



# Business Plan

## 2016-19

### Level 1



GwEGogledd.Cymru



## **Version Control**

This is a live document and may be amended as required to meet our priorities.

Document Version	Date	Notes
1.0	22/09/16	GwE Joint Committee Approval

<b>Team Name:</b>	<b>GwE</b>
<b>Team Members:</b>	<b>Management Board</b>
<b>Priorities that we fulfil:</b>	<p><b>Regional Priorities:</b></p> <p><b>P1:</b> To raise standards of teaching and learning for all learners across the region</p> <p><b>P2:</b> To improve the quality of leadership and its impact on improving outcomes across the region</p> <p><b>P3:</b> To develop a self-improving school system</p> <p><b>P4:</b> To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region</p> <p><b>P5:</b> Ensure the effective governance, leadership and management of GwE</p> <p><b>P6:</b> To deliver relevant Welsh Government initiatives across the region</p> <p><b>Estyn Recommendations:</b></p> <p><b>R1:</b> Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4</p> <p><b>R2:</b> Improve the quality of evaluation in the delivery of school improvement services.</p> <p><b>R3:</b> Improve the rigour of the arrangements for identifying and managing risk.</p> <p><b>R4:</b> Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.</p> <p><b>R5:</b> Clarify the strategic role of the regional networks and their accountability to the Joint Committee.</p> <p><b>R6:</b> Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.</p>

## **VISION**

Our vision is to develop a world class system of education where every pupil within the region will be able to access consistently high quality teaching in all classrooms and where all schools, wherever their geographical location, will be led by excellent leaders.

## **PURPOSE**

GwE, the fully bilingual regional School Effectiveness and Improvement Service for North Wales, works alongside and on behalf of the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region and to improve outcomes for pupils by ensuring effective leadership at all levels and quality teaching and learning in all classrooms

## **GwE AIMS AND OBJECTIVES**

By providing focused and supportive challenge, GwE's fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. At best, close collaboration between schools can be extremely challenging and leads us to the realisation that perhaps what we perceived as being excellent practice is not in fact excellent. Schools need to improve themselves for the sake of the learners in their care; it is up to GwE to ensure that this happens.

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<b>IMPROVEMENT MEASURES</b> <b>(Business Plan Priorities = P1/P2/P3/P4/P5) (Estyn Recommendations = R1/R2/R3/R4/R5) (Authority Specifications = YMS/GS/CS/DS/FS/WS)</b>		<b>OUR AIMS FOR SUMMER 2016 TO SUMMER 2019</b>
	TBC	

## GwE Business Plan 2016-19

### Level 1

<b>Ref.</b>	<b>Priorities</b>	<b>Actions</b>	<b>Outputs and success criteria</b>	<b>Responsible</b>	<b>Target Date</b>	<b>Finance source</b>
P1	To raise standards of teaching and learning for all learners across the region	Ensure that the GwE Support Programme and the GwE Development Programme are effective in raising standards across the region.	Reduction in the number of schools in Statutory Estyn Categories.	Assistant Directors Management Board	Summer 2017 Summer 2018 Summer 2019	Core budget EIG WG grants
R1	Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4	<p>Decrease the variation in performance between local authorities in key performance indicators.</p> <p>Ensure clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE.</p> <p>Ensure that intervention procedures are consistently applied across the region.</p>	<p>No school to be unexpectedly placed in Estyn Statutory Category from September 2016.</p> <p>Reduction in the number of schools going into Estyn Monitoring.</p> <p>Reduction in the number of secondary and primary schools in amber and red support categories.</p> <p>Increase in the number of secondary and primary schools in yellow and specifically in the green support category.</p>	All authorities performing in line or above the expected Welsh Government benchmark and their FSM position in key performance indicators across all key stages (see targets in individual LA Plans).	Reduction in the number of schools performing below the median of the FSM benchmarks in the key performance indicators at all key stages.	Reduction in the number of schools performing in the lowest quartile of the FSM benchmarks in English and Mathematics at KS4.

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	<p>assessments.</p> <p>Improve literacy and numeracy skills for learners' at all key stages.</p> <p>Improve performance of vulnerable pupils in the key performance indicators at all key stages.</p> <p>Improve performance of More Able and Talented (MAT) learners' at all key stages.</p> <p>Close the gap between the performances of boys/girls in key performance indicators in all key stages.</p> <p>Improve standards by further developing the quality of leadership.</p> <p>Improve the digital competency skills of learners across the region.</p>	<p>Improvement in the performance of FSM learners in key performance indicators at all key stages.</p> <p>Improvement in the performance of the L2+ indicator that is in line or above the national increase.</p> <p>Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent.</p> <p>Reduction in the variability across local authorities in the performance of boys and girls in English and Mathematics.</p> <p>Increase in the percentage of learners achieving the Foundation Phase Indicator.</p> <p>Increase in the percentage of learners achieving higher outcomes in the Foundation Phase.</p> <p>Increase in the percentage of learners achieving the Core Subject Indicator at KS2.</p> <p>Increase in the percentage of learners achieving the higher levels at KS2 and KS3.</p>				
P2	To improve the quality of leadership development programme	Ensure that GwE has an effective leadership development programme to the GwE region, possesses the relevant	All school practitioners, at all levels across the GwE region, possesses the relevant	Assistant Directors SCSA	Evaluated: Summer 2017	Core budget EIG

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	leadership and its impact on improving outcomes across the region	<p>improve the quality of leadership at all levels across the region.</p> <p>Ensure that the GwE Development Programme is effective in raising standards across the region.</p> <p>Deliver the 'Higher Level Teaching Assistant Development Programme'.</p> <p>Deliver an effective 'Newly Qualified Teacher Development Programme' across the GwE region.</p> <p>Deliver 'Leading Literacy and Numeracy' a developmental programme for Literacy and Numeracy leaders.</p>	<p>Effective leadership skills.</p> <p>Effective leadership at all levels in schools has a positive impact on standards across the region.</p> <p>The distributed leadership mindset is established in all schools across the region so as to strengthen the capacity for robust and rapid intervention with schools causing most concern.</p> <p>Relevant and effective leadership development is an entitlement for all practitioners in all schools across the GwE region.</p>	<p>The aims in <i>Qualified For Life</i> are fully met for all learners in all settings.</p> <p>Deliver 'Developing the Leaders of the Future' a programme for both primary and secondary sectors to influence the practice of those who are fulfilling the role for the first time or who have the potential to lead.</p> <p>Deliver the 'Aspiring Leader Development Programme'.</p> <p>Deliver 'Middle Leaders Support Programme' a 3 day programme to improve the effectiveness of middle leaders.</p> <p>Deliver Middle Leaders Development Programme 'From Good to Excellent' a 7 day development programme to enable effective middle leaders to become excellent leaders.</p>	<p>Summer 2018</p> <p>Summer 2019</p>	<p>WG grants</p> <p>Attendance fee as appropriate</p>

Ref.	Priorities	Actions	Outputs and success criteria	Responsible	Target Date	Finance source
		<p>Deliver specific middle leadership programmes tailored and bespoke for 'Physical Literacy Programme for Schools' (PLPS), 'ICT' and 'Special Schools sector'.</p> <p>Deliver 'Senior Leaders Development Programme' [Diploma Level 5] a 9 month programme suitable for those who are members of a SLT or who are aiming towards a promotion soon.</p> <p>Deliver the 'Aspiring Headteacher Development Programme'.</p> <p>Deliver the NPQH national programme.</p> <p>Deliver the 'New Headteachers Development Programme' spanning the first 3 years of a new Headteacher/Acting Headteacher.</p> <p>Deliver 'Headteachers Development Programme' for a target group of Headteachers to enable them to progress to the next step in their career.</p> <p>Develop an 'Executive Headteachers development Programme' to be delivered from September 2017.</p>				
<b>P3</b>	To develop a self-improving school system	Ensure that there is a significant growing involvement of school leaders in designing and coordinating strategies to promote a self-improving system.	Improved performance in the main indicators at all key stages, including eFSM pupils and those from economically disadvantaged backgrounds	Managing Director	Summer 2017	SCC Capacity Building Grant

Ref.	Priorities	Actions	Outputs and success criteria	Responsible	Target Date	Finance source
	Establish a model of working across the region that builds the capacity within our schools to move to a sustainable self-improving school system.	Ensure a more effective service that fully utilises the expertise of its Challenge Advisers within the core team and provides a high level of challenge and support to schools.	Improved performance in National Reading and Numeracy Tests. A reduction in the number of schools going into Estyn statutory categories.		Summer 2017	
	Embed a sustainable culture of challenge and co-support across the region.	Ensure that a sustainable self-improving school system is embedded across the region.	An increase in the number of green and yellow category schools across the region. GwE has greater capacity to provide more intensive support for amber and red schools.		Summer 2017	
P4	To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region	Ensure clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE.	Reduction in the number of schools in Statutory Estyn Categories.	SCSA Assistant Directors Management Board	Summer 2017	Core budget EIG WG grants
		Ensure that intervention procedures are consistently applied across the region.	No school to be unexpectedly placed in Estyn Statutory Category from September 2016.			
		Ensure that the GwE Challenge and Support Programme and the GwE Development Programme are effective in raising standards across the region.	Reduction in the number of schools going into Estyn Monitoring.			
			Reduction in the number of secondary and primary schools in amber and red support categories.			

Ref.	Priorities	Actions	Outputs and success criteria	Responsible	Target Date	Finance source
	Ensure that data is used effectively and appropriately to evaluate programmes and projects to support school improvement.	Secure greater consistency across the Hubs in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership	Increase in the number of secondary and primary schools in yellow and specifically in the green support category.	Robust internal quality assurance and accountability procedures operational which leads to higher level of consistency within and across hubs.		
P5	Ensure the effective	Improve the quality of the challenge and support offered to schools by Challenge Advisers and, thus, ensure better consistency in terms of quality and impact across the hubs	Review the recruitment strategy in order to ensure that the regional service can attract high quality and effective secondary practitioners to key roles.	Robust performance procedures for Challenge Advisers are applied consistently leading to improved challenge and support for schools.	Robust procedures operational for regional moderation of categorisation.	
		Review the recruitment strategy in order to ensure that the regional service can attract high quality and effective secondary practitioners to key roles.	Seconded senior leaders from schools deployed effectively as Challenge Advisers.	Regional development programmes for up-skilling Challenge Advisers and seconded headteachers effectively delivered and evaluated.	Performance data is used effectively and appropriately to evaluate programmes and projects to support school improvement.	GwE attracts high quality and effective secondary practitioners to key roles.
		Ensure that every secondary school has access to specialist subject support in mathematics, English, Welsh 1 <sup>st</sup> Language and science in Key Stage 4.	An evaluation framework in place for all	Improved challenge and support for core subjects at KS4 across the region.		Operational
					MD	KESS PhD

<b>Ref.</b>	<b>Priorities</b>	<b>Actions</b>	<b>Outputs and success criteria</b>	<b>Responsible</b>	<b>Target Date</b>	<b>Finance source</b>
R2 R3 R4 R5 R6	governance, leadership and management of GwE	delivery of school improvement services.  Improve the rigour of the arrangements for identifying and managing risk.  Ensure that business and operational plans contain clear success criteria and that progress against these are monitored effectively.  Clarify the strategic role of the regional networks and their accountability to the Joint Committee.  Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.	aspects of GwE's work using New Philanthropy Four Pillar Approach in association with Bangor University Risk Register in place and regularly updated and reported upon  New Business Planning process developed and implemented to include full costings	Business & Finance Manager  Business & Finance Manager  Management Board  Business & Finance Manager	from September 2016  Summer 2016  September 2016  Autumn 2016	research intern £3,500 core funding
P6	To deliver relevant Welsh Government initiatives across the region	Addressing the recommendations noted in Developing leadership at all levels. (HLTA, NQT, Career Development Pathway.)	Achieving the Four Purposes  All school practitioners, at all levels across the GwE region, possess the relevant effective leadership skills.  Effective leadership at all levels in schools has a positive impact on standards across the region.	Assistant Directors SCSA	Summer 2017 Summer 2018 Summer 2019 ..\\Self Improving System\\Developing Successful Futures across NORTH WALES v final (3).pdf	WG Grant funded
	<b>GCSE:</b>	Support for schools to successfully	All schools received appropriate training	SCSA	Summer 2017	WG grant

Ref.	Priorities	Actions	Outputs and success criteria	Responsible	Target Date	Finance source
	<ul style="list-style-type: none"> <li>implement the revised GCSE specifications and revised Welsh Baccalaureate</li> <li>• Residual and continued support for the revised GCSE Welsh, English and Mathematics Specifications introduced in September 2015 and Science introduced in September 2016</li> <li>Support for schools to implement the revised GCSE specifications in MFL, Geography, Art, Music, Drama, Food and Nutrition and PE introduced in September 2016</li> <li>Support for schools to implement the revised GCSE specifications in RE, History Technology and Welsh Second Language to be introduced in September 2017</li> <li>Continued support for the revised Welsh Baccalaureate introduced in September 2015</li> </ul>	<p>and support to implement the GCSE revised specifications and the Welsh Baccalaureate.</p> <p>Revised KS4 schemes of work in all subjects which respond to the revised GCSE specifications</p> <p>KS3 schemes of work and teaching methods revised in response to the PISA agenda and to ensure pupils are appropriately prepared for KS4</p> <p>Increased confidence in providing quality Teaching and Learning within schools</p>	<p>SCA</p> <p>Assistant Directors</p>	Summer 2018 Summer 2019	QW grant	

Ref.	Priorities	Actions	Outputs and success criteria	Responsible	Target Date	Finance source
	To implement the vision and aims as outlined in 'Global Futures' by: <ul style="list-style-type: none"> <li>Promoting and raising the profile of modern foreign languages</li> <li>Build capacity and support education workforce to deliver modern foreign languages effectively</li> <li>Work towards the 'bilingual plus 1' strategy</li> </ul>	excellence continue to deliver school-to-school support to partner primary and secondary schools Continue to support and engage with the MFL mentoring schemes for Key Stage 3	CA (GJ)	Summer 2017	WG grant	



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