

Consortium Strategic Plan September 2009– August 2010

Introduction

This document sets out the work which will be achieved through consortium working during 2009-2010 as a means of achieving the overarching outcome of improved pupil standards.

The actions outlined in the plan will be achieved through consortium working since we recognise that no one way of working together fits every situation and the continuum provides the flexibility to ensure effective and efficient working that adds value to work of each authority. We define consortium working as the coming together in a range of ways of some or all services where each authority in the consortium retains the responsibility for statutory delivery and standards of the service. The work of the consortium is determined and supported by the six authorities.

Principles of Consortium Working

- Work of the Consortium is **determined by the six Authorities**
- Consortium working is a **joint working arrangement** Joint working can take **different forms** – from networking to full integration of services and seeks to add value to the work of each individual authority
- There are **clear lines of responsibility and accountability**, a strength of the Consortium working model
- Each Authority **retains its responsibilities** for Statutory delivery and standards of service

Effective consortium working

Effective consortium working is dependent on there being professional trust and dialogue between all involved.

The principles of trust and dialogue are:-

Trust

Respect

Do we acknowledge one another's dignity and ideas?

Do we interact in a courteous way?

Competence

Do we believe in each other's ability and willingness to fulfill our responsibilities effectively?

Personal regard

Do we care about each other both professionally and personally?

Are we willing to go beyond our formal roles and responsibilities to go the extra mile?

Integrity

Can we trust each other to put the interests of pupils/students first, especially when tough decisions have to be made?

Do we keep our word?

Dialogue

1. Practicing power with, not power over
2. Caring as much about questions as about answers
3. Being comfortable with ambiguity, uncertainty, not knowing
4. Caring as much about the learning of others as we do about our own learning
5. Devoting as much energy to listening as to speaking
6. Valuing the process of witnessing the thoughts and feelings of others as much as appreciation
7. Individual opportunities for self-reflection
8. Leaving ourselves open to be changed by conversation

Continuum of consortium working

Consortium working is guided by a model comprised of different forms of working together, from networking to full integration which accommodates

Positive Outcomes for Children and Young People	←	Full Integration	This is where Consortium working delivers a common service across the participating authorities. The authorities pool budgets and resources to provide the service
	←	Collaboration	This is where the authorities work together on specific initiatives, sharing resources and sharing responsibilities, risks and rewards.
	←	Cooperation	This is where the authorities work together to solve problems, remove barriers and broker solutions
	←	Coordination	This is where the authorities align policies and procedures, and develop consistent approaches
	←	Networking	This is where the authorities share information, discuss approaches and identify best practice. They also build trust and positive professional relationships

Consortium Strategic Plan 2009-10

Each authority is committed to the development of consortium working which will enable innovation and efficiencies through the empowerment of staff and authorities to collaborate and do things differently. The work embraces the principles of tri level reform where all concerned have the common goal of improving outcomes for young people.

Priorities for consortium working

1. Monitoring, Challenge and Intervention

The development of a consistent monitoring, challenge and intervention process aimed at promoting continuous school improvement across the consortium whilst respecting and enhancing local arrangements

2. System Leadership

To enable system change that is in synergy with tri-level reform and meets the demands of 21st Century education

3. Support for School Improvement

To broaden the range of support and wider support services available to schools and local authorities to enable the school and local authority workforce to better impact on the learning and wellbeing of children and young people.

4. Strategic Direction and Governance

The further development of governance and management arrangements that ensure that consortium working increases capacity within Local Authorities, adds value in terms of efficient and effective working, and contributes to improved outcomes for children and young people.

1. Monitoring, Challenge and Intervention

Purpose:

The development of a consistent monitoring, challenge and intervention principles aimed at promoting continuous school improvement across the consortium whilst respecting and enhancing local arrangements

This process will:

- 1.1 Provide an agreed common core of information, including data relating to school performance to assist in arriving at accurate judgements
- 1.2 Identify common guidance, principles and processes for LA staff and schools
- 1.3 Integrate identified best practice in self evaluation and lessons learnt from the SEF pilot programme
- 1.4 Ensure alignment with Estyn's Common Inspection Framework
- 1.5 Ensure the consistent application of agreed principles and processes (including LA variation)
- 1.6 Provide effective monitoring and high level challenge
- 1.7 Ensure early identification of schools causing concern
- 1.8 Ensure consistency in the provision of effective intervention and support
- 1.9 Facilitate the identification of effective practice at LA and school level through regular professional dialogue
- 1.10 Lead to a positive impact on pupil standards and well being.
- 1.11 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working

Activity Area	Success Criteria	Required Continuum Level	Responsibility	Resources	Comments/Completion
1.1 Provide an agreed common core of information, including data relating to school performance to assist in arriving at accurate judgements	1.1.1 Common core of information including agreed data sets completed by February 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Advice Support and Challenge • Data Group • HTs 	<ul style="list-style-type: none"> • Facilitation • Administration • Data • Supply cover 	Consider National and Local data sets and swamvac data analysis
1.2 Identify common guidance, principles and processes for LA staff and schools	1.2.1 Draft common guidance, principles and processes for LA staff and schools completed by Easter 2010, final by end May 2010	Collaboration	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Advice Support and Challenge • Headteacher Group 	<ul style="list-style-type: none"> • Facilitation • Administration • Supply cover 	Consider existing LA principles and relevant recent research

Activity Area	Success Criteria	Required Continuum Level	Responsibility	Resources	Comments/Completion
1.3 Integrate identified best practice in self evaluation and lessons learnt from the SEF pilot programme	1.3.1 Draft common guidance, principles and processes for LA staff and schools completed by Easter 2010, final by end May 2010	Collaboration	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge Raise Group Headteacher Group 	<ul style="list-style-type: none"> Facilitation Administration Supply cover 	Consider SEF evaluation report and RAISE evaluation Refer to best practice in self evaluation documentation (including LA)/ case studies from e.g. Estyn, Ofsted. NCSL Consider Estyn Annual Report
1.4 Ensure alignment with Estyn's Common Inspection Framework	1.4.1 Draft common guidance, principles and processes for LA staff and schools completed by Easter 2010, final by end May 2010	Coordination	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge 	<ul style="list-style-type: none"> Facilitation Administration 	Refer to new Estyn Inspection arrangements and guidance
1.5 Ensure the consistent application of agreed principles and processes	1.5.1 Procedures to facilitate the identification of effective practice agreed by March 2010 and applied in each LA every cycle commencing autumn 2010	Coordination	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge Headteacher Group 	<ul style="list-style-type: none"> Facilitation Administration 	Consider existing individual LA processes and procedures Quality Assurance to get consistency
	1.5.2 Identified effective practice is used to inform annual review of principles and procedures in every LA commencing June 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge Headteacher Group 		
	1.5.3 Consistent application of agreed principles and processes evidenced in each LA through annual monitoring and review procedures commencing autumn 2010	Collaboration/ Full integration	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge 	<ul style="list-style-type: none"> Facilitation Administration 	Consider SEF Pilot report and individual LA monitoring procedures Refer to National Standards for Educational Improvement Professionals in Wales

Activity Area	Success Criteria	Required Continuum Level	Responsibility	Resources	Comments/Completion
1.6 Provide effective monitoring and high level challenge	1.6.1 Identified effective practice is used to inform future practice in all LAs and reflected in all Frameworks commencing June 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> Advice support and Challenge		Consider SEF Pilot report and individual LA monitoring procedures Refer to National Standards for Educational Improvement Professionals in Wales
1.7 Ensure early identification of schools causing concern	1.7.1 All schools causing concern identified within first term of the cycle of annual reviews in every LA commencing autumn 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge 	<ul style="list-style-type: none"> Facilitation Administration 	
1.8 Ensure consistency in the provision of effective intervention and support	1.8.1 All LAs provide carefully targeted support for all schools in inverse proportion to success within each cycle evidenced by annual reports commencing autumn 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge 	<ul style="list-style-type: none"> Facilitation Administration 	Refer to National standards for Educational Improvement Professionals in Wales
1.9 Facilitate the identification of effective practice at LA and school level through regular professional dialogue	1.9.1 All LAs ensure that dissemination of effective practice is an integral part of the school improvement process and integral to annual plans commencing autumn 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> Advice support and Challenge Headteacher Group 	<ul style="list-style-type: none"> Facilitation Administration Supply Cover 	Refer to National standards for Educational Improvement Professionals in Wales and other current research on effective practice

Activity Area	Success Criteria	Required Continuum Level	Responsibility	Resources	Comments/Completion
1.10 Impact positively on pupil standards and well being.	1.10.1 Existing pupil standards and wellbeing indicators for swamwac analysed and areas for development identified by April 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Advice support and Challenge • Data Group • RAISE Group • Headteacher Group 	<ul style="list-style-type: none"> • Facilitation • Administration • Supply Cover 	Use core data sets, a range of Well Being indicators and swamwac comparison data in analyses and target setting
	1.10.2 Targets set to enable activities in the support for school improvement priority area to produce positive impact by June 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Advice support and Challenge • Headteacher Group 	<ul style="list-style-type: none"> • Facilitation • Administration • Supply Cover 	
	1.10.3 Proposals for ongoing monitoring and evaluation of impact agreed by August 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Advice support and Challenge • Headteacher Group 	<ul style="list-style-type: none"> • Facilitation • Administration • Supply Cover 	Consider SEF evaluation report and RAISE evaluation
1.11 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working				<ul style="list-style-type: none"> • 	

2. System Leadership

Purpose:

To enable system change that is in synergy with tri-level reform and meets the demands of 21st Century education

This process will:

- 2.1 Develop a shared understanding of system leadership between schools, local authorities and WAG
- 2.2 Develop and implement an approach to using system leaders at school and local authority level to support the development of effective education
- 2.3 Identify the core skills and competencies of system leaders at school and local authority level
- 2.4 Ensure that there are professional development opportunities for system leaders at school and local authority level
- 2.5 Promote system thinking and change in schools, local authorities and WAG in agreed specified areas
- 2.6 Develop collaborative working to contribute to the effective planning of school place of school places and the best use of capital resources
- 2.7 Impact positively on pupil standards and well being.
- 2.8 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
2.1 Develop a shared understanding of system leadership between schools, local authorities and WAG	2.1.1 Shared understanding of system leadership between schools, local authorities and WAG evidenced by an agreed paper that defines and describes system leadership as it applies to the range of schools and local authorities by April 2010	Collaboration	Task and Finish Group <i>Current expertise available in:</i> • Strategic group	<ul style="list-style-type: none"> • Facilitation • Supply cover • consultancy 	Consider SEF Pilot documentation Evaluation Report on SEF pilot ICSEI paper Wider research on System Leadership

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
2.2 Develop and implement an approach to using system leaders at school and local authority level to support the development of effective education	2.2.1 Develop an approach to using system leaders at school and local authority level to support the development of effective education completed by April 2010	Collaboration/Full Integration	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Strategic Group • Advisory group • Data group 	<ul style="list-style-type: none"> • Facilitation • Supply cover • consultancy 	Consider SEF Pilot documentation Evaluation Report on SEF pilot ICSEI paper LA Estyn Reports LA support and intervention documentation Wider research
	2.2.2 Consistent application of agreed protocols and procedures commenced by September 2010	Collaboration/Full Integration	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Strategic Group • Advisory group • Data group 	<ul style="list-style-type: none"> • Facilitation • Supply cover • consultancy 	Consider SEF Pilot documentation Evaluation Report on SEF pilot ICSEI paper LA Estyn Reports LA support and intervention documentation Wider research
2.3 Identify the core skills and competencies of system leaders at school and local authority level	2.3.1 Core skills and competencies form the basis of Professional Development for system leaders by April 2010.	Collaboration/Full Integration	<i>Task and Finish Group)</i> <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Strategic Group • Advisory group 	<ul style="list-style-type: none"> • Facilitation • Supply cover • consultancy 	Consider SEF Pilot documentation Evaluation Report on SEF pilot ICSEI paper EIP Standards
2.4 Ensure that there are professional development opportunities for system leaders at school and local authority level	2.4.1 Audit of needs feeds into swamwac programme by September 2010.	Cooperation/ Collaboration	<i>Task and Finish Group</i> <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Advisory group • Workforce development group 	<ul style="list-style-type: none"> • Facilitation • Supply cover • Consultancy • administration 	Consider both intra and inter school and LA opportunities. Consider available research on effective learning/networking/professional learning communities and reference the SEF

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
2.5 Promote system thinking and change in schools, local authorities and WAG in agreed specified areas	2.5.1 Pilot programme for practitioner exchange visits developed and agreed by August 2010.	Cooperation/ Collaboration	Task and Finish Group <i>Current expertise available in:</i> • Strategic Group	<ul style="list-style-type: none"> • Facilitation • Administration • Supply cover • Website development 	Reference the schools pilot in 3.3.3
2.6 Develop collaborative working to contribute to the effective planning of school place of school places and the best use of capital resources	2.6.1 Regional proposals developed and agreed by March 2010	Cooperation/ Coordination	Task and Finish Group <i>Current expertise available in:</i> • Planning School Places	<ul style="list-style-type: none"> • Facilitation • Supply cover 	Include requirements of 21 st Century Schools and Building Consortium Capacity Grant
2.7 Impact positively on pupil standards and well being.	2.7.1 Existing pupil standards and wellbeing indicators for swamwac analysed and areas for development identified by April 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> • Advice support and Challenge • Data Group • RAISE Group • Headteacher Group • Planning school places	<ul style="list-style-type: none"> • Facilitation • Administration • Supply Cover 	Use core data sets, a range of Well Being indicators and swamwac comparison data in analyses and target setting
	2.7.2 Targets set to enable activities in the support for school improvement priority area to produce positive impact by June 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> • Advice support and Challenge • Headteacher Group	<ul style="list-style-type: none"> • Facilitation • Administration • Supply Cover 	
	2.7.3 Proposals for ongoing monitoring and evaluation of impact agreed by August 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> • Advice support and Challenge • Headteacher Group	<ul style="list-style-type: none"> • Facilitation • Administration • Supply Cover 	Consider SEF evaluation report and RAISE evaluation
2.8 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working				•	

3. Support for School Improvement

Purpose:

To broaden the range of support and wider support services available to schools and local authorities to enable the school and local authority workforce to better impact on the learning and wellbeing of children and young people.

This process will:

- 3.1 Identify the range of support for learning that will be available to schools and LAs
- 3.2 Provide for identified professional development needs for school and LA staff emerging from the priorities for consortium working – Monitoring, Challenge and Intervention, Wider Support, System Leadership and Strategic Direction and Governance
- 3.3 Ensure peer support and the sharing of professional practice via networks and professional learning communities
- 3.4 Develop pedagogy skills referencing reflective practice and research
- 3.5 Promote the development of shared services to increase capacity
- 3.6 Impact positively on pupil standards and wellbeing
- 3.7 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
3.1 Identify range of support for learning that will be made available to schools and LAs via consortium working	3.1.1. Range of support for learning that will be made available to schools and LAs via consortium working identified and agreed by March 2010 Audit needs feed into 3.2 by March 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Workforce Development group • BSF group • Short Course group 	<ul style="list-style-type: none"> • Facilitation • Web site • Database development 	Consider practitioner skills, individual needs, and school needs

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
3.2 Provide for identified professional development needs emerging from the audit and from the development of the priorities for consortium working i.e. Monitoring, Challenge and Intervention, Wider Support, System Leadership and Strategic Direction and Governance	3.2.1 Action Plan to provide for identified professional development needs (emerging from the audit and from the development of the priorities for consortium working) in place and approved by April 2010	Collaboration/Full Integration	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Workforce Development group • BS F group • Short Course group • Support Staff Group 	<ul style="list-style-type: none"> • Facilitation • Supply cover 	Consider impact required on intra and inter school and LA variation Consider how to add value to use of existing resources. Reference school support staff, middle leaders, system leaders, NQT, EPD, PHIP, Chartered Teacher, HLTA etc.
	3.2.2 swamwac PDO web service extended to include networks and peer support opportunities by August 2010	Full Integration	Task and Finish Group(s) (may need lead T and F group and sub group of admin staff to implement) <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Workforce Development group • BS F group • Short Course group • Short course administrative group 	<ul style="list-style-type: none"> • Facilitation • Web site • Database development 	

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
3.3 Ensure peer support and the sharing of professional practice via networks and professional learning communities	3.3.1 60% of schools across swamwac involved in a network learning community and /or a professional learning community activities by August 2010	Cooperation/Collaboration	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Supply cover 	Consider both intra and inter school and LA opportunities. Consider available research on effective learning /networking/professional learning communities and reference the SEF
	3.3.2 Directories of effective practice networks/professional learning communities Peer support opportunities available on line by August 2010	Full Integration	Task and Finish Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Workforce Development group • BSF group • Short Course group • Short course administrative group 	<ul style="list-style-type: none"> • Facilitation • Administration • Web site • Database development 	
	3.3.3 Pilot for practitioner exchange visits completed and evaluated by April 2010	Full Integration	Task and Finish Group	<ul style="list-style-type: none"> • Administration • Supply cover • Consortium Capacity Grant 	Include requirements of Consortium Capacity Grant
	3.3.4 LA network groups in specific areas of professional practice are supported to work at networking and coordination level from January 2010	Networking and Coordination	Networking groups for : <ul style="list-style-type: none"> • 14 – 19 • Transition • RAISE • Foundation Phase • BSF • CFS / OSHL • Curriculum ICT • Outdoor Education • Music 	<ul style="list-style-type: none"> • Administration 	

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
3.4 Develop pedagogy skills referencing reflective practice and research	3.4.1 all PDO opportunities via consortium working to contain an element of reflective practice by August 2010	Cooperation	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Supply cover • Electronic access 	
3.5 Promote the development of shared professional services to increase capacity	3.5.1 Audit of options for shared services completed and evaluated and report on opportunities and issues in respect of the development of shared services to increase capacity completed by May 2010.	Cooperation	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Supply cover 	
	3.5.2 Action plan for development of agreed shared services completed by August 2010	Cooperation	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Supply cover 	
	3.5.3 Consortium Brokerage service extended to include quality assured external providers by August 2010	Full Integration	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Administration • Web site • Database development 	

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
3.6 Impact positively on pupil standards and wellbeing	3.6.1 Existing pupil standards and wellbeing indicators for swamwac analysed and areas for development identified by April 2010	Cooperation	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Administration • Statistical analyses 	Consider impact required on intra and inter school and LA variation. Use core data sets, wellbeing indicators and swamwac comparison data in analyses and target setting
	3.6.2 Targets set to enable activities in the support for school improvement priority area to produce positive impact by June 2010	Cooperation	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Supply cover 	
	3.6.3 Proposals for ongoing monitoring and evaluation of impact agreed by August 2010	Cooperation	Task and Finish Group	<ul style="list-style-type: none"> • Facilitation • Supply cover 	
3.7 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working				<ul style="list-style-type: none"> • 	

4. Strategic Direction and Governance

Purpose:

The further development of governance and management arrangements that ensure that consortium working increases capacity within Local Authorities, adds value in terms of efficient and effective working, and contributes to improved outcomes for children and young people

This process will:

- 4.1 Provide a strategic direction for consortium working (within the national and local context), regularly reviewed and amended as necessary
- 4.2 Provide robust infra structure and systems to enable effective and efficient consortium working
- 4.3 Ensure that consortium working initiatives are subject to regular scrutiny
- 4.4 Ensure effective quality assurance at all levels
- 4.5 Enable consortium working arrangements to align with and embed the Core themes and Key elements of The School Effectiveness Framework
- 4.6 Achieve a unified voice on national policy arrangements and key consultations
- 4.7 Provide a forum for development of improved working relationships with WAG and other key partners
- 4.8 Establish, monitor and attain key performance targets in respect of improved capacity, more efficient use of resources, and improved pupil standards
- 4.9 Impact positively on pupil standards and wellbeing
- 4.10 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
4.1 Provide a strategic direction for consortium working (within the national and local context), regularly reviewed and amended as necessary	4.1.1 Review completed and new plan in place by September 2010	Full integration/ collaboration	High Level Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Strategic Group • O & D team 	<ul style="list-style-type: none"> • Facilitation 	
4.2 Provide robust infra structure and systems to enable effective and efficient consortium working	4.2.1 Support infra structure reviewed and amended as necessary by March 2010	Full integration/ collaboration	O & D team <i>Current expertise available in:</i> <ul style="list-style-type: none"> • O & D team • Admin team 	<ul style="list-style-type: none"> • Facilitation • Web site 	<ul style="list-style-type: none"> • see previous evaluation reports

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
4.3 Ensure that consortium working initiatives are subject to regular scrutiny	4.3.1 Scrutiny processes reviewed, amended as necessary and fully operational by February 2010	Full integration/ collaboration	O & D Team <i>Current expertise available in:</i> <ul style="list-style-type: none"> • O & D team • Strategic Group 	<ul style="list-style-type: none"> • Facilitation • Database development 	
4.4 Ensure effective quality assurance at all levels	4.4.1 Quality standards aspired to in consortium working are defined by April 2010	Full integration/ collaboration	O & D Team <i>Current expertise available in:</i> <ul style="list-style-type: none"> • O & D team • Strategic Group 	<ul style="list-style-type: none"> • Facilitation 	
4.5 Enable consortium working arrangements to align with and embed the Core themes and Key elements of The School Effectiveness Framework	4.5.1 Strategic plan cross referenced to SEF by February 2010.	Full integration/ collaboration	O & D team <i>Current expertise available in:</i> <ul style="list-style-type: none"> • Strategic Group • Advisory Group 	<ul style="list-style-type: none"> • Facilitation • Administration • Consultancy 	
	4.5.2 Ensure all 2010 National timescales for SEF are met by August 2010			<ul style="list-style-type: none"> • 	
4.6 Achieve a unified voice on national policy arrangements and key consultations	4.6.1 Consortium response made to all major consultations in 2010	Full integration/ collaboration	Strategic Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • All groups 	<ul style="list-style-type: none"> • Facilitation • Administration 	Link to communication strategy
4.7 Provide a forum for development of improved working relationships with WAG and other key partners	4.7.1 Active involvement of WAG and other key partners in at least 3 areas of development in 2010	Networking and Coordination	Strategic Group <i>Current expertise available in:</i> <ul style="list-style-type: none"> • All groups 	<ul style="list-style-type: none"> • Facilitation 	

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
4.8 Establish, monitor and attain key performance targets in respect of improved capacity, more efficient use of resources, and improved pupil standards	4.8.1 Key performance targets in respect of improved capacity, more efficient use of resources, and improved pupil standards agreed by March 2010	Full Integration	O & D Team <i>Current expertise available in:</i> • All groups	<ul style="list-style-type: none"> • Facilitation • Consultancy • Data Base development 	
	4.8.2 Key performance targets in respect of improved capacity, more efficient use of resources, and improved pupil standards monitored and achieved by September 2010	Full Integration	Strategic Group <i>Current expertise available in:</i> • All groups	<ul style="list-style-type: none"> • Facilitation • Supply cover 	
4.9 Impact positively on pupil standards and wellbeing	4.9.1 Existing pupil standards and wellbeing indicators for swamwac analysed and areas for development identified by April 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> • All groups • O & D Team • Admin Team • Strategic Group	<ul style="list-style-type: none"> • Facilitation • Administration • Statistical analyses 	Consider impact required on intra and inter school and LA variation. Use core data sets, wellbeing indicators and swamwac comparison data in analyses and target setting
	4.9.2 Targets set to enable activities in the support for school improvement priority area to produce positive impact by June 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> • All groups • O & D Team • Admin Team • Strategic Group	<ul style="list-style-type: none"> • Facilitation • Supply cover 	
	4.9.3 Proposals for ongoing monitoring and evaluation of impact agreed by August 2010	Cooperation	Task and Finish Group <i>Current expertise available in:</i> • All groups • O & D Team • Admin Team • Strategic Group	<ul style="list-style-type: none"> • Facilitation • Supply cover 	

Activity Area	Success Criteria	Continuum Level	Responsibility	Resources required	Comments/Completion
4.10 Lead to adding value to the work of each LA and achieve efficiencies through collaborative working				•	