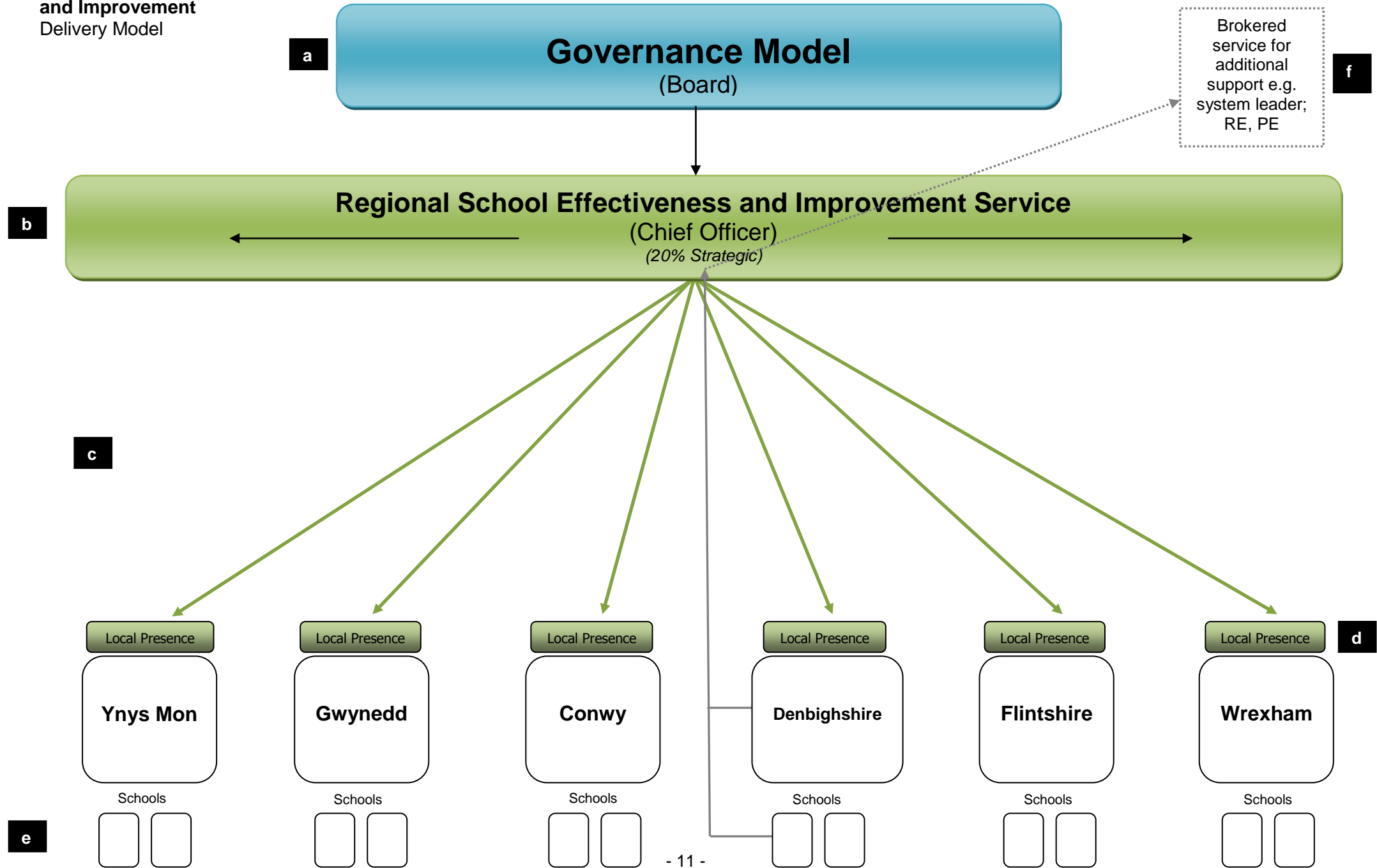
Consultation with stakeholders identified the need to ensure that local diversity and variations are considered in any delivery model, and schools in particular wanted to retain the advantages that the local service currently offers – namely school improvement staff knowing their school and its teachers.

Consequently, it is anticipated there will be a local presence of officers from the regional service working with local schools. This realises the benefits of a consistent and common approach to frameworks and protocols, whilst meeting the needs of individual schools across the region.

**(e) & (f) Specialist Subject Support**

As stated in element (b), support for specialist subjects will not be a core function of what the Regional Service delivers through its System Leaders. Schools will however have the option of commissioning this specialist support through a 'Broker', who will be part of the Business Team within the regional service.

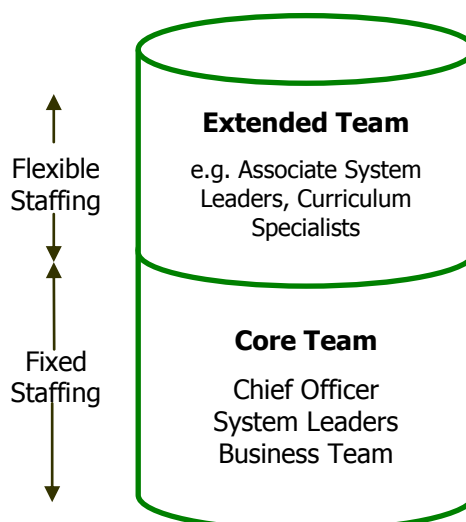
Fig 1.  
Regional School Effectiveness  
and Improvement  
Delivery Model



### 4.3.1 Staffing Complement

Current expenditure on School Improvement Services across the six North Wales authorities totals approximately £5.1m. Through the transformation agenda, the North Wales consortium is committed to identifying savings of 10% of North Wales expenditure.

Consequently, a regional resource of £4.6m allows for the establishment of a regional service incorporating (i) a core team of 'System Leaders' managed by a 'Chief Officer' and supported by a 'Business Team', ensuring that the LAs statutory functions can be commissioned from the regional service, and (ii) an extended team (of e.g. associate System Leaders and/or curriculum specialists) commissioned by LAs/schools, managed by the Chief Officer, ensuring the flexibility for schools and LAs to meet the standards agenda.



#### Core Team

The initial model for a core team of System Leaders commissioned by LAs to fulfil their statutory functions is based on the assumption that:

- each school would require the support of a System Leader for 3 days per annum to deliver continuous improvement in Education in accordance with the School Effectiveness Framework;
- any school causing concern would require the support from a team of a System Leader over an additional 16 days per annum (initial modelling assuming 35% of school affected);
- a further average of 3 days per annum, per school, is estimated for System Leaders specifically to support effectiveness and improvements in literacy and numeracy (dependant on need).

In respect of the Business Team, administrative staff has been included at a ratio of 1:5 (one admin for every five system leaders). The team may also include a Broker and a Welsh translator.

#### Extended Team

Consultation with schools between October and December 2011, will need to identify whether the core team of System Leaders can be extended by either associate System Leaders, and/or curriculum specialists, in order to ensure capacity to fulfil school requirements as they commission support from the regional service. These would be flexible posts on fixed terms, with the number of staff dependant on schools commissioning through either LA delegation of funds, and/or the School Effectiveness(SEF) Grant. The 'fixed term' nature of these posts ensures that the changing needs of schools over future years can be accommodated in the focus of future system leaders.

The financial model is summarised in Appendix 5.

### **4.3.2 Anticipated Benefits of a New Regional Service**

The anticipated benefits of the delivery model are:

1. Improved outcomes for learners, ensuring entitlement to high quality provision delivered on a consistent basis.
2. Contributing to local and national Welsh Language Strategies to drive Welsh-medium and bilingual development for education communities across North Wales.
3. Access to a wider market in terms of specific support – this allows system knowledge to be retained within the public sector.
4. Implement the requirements of SEF in a coherent way that builds on leadership capacity, including the training and deployment of associate system leaders on an integrated basis, thus ensuring the contribution of school based practitioners.
5. Provide a shared pedagogic ‘power house’ and the benefits that emanate from this for the education service ensuring that greater capacity and expertise to be available for schools.
6. Consistent and common approach to frameworks and protocols that are adhered to across the region.
7. Greater efficiency in terms of costs and value for money and enable access to LA and School resources in a cost effective way.

Realisation of these benefits will be measured in a number of ways:

- an improvement in standards across the CSI at both a local and regional level;
- a reduction in the gap between poverty and attainment at a local and regional level;
- high quality grades of judgements from ESTYN inspections of both the schools and the individual LAs / Regional Service;
- no schools causing concern across the region;
- evidence of a common approach to frameworks and protocols that are adhered to across the region;
- locally meeting national efficiencies targets; and
- the level of commissioning from schools (as an indicator).

### **4.3.3 Potential Savings**

The financial model strives to achieve the objective of 10% savings from the new arrangement, this being in the region of £500k against an estimated current spend of just over £5 million on the core functions considered within scope of this project.

It is important to note that these saving are in relation to this project alone. Further savings are anticipated from subsequent phases of this project (e.g. Early Years, 14-19, Inclusion, Music, Athrawon Bro teachers, ICT support staff, Healthy Schools, Active Young People, PESS, MIS) and from the interdependent projects of MIS and HR.

It is expected that Phase 2 of this regional project will commence September 2012, with the service area to be decided by the Regional Board.

The delivery model is based on the establishment of a core team of System Leaders managed by a Chief Officer and supported by a Business Team and assumes that any cash resources released from LAs, over and above the efficiency savings target, will be delegated to schools. This will enable schools to broker an extended team, of additional associate system leaders or curriculum specialists, on an individual school or cluster basis as required. The extended team will provide flexibility and additional support for schools and LAs to ensure that improvement in standards is accelerated.

## **4.4 Current Interdependent Projects**

### **4.4.1 Central Management Information Systems (MIS)**

One of the key functions of the regional service is to provide a centre of expertise for MIS and for the management analysis and interpretation of data. It is this aim combined with the opportunity for more efficient and effective working that has driven the work to bring the central Capita ONE systems (currently within each of the six authorities) into the regional arrangement.

For the past 18 months, the NW ADEW Consortium, through an appointed consultant, has been engaging with Capita to agree a co-ordinated regional agreement for LA contracts for the ONE system across the six LAs. When achieved, this will result in reduced licensing costs and a suite of modules that are available across the six authorities.

Over the next three years, the project will focus on implementation involving:

- harmonisation of databases;
- development of business processes;
- implementation of application modules;
- technical implementation of the hosted systems;
- privacy impact assessment; and
- collaborative working.

### **4.4.2 Human Resources (HR)**

HR support for staff involved in this transition is recognised as a fundamental aspect of this project. There is however a clear distinction between HR in this context and HR as a Support Service to schools (casework).

Although HR as a Support Service to schools (casework) is an intended function of the regional service, it is however not part of this project, but will be an interdependent project bringing this aspect of HR into the regional service at a slower pace. This is necessary due to variations and complexities of the current arrangements across the six authorities.

Work has already begun through the North Wales ADEW HR Group to explore the considerations for moving HR as a Support Service to schools (casework) into the regional service. Following this a formal project will be established to move this work forward. This work will be undertaken in co-operation with the *'Regional Support Services Partnership Board'*.

## 5. Managing the Project and Associated Risks

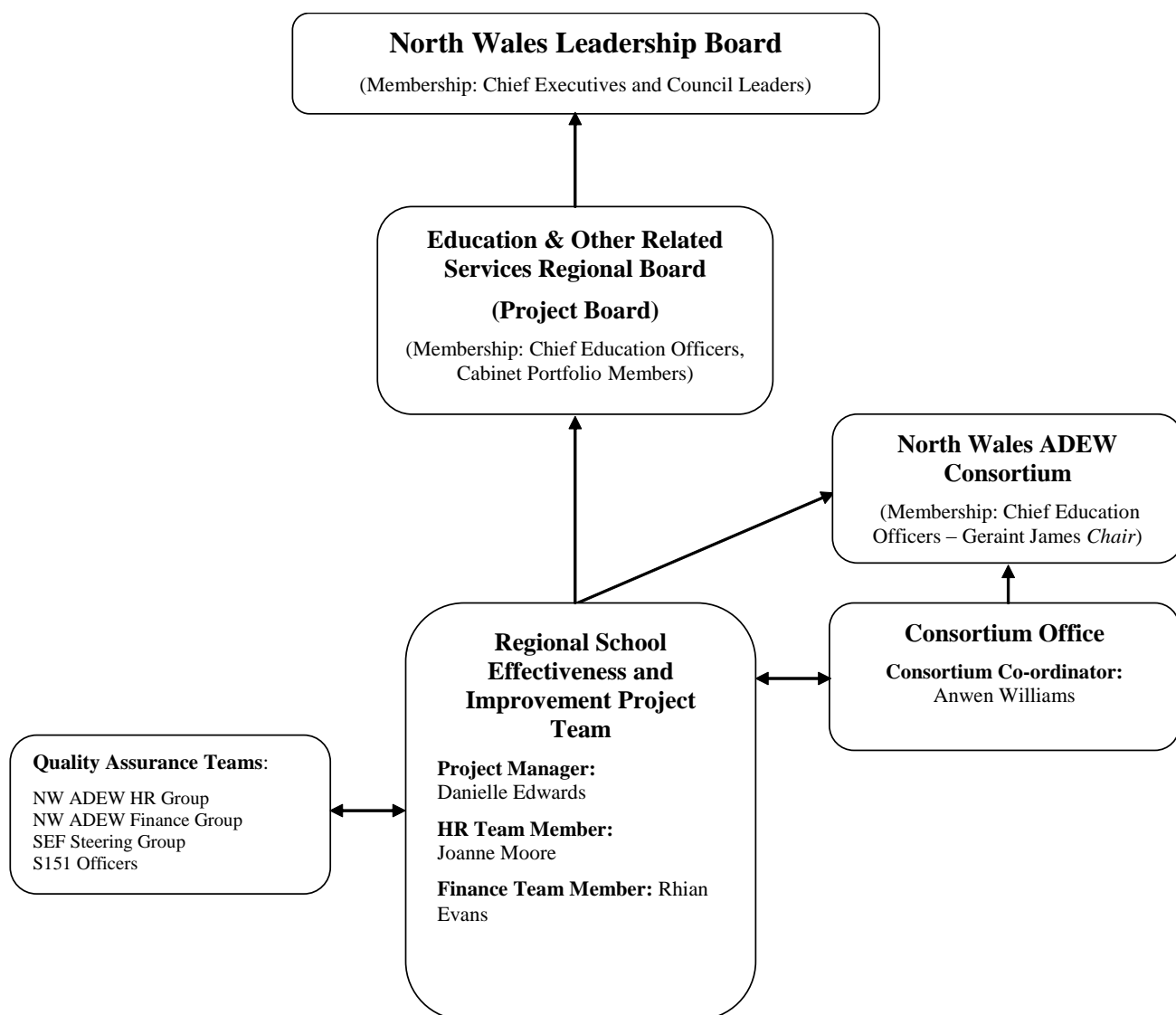
### 5.1 Project Governance and Controls

This project was initiated by the *Education and Other Related Services Regional Board* (of the *North Wales Leadership Board*), who will act as Project Board for the governance of this project. Reporting directly to the project board, the Project Manager will act in response to and work with the NW ADEW Consortium to deliver a new regional School Effectiveness and Improvement Service across the six North Wales authorities.

The Project Initiation Document(PID) has been approved by the NW ADEW Consortium and signed off by the Project Sponsor (Lead Chief Executive Denbighshire - Education and Other Related Services Regional Board)

The Project Manager will be supported by a Project Team consisting of a Finance and a HR specialist, managed virtually.

The Quality Assurance Teams consist of existing specialist groups covering HR, Finance and Standards, and will be approached frequently and as appropriate to their specialism throughout the project.



### **5.1.1 Reporting**

Project matters will be a standing agenda item at all NW ADEW Consortium meeting.

Highlight reports will be presented to the Education and Related Services Programme Board (Project Board) at the end of each project 'Stage' (see 6.2) and additionally at the request of the Board.

## **5.2 Project Plan**

The Project Plan sets out the activities that will need to be undertaken in order to achieve successful implementation of the new regional service. To reach this outcome four key stages have been identified:

Stage 1 – (Develop the) Outline Business Case

Stage 2 - Communicating the Outline Business Case to Stakeholders

Stage 3 – (Develop the) Full Business Case

Stage 4 - Implementation of the Regionalised School Improvement Service

The full project plan details the high level actions required to complete these stages, at a pace that will meet the September 2012 implementation timescale (see Appendix 6).

## **5.3 Risk Management Strategy**

The process for identifying, assessing, managing and monitoring risk will be an integral part of project management. The continual identification and assessment of risk is key to the successful delivery of our objectives.

The changing external environment and the decisions made in the course of delivering the project will continuously alter the status of risks identified and new risks emerging. The risk assessment process should support this ongoing and forward-looking identification and assessment of risk as part of the project.

Risks will be identified by the Project Team (in association with colleagues across the remit of the project) and the NW ADEW Consortium, and reviewed as a standing item on the agenda for the project element of the regular NW ADEW Consortium meetings.

The Project Manager will actively manage Project Risks, and put in place a mechanism to ensure those allocated responsibility for mitigating risks are proactively working to ensure the mitigation. In order to facilitate this, the owners of risks are required to provide an update at regular intervals at the request of the Project Manager.

The full project Risk Register (to date) is attached as Appendix 7.

## **5.4 Change Management / Staff Transition (HR)**

The project team recognises the five key principles of change management:

1. Different people react differently to change.
2. Everyone has fundamental needs that have to be met.
3. Change often involves a loss, and people need time and support to manage that loss.
4. Expectations need to be managed realistically.
5. Fears have to be dealt with.



The model for the new School Effectiveness and Improvement Service will involve a recruitment process that will be led by the Chief Officer of the Regional Service, meeting local procedures. It is the responsibility of the Project Team to ensure that we:

- Give people information - be open and honest about the facts, but don't give over-optimistic speculation, i.e. meet their openness needs, but in a way that does not set unrealistic expectations.
- Produce a communication matrix that ensures information is disseminated efficiently and comprehensively to everyone. Wherever possible tell everyone at the same time, and follow this up with individual interviews where appropriate.
- Be clear about where people have choices to make, and be honest about the possible consequences of those choices.
- Give people time and opportunity to express their views, and support their decision making by providing coaching, counselling or information as appropriate.
- Identify if the change will result in a loss and what will, or might, replace that loss.
- Give individuals opportunity to express their concerns and provide deliverable reassurances.
- Keep observing good management practice, such as making time for informal discussion and feedback.
- Work with the trade unions to provide the best possible outcomes for staff within the scope of the project.
- Observe the rights of the individuals in relations to Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE).

A copy of the Responsibility and Communication Matrix is available in Appendix 8.

## 6. Next Steps

### 6.1 COMPACT

In line with the Simpson Review and with the full support of its Members, the WLGA is leading on the Welsh local government's response to the Simpson Review and is committed to working with the Welsh Government to deliver a compact that will:

- detail the development of collaborative and national service delivery in the areas identified in the Review;
- set down a timetable for implementing the Simpson Review recommendations;
- outline the actions to be taken by Welsh Ministers to support implementation of the Reviews recommendations;
- set out potential responses that Ministers could take if local authorities do not meet the obligations they signed up for; and
- articulate what success will look like.

The compact will cover all the recommendations contained in the Simpson Review but will focus most heavily on recommendations which align with Welsh local government's priorities, as set out in the WLGA Assembly Election Manifesto published in March 2011, specifically:

- Improving skills and educational attainment
- Supporting the care and independence of vulnerable people
- Managing Waste – Making Better use of our Resources
- Developing Sustainable Transport
- Addressing Housing Needs

A report by the WLGA to update Members on the development of a Compact between local government and the Welsh Government states that *'Local Government is committed to taking urgent action so that by September 2012, local authorities will have vested in their four education consortia all the resource necessary to create regional school improvement services. Raising standards in our schools has to be the number one priority for consortia and all four have this as their prime action'*.

The Compact is expected to be presented to Cabinets across Welsh authorities in the 2011 Autumn term, when it is expected that all authorities will sign up to deliver the priorities of the Compact.

The current and future developments planned across the six North Wales authorities and presented in this Outline Business Case, will deliver on the commitment to the Compact.

### 6.2 Key Dates

Sept 2011	Outline Business Case is presented to Cabinets of each LA.
Oct to Dec 2011	Formal consultation and discussion with stakeholders.
Jan to Feb 2012	Full Business Case to Cabinets of each LA.
Feb to May 2012	Formal consultation with staff on variances in contracts.
Sept 2012	New Regional School Effectiveness and Improvement Service is operating.

## Definitions of School Improvement<sup>6</sup>

### 1. Purpose

Following the Workshops at Llandrindod Wells, w/c 27<sup>th</sup> June 2011, a number of colleagues requested a clear definition of School Improvement Functions (which follows).

The main reason for this is to enable LAs/Consortia to make accurate decisions about the people and functions which are 'in scope' for collaborative working.

### 2. School Improvement Definitions

The following functions are what commonly would be described as 'School Improvement'. What in the recent past would have been the remit of our Inspection and Advisory Services.

- The deployment, management, recruitment and CPD of School Improvement Professionals (now to be called Systems Leaders).
- Routine Visits (now to be three per year per School) to Schools to undertake monitoring of a School's Performance.
- Undertaking and managing (in future commissioning) Interventions in Schools Causing Concern.
- Thematic Interventions, e.g. concerned with specific, normally Under Achieving, groups of learners (e.g. whose first language is not Welsh or English, ALN, Looked After Children, etc.)
- Collection, interpretation and dissemination of Schools and Pupil Performance Data to Schools, within the LA, to Elected Members, et al.
- Provision of reports concerning School Standards and Performance to Elected Members, ESTYN, the Welsh Government and the general public. (Note: it is a statutory requirement for the LA to provide a commentary upon a School prior to it being Inspected).
- Commentary upon and approval of a School's Post Inspection Action Plan. (These duties are more demanding in the case of a School which has been placed in a formal category by ESTYN).
- Attendance at appointments and Performance Management and dismissal of Headteachers.
- Management of Literacy and Numeracy Strategy and deployment of literacy and numeracy experts and literacy and numeracy CPD programmes.
- Challenge to Schools only via Systems Leaders on: Leadership, Teaching, Learning, Under Achieving Groups, Attendance, Behaviour, Financial Management, use of Performance and Assessment data, Looked After Children,

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<sup>6</sup> Nick Jarman, Windsor and Co. Management Consultants, July 2011

PLCs and use of resources to support improvement.

- Residual duties for NQTs.
- Leading the development of School to School working.

### **3. As Is To Be**

Section 2 sets out a definition of School Improvement(SI) functions which is much narrower than the status quo and which reflects the new, much slimmer, sharper new approach to School Improvement using Systems Leaders, the School Effectiveness Framework and new National Priorities.

There are some SI functions which may no longer exist, but which because they currently fall under School Improvement mean that such people, posts and functions need to be 'in scope'.

- Curriculum support, including subject advice, phase and aspect-specific advice.
- Delivery of local initiatives.
- Routine attendance at appointments other than Headteachers.
- ICT advice and support.
- Convening and managing theme or phase-specific groups.
- Professional Development Centres.
- Undertaking research.

In principle any SI activity which is not listed in Section 2, although it now needs to be included 'in scope', will only be delivered where Schools are choosing to purchase services.

There is one exception to this: a range of centrally provided services may be provided to a School Causing Concern/in an ESTYN category as part of an LA's/Consortium's formal Intervention in such Schools. This will be strictly the exception, not the rule.

### **4. Notes**

- There may well be other services, e.g. Music, Performing Arts services. These are not (yet) in scope.
- We may/should wish to co-locate Performance Data and Governor Services. These are not School Improvement Services, per se. If they are going to join Consortia at this stage, they must be put 'in scope' in all of the LAs in that Consortium at the same time as SI.
- There is a small number of hybrid School Improvement posts, e.g. where someone does some School Improvement work and some Inclusion Work. The rule to adopt is that if 60% of the Job Description for the post is School

Improvement, it is in scope. This is a clear and defensible approach.

- Some colleagues will argue that all Education Staff are concerned with School Improvement. While this is generally and theoretically true, it is a disingenuous argument (and in extreme cases designed to replace clarity with lack of clarity).
- The same argument applies to hybrid posts. They are either in or out of scope on the 60% criterion. If any post is not susceptible to clear, readily-understandable definitions of remit and function, we should really be asking ourselves the question: do we need this post?

## Six Key Functions of a Regional School Effectiveness and Improvement Service<sup>7</sup>

The 6 functions are as follows:

### 1. Supporting LAs to undertake their statutory functions in relation to school effectiveness by:

- Monitoring the work and performance of schools on the basis of a range of evidence and reporting on this.
- Challenging schools on the basis of whole school performance and provision, and in relation to individual learning programmes and pupil support arrangements so as to drive improvement in pupil outcomes.
- Intervening in the provision made by a school when necessary, and supporting schools in difficulty and those with serious weaknesses.
- Facilitating the use and interpretation of data to ensure intelligent accountability.

### 2. Provide Support for both LAs and Schools (jointly and separately as the case may be) in School Improvement activity by:

- Supporting schools to address issues of school effectiveness/improvement and pupil outcomes.
- Providing advice and support for pedagogy (learning, teaching), leadership and management, and in intelligent accountability and professional development. (Self evaluation, assessment and monitoring).
- Developing and deploying, on an associate basis, system leaders and progressing proactively the system leadership agenda.
- Facilitating and supporting where required networking and networks of professional practice.
- Addressing issues of concern in schools and LAs and supporting schools needing significant improvement.
- Provide expertise on IT (Curriculum & Pedagogy) and VLE

### 3. Specifically undertaking responsibility for the Implementation of SEF and for CIF accountability by:

- Providing and developing staff expertise and organisational knowledge in pedagogy and learning.
- Supporting school self evaluation.
- Supporting the LAs and schools in exercising their responsibilities in relation to SEF – including improvement in pupil outcomes and their wellbeing.
- Ensuring that all the activities of a regional service are undertaken in the context of SEF.

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<sup>7</sup> *Report on the feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities* Gerson Davies, Independent Consultant, January 2011

- Facilitating the development and work of Professional Learning Communities.
  - Providing Support for, and addressing the needs of, Schools Causing Concern.
  - Contributing to preparations for Estyn inspection of individual schools and other surveys.
  - Making arrangements for continuous professional development through courses, brokerage, collecting and disseminating good practice, and developing a regional Portal.
- 4. Making provision for the development, maintenance, and review of regional frameworks on a commissioned basis, to include:**
- Protocols.
  - Operational guidance and documentation.
  - Documentation and bulletins.
- 5. Providing a centre of expertise for MIS service and for the management analysis and interpretation data**
- 6. Provide a specialist centre for Education Management matters and an Education Human Resources Service to provide expertise and advice.**

Whilst the responsibilities indicated above provide a framework for the regional service arrangements would need to ensure that the needs of individual authorities and schools were reflected in service provision; this will be the responsibility of the Joint Commissioning Committee. If these functions are to be the responsibility of a regional service then it should not be involved in other activities unless specifically commissioned.

## Governance Models Explained <sup>8</sup>

There are four options for Governance. These are:-

- A - Joint Committee
- B - Host Authority
- C - Company Limited by Guarantee
- D - Community Interest Company

This document seeks to outline the characteristics, benefits and disadvantages of each option.

### Option A - Joint Committee

The characteristics of this option are:-

Councils collaborate using powers under Sections 111-112, Local Government Act, 1972.

A Joint Committee is formed which consists of Elected Members from all participating Councils.

A Board of Management may perform the executive functions, reporting to the Joint Committee.

Staff will be co-located. The organisation will have a common identity.

The organisation can run at arm's length, as a Consortium.

#### Benefits

- Least change
- Closer to democracy
- Fewer HR implications, short term (inc. pensions)
- Automatic staff admission to LGPF

#### Disadvantages

- Cannot employ staff (without Host Council)
- Cannot contract
- May not be multi-stakeholder enough (e.g. Schools as formal members)
- May not be in tune with what WG has in mind
- Who provides 'back office' services?

### Option B – Host Authority

The characteristics are that one Council takes on all of the responsibilities for running the Consortium, principally employing staff and everything which goes with that.

The Host Authority effectively delivers the service on behalf of the other Councils and other Councils meet the costs pro rata of the Host Authority for their share of services and costs. This includes underwriting liabilities.

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<sup>8</sup> Nick Jarman, Windsor and Co. Management Consultants



A Joint Committee is established to exercise Governance (i.e. the Host Authority does not “call all the shots”). The Consortium would operate just as would be the case for Option A.

There are established precedents, e.g. The Yorkshire Purchasing Organisation (YPO).

### **Benefits**

- Can employ
- Can contract
- Harmonised Terms and Conditions
- Single provision of back office
- Delivers on behalf of Stakeholders
- Automatic admission to LGPF

### **Disadvantages**

- Securing lasting (political) agreement
- Prestige issues
- TUPE
- Pensions (Transfer of liability/deficit)
- Political Trust
- Less arm's length than any other option

## **Option C – Company Ltd by Guarantee**

The Councils would agree to establish a Company Limited by Guarantee, which is owned by its Members. This could include Schools.

This option should not be confused with privatisation or outsourcing: it is owned by its Members, Councils (and possibly Schools), it is wholly Public Sector. It is not a Company Limited by Shares.

The operational characteristics are similar to Options A and B, but the Company would be governed by Directors of the Company, appointed by the Company's Members, i.e. Councillors (and possibly Schools).

Company Directors are indemnified, provided that they do not breach their Fiduciary Duties. This kind of arrangement is governed by Part IV Local Government & Housing Act, 1989 as amended by Local Government Act, 2002. Provided that 75% of voting rights are exercised by Councils, the Company will be deemed to be a Local Authority Controlled Company.

### **Benefits**

- Arm's length, thus removed from tensions
- Multiple Membership
- Can employ
- Can contract
- Immune from Equal Pay Claims
- Can set and harmonise pay and conditions
- Possibly lower back office costs

### **Disadvantages**

- Political
- TUPE
- Admitted status to LGPF. May be unattractive to Pensions Authorities

- Must remain solvent. (Would pension deficit make Company technically insolvent, unless underwritten by Councils?)

## **Option D – Community Interest Company**

This option has been available since July 2005.

The characteristics of this option are essentially the same as Option C.

This option has been useful for e.g. Housing Stock Transfers and its style is designed to obtain the benefits of corporate operation while avoiding suspicion of privatisation.

Under this option it is a requirement to demonstrate that there is a 'community interest'. The CIC can also be a Registered Charity. There are some tax advantages to this.

### **Benefits and Disadvantages**

These are identical to Option C.

There is nothing singularly to commend this option over Option C.

## Draft Model Person Specification for System Leader

### Introduction

The specific role of system leader being considered here is one which will provide professional challenge and support to schools, helping head teachers and governors to evaluate their performance, identify priorities for improvement, and plan effective change.

The system leader will act for the local authority and will be the main channel for local authority communication on school improvement with schools.

Specific allocations of time for each school will be determined by the local authority/consortia in the light of the agreed banding of the school and the nature of its needs. The core functions include being a member of the appraisal panel for the performance management of the head teacher.

The system leader will provide professional challenge and support to a number of schools maintained by one or more authorities within a consortium or across consortia by:

- acting as a critical professional friend to the schools, helping the head teacher and governors to evaluate their schools' performance, identify priorities for improvement and plan effective change;
- helping build the schools' capacity to improve pupils' achievement and to realise other key outcomes for pupils that bear on achievement;
- contributing to whole-school improvement in the schools, including effective contribution to the Rights to Action outcomes;
- providing challenge and support for the head teacher in the schools; and
- providing information to governing bodies on their schools' performance and development.

### Draft Model Person Specification for System Leader

The following minimum core standards describe a profile of the generic characteristics and skills necessary to effectively carry out the role of System Leader. In each consortium it will also be necessary to ensure that, collectively, the team of System Leaders are able to meet the needs of schools in relation to the language, phase and setting.

#### Minimum Core Standards

System leaders will satisfy the following criteria:

Either:

- I. Have a proven record of significantly improving school performance in a leadership position in schools;
- II. Having a leading role in a school in which value added outcome standards have improved and/or are showing evidence of significant on-going improvement;
- III. Be able to demonstrate strategies used to ensure high levels of consistency in the quality of teaching and learning and of strength in the broader leadership capacity of the school;

- IV. Have made a wider contribution to educational developments and/or school improvement beyond their own school.

Or:

- V. Be a serving education improvement professional with a significant leadership role in a school or local authority;
- VI. Be able to demonstrate substantial impact on school improvement in their current role;
- VII. Be able to demonstrate effective leadership and management in their current role;
- VIII. Have made a contribution to wider educational developments in their local authority and / or consortium.

And:

- IX. Have the ability to work sensitively and collaboratively with a range of partners and stakeholders;
- X. Be able to demonstrate emotional intelligence skills to support effective working with underachieving schools and other partners;
- XI. Be committed to take responsibility to provide effective challenge and support to schools;
- XII. Have experience of influencing thinking, policy and practice so as to have a positive impact on learning outcomes and life chances of all children and young people;
- XIII. Have shown a commitment to their own professional development and also actively supported the professional development of colleagues;
- XIV. Have a full understanding of the *School Effectiveness Framework* and its implications.

System leaders will normally also demonstrate the following skills and attributes:

- I. Skilled communicator both orally and in writing;
- II. Knowledgeable about improving schools facing difficulties;
- III. Ambitious for children and young people and determined to improve outcomes for them;
- IV. Skilled in managing and sustaining change for improvement;
- V. Strategic in approach and able to distinguish between operational and strategic leadership responsibilities;
- VI. Strong collaborative skills, both as a leader and team member, and able to work closely with a wide range of partners and stakeholders including head teachers and the staff of schools, governors, HMI and local authority officers;
- VII. Decisive in identifying key school performance issues, including relative strengths and weaknesses, and able to address them;
- VIII. Experienced as an effective peer mentor and/or coach;
- IX. Analytical and evaluative, understanding performance indicators and being able to interpret complex and detailed quantitative and qualitative data accurately and quickly, and pursue challenging and rigorous questions, probe explanations of root causes and apparent inconsistencies;
- X. Display sound judgement, being able to identify key issues accurately and give accurate and meaningful feedback, both oral and written;
- XI. Able to understand and implement the principles and practice of quality

- assurance systems, including school self-evaluation and performance management;
- XII. Able to understand equal opportunities legislation and the issues surrounding the achievement of different groups of pupils, for example children in care, boys, girls, those of different ethnic or socio-economic groups and those with a disability or additional learning needs.

## Finance Projection

### Economic Case (VFM)

Whilst a service may be delegated or contracted, there will be a need for each local authority to have access to a capacity for performance monitoring, strategic oversight and advising members. In any shared service arrangement, each individual local authority retains its own statutory responsibility for service delivery and will be held to account by its own community for what is or is not achieved.

The potential arrangements for the governance of the shared activity are many and varied. The purpose of this shared service is to have a core team of system leaders who will lead on continuous improvement in Schools. It is estimated that 84% of the cost of the service will be staff costs. It has therefore been assumed that the costs of the shared service will not vary materially with the any choice of appropriate governance. The costs set out in this section therefore are the assumed costs of the delivery model.

### Financial Evaluation

A full breakdown of the projected costs, savings and assumptions is available in Appendix 4.

In order to calculate the baseline for the current service delivery across the six North Wales authorities, the following scopes were agreed:

- Service Scope – Service considered in scope for the baseline was the School Improvement Service
- Staff Scope – Staff considered to be in-scope will be those that work on core school improvement functions<sup>9</sup> for 65% or more of their time (nationally agreed percentage).

The new delivery model is summarised as follows:

The *current* cost of within scope services is estimated at £5,174,000 and having identified 10% for efficiency savings there remains a regional resource in the region of £4,674,000 for the establishment of a regional service incorporating:

(i) a core team of 'System Leaders' managed by a 'Chief Officer' and supported by a 'Business Team', ensuring that the LAs statutory functions can be commissioned from the regional service. The initial model for a core team is based on the assumption that:

- each school would require the support from a team of a System Leader for 3 days per annum to deliver continuous improvement in Education in accordance with the School Effectiveness Framework;
- any school causing concern would require the support of a System Leader over an additional 16 days per annum (initial modelling assuming 35% of school affected);
- a further average of 3 days per annum, per school, is estimated for System Leaders specifically to support effectiveness and improvements in literacy and numeracy (dependant on need).

(ii) an extended team (of e.g. associate System Leaders and/or curriculum specialists) commissioned by LAs/schools, managed by the Chief Officer, ensuring the flexibility for schools and LAs to meet the standards agenda.

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<sup>9</sup> 'Core school improvement' functions *are monitor, support, challenge, and intervene - excludes: Early Years; 14-19; Inclusion; Music; Athrawon Bro teachers; ICT support staff; Healthy Schools; Active Young People; PESS; MIS; Outdoor Education*

North Wales Regional School Effectiveness and Improvement Service (NW RSEIS)					
Table 1: Delivery Model			Year 1	Year 2	Year 3
Item	Expenditure Type	Details	2012/13	2013/14	2014/15
1	Total Current Resources	Estimate of posts "in-scope" with associated travelling and communication costs	3,018,000	5,174,000	5,174,000
2	Reduced by efficiency Savings	Regional Board savings target	-500,000	-500,000	-500,000
3	Resources Available for new Service	Reduced resources available in order to achieve savings target	2,518,000	4,674,000	4,674,000
<b>Cost Base for Regional Service</b>					
4	Chief Officer & Business Support Team	To include manager, admin & PA support, welsh translation and broker	316,000	457,000	466,000
5	System Leaders - School Effectiveness	Core team of 31 fte system leaders to deliver the statutory duties of 6 LAs	1,356,000	2,372,000	2,419,000
6	Other Costs	Accommodation, transport, supplies, support services & Commissioning Budget	421,000	554,000	565,000
7	<b>Cost of Regional Core Service</b>	Core Team	<b>2,093,000</b>	<b>3,383,000</b>	<b>3,450,000</b>
8	Extended Team	Associate system leaders and/or curriculum specialists commissioned by schools	425,000	1,291,000	1,224,000
9	<b>Cost of Regional Service</b>		<b>2,518,000</b>	<b>4,674,000</b>	<b>4,674,000</b>
Notes:					
Year 1 Costs for Year 1 (2012/13)		Year 1 assumes costs (with exception of Chief Officer from April 2012) will be incurred from September 2012 (7 months of financial year).			
1	Total Current Resources	Posts considered "in-scope" if over 65% time spent on school improvement activities. Relevant posts are currently funded by a mix of LA core budget, external grant and schools' delegated budgets.			
2	Efficiency Savings	One of the objectives of the Regional Board is to identify savings of 10% of North Wales expenditure through the delivery of a Regional Service.			
4	Chief Officer & Business Support Team	Assumed core management and support for regional service (1:5 admin ratio, welsh translation, broker).			
5	System Leaders - School Effectiveness	31fte based on 3 days per school, average 16 additional days for schools causing concern and equivalent of further 3 days with focus on literacy and numeracy.			
6	Other Costs	Estimate for accommodation and support costs. Estimated Commissioning budget of £250k for the system leaders to facilitate accelerated improvement in schools causing concern.			
7	Core Service	Core team ensuring all statutory functions of LA can be commissioned from the regional service.			
8	Extended Team	Flexible posts on fixed terms to fulfil schools requirements to complement and enhance the service to meet the standards agenda.			
<b>Table 2: Issues to be considered further within the full business case</b>					
<b>Implementation costs</b>					
10	Leaving Costs	Initial estimate of potentially £2.3m leaving costs to be incurred. However, the full business case will plan for the full management of this deployment to cover alternatives to incurring leaving costs. The estimate could reduce further once schools have been consulted with regards to the level of additional service they may want to commission (note 9). The regional service is not financially viable if it is required to fund any leaving costs. It can only be considered to be financially viable if these potential costs are funded from elsewhere.			
11	Pensions	6 LAs required to underwrite the pension deficit with regard to transferred posts, dependant on Governance arrangement. This transfers the risk of the failure to collect future pension contributions from the pension fund to the 6 LAs. The financial model includes a higher average contribution to the pension fund per post than currently paid to reflect the potential requirement by the pension fund for the deficit element of the contribution to be paid back over fewer number of years than currently required of the LAs.			
12	Infrastructure Costs	IT links across the region/ Accommodation hubs / Geographical issues			
<b>Financing Arrangements</b>					
13	Delegation of budgets to schools	The aim nationally is to increase delegation to schools from the welsh average of 76% to 85% of the relevant Education budget. There is a commissioning mix across the 6 LAs currently with some school improvement costs within core budgets and some being commissioned by schools. As the delegation rate increases the core regional service will become more dependant on services being commissioned by schools.			
14	Grant funded posts	Some of the current posts are grant funded which may impact on the nature of the efficiency savings realised by an individual LA.			
15	Allocation of costs across 6 LAs	The basis for allocating the cost of the core service to each individual LA needs to be considered.			

## Assumptions

1. Current staff costs are based on information from all LAs about existing posts and include on-cost estimates of National Insurance and Superannuation contributions. Estimates of current transport costs and communication costs are based on an average amount per full time equivalent (FTE).
2. All analysis is based on data provided up to Thursday 30<sup>th</sup> June 2011.
3. Costs have been calculated based on information provided for in-scope services. LAs have had the opportunity to verify the posts defined within scope.
4. It is assumed that the regional service will be managed by one Chief Officer with the assistance of a Business Support Team incorporating administration, brokerage and welsh translation services, providing support for the core service.
5. It is recognised that if staff are based across the region that IT links to facilitate effective data transfer and exchange will be required. Implementation costs of such infrastructure requirements are not included in the outline business case financial model.
6. Accommodation costs are included as an average on-cost per head as an appropriate estimate whether the service operates from one location or has a number of hubs across the region.
7. The core team requirements are based on the number of schools as recorded on the Section 52 Budget Statement 2010-11 with amendments as notified by LAs as at 30<sup>th</sup> June 2011. It is recognised that LAs are working on reorganisation plans which will lead to further changes in the number of schools in the future. The delivery model has been tested for sensitivity analysis and the model allows up to 3% changes to data without material financial impact. The delivery model allows for the complement of the core team to be reviewed to reflect the requirement to deliver the School Effectiveness Framework as the number and type of schools change in future.

### *Model*

8. The model is based on 464 Schools in North Wales as recorded on the Section 52 Budget Statement 2010-11 with amendments as notified by LAs.
9. The model estimates that 35% of all Schools will be Schools Causing Concern in any one year.
10. The number of productive days for staff is assumed as 172 days per annum to allow for working week, annual leave, sickness, training and planning and preparation time.
11. The model assumes that a core team of 31 FTE System Leaders will be required to support Schools in the region. This is based on the estimate that any School would require the support of a System Leader for 3 days per annum to deliver continuous improvement in Education in accordance with the School Effectiveness Framework. The model assumes that any school causing concern would require the support of a System Leader over an additional average of 16 days per annum. An estimated average of 3 days per annum is included for System Leaders specifically to support effectiveness and improvements in literacy and numeracy.



### *Staffing*

12. Staff who were engaged in the school improvement function when it was performed by separate organisations, have a right to transfer to the new organisation which is providing that function on a shared service basis. This transfer would be subject to the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE). Under these regulations staff retain all their existing statutory employment rights and contractual entitlements. There can be no redundancy or change in contracts as a result of the transfer. Any future redundancies or contractual changes would be for economic, technical or organisational reasons associated with the new employer. Such changes can only be made by agreement and after consultation with staff and trades unions.
13. Staff will transfer with a range of different terms and conditions. The circumstance of a TUPE transfer will provide a defence against the requirements of the Equal Pay Act 1970 for a period of time. But in due course there will be a need to undertake the procedures which eliminate disparities. Any successful programme of collaboration requires the active involvement of employees and their trades unions.
14. For the purposes of the financial model it has been assumed that employees' salaries with associated on-costs are harmonised within the upper quartile from year 1 at £75k and that the service will operate with a lower number of staff from September 2012.
15. The model is financially viable if any leaving costs and/or surplus posts are directly funded by 6 LAs. The efficiency savings for the 6 LAs is estimated as a comparison of current service costs against the running costs of the new regional service.

### *Funding*

16. There will need to be an agreed mechanism which allows for the shared funding of these shared resources. The model assumes the costs of the shared resource will be apportioned on a formula basis based on the number of schools. It is assumed that there will be opportunities for a mixed funding system so that the defined core service is provided through the formula based cost apportionment and 'extra' service can be acquired on a unit cost basis by schools on an individual or cluster basis.
17. The delivery model assumes that any cash resources released from LAs, over and above the efficiency savings target, will be delegated to schools. This will enable schools to broker additional associate system leaders or curriculum specialists to an individual or cluster basis as required. The level of demand for this extended team will impact the determined level of staffing.

Ref No.	Action	Action Owner	Start Date	Expected End
<b>Stage 1 – Outline Business Case</b>			<b>16<sup>th</sup> June 2011</b>	<b>15<sup>th</sup> July 2011</b>
SR 1	Develop school improvement service profiles for each of the 6 NW Authorities (staff, finance and service delivery)	Project Team	16 <sup>th</sup> June 2011	07 <sup>th</sup> July 2011
SR 2	'NW ADEW group' to agree the (i) model of governance and (ii) outline delivery model(s), (guidance from Nick Jarman)	NW ADEW Consortium	24 <sup>th</sup> June 2011	24 <sup>th</sup> June 2011
SR 3	Prepare 1 <sup>st</sup> draft Outline Business Case	Project Team	27 <sup>th</sup> June 2011	30 <sup>th</sup> June 2011
SR 4	Present Outline Business Case to the 'NW ADEW Group' (06/07/2011) and make necessary amendments	Project Manager	01 <sup>st</sup> July 2011	07 <sup>th</sup> July 2011
SR 5	(Final) Outline Business Case signed off by members of the 'NW ADEW Group' (via e-mail)	NW ADEW Consortium	08 <sup>th</sup> July 2011	14 <sup>th</sup> July 2011
SR 6	Outline Business Case presented to the 'Education & Other Related Services Regional Board' for approval	Chair of NW ADEW Consortium	15 <sup>th</sup> July 2011	15 <sup>th</sup> July 2011
<b>Stage 2 – Communicating the Outline Business Case to Stakeholders</b>			<b>16<sup>th</sup> July 2011</b>	<b>31<sup>st</sup> Dec 2011</b>
SR 7	Plan the communication methods as appropriate to the identified stakeholder groups (including collective engagement with unions)	Project Team	16 <sup>th</sup> July 2011	31 <sup>st</sup> Aug 2011
SR 8	Agree the communication methods with the 'NW ADEW Group' (date)	Project Manager	01 <sup>st</sup> Sept 2011	10 <sup>th</sup> Sept 2011
SR 9	Present the Outline Business Case to the Cabinets (post members event on -16 <sup>th</sup> Sept) in each of the NW Authorities, for agreement to (i) proceed with the Project Plan and (ii) to appoint a Chief Officer to manage the Regional Service	NW ADEW Consortium	01 <sup>st</sup> Sept 2011	30 <sup>th</sup> Sept 2011
SR 10	Undertake formal communication with stakeholders	Project Team	01 <sup>st</sup> Oct 2011	31 <sup>st</sup> Dec 2011
SR 11	Distribution of posts in scope notifications following discussions with those staff – all at the same time from the employer	LA HR Teams	01 <sup>st</sup> Dec 2011	31 <sup>st</sup> Dec 2011
<b>Stage 3 – Full Business Case</b>			<b>18<sup>th</sup> July 2011</b>	<b>31<sup>st</sup> Mar 2012</b>
SR 12	Expand on the full cost benefits analysis for the model(s) for governance and delivery (including sub-models for finance and staffing structures; feedback from the consultation on the Outline Business Case and ongoing engagement with the Unions)	Project Team	18 <sup>th</sup> July 2011	31 <sup>st</sup> Dec 2011
SR13	Develop and agree the process for appointing a Chief Officer	NW ADEW	18 <sup>th</sup> July 2011	1 <sup>st</sup> Sept 2011

<sup>10</sup> 'North Wales ADEW Consortium, Regional School Effectiveness and Improvement Service Project' documentation (v7)

Ref No.	Action	Action Owner	Start Date	Expected End
		Consortium		
SR 14	Undertake the appointment of the Chief Officer ( <i>appointment must be made by the end of October to start in January</i> )	NW ADEW Consortium	2 <sup>nd</sup> Sept 2011	31 <sup>st</sup> Oct 2011
SR 15	Present the Full Business Case to the 'NW ADEW Group' (date) and make necessary amendments	Project Manager	3 <sup>rd</sup> Jan 2012	13 <sup>th</sup> Jan 2012
SR 16	(Final) Full Business Case signed off by the 'Education & Other Related Services Regional Board'	Project Manager	16 <sup>th</sup> Jan 2012	20 <sup>th</sup> Jan 2012
SR 17	Present the Full Business Case to the Cabinets (post members event on - 16 <sup>th</sup> Sept) in each of the NW Authorities, for agreement to proceed with Stage 4 - Implementation	NW ADEW Consortium	21 <sup>st</sup> Jan 2012	17 <sup>th</sup> Feb 2012
SR 18	Local Finance teams to finalise the new arrangements (for the start of the 2012/13 financial year)	Project Team	18 <sup>th</sup> Feb 2012	31 <sup>st</sup> Mar 2012
<b>Stage 4 – Implementation of the Regionalised School Improvement Service</b>			<b>01<sup>st</sup> Jan 2012</b>	<b>31<sup>st</sup> August 2012</b>
SR 19	Chief Officer to lead on consultations with schools as to the functions of the Regional Service.	Chief Officer	01 <sup>st</sup> Jan 2012	
SR 20	<i>Operational Approach will be informed by the Full Business Case</i>			
SR 21	Four months consultation with individual staff on variances in contracts (covers formal hearing and appeal time)	Project Team	01 <sup>st</sup> Feb 2012	30 <sup>th</sup> May 2012
SR 22	Three months notice to staff	Project Team	31 <sup>st</sup> May 2012	31 <sup>st</sup> Aug 2012

# Project Risk Register <sup>11</sup>

**Note:** The risk register is a living document and will change throughout the life of the project. Correct as at July 2011.

<b>LIKELIHOOD</b>	Event is almost certain to occur in most circumstances	>70%	Almost Certain	A					
	Event likely to occur in most circumstances	30-70%	Likely	B					
	Event will possibly occur at some time	10-30%	Possible	C					
	Event unlikely and may occur at some time	1-10%	Unlikely	D					
	Event rare and may occur only in exceptional circumstances	<1%	Rare	E					
						5	4	3	2
					Very Low	Low	Medium	High	Very High
	<b>Service Performance</b>	Minor errors or disruption	Some disruption to activities/customers	Disruption to core activities/ customers	Significant disruption to core activities. Key targets missed	Unable to deliver core activities. Strategic aims compromised			
	<b>Reputation</b>	Trust recoverable with little effort or cost	Trust recoverable at modest cost with resource allocation within budgets	Trust recovery demands cost authorisation beyond existing budgets	Trust recoverable at considerable cost and management attention	Trust severely damaged and full recovery questionable and costly			
	<b>Financial</b>	<b>Cost (£)</b>	<£50k	£50k - £350k	£350k - £1 m	£1 m - £5 m	>£5m		
<b>IMPACT</b>									

Ref no.	Risk description	Consequence	Score / level of inherent risk	Risk reduction measures & controls	Score / residual risk score	Further Action	Action owner	Milestone Dates
RSEIS_R1	That the project cannot meet the level of expectation across the six North Wales Authorities	All Authorities do not sign up to the Outline Business Case. The Project fails in its objectives. WAG legislate.	<b>B1</b>	The Project Board consists of the NW ADEW group.	<b>C1</b>	Create bulletin to provide progress updates.	Consortium Coordinator and Project Manager	June 2011
RSEIS_R2	That the (initial) model of governance for school improvement may not be suitable for future service regionalisation e.g. Inclusion Service	The Project fails in its Key aims. Impacts on the ability to progress the full regionalisation agenda for Education Services. WAG legislate.	<b>B1</b>	The NW ADEW group has been engaging with an independent Governance Consultant – informing the direction of the governance model. The WLGA Secretariat is ensuring appropriate support and guidance from corporate support officers networks.	<b>C1</b>	Make sure that all relevant corporate support officers in all authorities are involved through their networks to ensure proper governance.	NW ADEW Consortia	July 2011

<sup>11</sup> ‘North Wales ADEW Consortium, Regional School Effectiveness and Improvement Service Project’ documentation (v7)

Ref no.	Risk description	Consequence	Score / level of inherent risk	Risk reduction measures & controls	Score / residual risk score	Further Action	Action owner	Milestone Dates
RSEIS_R3	That a regional service will not be able to meet Welsh Medium and bilingual needs across the region.	Deterioration of current service provision by some authorities. Not meeting Welsh Language policies. Missed opportunity to drive Welsh medium and bilingual developments in education communities across the region.	<b>B2</b>	The opportunity to contribute to local and national Welsh Language Strategies to drive Welsh-medium and bilingual development for education communities across North Wales has been identified in the Project Benefits (Measure of success through benefits realisation).	<b>B2</b>	Review of the Welsh language policies within each authority	NW ADEW Consortia – Bilingual T&F Group	July 2011
RSEIS_R4	The model of governance for school improvement may not meet National expectations	WAG then legislate	<b>C1</b>	The NW ADEW group has been engaging with an independent Governance Consultant – informing the direction of the governance model.	<b>D1</b>	To arrange a 1 day workshop with the Governance Consultant to further explore governance models and their relationship to the delivery model(s).  To have the input of the Governance Consultant in the OBC.	Consortium Coordinator  Project Manager	TBC  July 15 <sup>th</sup> 2011
RSEIS_R5	That the Outline Business Case(OBC) is not delivered by the 15 <sup>th</sup> July	The project ceases. WAG legislate.	<b>B1</b>	Project Team has been appointed to deliver the OBC. Project Plan is in place.	<b>B1</b>	To deliver the project according to the project plan, reviewing issues and risks regularly.	Project Manager	July 15 <sup>th</sup> 2011

Ref no.	Risk description	Consequence	Score / level of inherent risk	Risk reduction measures & controls	Score / residual risk score	Further Action	Action owner	Milestone Dates
RSEIS_R6	That there is no <i>political or corporate</i> buy-in within authorities for the regional agenda	All Authorities do not sign up to the Outline Business Case. The Project fails in its objectives. WAG legislate.	<b>B1</b>	Council Leaders and Chief Executives are members of the ' <i>North Wales Regional Board</i> '. Cabinet portfolio members and the NW ADEW consortium members sit on the ' <i>Education &amp; Other Related Services Regional Team</i> '.  Item is a regular agenda in local authorities at Senior Management Teams, Executive Groups, Scrutiny.	<b>C1</b>	Create bulletin to provide progress updates.  Chief Executives of Local Authorities present the Outline Business Case to Cabinet in September.	Consortium Coordinator and Project Manager	June 2011
RSEIS_R7	That there is a loss of local presence	The perception of an impersonal service with a lack of knowledge about local schools.	<b>B3</b>	The need to ensure a bilingual school effectiveness and improvement service available to the education communities across North Wales has been identified as a Key Aim of the project.	<b>B3</b>	To explore delivery models that satisfies the local needs.	Project Manager	July 15 <sup>th</sup> 2011
RSEIS_R8	That the initial phase will impede the cohesive delivery between School Improvement and related services (e.g. Inclusion)	May result in disjointed delivery, poorer outcomes for children and inspections.	<b>B2</b>	Raised awareness of the incremental approach to regionalisation to other services.	<b>B2</b>	Consider the pace of joining up various elements of services. Consult with colleagues on the OBC.		October 2011

Ref no.	Risk description	Consequence	Score / level of inherent risk	Risk reduction measures & controls	Score / residual risk score	Further Action	Action owner	Milestone Dates
RSEIS_R9	That the rationalisation of the service will result in redundancies	Financial impacts e.g. redundancy costs - may not have been built into the initial budget proposals.	<b>B2</b>	Initial discussions have taken place within the project team to consider options for fully retraining opportunities and costs, redeployment and pay protection costs, VR and EVR costs.	<b>B2</b>	As part of the 'Full Business Case' agree with all 6 authorities how the costs will be met (part of cost benefits analysis on proposed models)	NW ADEW Consortia	December 31 <sup>st</sup> 2011
RSEIS_R10	That there is not full engagement by all 6 authorities during consultation periods	Timescales for implementation are not met. The Project fails in its objectives. WAG legislate.	<b>B1</b>	The Project Doc. holds a 'Responsibility and Communication Matrix' to highlight the when and what is expected in terms of involvement in the progress through the project stages. Within the Project Plan the timescale for the formal consultation on the Outline BC has been extended to allow for any potential conflicting priorities and delays in consultation arrangements.	<b>C1</b>	Create bulletin to provide progress updates.  To utilise established forums for consultation purposes where appropriate.	Consortium Coordinator and Project Manager  Project Manager	June 2011 (and then ongoing)
RSEIS_R11	That issues of terms and conditions are not harmonised.	Equal pay claims. Disaffected workforce.	<b>C2</b>	The Project team has identified the need to carry out a full analysis of differences across the 6 authorities (inc. such items as pay protection, travel costs, pension, holiday entitlement, sick pay entitlement, salary etc).	<b>C2</b>	Sub group to be set up to carry out this work across 6 authorities utilising the HR Quality assurance group.	HR Project Team Member	Dec 2011

Ref no.	Risk description	Consequence	Score / level of inherent risk	Risk reduction measures & controls	Score / residual risk score	Further Action	Action owner	Milestone Dates
RSEIS_R12	That this project duplicates the developments of the NW Support Service Board.	Duplication of services and general confusion	C2	The Project Team recognises that the remit of this 1st project (within a programme of works) is to deliver a school effectiveness and improvement service regionally, followed by subsequent projects to bring in (separately) MIS, HR, Finance and other education services e.g. inclusion.	C2	Ensure link is established and timetables synchronised between the two boards.  Scope the HR requirements of the School improvement service and separately scope the HR requirements of the 6 authorities schools	'RSEIS' Project Manager and 'Support Service Regional Board'  TBD	March 2012
RSEIS_R13	That the professionals and the unions do not perceive the regional service as accessible	Disaffected workforce. May result in industrial action. Impacts on the quality of the service delivery and in turn standards.	C2	The Project Team recognises the importance of communicating effectively with key stakeholders (see communication matrix section 5), and the need to manage the change with those most directly affected.	C2	For the HR Team member to meet with the NW ADEW Group to present the HR aspects of change management within the context of the Project Plan	HR Project Team Member	



## Responsibility and Communications Matrix <sup>12</sup>

### Notes:

- (i) 'SR' is the reference from the Project Plan (see Appendix 6).
- (ii) Methods of communication will be decided from a range of effective tools (including but not restricted to; existing meeting structures; special meetings; e-mails; formal bulletins; focus groups; questionnaires; formal facilitated stakeholder consultations) dependant on the factors of stakeholder type, information to communicate, cost effectiveness and time.

### Key:

X – Execute, T – Contribute, C – Consult, E – Engage, I – Inform, A – Authorise, D – Decision (executive decisions)

### Stakeholders

	NW Regional Board	Education and Other Related Services Board	Project Sponsor	NW ADEW Consortium	Cabinet	Customer Scrutiny	LA Local Senior Teams (e.g. Exec Team, RRG)	Consortium Co-ordinator	Lead Finance Officer for NW Authorities	Project Team	Unions	Schools	School Improvement Officers	Local Finance Teams	Local HR Teams	QATs	NW Support Services Board
<b>Stage 1 - Outline Business Case</b>																	
SR 1				T				I	E	X				T	T	E	
SR 2			I	X				I	I	I							
SR 3								E	E	X				T	T		
SR 4			I	E, T				I	E	X				T	T		
SR 5			I	A				I	I	X							
SR 6	I	D	I	X			I	I	I	I						I	I
<b>Stage 2 – Communicating the Outline Business Case to Stakeholders</b>																	
SR 7								E		X	T					E	
SR 8			I	A				I		X	I						
SR 9	I	I	I	X	D	E	A	I	I	I						I	I

<sup>12</sup> 'North Wales ADEW Consortium, Regional School Effectiveness and Improvement Service Project' documentation (v7)

	NW Regional Board	Education and Other Related Services Board	Project Sponsor	NW ADEW Consortium	Cabinet	Customer Scrutiny	LA Local Senior Teams (e.g. Exec Team, RRG)	Consortium Coordinator	Lead Finance Officer for NW Authorities	Project Team	Unions	Schools	School Improvement Officers	Local Finance Teams	Local HR Teams	QATs	NW Support Services Board
SR 10								T		X	C	I, C	I, C	I	I	I	I
SR 11				X			I	T		T	I		I	I	T	I	
<b>Stage 3 – Full Business Case</b>																	
SR 12								T	E	X	E	E	E	T	T	E	
SR 13		A		X				I		T							
SR 14		A		X, D				I		T							
SR 15			I	E, T				I	E	X				T	T		
SR 16		A	I	X				I	I	T							
SR 17	I	I	I	X	D	E	A	I	I	I	I					I	I
SR 18			I	I			I	I	E	T				X	T	E	
<b>Stage 4 – Implementation of the Regional School Improvement Service</b> <i>(Dependant on development of stage 4)</i>																	
SR 19																	
SR 20																	