Complete Agenda

Tuag at Ragoriaeth
Towards Excellence

Meeting
GWE JOINT COMMITTEE

Date and Time
10.30 am, WEDNESDAY, 22ND NOVEMBER, 2017

Location
GwE Offices, Bryn Eirias, Abergele Road, Colwyn Bay, LL29 8BF

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(DISTRIBUTED: 17/11/2017)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor Meirion Jones	Isle of Angelsey County Council
Councillor Garffild Lewis	Conwy County Borough Council
Councillor Huw Hilditch-Roberts	Denbighshire County Council
Councillor Ian Roberts	Flintshire County Council
Councillor Phil Wynn	Wrexham County Borough Council
Councillor Gareth Thomas	Gwynedd Council

Co-opted Non-voting Members

Rita Price	Wrexham Diocese
Diane Chisholm	Primary Schools Representative
Mair Herbert	Secondary Schools Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative

Non-voting Officers

Delyth Molyneux	Isle of Anglesey County Council
Dr Lowri Brown	Conwy County Borough Council
Karen Evans	Denbighshire County Council
Claire Hommard	Flintshire County Council
John Davies	Wrexham County Borough Council
Garem Jackson	Gwynedd Council

Officers in Attendance

Arwyn Thomas	Managing Director GwE
Iwan G. Evans	Host Authority
Dafydd L. Edwards	Host Authority
Steve Vincent	Welsh Government
Susan Owen Jones	GwE Business Manager
Dr Gwynne Jones	Isle of Anglesey County Council
Rhys Howard Hughes	GwE Assistant Director
Alwyn Jones	GwE Assistant Director

A G E N D A

1. **APOLOGIES**

   To receive any apologies for absence.

2. **DECLARATION OF PERSONAL INTEREST**

   To receive any declaration of personal interest.

3. **URGENT ITEMS**

   To note any items that are a matter of urgency in the view of the Chairman for consideration.

Agenda Item 4

GwE JOINT COMMITTEE

04.10.2017

Present:

Councillors: Gareth Thomas - Chair (Gwynedd Council), Phil Wynn - Vice-chair (Wrexham County Borough Council), Meirion Jones (Anglesey County Council), Huw Hilditch-Roberts (Denbighshire Council), Ian Roberts (Flintshire Council), Garffild Lewis (Conwy County Borough Council).

Non-voting Officers: Claire Homard (Flintshire Council), Delyth Molyneux (Anglesey County Council), Julian Molloy (Denbighshire Council).

Also present: Arwyn Thomas (Managing Director, GwE), Susan Owen Jones (Business Manager, GwE), Iwan Evans (Host Authority's Legal Service Manager) – Gwynedd Council, Steve Vincent (Welsh Government), Dafydd L. Edwards (Host Authority's Head of Finance - Gwynedd Council), and Sioned Williams (Host Authority's Members Support Officer – Gwynedd Council).

1.   APOLOGIES

Rita Price (Wrexham Diocese), Diane Chisholm (Primary Schools' Representative), Jonathan Morgan (Special Schools' Representative), Alison Fisher (Governors' Representative), Dr Lowri Brown (Conwy County Borough Council), Karen Evans (Denbighshire Council), Ian Roberts (Wrexham County Borough Council), Garem Jackson (Gwynedd Council), Dr Gwynne Jones (Anglesey County Council), Rhys Howard Hughes (Assistant Director, GwE), Dr Alwyn Jones (Assistant Director GwE).

2.   DECLARATION OF PERSONAL INTEREST

No declaration of personal interest was received by any member present.

3.   URGENT MATTERS

There were no urgent matters.

4.   MINUTES OF PREVIOUS MEETING

The minutes of this committee held on 22 September, 2017 were accepted as being a true record.

5.   PROGRESS AGAINST ESTYN RECOMMENDATIONS

A report was had from GwE's Managing Director updating the Joint Committee members on the progress as regards fulfilling the recommendations noted in Estyn's report on the quality of the school improvement services delivered by the North Wales Consortium. The Joint Committee were asked to express their opinion on the report by taking into consideration the two elements that Estyn will be measuring, i.e. progress against the six recommendations, and contextualising progress as regards the progress made since GwE was established.

It was highlighted that the rate of progress during the timescale given was to be praised, however; despite the situation being much more positive this year, it is not possible to anticipate the impact of the changes on GwE's services.

Comments were made by the Joint Committee and GwE's Managing Director valued their contributions noting that he would take them into account.

It was resolved to: Accept and approve the report.

6.   LEVEL 1 BUSINESS PLAN 2017-2020

GwE's Managing Director presented the Regional Business Plan 2017-2020 report which notes the 3 year vision, priorities, actions, outputs and success criteria across the region.

It was resolved to: Accept and approve the report.

GwE's Managing Director presented the 1st quarter monitoring of the Regional Business Plan 2017-2020. A discussion was had on the aspects causing concern. Performance in mathematics was highlighted as a matter requiring attention. Reference was made to the risk register and a further discussion was had in the following item.
It was resolved to: Accept and approve the report.

7.   RISK REGISTER

GwE's Managing Director presented the latest Risk Register to the Joint Committee. It was noted that the Risk Register formalises the process of identifying risks and taking mitigating actions, and enables GwE to support the region's objectives, make effective use of resources and attain the outcomes as intended. He emphasised that the risk register was open to Joint Committee members and was reviewed on a regular basis. Any comments from the Joint Committee were welcomed.

Attention was drawn to the 'risk mitigation' column and the need to strengthen R1 and R2.

It was resolved to: Accept and approve the report.

8.   MEDIUM TERM FINANCIAL PLAN

A report was presented on the Medium Term Financial Plan 2017/18-2020/21 by the Host Authority's Head of Finance. It was highlighted that the report included the best possible estimates given the financial challenge and future uncertainty.

It was resolved to: Accept and approve the report.

9.   VALUE FOR MONEY POLICY AND FRAMEWORK

GwE's Managing Director presented GwE's Value for Money Policy and Framework to the Joint Committee. It was noted that the objective is to ensure 'absolute' performance, targeting and improving resources, and increasing the workforce's organisational health. It was highlighted that GwE staff are aware of these objectives and support the policy.

It was resolved to: Accept and approve the report.

Tuag at Ragoriaeth
Towards Excellence

REPORT TO THE JOINT COMMITTEE

22 NOVEMBER 2017

Report by: GwE Managing Director

Subject: Estyn Visit

1.0 Purpose of the Report

1.1   To update Joint Committee members on feedback following the Estyn Visit during the week commencing 16 October 2017.

2.0   Considerations

2.1   The Estyn Regional Inspection took place during the two weeks commencing 18 April 2016.

2.2   Estyn published a report on their findings which included the following 6

 recommendations:

- **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
- **R2**: Improve the quality of evaluation in the delivery of school improvement services.
- **R3**: Improve the rigour of the arrangements for identifying and managing risk.
- **R4**: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.
- **R5**: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.
- **R6**: 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.

2.3   A post-inspection plan was developed and incorporated into the Regional Business Plan

2.4 In October 2017, Estyn visited GwE to review the progress made against recommendations noted in the inspection.

2.5 When evaluating the progress made against each recommendation, the following were taken into account:

- Has the consortium understood the reasons for the recommendation?
- Has the consortium taken reasonable steps to address the recommendation successfully, taking into account its starting point, the period of time that has elapsed between inspection and follow-up and the complexity of the matters to be addressed?
- Has the consortium received appropriate support from its partner local authorities to address the recommendations?
- Has the consortium ensured that changes arising from its progress in addressing each recommendation have been sufficiently incorporated into its working practices to ensure sustained improvement?

2.6 In coming to a judgement on progress against recommendations, the monitoring team took into account the trends in performance in the last five years as a context for evaluating the impact of its work in schools. However, it is important to note that outcomes may not be solely attributed to the work of the regional consortium as other partners in the system also have important roles.

2.7 The monitoring team considered a range of evidence, including business planning, evaluations, challenge adviser reports, target setting procedures, risk assessments and the views of headteachers.

2.8 Estyn will not conduct any follow-up visits to GwE. Any remaining areas for improvement will be monitored informally by an Estyn regional link inspector and the relevant local authority link inspectors, and these will be taken into account during future inspections of local government education services.

3.0   Recommendations

3.1   The Joint Committee is asked to note the content of the report.

4.0   Financial Implications

4.1   There are no financial implications arising from this report.

5.0   Equalities Impact

5.1 There are no new equalities implications arising from this report.

6.0   Personnel Implications

6.1   There are no new personnel implications arising from this report.

7.0   Consultation Undertaken

7.1   None undertaken

8.0   Appendices

8.1   A report on the Estyn revisit to GwE: Progress against the recommendations.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

A response to the Estyn recommendations is noted in the Business Plan Quarter 2 Monitoring Report which is before the Committee.   Therefore, I have no comments from a proprietary perspective.

Statutory Finance Officer:

A comprehensive and beneficial discussion took place with Estyn inspectors and the Welsh Audit Office with regard to GwE's financial arrangements, risks and plans. Further comments, if appropriate, will be presented verbally at the joint committee meeting on the 22nd November.

Report following the monitoring of

GwE Consortium
Bryn Eirias
Ffordd Abergele
Colwyn Bay
Conwy
LL29 8BY

Date of visit: October 2017

by

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

Outcome of visit

Introduction

In April 2016, Estyn inspected the school improvement services provided by GwE. In October 2017, Estyn visited GwE to review the progress made by the consortium in relation to the recommendations identified in the inspection.

In evaluating progress for each recommendation, we considered the following:

- Has the consortium understood the reasons behind the recommendation?
- Has the consortium taken reasonable action to address the recommendation successfully, taking into account its starting point, the time between an inspection and a follow-up visit, as well as the complexity of the issues to be addressed?
- Has the consortium been supported appropriately in addressing the recommendations by its partner local authorities?
- Has the consortium ensured that changes arising from its progress in addressing each recommendation have become embedded enough within its working practices to secure sustained improvement?

In forming a judgement about the progress against the recommendations, the monitoring team took into account the trends in performance over the last five years as a context for the evaluation of the impact of its work in schools. However, it is important to note that outcomes cannot be attributed solely to the work of the regional consortium as other partners in the system also play an important role.

The monitoring team considered a range of evidence including the consortium's business planning, evaluations, challenge advisers' reports, target setting procedures, risk assessments and the views of headteachers.

Estyn does not plan to make any further follow-up visits to GwE. Any remaining areas for improvement will be monitored informally by Estyn's regional link inspector and the relevant local authority link inspectors, and considered during future inspections of local government education services.

Progress since the last inspection

Since the core inspection, GwE has conducted an intensive and comprehensive review of its work and its effect on standards, provision and leadership across the region. Early action following this work has ensured that stakeholders at all levels have increasing confidence in GwE's ability to provide an effective school improvement service. Significant changes have been made to management structures to distribute leadership and ensure clear lines of accountability. The managing director's strong and decisive leadership has been a key factor in promoting the substantial improvements in the quality of the school improvement services since the inspection.

Recommendation 1: 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 in key stage 4

Strong progress in addressing the recommendation

GwE has ensured a more proportionate allocation of resources and time to work with secondary schools than at the time of the core inspection. Leaders have given appropriate consideration to the views of stakeholders and have established a more supportive and productive culture. Where previously, challenge advisers were proficient at challenging schools on areas they needed to improve, they didn't focus sufficiently on providing the support to enable this to happen. GwE has re-focused the role of the challenge advisers and rebranded them as improvement support advisers. Meaningful use is made of the improvement support advisers' expertise and specialisms. They understand their roles well and everyone has a clear remit. As a result, there is a better balance between the level of challenge and support to schools, and there is an emphasis on organising and working jointly. Where a higher level of challenge is needed in order to raise standards, GwE acts quickly and purposefully. This new approach has led to robust improvements in standards in the foundation phase and in key stages 2 and 3 across the region since the core inspection. One good example of this is the support that was given to the English department of a school that is in a statutory category, which contributed to a considerable improvement in outcomes at the end of key stage 4.

GwE has taken very positive steps to improve its data-handling system from the foundation phase to key stage 4. This sophisticated system includes comprehensive data for each key stage and is analysed purposefully for individual schools, sectors, local authorities and the region. This system has led to better consistency in the type of data that is considered and the way in which it is used. As a result, data is used much more effectively to challenge and allocate specific support for schools, which was not seen at the time of the core inspection.

GwE, in partnership with local authorities and schools, has strengthened the system of setting targets and made it more consistent. The GwE's targets derive directly from individual pupils' targets. Schools are given very clear guidelines on how to set targets that are meaningful and realistic. As a result, the targets for the primary sector and key stage 3 are close to end of key stage performance.

GwE gives schools clear guidance on tracking outcomes against targets. Schools submit predictions of performance regularly to the consortium, and leaders at all levels are given full access to this data. Productive use is made of this information to conduct detailed discussions in schools and to devise purposeful support for managers and individual departments. In addition, it gives a high-level overview of the performance of schools and groups of pupils across the region. This allows leaders to ensure the quality of GwE's work in improving schools.

As part of the revised approach of working with schools, the GwE produces a purposeful support programme for each school. Schools now have a more meaningful input in the process of devising support programmes to meet their needs. This means that there are valuable opportunities to develop wider areas or target

specific issues following headteachers' evaluations, for example increasing the capacity of middle managers or improving the quality of provision in the sixth form.

The quality of work of the core subject improvement support advisers is excellent. They respond sensibly, and often very creatively, to the needs of individual schools and provide very clear and beneficial guidance for core subject leaders across the region. This has had a very positive effect on standards in specific schools, in addition to strengthening and ensuring consistency in the quality of planning, learning and teaching across the region in key stage 4.

GwE responds positively to requests from local authorities to conduct intensive internal reviews in individual schools. Extensive investment in human resources and time ensures that schools receive comprehensive and fair reviews. Reports that derive from these reviews are rigorous and include purposeful recommendations.

The early and direct action to improve the quality of the regional service since the core inspection has led to significant improvements in standards in the foundation phase and in key stages 2 and 3. In addition, interventions targeted at those schools that needed immediate action have succeeded in raising standards in a short period of time, in most cases. Despite the clear improvements in the school improvement service's quality of provision and leadership, it is too early to measure the overall effect of this across the region in key stage 4.

Recommendation 2: Improve the quality of evaluation in the delivery of school improvement services

Very good progress in addressing the recommendation

Since the inspection, GwE has made a number of improvements to the way in which it evaluates the quality of the school improvement service. The methodical planning framework ensures that accountability and monitoring processes alike are cohesive. One of the planning framework's strengths is that it is simple and understood by all. This means that GwE's staff are very clear about their responsibilities and the expectations of them in terms of fulfilling their roles.

Business plans for the different work streams follow a consistent procedure. Managers track and evaluate progress against targets in the business plans regularly, and report to the relevant boards in line with the timescales. They use up-to-date evidence to adapt the activity, when appropriate, and respond quickly to arising needs.

Following a training activity or a school visit, improvement support advisers submit a report that identifies strengths and areas for improvement. In general, these are evaluative and appropriate and emphasise the effect of activities on pupils' outcomes, be they qualitative or quantitative outcomes. This allows GwE's leaders to gather strong first-hand evidence of the effect and quality of school improvement activities, and to use this information in order to identify good practice or respond to concerns.

In order to build staff competencies and capacity, GwE works in partnership with Bangor University on the 'Collaborative Institute for Education Research, Evidence

and Impact' project to develop evaluation systems and methodology. This enables staff from GwE and the region's schools to begin to evaluate the effect of major and complex projects appropriately. This work is also part of GwE's wider approach to develop a professional learning workforce that is involved increasingly in action research projects. In addition, it reflects GwE's ambition to develop as a learning organisation that is learning from the past and looking at ways to innovate for the future.

Recommendation 3: Improve the rigour of the arrangements for identifying and managing risk

Very good progress in addressing the recommendation

GwE now uses a clear and agreed process to identify and manage risks. This includes a useful risk register with appropriate references to the possible effect of the main risks that have been identified to funding and governance, and to achieving the priorities in business plans. Business plans at different levels within GwE now include sensible references to risks. As a result, there is a much better link between risk assessments and improvement plans and the GwE's strategic objectives.

GwE has developed a stronger culture of evaluating risk. Risks are considered and evaluated systematically, fairly and proportionately by the joint committee and other relevant boards. Appropriate considerations are in place to reduce the potential effect of risks. The joint committee now use their awareness of risks more systematically in order to help them make decisions and consider the lessons that have been learnt. As a result, there is better strategic management within GwE to protect interests and challenge issues that are a cause for concern. However, it is too early to see how effective the mitigating actions are that have been identified for many of the risks.

Recommendation 4: Ensure that business and operational plans contain clear success criteria and that progress against these are monitored effectively

Very good progress in addressing the recommendation

GwE has ensured much more robust arrangements for planning for improvement. Leaders make effective use of performance indicators to monitor progress against milestones and to take remedial steps, when appropriate.

GwE has set challenging and measurable objectives by 2020 to improve standards, the curriculum, assessment, leadership, wellbeing and teaching. These are supported by detailed business plans, and clear threads run through the plans' various layers. Action plans include specific objectives, measurable and achievable targets, including milestones and costs. Responsibilities are delegated clearly to teams or individuals, and they include appropriate sources of funding. GwE plans for the medium term and the current year sensibly, and ensures a strategic and sustainable approach to school improvement.

Progress against plans is evaluated regularly at different levels. GwE has strengthened lines of accountability at all levels of planning across the region; for example, through the clear accountability framework, improvement support advisers review their plans each quarter and evaluate progress and effect appropriately. This

includes tracking expenditure against the plans' outcomes. There is a clear procedure whereby senior leaders monitor action and evaluate plans, and the joint committee and other relevant boards evaluate progress and challenge performance appropriately.

Although the performance management process is relatively new, there are good examples where planning, priorities and actions are having a positive effect on standards and provision in schools, for example planning to support schools to prepare for a Curriculum for Wales.

Recommendation 5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee

Very good progress in addressing the recommendation

Since the inspection, the education authorities in north Wales have either de-commissioned the regional networks or, in the context of the Welsh language network, brought them under the auspices of GwE's strategic management. The structural change means that headteachers and other stakeholders have better clarity about their roles and responsibilities in important areas, and they know who to approach for support when needed. In addition, their accountability to the joint committee is completely clear.

The structural change means that GwE has strategic management of these areas, which provides more opportunity to promote and support cohesive improvement in the region's schools. A good example is the better support for the foundation phase across the region, which is having a positive effect on improving the quality of provision and pupils' outcomes.

The Welsh language support network discusses far-reaching plans for workforce planning that will meet the region's linguistic needs in the future. The context of discussions is the Welsh Government's strategic plans to increase the number of Welsh speakers. Although planning and discussions are in their early stages, GwE is keen to continue to play a central role in this work.

Recommendation 6: 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

Strong progress in addressing the recommendation

GwE's business planning process now identifies the cost of all activities within business plans at all levels, including how grants correspond with priorities in the business plan. Business plan holders are required to evaluate their use of resources each quarter, and there is a clear process for raising concerns. This monitoring ensures that leaders understand their effectiveness when using resources, whether core funding or grant funding. Senior leaders make beneficial use of quarterly monitoring to track progress against priorities. Business plan holders are held to account effectively through the monitoring process.

GwE has developed a medium-term financial plan that identifies the risks that could affect funding levels, for example inflation, changes to local authority contributions to core budgets and levels of grant funding. The plan identifies various financial

scenarios based on clear assumptions that GwE can use to respond to the challenges that are identified when planning annual budgets. The host funding authority, in co-operation with GwE officers, reviews the plan in response to relevant information that could affect the models, and takes steps to address the negative impact of those scenarios. This helps GwE to respond more strategically to changes in funding by factors outside its direct control. GwE is developing a coherent workforce plan that is aligning with the results of its recent organisational health survey and the perceptions of the 'learning organisation' survey.

Recently, GwE has produced an appropriate value for money policy and framework, which links clearly the resources that are used with the results that are achieved. Responsibility for ensuring value for money is beginning to become embedded throughout all of GwE's work. Senior leaders and the remainder of the staff alike share the responsibility for ensuring value for money.

The framework provides appropriate guidance for business plan holders on how to conduct value for money assessments. A few value for money evaluations do not currently capture the views of stakeholders or include measures for more economic, efficient and effective action.

As a result of developing the appropriate policy, the framework and sharing responsibility, the GwE is now in a better position to assess value for money.

Recommendations

In order to maintain and improve on this progress, GwE should continue to maintain the level of progress it has already made, and continue to address those inspection recommendations in which further progress is needed.

Tuag at Ragoriaeth
Towards Excellence

REPORT TO THE JOINT COMMITTEE

22 NOVEMBER 2017

Report by: GwE Managing Director

Subject: Level 1 Business Plan – Monitoring Quarter 2 Report

1.0 Purpose of the Report

1.1 To present the Level 1 Business Plan – Monitoring Quarter 2 Report to the Joint Committee.

2.0 Background

2.1 The Regional Business Plan 2017-2020 sets out the 3 year vision, priorities, actions, outputs & success criteria across the region.

2.2 Progress against the Business Plan will be reported upon quarterly to the Joint Committee.

3.0 Considerations

3.1 Enclosed is the Monitoring Quarter 2 Report of the Level 1 Business Plan.

3.2 The Level 1 plan is the responsibility of the Managing Director & Chair of the Management Board to deliver as the accountable officers. The Joint Committee are ultimately accountable for its delivery.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the monitoring report for quarter 2.

5.0 Financial Implications

5.1   There are no financial implications arising from this report.

6.0   Equalities Impact

6.1   There are no new equalities implications arising from this report.

7.0   Personnel Implications

7.1   There are no new personnel implications arising from this report.

8.0   Consultation Undertaken

8.1   The GwE Management Board & Advisory Board have been consulted during the

        development of the Level 1 Business Plan.

9.0   Appendices

9.1   Monitoring Quarter 2 Report.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments from a proprietary perspective

Statutory Finance Officer:

I appreciate the Business Plan, which sets out clear responsibility for appropriate action in the areas of business, risk, value for money, among others. Whilst it will be challenging to implement all aspects of it, GwE is expected to fund any financial implications from its current resources.

Business Plan
2017-20
Level 1

Quarter 2
Monitoring Report

GwEGogledd.Cymru

GwE Business Plan 2017-20
Monitoring Quarter 2 - Level 1

			1. STANDARDS				
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
1 1.6 1.7 E1 P ALl 6 R6 R7 R15	**Standards** – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards been bilingual by the age of sixteen.	**Foundation Phase – improve the performance in foundation phase:** • **Increase the pace of improvement in the Foundation Phase in Ynys Mon, Gwynedd, Conwy and Denbighshire Local Authorities** • **Raise standards of Welsh First Language in Foundation Phase** • **Maintain good standards in Wrexham and Flint.**	Improvements in standards at the end of the FP across the region with 89.84% achieving the FPI. Improvement in the % achieving the FPI in: • Ynys Môn – 89.29% • Gwynedd - 91.49% • Conwy - 87.89% • Denbighshire – 87.89% Raise standards of Welsh First Language in Foundation Phase to 93.5% Increase in the percentage of learners achieving higher outcomes in all indicators across the region: • LLCE 40.6% • LLCW 43.1% • MD 42.6% • PSD 69.3%	Marc B Hughes	June 2018	£50,000 (EIG11) 100 days £100,000 (M5) 300 days	Initial regional data collected in 2017 show 1.1% increase at FPI. All 4 FPh areas have increased regionally – LLCW 89.1% (+1.3%), LLCE 88.4% (+1.9%), MD 90.1% (+0.6%) and PSD 95.1% (+0.7%) • Ynys Mon – 85.8% • Gwynedd - 86.6% • Conwy - 84% • Denbighshire - 85.5% Two LAs made significant improvements – Wrexham and Flintshire. Flintshire 86.9% to 89.5% (+2.6%) Wrexham 86.6% to 88.4% (+1.9) As a result, we have reviewed the outcome success criteria to the following and identified Improvements needed at Regional and specific LA level in Ynys Mon, Gwynedd, Conwy and Denbighshire. We have set the following targets • Ynys Môn – 89.29%

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							• Gwynedd - 91.49% • Conwy - 87.89% • Denbighshire – 87.89% We have identified the higher levels for further targeting following an increase this year of ; LLCW 34.6% (+2.7%), LLCE 38.6% (+2.3%), MD 38.2% (+2.3%) and PSD 64.1% (+2.5%) The new targets set are as follows • LLCE 40.6% • LLCW 43.1% • MD 42.6% • PSD 69.3%
1 1.8 1.9 E1 P ALl x 6 R6 R7		**Key Stage 2 - improve the performance in KS2:** • **Improve the performance of Conwy Local Authority at KS2** • **Maintain good standards in other local Authorities**	Improve the performance of Conwy Local Authority at KS2 to 90.1%. Maintain good standards in other local Authorities.	Marc B Hughes	June 2018	£50,000 (EIG 2) 100 days £32,500 (M5) 65 days	Initial regional data collected in 2017 show 1.6% increase from 88.8% to 90.4% at CSI. All 4 KS2 areas have increased regionally to; Welsh (+1.6%), English (+1.7%), Maths (+1.2%) and Science (+0.8%). Three LAs (Conwy, Wrexham and Flintshire) were within 0.5% of their 2017 target and two exceeded their target (Ynys

				1. STANDARDS			
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
							Mon and Gwynedd). Denbighshire were 1.1% below target. Gwynedd (+1.3%) Ynys Mon (+0.4%) Conwy (-0.5%) Denbighshire (-1.1%) Flintshire (-0.3%) Wrexham – (-0.3%) Higher outcomes have improved significantly in 2017 to; Welsh (+3.8%), English (+4.5%), Maths (+6.1%) and Science (+5.6%) In Conwy there was an improvement of 1.7% (from 86.8% to 88.4%) just short of its 2017 target of 88.9%. 52 learners across the region who were not on the ALN register failed to achieve the CSI. This equates to 0.67% of the Year 6 cohort. Gwynedd – 4 learners Ynys Mon – 3 learners Conwy – 4 learners Denbighshire – 6 learners Flintshire – 21 learners Wrexham – 13 learners

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
1 1.8 1.9 E1 P ALl x 6 R6 R7		**Improve the performance of Wrexham Local Authority at KS3**	Improve the performance of Wrexham Local Authority at KS3 to 92.21%.	Elfyn V Jones	June 2018	£4,000 (M12) 8 days £1,000 (C3) 2 days £8,000 (M12) 16 days £1500 (M12) 3 days £1,000 (C1) 2 days £3000 (C1) 6 days	Analysis has been shared with Wrexham LA and GwE staff who are identifying and targeting groups of learners, subjects and schools for support. Improvement seen since projection 2 in Wrexham LA as a result of targeting individual schools. TA for 2017 shows 1.9% increase to 86.3% in the CSI. This is higher than the national average of 1.5% and the highest increase within the region. However, analysis of final teacher assessments indicates that improving the performance of Wrexham LA at KS3 remains a priority and is addressed within their LA plan.

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1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
1 1.1 - 1.5 E1 U ALl x 6 R4 R5 R6 R7 R14 R16 R17		**Improve standards at KS4:** • **Improve standards in core subjects at KS4.** • **Improve performance in non-core subjects.**	Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase. The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%. 55% of schools performing in line with or above modelled outcome for L2+. Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent by 1.5 the rate of the national increase. All schools have good support plans with a focus on raising standards at KS4.	Elfyn V Jones	August 2018	Core £60,000 (C2) 120 days £23,000 (C3) 46 days £25,000 50 days £125,000 (M12) 250 days £811000 (EIG5) 22 days	The percentage of pupils achieving the Level 2 Inclusive Threshold (L2+) is a new baseline for Wales and the region this year. In 2017, the new GCSE specifications for English, Welsh, Mathematics and Science were examined for the first time. Mathematics includes two new syllabuses (Numeracy and Mathematics) and either of these subjects contributes towards the Level 2 Inclusive Threshold (L2+). In addition, changes to the L2+ indicator, means that only English or Welsh First Language is included, whereas in the past Literature GCSE for either language also contributed. Following GCSE remarks, the provisional L2+ for GwE is currently 53.5% (data for comparison with the other consortia is not currently available).
1 1.1 – 1.10		**Improve the performance of FSM learners, especially in English Language**	The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days Core	Analysis of projections has been shared with LAs and GwE staff who are identifying and targeting groups of learners.

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1. STANDARDS							
Ref	*Priorities*	*Actions*	*Outputs and success criteria 2017-2018*	*Responsible*	*Target Date*	*Finance source*	*Q2 Monitoring*
E1 C U ALl x 6 R11 Page 26							TA for 2017 has increased to 73.5% [from 67.6% in 2015 and 73.3% in 2016]. Gap between eFSM and non-FMS sees slight increase from -17.2 to -18.0 due to 1.0% increase in performance of non-FSM pupils. Initial data shows that FSM learner performance at FPI has increased by 1.7% and the gap has reduced by approximately 1% in 2017. KS4 – the % of eFSM pupils achieving L2+ regionally fell in line with the decrease seen nationally. We will be able to give a more accurate picture of GwE performance in comparison to other regions when results become available.
1 1.1 – 1.5 1.8 1.9 E1 U		**Improve performance in English language.**	An improvement in English language KS4 results by 1.5 the rate of the national increase.	Gaynor Murphy	August 2018	£15,000 (C3) 30 days	In 2017, the percentage of pupils achieving A*-C in GCSE English Language increased by 1.75%. However, more work needs to be done with benchmarking of individual schools. Clear plans are in place to address the performance issues.

1. STANDARDS						
Ref	*Priorities*	*Actions*	*Outputs and success criteria 2017-2018*	*Responsible*	*Target Date*	*Finance source*	*Q2 Monitoring*
R4 R5 R7 R14 **ALl x 6**							
1 **1.1 – 1.5** **1.8 1.9** **E1 U** **R4 R5 R7 R14** **ALl x 6**		**Improve performance in maths and numeracy**	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	August 2018	£25,000 50 days	In 2017, the percentage of pupils achieving A*-C in Mathematics (56.2%) is lower than the national average (58.7%). The percentage of pupils achieving A*-C regionally in Numeracy GCSE (58.1%) was 1.9% higher than the Mathematics 2017 results. Further analysis is needed to calculate the percentage of pupils that achieved either Mathematics or Maths Numeracy (i.e., the figure that contributes towards the L2+). Clear plans are in place to address the performance issues. Changes to GCSE syllabus has created a degree of uncertainty across the region. Overiding factor in uncertainty is that

			1. STANDARDS				
Ref	*Priorities*	*Actions*	*Outputs and success criteria 2017-2018*	*Responsible*	*Target Date*	*Finance source*	*Q2 Monitoring*
							over half of Head of Departments were appointed to role within the last two years.
1 1.1 – 1.10 E1 C U ALI 6 R5 R7 R14 R16		**Improve performance of groups of learners:** • **FSM** • **Boys** • **MAT**	Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days Core	Analysis has been shared with LAs and GwE staff who are identifying and targeting groups of learners and schools for support. Initial data shows that FSM learner performance at FPI has increased by 1.7% and the gap has reduced by approximately 1% in 2017. Gender gap at Foundation Phase has reduced across the region in 5 of the 6 LAs with boys' performance improving overall. Higher outcomes have improved significantly at Foundation Phase in 2017 LLCW (+2.7%), LLCE (+2.3%), MD (+2.3%) and PSD (+2.5%). Following establishing a new baseline for KS4 this year, the performance of groups of learners needs to improve when comparing with similar schools.

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							Performance of FSM pupils at KS4 remains a key priority. Clear plans are in place to address the performance issues.

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
2 C CaA ALl x 6 R15	Curriculum and assessment – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualification	Improve the provision, curriculum planning and assessment in the Foundation Phase.	All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.	Marc B Hughes	Summer Term 2018	£45,000 (C1) 90 days	289 practitioners (78% of schools) attended the workshop to improve provision and accuracy of TA. End of FPh TA 2017 shows improvement in FPI in 4 out of 6 authorities. Progress within the region in the percentage of pupils achieving the FPI was higher than that seen on national level (2016->2017 0.8% compared to 0.3% on a national level. Regional increase at the expected outcomes in the percentage achieving Welsh Language (1.3%), English Language (0.6%), Mathematical Development (0.6%) and Personal and Social

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
	s which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention						Development (0.7%). In all cases the increase was significantly greater than that seen on a national level. Higher outcomes progress is higher or similar to the national progress: Welsh Language (2.7% compared to 1.9% nationally); English Language (2.3% compared to 1.9% nationally); Mathematical Development (2.3% compared to 2.3% nationally), and Personal Development (2.5% compared to 2.4% nationally).
2 2.1 – 2.8 U CaA ALl x 6 R5		**Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.**	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2018	£13,000 (M17) 26 days £11,000 (EIG5) 22 days	Meeting Held with Conwy Curriculum Leaders. Denbighshire Heads have agreed to align curriculum planning with strategic planning and GwE will liaise on the agenda. 3 meetings per academic year has been agreed. In Gwynedd, GwE will contribute to the already establish deputy head forum. PMJ and Head of Ysgol Elfed are representing GwE on the National PISA group. September meeting agreed a sharing of best practice and agreed presentation for head teachers.

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
2 2.1 – 2.8 U CaA ALl x 6 R5		**Improve the quality of assessment, tracking and intervention programmes across the secondary schools.**	Leaders at all levels make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets for L2+ and that 60% are within 2%. No school to receive an unsatisfactory in Inspection Areas 3 and 4 during Estyn inspection.	Paul Mathews-Jones	September 2017 onwards	Core £15,000 (C1) 30 days £74,000 (EIG10) 148 days £11,000 (EIG5) 22 days £60,000 (C3) 120 days	A tender has been sent out to create common marksheets, with focus on Science GCSE. Ysgol Dinas Bran, Syr Hugh Owen and Botwnnog have received initial training to set up live dashboard to use live data tracking.
CaA ALl x 6 R18		**Improve provision at A Level**	An improvement in A and AS results in line with targets set and to be above national averages on key indicators.	Martyn Froggett	September 2017 onwards	£5,000 (M17) 10 days	Discussions have started regarding developing a support/challenge approach for all SIAs to use post-16. All SIA visits will include focussed discussion around post-16 performance (including A*/A, A*-B, A*-C, A*-E and likely level 3 outcomes. Specific focus on schools where ALPs is currently lower than 6.
2 2.1 – 2.8 C U		**Deliver on Successful Futures - Raise awareness of the Four Purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform**	All schools are on track to deliver the new curriculum. Effective skills based curriculum in place in 85% of schools from the present baseline of 81%.	Ruth Thackery	April 2017 onwards	Pioneer Grant	110 (25%) of schools have attended workshops to look at 4 Purposes and receive national updates on curriculum developments in early 2017. 90% reported training was relevant in feedback. 156 (36%)

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
DLl1 DLl2 DLl3 DLl4 CaA ALl x 6 R19 Page 32							received training and engaged in by June 2017. 97% reported that training was relevant in feedback. Workshops to be arranged in autumn 2017 to give an opportunity for all further GwE schools to attend. All secondary heads have received information in July 2017 Conference on Successful Futures development with follow up from Successful Futures team agreed with minority of Heads. 370 delegates at Primary Heads conference end of September 2017 to receive updates on Successful Futures development. Agreed to appoint Successful Futures cluster leads across the region (53 in total) and initial training of 2 day change management training to support their role in sharing Successful Futures developments within the schools in their clusters.
2 CaA		**Review the quality of provision and assessment in PRU centres.**	Pupils in PRU have good provision in order to gain appropriate qualifications and contribute to LA KPI.	Richard Cubie	September 2017 onwards	£2,000 (C1) 4 days	Work to commence Autumn term.

			3. LEADERSHIP				
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
3 3.1 – 3.17 C U A ALl x 6	Leadership – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships	**Further, develop and improve the quality of senior leadership, in all sectors, across the region.**	85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes. 50% reduction in the number of schools placed in Statutory Estyn Categories. No school to be unexpectedly placed in Estyn Statutory Category. 50% reduction in the number of schools going into Estyn Review. 50% reduction in the number of schools awarded grade D in stage 2 of the categorisation process. Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.	Pam McClean / David Edwards	April 2017 onwards	£10,000 (C1) £61,000 (M3) 122 days £72,000 (M17) 144 days £28,000 (C3) 56 days £12,000 (C1) 24 days £15,000 (EIG5) 30 days	GwE is providing a range of programmes from aspiring senior leaders through to experienced Headteachers. The development programmes promote school to school collaboration with effective practitioners from schools co-delivering sessions with GwE staff. This further develops the notion of developing a self-improving system across North Wales. Secondary: Headteacher Development Programme - the programme for 2017 is to begin after October half-term. The Senior Leadership Development Programme serves a much smaller cohort and will be expanded this year to meet the growing capacity needs for senior leaders in the region. The programme for new Headteachers and Acting Headteachers is new this year and will begin after October half term. All relevant staff have been contacted and have

		3. LEADERSHIP					
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
Page 34	are embedded in all learning organisations across the region.						joined the programme, so that there will be a consistency across the region and greater support for those staff beginning in these roles. Primary: Headteacher Development Programme 4 day programme for practising headteachers (core leadership themes i.e. leading change, coaching, teamwork, problem solving, empowerment +accountability, delivery to all stakeholders) will take place November 2017. 15 Headteachers partaking. NPQH Development Programme [regional programme] - The highest recorded number of applications has resulted in a full cohort. Mentors have been established and training package is ready to be delivered during spring term 2018. Developing Aspiring Middle Leaders [regional programme] Further developing SF awareness and progress as part of all Middle leadership core training - New cohorts of teachers commenced Middle Leadership training this term (English Cohorts 6 and 7 and

	3. LEADERSHIP						

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							Welsh cohort 6). There was a total of 89 attendees. Cohort 1 of the literacy/numeracy/ F Ph is currently taking place involving 30 attended.
3 3.1 – 3.17 C U A ALl x 6 R19		Support SLT to effectively deliver on Successful Futures.	All schools across the region are on track for delivery of Successful Futures	Ruth Thackery	April 2017 onwards	Pioneer grant	A very good range of leadership programmes now include a Successful Futures element within the core programme. Central resources used for consistency of messages. In addition, attendance has included Headteacher clusters, Deputy Heads meeting – circa 100 in total; Literacy and Numeracy Leader training – 92 in total; Cluster events across the 6 Local Authorities – over 366 leaders and teachers in total; NQT secondary and primary – 92 in total. Feedback from sessions show increased awareness of curriculum developments and GwE's offer of support. Facilitated raising awareness and consultation events of new Professional Teaching Standards – circa 253 in attendance across the region over 6 sessions.

			3. LEADERSHIP				
Ref	*Priorities*	*Actions*	*Outputs and success criteria 2017-2018*	*Responsible*	*Target Date*	*Finance source*	*Q2 Monitoring*
							All secondary heads have received information in July 2017 Conference on Successful Futures development. 370 delegates at Primary Heads conference conference end of September 2017 received updates on Successful Futures development.
3 3.1 – 3.7 A ALl x 6		**Further develop and improve the quality of middle leadership across the region.**	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes.	Ian Kelly	October 2017 onwards	Core £65,000 (M3) 130 days £58,000 (C3) 116 days £47,000 (C1) 94 days £20,000 (M17) 40 days £13,000 (EIG5) 26 days	Work to commence in Oct 17.
3 3.1 – 3.4 3.6 3.10 - 311		**Improve quality of departmental leadership in secondary core subjects.** • English • Welsh • Mathematics • Science	85% of core subject departments have good or better Quality Assurance and accountability processes. Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of	Gaynor Murphy Rhian Mair Jones Dafydd Gwyn Nicola Jones	April 2017 onwards	£21,000 (C1) 52 days £15,000 30 days £15,000 (M12) 30 days	Identified risk – significant number of new heads of departments, especially in mathematics. All HoD across all cores subjects are given guidance and support on key aspects within regional and local networks.

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
3.14 – 3.17 U A R4 ALI x 6			their targets and that 60% are within 2% in core subjects.				All core subject departments are now being RAG rated to introduce a three tier differentiated Wave support for each department. These will be articulated within individual support plans.
3 3.1 – 3.17 A R6 ALI x 6		**Develop Aspiring Headteachers / Senior Leaders**	Aspiring Leaders programme in place. 50 individuals identified and completed the programme. 25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year. Positive evaluation received from schools and outside evaluator on impact of programme on individuals.	Ian Kelly	October 2017 onwards	£20,000 (M3) 40 days	Work to commence in Oct 17.

4. WELLBEING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
4 4.1 - 4.12 C	Wellbeing – create the conditions to ensure that learners develop as	**Develop and Implement an overarching strategy for Wellbeing across the region.**	Strategy implemented across the region. Effective collaborative approach to deliver an overarching national agenda with clear roles and	Sharon Williams	November – December 2018.	Core	Work to commence Oct 17.

4. WELLBEING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
U LI R11 ALl x 6	healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.		responsibilities of all partnerships. Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners. Most schools make effective use of the pupil development grant.				
4 4.1 – 4.12 C LI R11 ALl x 6		**Improve attendance.**	All schools meet their agreed targets on school attendance. 60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.	Local Authorities	Summer 2018	£20,000 (C3) £5,000 (M17)	Initial discussions have taken place with LA. Further discussions will be held during the Autumn term.

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
5 5.1 – 5.9 C	Teaching – to ensure that all teachers and support staff are	**Improve and strengthen the role of leaders in leading the teaching and learning.**	All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools.	Stella Gruffydd / Bethan James	Cycle from September	£20,000 (C1) (40 days)	ML cohort 4 and 5 successfully completed development programme which included specific modules on leading the teaching and learning. Impact report produced by Bangor

			5. TEACHING				
Ref	*Priorities*	*Actions*	*Outputs and success criteria 2017-2018*	*Responsible*	*Target Date*	*Finance source*	*Q2 Monitoring*
U D R4 ALl x 6 Page 39	equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on		Effective teaching in place in 85% of schools from the present baseline of 81%. Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region. An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.				University. Teaching and Learning programme successfully completed development programme which included specific modules on leading the teaching and learning: 115 literacy and numeracy leads have completed the programme. Bespoke programme delivered in all red support category schools to ensure that leaders ae more effectively improving the teaching and learning. All HoD across all cores subjects are given guidance and support on leading the teaching and learning within regional and local networks.
5 5.1 – 5.9 C U D R4	learning and achievement is paramount	**Improve the quality of teaching and the experiences for learners**	High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed). Standards of teaching participating in the Formative Assessment and Pedagogy Project - led by Shirley Clarke Action research teams schools - consistently good or better, with participating individuals in tier 1 demonstrating	Stella Gruffydd / Bethan James	September 2017 onwards	£14,000 (C1) 28 days £30,000 (C2) 60 days £15,000 (C3) 30 days £10,000 (EIG10) 20 days	Bespoke support packages delivered in high risk schools. Action group successfully carried selection process. Meetings held to draw up shortlist, robust and consistent school interviews held on site, transparent procedures in place. Selected schools informed. Dates in place for

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
ALl x 6			excellent practice. Estyn reports on any participating schools confirming this. Positive impact on pupil standards at expected and higher level.			£6,000 (EIG5) 12 days	Tier 1. Extension to project numbers - 6 further schools to be interviewed September 2017.

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
6 B	**Business** – to ensure that GwE has strong governance and effective business and operational support that provides value for money.	Appoint a full time / permanent Managing Director for the Service.	Managing Director appointed	Joint Committee	June 17	Core	MD appointed in June.
6 B		Re-structure the workforce to create a distributive leadership model and reflect the current requirements on the service.	Restructure in place with clear responsibilities for a wide range of staff	Arwyn Thomas / Rhys H Hughes	September 2017	Core	Restructure of professional team completed. Business team restructure is ongoing.
6 B		Review the policy for the performance management of staff	Policy addresses culture, vision and values of GwE in supporting staff	Alwyn Jones	June 2017	Core	Policy reviewed and presented to GwE Joint Committee September 2017. GwE's Staff Performance Management Policy has been revised to better reflect the Regional Business Plan, and the new accountability and staff structure. GwE staff will be subjected to annual Performance Management every October, to be reviewed on a quarterly

						6. BUSINESS	

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							basis to monitor progress. The changes will provide more developmental opportunities for staff, and provide them with more feedback and support to help them achieve their objectives. It will also enable staff to be more flexible with their objectives, by enabling them to review and revise their direction, if necessary, over the course of the year.
6.7		Undertake an organisational health survey	Aim for top quartile performance in organisational health index.	Susan O Jones	September 2017	Core	91% of GwE staff completed the survey. The Organisational Health Index (OHI) Solution by Mckinsey and Company provides detailed information for how GwE is performing on the nine elements of health related to performance benchmarked against 1,300 other companies internationally. In the report, GwE was identified as a top quartile organisation with particular strengths in direction, capabilities and leadership. GwE is therefore well placed with regard to its future capacity to perform.

		6. BUSINESS					
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
							It allows GwE to diagnose the organisation's current strengths and development needs, and help understand where GwE might need to take action to sustain the current levels or improve over time. Areas that need to be developed will be built into the workforce development plan.
6		Establish GwE as a Learning organisation working in partnership with WG and OECD	Show year on year progress against the 7 dimensions of Learning Organisation model	Rhys H Hughes	September 2017	Core	OECD survey completed.

Key messages:
Overall positive snapshot of GwE as a Learning Organisation.

Strongest dimension is fostering team learning and collaboration among staff.

The second strongest dimension is developing a shared vision centered on the learning of all students

The dimension that GwE needs to develop most is learning with and from the external environment and the wider system.

Lowest scoring single element is collaborating with social and health services. |

			6. BUSINESS				
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
							A positive aspect is the correlation between the views of the Managing Directors and the Leads and the views of the Supporting Improvement Advisers across all seven dimensions. GwE need to further develop the new Business Support structure in order to develop the seven dimensions achieve greater alignment within the service.

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			7. Estyn recommendations				
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
7 E1 C U	**Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe.	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.	Robust data management system in place. All business plan holders use data effectively to plan and evaluate their work.	Alwyn Jones	On going	Core	**Using Data** Following the core inspection, GwE has implemented robust and effective processes to ensure that key performance data is analysed more forensically and diagnostically on a regional, local and individual school level. A comprehensive programme of training and support was implemented to support challenge advisors in the new way of working. As a result, leaders and individual challenge advisors routinely use data to:

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		7. Estyn recommendations					
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
Page 44							• analyse performance across the region; • accurately identify key areas for improvement; • evaluate the impact of specific intervention programmes on pupil level pupil attainment; • monitor and track progress on regional, individual LA, school level for groups of pupils; and • challenge and support school leaders with their improvement journey Senior Leaders now use data effectively to ensure regional and local areas for improvement are identified quickly and addressed robustly through detailed business planning. As a result, the quality of information shared with the Management Committee has improved significantly enabling members to scrutinise and challenge the service significantly. **Target setting** Challenging three year targets have been agreed at a regional,

			7. Estyn recommendations				
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
Page 45							local, school and pupil level. School targets and projections are routinely and robustly challenged. The Local Authorities targets are all based on the following: • Collating targets from individual schools • Using the FSM rank of each authority to predict expected performance • Using local knowledge and understanding Within the revised secondary model all schools have a comprehensive Support Programme which defines how GwE targets support and resources to ensure the necessary improvements in priority areas. Undertaking a targeted programme of review visits during 2016-17 has ensured that we more effectively and robustly identify areas and aspects for improvement in many risk schools. **Tracking** GwE is leading developments on a comprehensive management information

7. Estyn recommendations							
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
Page 46							system which will provide GwE with detailed information and analysis of individual school performance. This also includes tracking 'live-data' at secondary school level. The new system will ensure that dialogue with leaders and stakeholders i sharper. GwE have established an effective partnership with Bangor University on the "Collaborative Institute for Education Research, Evidence and Impact" (CIEREI) Project to evaluate the impact of aspects of its work. Evaluative data and analysis allows the organisation to better judge value for money and inform future developments. The revised *secondary challenge and support programme,* as well as targeted elements of the professional learning leadership programmes, are currently being evaluated.
E2 6.3 – 6.6 B		Improve the quality of evaluation in the delivery of school improvement services.	Monitoring of plans clearly identifies strengths and areas for improvement. Performance improved in all key stages in line with agreed	Bethan Eleri Roberts	On going	Core	Self-evaluation and improvement planning processes at all levels is now embedded in delivering school improvement services. These processes include:

		7. Estyn recommendations					
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
Page 47			performance measures.				• robust accountability framework; • detailed evaluation of data; • detailed business planning at all levels that feed the level one plan; • detailed local authority business plan that accurately reflects local issues; and • the annual report. Following the core inspection, a robust accountability framework which ensures that each service area has a named nominated designated lead officer. Each nominated lead officer is responsible for developing a detailed business plan for their service area which includes clear dates for completion, training implications and success criteria which is measurable. Agreed priorities in the business plans are based firmly on the findings of the self-evaluation processes. These plans are reviewed quarterly and the findings are reported to the senior leaders and management board. Progress

	7. Estyn recommendations						
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
Page 48							in rag rated appropriately and senior leaders challenge any slippage in expected progress. The regular reviews of the business plans at all levels enable senior leaders to evaluate the progress towards achieving the priorities identified in the high level plans accurately. This ensures that the business plans remain flexible to incorporate new priorities during the monitoring period if required. Each local Authority has a detailed business plan that is agreed between the head of service and the lead secondary challenge advisor. Each plan accurately identifies the key issues withinb the local authroity and includes a bespoke improvement plan to address the specific challenges. Progress towards achieveing the agreed outcomes at a local authority level is reguary reviewed in meetings between the lead challenge advisor and the head of service. Ongoing issues are escualted to senior leaders within GwE in a timely maner. The evaluation processes now in place are cyclical and

			7. Estyn recommendations				
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
Page 49							ongoing. As a result, leaders at GwE accurately identify areas of good performance and areas that require development or pose an element of risk in improving the educational experiences and outcomes for learners. Recent work undertaken to develop a school dashboard provides GwE with current and ongoing data. This facilitates a higher level of communication, support and challenge between key stakeholders and allows GwE to more effectively and timely monitor the impact of its work and the progress of schools against their agreed priorities. The dashboard allows more effective use of data and analytics to evaluate the quality of delivery and its impact on the performance of all learners and schools across the region. It also allows the school improvement service to more effectively target its resources to meet its priorities and rapidly adapt and redirect resources when things are not working.
E3		Improve the rigour of the arrangements for identifying	Risk Register in place regularly updated and reported upon.	Susan O Jones	completed	Core	The new business planning and monitoring arrangements

		7. Estyn recommendations					
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
6.3 – 6.6 B		and managing risk.	Early and aggressive risk identification at all levels within the consortium.				ensure that progress is reviewed and rag rated accordingly. The overarching monitoring arrangements by lead challenge advisors and senior leaders ensure that risks at all levels are appropriately managed and interventions agreed in a timely and appropriate manner. These arrangements are monitored closely by the management board and joint committee. Effective management of the region's risk enables GwE to support the organisation's objectives, make effective use of resources and deliver outcomes as intended.
E4 6.3 – 6.6 B		Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.	A clear business planning structure and accountability framework in place operating effectively. Business plans contain clear success criteria and measurable targets. Clear and robust quarterly monitoring procedures implemented.	Bethan Eleri Roberts	Completed	Core	The clear and robust accountability framework is an important strength in GwE. Detailed plans at several levels deal with all aspects of the GwE's work. All the plans have nominated designated officers and each of them clearly input to the business plan. There are detailed self-evaluation arrangements that are based on this framework. Challenge Adviser review their plans each quarter and evaluate progress and impact. These reviews steer

		7. Estyn recommendations					
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
Page 51							the evaluation of the business plan that systematically feeds into the quarterly service evaluation so that there is a clear trail of team evaluation in the corporate review. Then, new priorities from the service review are rapidly incorporated in team plans. Staff at all levels fully understand their responsibility for continuous improvement and accountability. Sharing plans and evaluations in a clear manner brings cohesion to teams and drives the strong collaboration that has led to provision of better services and an improvement in school standards and leadership This culture has stemmed from successful practice within GwE. Challenge Advisors must justify underperformance and identify possible risk areas including overspend. There are clearly defined lines of accountability.
E5 B		Clarify the strategic role of the regional networks and their accountability to the Joint Committee.	Regional networks disbanded and replaced by business plans where appropriate.	Arwyn Thomas	Completed	Core	Following the core inspection, the management committee commissioned an in-depth review of the school improvement service which included the role of the regional

		7. Estyn recommendations					
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
Page 52							networks. The management board and the Joint committee endorsed the findings of the review. As a result, the historic regional networks have either been abolished or included under the strategic management of GwE. Their accountability to the joint committee is clear. Each area has a nominated lead person, a detailed business plan and measureable success criteria. The lead person is responsible for monitoring progress and reporting on a quarterly basis to senior managers. Matters that require attention are referred to Regional Quality Board for further consideration.
E6 6.1 6.2 B R1 R2 R3 R8		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.	Value for money policy and framework in place. Financial plan prepared as part of the 3 year Business Plan. Medium term financial plan in place Business plan work streams are fully costed.	Arwyn Thomas	Completed	Core	A sound financial analysis supports the delivery of the revised three-year business plan. A medium-term financial plan and workforce plan are aligned to the business plan. By increasingly effective use of data to identify our key priorities, the link between the business planning process and financial planning decisions is

			7. Estyn recommendations				
Ref	**Priorities**	**Actions**	**Outputs and success criteria 2017-2018**	**Responsible**	**Target Date**	**Finance source**	**Q2 Monitoring**
			Internal and external audit support sound financial control.				being strengthened because the work streams that underpin the business plan identify clearly the resources to be used.

Detailed work has been undertaken to align grant allocations with our priorities. Challenge advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes.

A formal framework has been developed to assess the wider value for money that GwE provides. There is now a consistent view across all stakeholders of how the value for money of GwE's activities can be measured within the business plan structure and objectives.

We now regularly evaluate and review our services and initiatives during their implementation phase to identify areas for improvement |

			7. Estyn recommendations				
Ref	*Priorities*	*Actions*	*Outputs and success criteria 2017-2018*	*Responsible*	*Target Date*	*Finance source*	*Q2 Monitoring*
							and value for money. GwE is working with OECD to pilot the development of the Consortia as a learning organisation. The learning from this work will be shared with other regions and internationally as we strive to further develop a vibrant and healthy organisation.

Tuag at Ragoriaeth
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MEETING	GwE Joint Committee
DATE	22 September 2017
TITLE	GwE Budget 2017/18 – 2nd Quarter Review
PURPOSE	• To update Joint Committee members on the latest financial review of GwE's budget for the 2017/18 financial year. • The report focuses on the significant financial variances, with Appendix 1 containing the full financial information.
RECOMMENDATION	To accept the report.
AUTHOR	GwE Managing Director and Gwynedd Council Head of Finance.

1.   CONCLUSION

1.1   We reported in the Quarter 1 review an estimated net overspend of £10,660 against the budget, with the main reason involving the office relocation in the Flintshire/Wrexham area.

1.2   By now the net overspend has increased to £14,761, with the subsequent part of the report explaining the reasons accounting for the main variances.

2.   FINANCIAL VARIANCES

2.1   **Employees – Management, Brokerage, Standards and Administration:**
        Quarter 2: underspend (£7,263). *(Quarter 1: underspend (£14,026)).*

We reported in Quarter 1 that staff turnover and the period when the Managing Director was in an interim and part-time position (April and May 2017) have resulted in a relatively small one-off underspend.

By now, an increased cost following the appointment of additional temporary staff as a result of long term illness has reduced the underspend.

2.2 **Property - Rent:**
Quarter 2: overspend £29,750. *(Quarter 1: overspend £29,750).*
No change to what was reported in Quarter 1. GwE will be relocating its Flintshire/Wrexham area office as of 1st September, with the annual cost being higher than the cost of the previous office (7-month impact for this year, which has been included above). There is a need to identify permanent funding for the whole year cost increase.

2.3 **Transport – Travelling Expenses:**
Quarter 2: underspend (£7,727). *(Quarter 1: underspend (£5,064)).*
No significant change to what was reported in Quarter 1. The trend in historic travelling expenses suggests that the actual annual cost is likely to be slightly below what has been established in the budget. It is anticipated that this will be the case in 2017/18.

3.   UNDERSPEND FUND

3.1   At the beginning of the 2017/18 financial year, the fund totalled (£738,572).

3.2   GwE's business plan incorporates details of the use of £399,750 during 2017/18.

Business Plan Priority	
Standards	£140,500
Curriculum and Assessment	£62,500
Leadership	£102,750
Wellbeing	£13,000
Teaching	£36,000

Office relocation: £45,000

3.3   The estimated total of the fund at the end of 2017/18 is £324,061, having taken into account the estimated overspend and the use in year.

4.0   APPENDICES
4.1   Appendix 1: GwE Budget 2017/18 – 2nd Quarter Review 2017/18.

VIEW OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments from a propriety perspective.

Statutory Finance Officer:

Co-author of report.

Budget Review 2017/18 : Second Quarter July - September 2017

	Revised Budget (Quarter 1) £	Adjustments £	Revised Budget (Quarter 2) £	Estimated Expenditure £	Over / (Under) Spend Net (Quarter 2) £	Over / (Under) Spend Net previous (Quarter 1) £
<u>**Expenditure**</u>						
Employees						
Salaries						
- Management, Brokerage, Standards and Administration	845,728		845,728	838,465	(7,263)	(14,026)
- System Leader	2,694,256		2,694,256	2,694,256	0	0
- Staff on Secondment	195,694		195,694	195,694	0	0
- Transferred against 'Specific Projects'	-587,624		(587,624)	(587,624)	0	0
Training, advertising and other employee costs	38,957		38,957	38,957	0	0
Building						
Rent (includes services)	93,892		93,892	123,642	29,750	29,750
Travel						
Travel Costs	125,559		125,559	117,832	(7,727)	(5,064)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire etc	30,344		30,344	30,344	0	0
Information Technology	15,090		15,090	15,090	0	0
Audit Fees	7,663		7,663	7,663	0	0
Brokerage	262,341		262,341	262,341	0	0
Gwynedd Council Host Authority Support Service Costs						
Legal	5,237		5,237	5,237	0	0
Human Resources	8,980		8,980	8,980	0	0
Finance	38,836		38,836	38,836	0	0
Information Technology	42,953		42,953	42,953	0	0
Savings to be found	0		0	0	0	0
National Model Commitments	463,003		463,003	463,003	0	0
Use of GwE Surplus Fund	0	399,750	399,750	399,750	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	3,451,323		3,451,323	3,451,323	0	0
Education Improvement Grant : Direct Schemes	1,637,441		1,637,441	1,637,441	0	0
Raising Standards Grant	2,320,634		2,320,634	2,320,634	0	0
Literacy and Numeracy - WG	5,000		5,000	5,000	0	0
Pupil Deprivation Grant - Looked After Children	844,100		844,100	844,100	0	0
Schools Challenge Cymru (SCC)	25,641		25,641	25,641	0	0
Supporting the use of Informal Languages - Children and Young People	241,400		241,400	241,400	0	0
Qualification Reform Support	20,833		20,833	20,833	0	0
Learning in Digital Wales (LiDW)	112,647		112,647	112,647	0	0
Physical Literacy Programme in Schools (PLPS)	68,750		68,750	68,750	0	0
Pioneer Schools	1,906,250	(35,000)	1,871,250	1,871,250	0	0
NPQH	351,068		351,068	351,068	0	0
Total Expenditure	**15,265,995**	**364,750**	**15,630,745**	**15,645,506**	**14,761**	**10,660**

	Revised Budget (Quarter 1) £	Adjustments £	Revised Budget (Quarter 2) £	Estimated Expenditure £	Over / (Under) Spend Net (Quarter 2) £	Over / (Under) Spend Net previous (Quarter 1) £
Income						
Core Service Contributions						
- Anglesey Council (10.15%)	(414,516)		(414,516)	(414,516)	0	0
- Gwynedd Council (17.68%)	(722,367)		(722,367)	(722,367)	0	0
- Conwy Council (15.39%)	(628,939)		(628,939)	(628,939)	0	0
- Denbighshire Council (15.24%)	(622,542)		(622,542)	(622,542)	0	0
- Flintshire Council (22.70%)	(927,249)		(927,249)	(927,249)	0	0
- Wrexham Council (18.84%)	(769,602)		(769,602)	(769,602)	0	0
Income from Secondments	(195,694)		(195,694)	(195,694)	0	0
	0	(399,750)	(399,750)	(399,750)	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	(3,451,323)		(3,451,323)	(3,451,323)	0	0
Education Improvement Grant : Direct Schemes	(1,637,441)		(1,637,441)	(1,637,441)	0	0
Raising Standards Grant	(2,320,634)		(2,320,634)	(2,320,634)	0	0
Literacy and Numeracy - WG	(5,000)		(5,000)	(5,000)	0	0
Pupil Deprivation Grant - Looked After Children	(844,100)		(844,100)	(844,100)	0	0
Schools Challenge Cymru (SCC)	(25,641)		(25,641)	(25,641)	0	0
Supporting the use of Informal Languages - Children and Young People	(241,400)		(241,400)	(241,400)	0	0
Qualification Reform Support	(20,833)		(20,833)	(20,833)	0	0
Learning in Digital Wales (LiDW)	(112,647)		(112,647)	(112,647)	0	0
Physical Literacy Programme in Schools (PLPS)	(68,750)		(68,750)	(68,750)	0	0
Pioneer Schools	(1,906,250)	35,000	(1,871,250)	(1,871,250)	0	0
NPQH	(351,068)		(351,068)	(351,068)	0	0
Total Income	**(15,265,995)**	**(364,750)**	**(15,630,745)**	**(15,630,745)**	**0**	**0**
Total Income over Expenditure	**0**	**0**	**0**	**14,760**	**14,761**	**10,660**

Memorandum -		
The GwE Surplus Fund		
Fund balance as at 1 April 2017		**(738,572)**
Less - Overspend / Add - Underspend 2017/18		14,761
Less - Use of the Funed		399,750
Fund balance as at 31 March 2018		**(324,061)**
Information Technology Renewal Fund		
Fund balance as at 1 April 2017		**(60,000)**

Tuag at Ragoriaeth
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REPORT TO THE JOINT COMMITTEE

22 NOVEMBER 2017

Report by: GwE Managing Director

Subject: GwE Improvement Strategies 2017-20: Secondary, Primary & Curriculum for Wales

1.0   Purpose of the Report

1.1   To present the draft GwE Improvement Strategies 2017-2020 for the Secondary; Primary; &
Curriculum for Wales.

2.0   Considerations

2.1   The purpose of the 3 specific Improvement Strategies are to set out the direction for
regional developments over the next three years. The strategies are being introduced within the
context of existing national, regional and local policies and plans.

2.2   Given the nature of the national curriculum reform and the pace of change and emerging
developments; although the Curriculum for Wales strategy looks to give a 3 year overview, regular
monitoring and updates will be vital. Therefore, milestones for Year 1 have been identified with
flexibility built in for Years 2 and 3. The programme is being introduced within the context of existing
national, regional and local policies and plans.

2.3   It is imperative that the vision, aims and objectives of the Curriculum for Wales strategy
programme feed into the current secondary and primary school priorities, to support all schools with
current cohorts of learners. As curriculum reform develops with finer detail, schools' engagement
with developments will be crucial to allow readiness to deliver a new curriculum for future cohorts
of learners, within the nationally agreed timescales.

2.4   Robust management arrangements will be established so as to ensure that all aspects of the
programmes are inclusively and effectively implemented. Progress against objectives and indicators
will be provided as part of our monitoring and evaluation processes and will be shared with key
stakeholders on a quarterly basis.

2.5   The vision, aims and objectives of the strategies will serve as an important context when taking strategic decisions on the future of school improvement within the region and they will be regularly reviewed. It will also support the process of drawing additional resources and funding into the region when, and if, they become available.

2.6   The documents provide information for key stakeholders - advisers, schools, governors, local authority officers and diocesan directors of education - about our intentions and is supplemented by the L2 Regional Secondary, L2 Regional Primary School Improvement Business Plans for 2017-2018 & the L2 Curriculum for Wales Business Plan for 2017-18.

3.0   Recommendations

3.1.1   The Joint Committee is asked to approve the draft strategies & support the further

        development through consultation with stakeholders.

4.0   Financial Implications

4.1   There are no financial implications arising from this report.

5.0   Equalities Impact

5.1   There are no new equalities implications arising from this report.

6.0   Personnel Implications

6.1   There are no new personnel implications arising from this report.

7.0   Consultation Undertaken

7.1   We will be consulting with the User Groups in developing the strategies further.

8.0   Appendices

8.1   Secondary Improvement Strategy 2017-2020

8.2   Primary Improvement Strategy 2017-2020

8.3   Curriculum for Wales Improvement Strategy 2017-2020

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments from a proprietary perspective

Statutory Finance Officer:

It is expected that any financial implications will be financed from within GwE's existing resources.

CURRICULUM FOR WALES STRATEGY

2017-2020

GwEGogledd.Cymru / GwENorth.Wales

The purpose of the Curriculum for Wales Strategy is to set out the direction for regional developments over the next three years in line with national curriculum reform. Given the nature of the reform and the pace of change and emerging developments, although this strategy looks to give a 3 year overview, regular monitoring and updates will be vital. Therefore, milestones for Year 1 have been identified with flexibility built in for Years 2 and 3. The programme is being introduced within the context of existing national, regional and local policies and plans.

Robust management arrangements will be established so as to ensure that all aspects of the programme are inclusively and effectively implemented. Progress against objectives and indicators will be provided as part of our monitoring and evaluation processes and will be shared with key stakeholders on a quarterly basis.

It is imperative that the vision, aims and objectives of the Curriculum for Wales strategy programme feed into the current secondary and primary school priorities, to support all schools with current cohorts of learners. As curriculum reform develops with finer detail, schools' engagement with developments will be crucial to allow readiness to deliver a new curriculum for future cohorts of learners, within the nationally agreed timescales.

This document provides information for key stakeholders - advisers, schools, governors, local authority officers and diocesan directors of education - about our intentions and is supplemented by the L2 Regional Successful Futures Business Plan for 2017-2018.

Contents:

- ❖ The Vision
- ❖ Background to Curriculum for Wales
- ❖ Curriculum for Wales – the Opportunities and Challenges ahead
- ❖ The Development of the New Curriculum
- ❖ Pioneer schools across GwE
- ❖ How GwE will engage with Pioneer Schools
- ❖ Building Capacity to support all schools in preparing for a new Curriculum
    - ▪ Schools
    - ▪ Within GwE
- ❖ Developing a Value for Money Framework
- ❖ Curriculum for Wales – Where do we aim to get to by 2020?
- ❖ How do we minimise risk?

Introduction and supporting contextual information

<u>**The Vision**</u>
Our vision is to have outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils. As we work to achieve the vision and deliver on our objectives, we have set ourselves service and personal values. These guiding principles and beliefs will underpin our relationship with all stakeholders and include :

- trust
- show no bias
- fairness
- respect diversity
- supportive and collaborative
- bilingual
- objectivity
- demand high standard
- integrity

By providing focused and supportive challenge, our fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. Schools need to improve themselves as learning organisations for the sake of the learners in their care - it is the role of the regional service to ensure that this happens effectively and consistently.

<u>**Background to Curriculum for Wales**</u>
Between March and December 2014, the Independent Review team, led by Professor Graham Donaldson, engaged with a wide variety of stakeholders throughout Wales. Based on the evidence collected, as well as independent research, *Successful Futures* was published in February 2015. 68 recommendations were made and accepted in full by the Minister for Education and Skills on 30 June 2015. In October 2015, the Welsh Government published Qualifeid for Life – a Curriculum for Wales; a curriculum for life. This was a plan of action, built on eight building blocks, to meet the recommendations.

- He recommends that the national curriculum should be organised as a continuum of learning from 3 to 16 with progression signalled through Progression Steps at five points in the learning continuum. Achievement Outcomes should be developed for each Progression Step in each AoLE.
- A range of pedagogical principles are identified in *Successful Futures* to ensure that all teaching and learning is directed to achieving the four curriculum purposes.
- *Successful Futures* recommends that we refocus assessment on learning, including self and peer-assessment, to ensure progression in relation to the four purposes of the new curriculum. System performance and school performance, as a result, will also be aligned with the four purposes.

In *Successful Futures*, Professor Donaldson proposes a broad and balanced, inclusive and challenging curriculum, delivered through six Areas of Learning and Experience (AoLE), with the expectations for three Cross-curriculum Responsibilities embedded throughout the AoLEs.

- RE remains a statutory obligation.
- The Welsh language should remain compulsory up to the age of 16. There should be a renewed focus in schools on learning Welsh primarily as a means of communication, particularly oral communication and understanding.

- Each AoLE should make distinct and strong contributions to developing the four purposes of the curriculum, which lie at the heart of all teaching and learning.
- Subjects and disciplines should remain important but should be grouped within the AoLEs. Each AoLE should include, where appropriate, a Welsh dimension and an international perspective
- AOLEs are from aged 3-16 and should promote and underpin continuity and progression.
- AoLEs should not be seen as watertight compartments – rather a means of organising the intentions for each child's learning, with decisions and plans for how these translate into day-to-day activities taking place creatively at school level. They are therefore not timetabling devices.
- All 6 AOLEs have same priority – remove 'core' and 'non-core' within the current curriculum.

The six AoLEs are:-
- Expressive Arts
- Health and Wellbeing
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and Technology

The three Cross-Curriculum Responsibilities are:-
- Digital Competence
- Literacy
- Numeracy

Professor Donaldson challenges us to re-think our approach to the curriculum and to focus on the 4 purposes of education so that we build a curriculum that supports our children and young people to be: -

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

These four purposes will be at the heart of our new national curriculum and will be the starting point for all decisions on the content and experiences developed as part of the curriculum.

In September 2017, Welsh Government will publish Education in Wales: our national mission for 2017-2021. This high level plan sets out high ambition and reflects the interdependency of the important elements within the reform to include curriculum and assessment, teaching and learning, wellbeing, leadership and accountability.

Curriculum for Wales – the Opportunities and Challenges ahead

The new curriculum and assessment arrangements will give schools and practitioners more responsibility for determining what is taught. Whilst this provides an exciting opportunity to refocus on learning and engaging all pupils and teachers with relevant and up-to-date content, the challenge is clear: how to develop a framework which offers sufficient guidance of what needs to be learned and establishing necessary consistency nationally while also promoting creative teaching and learning that can be decided by teachers with knowledge of their learners within their locality. The challenge is also clear in that their is

a very clear implication on the Professional Learning needs of the current workforce to support the move to a less prescriptive curriculum.

The Development of the New Curriculum

In 2015, a network of Pioneer schools was established in an attempt to work with practitioners across Wales and to allow teachers to feed into the process. There were 3 workstreams established:

1. Digital Pioneers   tasked with developing the digital competency framework
2. Curriculum Pioneers   tasked with developing the curriculum AOLEs and CCRs
3. Professional Learning Pioneers   tasked with developing the skillset teachers and leaders will need to develop the new curriculum

Welsh Government, working in close collaboration with all consortia, Estyn and Qualifications Wales have a planned and collaborative approach in developing this work.

Until July 2017, the 3 Pioneer workstreams have all worked on individual projects, however from Autumn 2017, the work of all 3 groups will become integrated as the curriculum frameworks are given greater detail. In July 2017, it was identified that curriculum reform encompasses far more than simply curriculum and a visual of the pieces of the individual pieces of the jigsaw, alongside the latest timeframe of how the curriculum will be developed, tested and refined.

Diagram 1: Interdependencies of curriculum reform

Diagram 2: Infographic mapping the reform strands
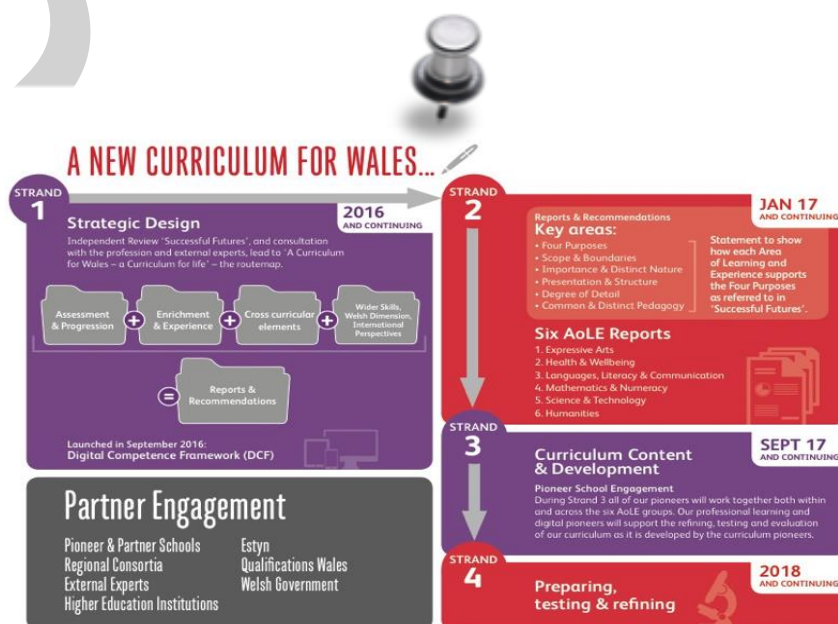
Pioneer schools across GwE

In 2016, there were:

Digital	3 Pioneers schools
Curriculum	9 Pioneer schools (including 1 cluster of 4 Secondary schools)
Professional Learning	14 Pioneer schools (including 1 cluster of 4 Secondary schools) =

During the planning period of Autumn 2016, consortia and Welsh Government worked on mapping the curriculum AOLE work and it was acknowledged that several of the AOLEs had a lack of secondary representation. Therefore, during this time, GwE were able to identfy a further 13 Secondary schools for application to gain Pioneer status to support the work within the curriculum. Following local discussion with 1 Secondary School, LA and GwE, it was agreed that they would pause as a Pioneer to concentrate on school's priorities. Therefore, from September 2017:

Digital	3 Pioneers schools
Curriculum	21 Pioneer schools (including 1 cluster of 4 Secondary schools)
Professional Learning	14 Pioneer schools (including 1 cluster of 4 Secondary schools)

In total:

- 36 schools have Pioneer status across GwE
- 4 Secondary schools have a joint status both for Curriculum and Professional Learning
- 1 Secondary School has both Digital and Professional Learning status
- 1 Secondary School has both Curriculum and Professional Learning status
- 1 Primary School has both Curriculum and Professional Learning status
- 1 Special School has both Curriculum and Professional Learning status

A list of the schools across GwE can be found in Annexe 3

How GwE will engage with Pioneer Schools

In addition to the national meetings, all Pioneer schools are invited to termly meetings with the GwE Curriculum for Wales team. The agenda at these meetings will reflect national developments, however, standard items include update on activities within their own schools and their clusters.

All Pioneer schools across GwE have completed a plan for the their Pioneer work 2017-2018 showing the overlap of Pioner work with the school's own development planning. Spending is reviewed and quality

assured by the Curriculum for Wales team in collaboration with GwE Business Manager and plans are evaluated and submitted termly, to fit in with the quarterly monitoring of GwE.

Pioneer schools are linked with a member of the GwE Curriculum for Wales team who visit and support the school regularly. Roles and Responsibilities of both Pioneer Schools and GwE have been explicitly shared.

Pioneer schools commit to:
- *Continue to commit to work on national developments/groups*
    - *attend national meetings*
    - *attend regional meetings*
- *Complete and submit planning template to access funding & review termly*
- *Publicly share Pioneer work through own website*
- *Share Pioneer developments and experiences through variety of methods: - case studies/ photos/ displays/ videos/presentations*
- *Ensure all members of staff within your school are fully aware of being a Pioneer school*
- *Engage with other schools and practitioners – clusters, regional events, training opportunities*
- *Support developments to help all schools in evaluating their readiness for new curriculum*
- *Allow pupil voice to be heard*

GwE commits to:
- *Run termly Pioneer school meetings across GwE*
- *Provide named contact within team:*
    1. *Gwynedd & Mon – Claire*
    2. *Conwy & Denbigh – Gwenno / Gethin*
    3. *Flint & Wrexham – Andrea*
- *Support and facilitate communication with Welsh Government, consortia and Pioneer schools*
- *Provide regular and timely updates on national developments across all work streams of Pioneer work*
- *Monitor progress locally and advice where necessary*
- *Support a variety of engagement activities across all cluster of schools - fairly and consistently*
- *Develop use of digital resources to support sharing where possible*
- *Work in partnership to support all schools in evaluating their readiness to deliver a new curriculum*

Building Capacity to support all schools in preparing for a new Curriculum

GwE have been very clear in their role to support all schools in preparing for the new curriculum. The creation of Pioneer schools has created 2 distinct groups i.e. Pioneer and non-Pioneer. GwE have a clear non-negotiable commitment to work with all schools and settings to support them in their readiness and have therefore developed various methods to engage with all schools.

Building Capacity has been approached in a systematic and planned way:

SCHOOLS

1. Each cluster based on a secondary school with its feeder primary school across the region has been invited to appoint a Curriculum for Wales Cluster Lead (x 51 across the region). Special schools have appointed 2 x Curriculum for Wales Leads to represent their sector. This Lead will be an important point of direct contact with GwE and act as a local change agent both in their own schools and

within their cluster of schools. Furthermore, clusters will be in a position to develop their work on Curriculum for Wales collaboratively and in a cohesive way, further enhancing learners' experiences as they move between different phases of their education.

Curriculum for Wales Cluster Leads are committed to 8 days Curriculum for Wales work during the academic year 2017/18:

- During September and October 2017, all CfW Cluster leads will attend a 2 day Change Management Training to understand the scope and develop the skillset needed. This training has been developed by Agile Change Management with input from GwE Curriculum for Wales Senior Lead to develop a bespoke training fit for school and education contexts. The 2 day training has a certification option, offered by APMG international examination and an assessment should be completed with 50% mark needed for pass. The training consists of 4 elements:
  1. Understanding and supporting people in change
  2. Facilitating the change process
  3. Change readiness and the change plan
  4. Learning and communication in change

The network of these leads facilitate conversations about Curriculum for Wales within their clusters and all secondary Headteachers are also invited to be represented within their LA, thus securing conversations across the region to allow for range of approaches and experiences to be shared across the region.

Across the region – across LAs

Anglesey	Gwynedd	Conwy	Denbighshire	Flintshire	Wrexham
Sec HT x 1	Sec HT x 1	Sec HT x 1	Sec HT x 1	Sec HT x 1	Sec HT x 1
CfWCL x 5	CfWCL x 13	CfWCL x 7	CfWCL x 6	CfWCL x 10	CfWCL x 9
Pioneers x	Pioneers x	Pioneers x	Pioneers x	Pioneers x	Pioneers x

Curriculum for Wales Cluster Leads commit to:
- *Attend 2 day change management training as introduction*
- *Act as local change agent within their own school*
- *Share the consistent Curriculum for Wales message with all leaders within the cluster*
- *With varying support, facilitate conversations with staff in the cluster*
- *Complete A4 action plan on how lead can work on the key indicators of knowledge & awareness, engagement & participation, planning for Curriculum for Wales, culture*
- *Share information on cluster capacity funding – success criteria shared on how impact can be captured*
- *Support their own school and schools within the cluster to review their readiness against Ysgol GwE*
- *Work with other Curriculum for Wales Cluster Leads and Pioneer schools where possible*
- *Continue to engage with GwE to share experiences from schools within the cluster*
- *Bring enthusiasm and honesty*

GwE commits to:

- *Follow up the training – photographs and resources to be shared on Hwb*
- *Named contact within team for each cohort – Andrea, Claire, Gethin, Jane, Catrin, Bethan*
- *Regular, timely updates from national developments shared electronically – half termly*
- *Offer termly face-to-face sessions for updates for Curriculum for Wales Cluster Leads*
- *Provide all Headteachers and strategic forums with information on the role of the Curriculum for Wales Cluster Lead to support consistent messaging*
- *Ensure GwE staff understand the role of Curriculum for Wales Cluster Lead roles*
- *Provide opportunities to network with fellow CfW cluster leads and Pioneer schools*
- *Service Level Agreement will be shared for signing to release funding for 8 days during 2017-2018*

Diagram 3: Building capacity across GwE to have direct access to share a consistent message with a range of stakeholders
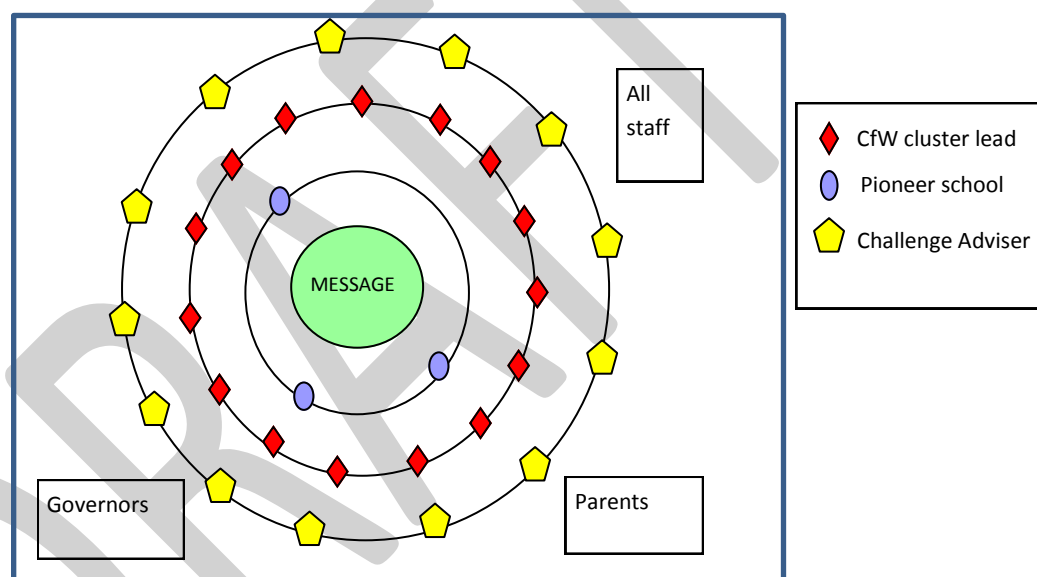
2. GwE Curriculum for Wales team will continue to offer and facilitate a menu of engagement activities e.g. cluster world café events, termly 0.5 day workshops with practical activities and Pioneer school experiences shared. A tracking tool has been developed to show engagement across all schools across the 6 LAs which offers an opportunity to identify disengagement and raise this with secondary and primary core teams

3. GwE will support schools on this curriculum reform by modelling minimum expectations and giving clear guidance on 'what good looks like'. This will be part of the information management system that has been developed during the Summer 2017 where schools can reflect on key indicators:

    i. Knowledge and awareness
    ii. Engagement and participation
    iii. Self evaluation and planning
    iv. Professional learning / culture – to fit in with Schools as Learning Organisation work

As the curriculum work progresses, all schools will be asked to consider their readiness for the individual AOLEs and the CCR elements. All 437 schools across the region will be able to identify

themselves as on track/off track against the minimum expectations and data for all settings will be accessible to and analysed by the GwE Curriculum for Wales team. A clear link can be made to value for money with this work and resources identified to those in most need.

4. Effective relationships have been established with Headteacher forum groups and Portfolio Leads to co-construct these milestones for all primary, secondary, special, PRU settings across the region, ensuring these are both manageable and realistic, yet striving for the high ambition within Curriculum for Wales.

WITHIN GwE

GwE will also build capacity internally by

1. Internal structure of distributed leadership through the identification of 3 x Portfolio Leads/Challenge Advisers who working closely as part of Curriculum for Wales team and feed into the L3 planning. They are a key link with both the secondary and primary core teams
2. GwE challenge advisers will attend the 2 day change management training alongside the Curriculum for Wales Cluster Leads to develop GwE staff and to ensure the consistent messages are shared with schools
3. Since January 2017, GwE continues to commit to the national development of AOLE work through the use of subject advisers and seconding 2 secondary school leaders:
   - Consortia lead for Languages, literacy and communication
   - Vice consortia lead for Maths and numeracy
   - Vice consortia lead for Science and Technology
   - Vice consortia lead for Health and Wellbeing, with additional support with physical literacy
4. Using the GwE change management framework, when modelling Curriculum for Wales, a range of resources will be developed to support schools in all contexts – large and small – by creating steps of change in all areas of the reform
5. GwE will continue to work with OECD and develop and model the 7 dimensions of a Learning Organisation both at consortia level and with schools across the region to support the development of the culture where the curriculum can thrive. See separate implementation plan
6. Continue to develop the established working relationships with range of partners to include North Wales Economic Ambition Board to continue collaboration on projects; lead creative schools to support enrichment and experiences for all learners

Developing a Value for Money Framework

Existing business planning structure provides a good basis for monitoring performance within the primary and secondary teams. However, it is necessary to quantify both the inputs and the outputs more precisely in order to provide a meaningful framework for assessing value for money.

To deliver a comprehensive vfm report, we will focus on the following main areas of development :

- expanding the information in the business plans. This will require identification of the resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This will facilitate better monitoring of the business plan delivery and provide key value for money information;
- establishing a supplementary set of performance indicators that will measure overall performance and organisational health;
- further developing early work with CIEREI to evaluate the impact of the work of the Curriculum for Wales Cluster leads and their capacity funding projects;
- Plan for effective use of the Curriculum for Wales dashboard to show the link between engagement and on track audit of schools.

Curriculum for Wales – Where do we aim to get to by 2020?

GwE Business Plans have identified a wide range of challenging objectives and outcomes for all key priorities – these have been included within Annexe 2 of the document [see below].

Due to the nature of the emerging development of curriculum reform, it is acknowledged that frequent reviews of the destination will need to be carried out:
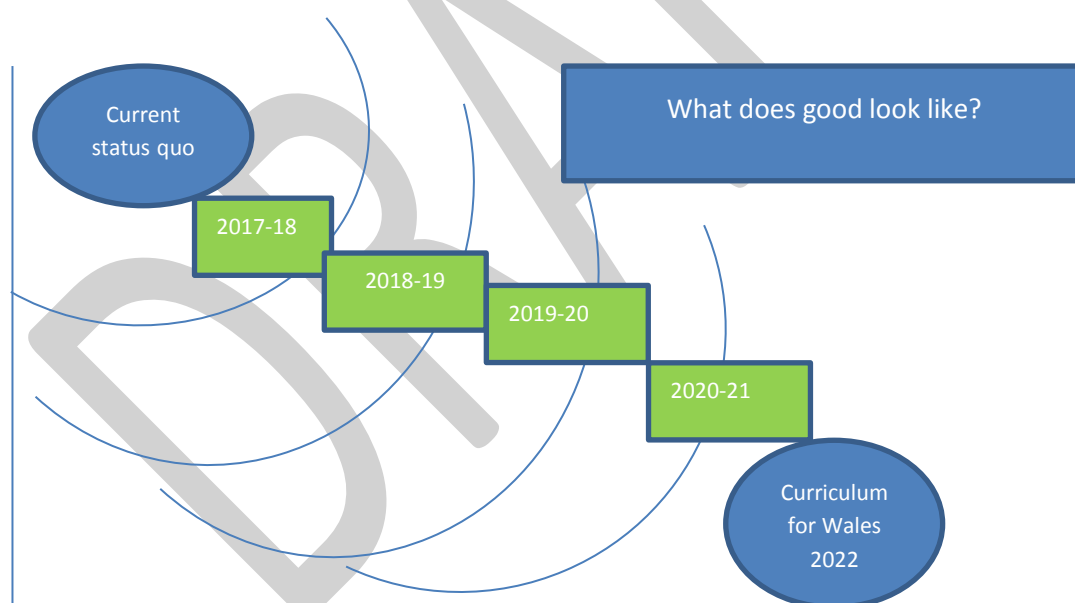
For 2017-2018, 'What does good look like for GwE' has been considered and realistic steps to achieve this are:

- ✓ Engage with at least 25% of schools across the region directly – through use of Pioneer schools (x36) and Curriculum for Wales Cluster Lead (x53);
- ✓ 100% of GwE schools across the 6 authorities have a better awareness of Curriculum for Wales – with at least 60% of schools identifying themselves as on track with knowledge and awareness, 30% partly on track and 10% off track;

- ✓ Increased number of schools engaging in range of activities across the region with nearly all schools either on track or partly on track with engagement and participation;
- ✓ All 36 Pioneer schools engaged well and feeding effectively into process and have provided range of case studies for sharing;
- ✓ Nearly all schools aware of the 7 dimensions within the Schools as Learning Organisation;
- ✓ A minority of schools across the region have completed the survey of Schools as Learning Organisation and effectively use the survey results within their self-evaluation;
- ✓ All schools have good awareness and are prepared to implement new Professional teaching and leadership standards for September 2018;
- ✓ Change Management 2 day training has been completed by all Curriculum for Wales Cluster Leads and 50% of all Core Leads;
- ✓ Development of and engagement with change management training for all GwE staff;
- ✓ Held a successful regional Curriculum for Wales Conference by end of July 2018;
- ✓ 100% Curriculum for Wales Cluster Leads report:
  - an increase in their own confidence and knowledge of Curriculum for Wales
  - all staff within their own schools have knowledge and are engaged with Curriculum for Wales work
  - all Headteachers within their cluster have knowledge and are engaged with Curriculum for Wales work
  - nearly all clusters have an identified Curriculum for Wales link in all schools
  - established a firm network of local change agents across the region
  - have identified and shared range of effective methods for engaging with stakeholders to include parents and governors
  - Increased number of case studies within clusters with proven impact working collaboratively with CIEREI
  - Evaluation of the work of the Curriculum for Wales Cluster Lead for identifying next steps – e.g. increasing number of leads within each cluster to include possibilities of 1 secondary/1 primary/various AOLEs within cluster
- ✓ Digital impact:
  - Promoting effective digital self review using the regional ICT Self Evaluation tool – increasing enagement to 60% of schools activitly using the tool by July 2018
  - Support Online Safety lead schools through SWGfL accreditation – 9 x schools with accreditation by Dec 2018
  - Conextualised regional Digital Professional Learning Offer to schools based on the national Digital Professional Learning Approach
  - Developing coding opportunities in schools in line with WG "Cracking the Code" initiative – Provide training and support for 100 Code Clubs to be set up by July 2018
  - Develop a self improving school model for implementing and sharing good practice in DCF – Digital Leaders to facilitate school networks with a focus on planning for DCF as a cross curricular responsibility and sharing good practice on developing digitally rich tasks

How do we manage risk?

This is an important element and Curriculum for Wales is featured within the GwE risk register. Particular activities include:

- Planning against the 4 Purposes at all levels across the region to ensure provision is offered to schools;
- Managed financial planning working closely with with Secondary and Primary Senior leads;
- Clear milestones termly on definining milestones on what good looks like for schools and for GwE itself which are regularly reviewed;
- Regular feedback to all stakeholders to include Management Board and Programme Board;
- Change management training is a clear priority

DRAFT

Annexe 1 : Performance Management Buisness Planning Framework Accountability

Managing Director
Arwyn Thomas

Assistant Director	Assistant Director
Rhys H. Hughes	Alwyn Jones

Senior Secondary Lead	Senior Primary Lead	Senior Successful Futures Lead
Elfyn V Jones	Marc B. Hughes	Ruth Thackery

	Core Lead Ynys Mon	Core Lead Gwynedd	Core Lead Conwy	Core Lead Denbighshire	Core Lead Flintshire	Core Lead Wrexham	Quality Assurance Lead	Quality and Data Lead	Professional Learning Lead
P	Meinir Hughes	Ioan Gruffydd	Sioned H Thomas	David Edwards	Jacqueline Chan	Jane Borthwick	Stella Gruffydd	Llyr G. Jones	Euros Davies
S	Sharon Vaughan	Ellen Williams	Phil McTague	Paul M Jones	Martynt Froggett	Huw Robertson			

	Curriculum for Wales	Curriculum	Assessment	Developing Senior Leadership	Developing Middle Leadership	Supporting Governors	Digital Competency	Teaching and Learning	Small Rural Schools
P	Catrin Roberts Jane Borthwick	Meinir Hughes	Jacqueline Chan	David Edwards	Ian Kelly	Euros Davies		Stella Gruffydd	Geraint Evans
S	Bethan James	Paul M Jones	Phil McTague	Pam McClean	Huw Robertson Ellen Williams Sharon Vaughan	Paul Coakley	Simon Billington	Bethan James	

Annexe 2: THE STRUCTURE OF OUR PROFESSIONAL AND BUSINESS TEAMS

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	Welsh	English	Mathematics	Science	Literacy	Numeracy	Methodology	Ysgol GwE	PRUs
P					Vicky Lees	Manon Davies			
S	Sian Hydref	Gaynor Murphy	Delyth Ellis	Nicola Jones	Gaynor Murphy	Delyth Ellis	Dafydd Gwyn	Team	

	Welfare + FSM/PDG	ALN + Inclusion	ITE	Evaluation and Research	Health and Fitness	BAC	Foundation Phase	HR/Governance	SLO
P	Sharon Williams	Richard Cubie	Eithne Hughes	Richard Watkins	Ieuan Jones		Sioned H Thomas		Stephanie Cartmel Ioan Gruffydd
S						Gwenno Jarvis			Phil McTague

	GCSE Project	A Level/Post 16	Compliance	Support Assisstants	Dashboard Champion	Staff Digital Competency	New Headteachers	NQT
P			Ioan Gruffydd	Stephanie Cartmel	Osian Hughes	Sian Thomas	Gareth Davies	Ieuan Jones
S	Martyn Davies	Martyn Froggett						

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Annexe 3 : Business Plan Objectives and Outcomes

TO MEET OUR PRIORITIES WE HAVE SET OURSELVES THE FOLLOWING OBJECTIVES BY 2020
1.   STANDARDS
1.1   The percentage of learners achieving the L2+ will grow at 1.5, the rate for the rest of Wales.
1.2   The percentage of schools performing in line with the modelled outcome for the L2+ will increase to 55% (from 38.2% in 2016).
1.3   The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase to 55% (from 40.0% in 2016).
1.4   The gap between the highest and lowest performing Local Authority in the L2+ will reduce to 5% (from 9.2% in 2017 – provisional data).
1.5   The percentage of learners achieving 5A*-A GCSE's, or equivalent, will grow at 1.5, the rate for the rest of Wales.
1.6   The percentage of learners achieving the FPI will grow at 1.5, the rate for the rest of Wales.
1.7   The percentage of learners achieving the higher outcomes at the end of the FP will grow at 1.5, the rate for the rest of Wales.
1.8   Standards in literacy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
1.9   Standards in numeracy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
1.10 The gap between our eFSM pupils and non-FSM learners will also be reduced, by at least 5%, in the L2+ and FPI.
1.11 Schools in the region will perform consistently above the national performance in the main post-16 performance indicators (this objective to be confirmed following the publication of the new performance measures).
2.   CURRICULUM AND ASSESSMENT
2.1   Ensure that all schools are well prepared to deliver the new curriculum.
2.2   Ensure that no school receives unsatisfactory in Inspection Areas 3 and 4 during an ESTYN inspection.
2.3   Ensure that at least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection.
2.4   Ensure that all schools use tracking data purposefully to target the next steps in all pupils' learning.
2.5   Ensure that 90% of secondary schools are within 5% of their targets for L2+, and that 60% are within 2% of their targets.
2.6   Reduce secondary school variability so that there is no more than 5% between the highest and lowest performing core subject departments in the majority of schools.
2.7   Ensure that all clusters have robust moderation processes so that there is regional consistency and confidence in teacher assessment at all key stages.
2.8   Ensure that 10% of schools showcase best practice case studies in curriculum and assessment, as part of 'Ysgol GwE'.
3.   LEADERSHIP

3.1 We will have reduced the number of schools in an Estyn statutory category by 50% (from 17 (32.7%) in August 2017 – provisional data).

3.2 No school will be in Special Measures.

3.3 We will have increased participation amongst our target audience in our leadership programmes by 50%, and overall satisfaction with the programme will increase from 85% – 90% to 95%.

3.4 50% of teachers completing the Middle Leadership Development Programme will have been promoted within 3 years.

3.5 75% of NPQH candidates will have been appointed to Headship within 3 years.

3.6 Leadership in the secondary sector judged by Estyn to be at least good, will increase 5% (from 55% to 60% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.

3.7 Leadership in the primary sector judged by Estyn to be at least good, will increase 5% (from 75% to 80% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.

3.8 Leadership in the special sector judged by Estyn to be at least good, will increase 5% (from 80% to 85% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.

3.9 Leadership in the PRU sector judged by Estyn to be at least good, will increase 5% (from 47% to 52% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.

3.10 No unsatisfactory leadership in the primary, secondary, special and PRU sectors.

3.11 No secondary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 secondary schools i.e. 9% in 2016-17).

3.12 No primary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 primary schools i.e. 1.4% in 2016-17).

3.13 No special school will be awarded Grade 'D' in stage 2 of the Categorisation process (1 special school i.e. 11% in 2016-17).

3.14 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the secondary sector will increase by 100% from 12 (22%) to 24 (44%).

3.15 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the primary sector will increase by 50% from 102 (28%) to 153 (42%).

3.16 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the special sector will increase by 50% from 3 (33%) to 6 (66%).

3.17 All schools will have good or better self-evaluation processes and improvement plans.

4. WELLBEING

4.1 At least 85% of schools receive good or excellent in Inspection areas 2 & 4.

4.2 All schools comply with the current legislative duty and statutory safeguarding policies and procedures.

4.3 All schools have fully embedded wellbeing in current and future planning of the curriculum to ensure that the provision for all learners meet the wellbeing agenda in Successful Futures.

4.4 60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.

4.5 No PRUs will be in an Estyn statutory category.

4.6 No children who are looked after (LAC) to have permanent exclusion within the region.

4.7 All schools across the region to use tracking data purposefully (attendance and behaviour) to target pupils learning and wellbeing and monitor outcomes to improve the overall educational attainment of disadvantaged learners.

4.8 All schools to implement the secondary Health and Wellbeing Schools Network research survey. The data will support GwE to develop a regional baseline to measure wellbeing indicators across six key areas and identify LAs/Schools who require targeted support and interventions.

4.9 All schools have access to appropriate screening toolkits that enable the evaluation of the individual wellbeing of learners with ALN.

4.10 All schools have access to a range of wellbeing evaluation and impact measurement tools to measure the progress that learners make in learning and wellbeing from their individual starting points.

4.11 All schools to have appropriate methods of ensuring learner voice, participation and developing family engagement to improve the achievement and wellbeing of learners.

4.12 Most learners have a robust transition pathway plan to ensure post 16 progression and reducing the number of NEET aged 16 to 6% across the region.

5. TEACHING

5.1	90% of schools will receive good or better in inspection area 3.
5.2	80% of Red and Amber category schools will see an improvement in teaching and a reduction in the variance of teaching standards.
5.3	All teachers to have access to GwE and All-Wales action-based research with proven impact on improving the quality of teaching and learning. 40% of schools making a contribution to the directory of evidence, and at least 90% of schools accessing the information to inform their practice.
5.4	An annual increase of 25% in the number of excellent quality assured case studies linked to Teaching in the GwE directory.
5.5	All schools (of the 200+ schools who will have benefited from the input of an action-based research project) are awarded good or better grades for the quality of teaching and learning following an Estyn inspection (this will be at least 5% better than Estyn findings in schools not benefiting from the input of the project over the same period).
5.6	All schools, teachers and support staff are engaging in the new Professional Teaching Standards effectively to improve pedagogy through professional learning, leadership, collaboration and innovation. (80% of schools are on track to deliver professional learning which has an impact on pupil outcomes.
5.7	At least 50% of teachers participating in Tier 1 and 2 of the action-based research project note improved confidence and attitudes towards action research.
5.8	At least 80% of teachers participating in Tier 1 and 2 of the action-based research project make good or better use of all formative assessment elements.
5.9	At least 40% of pupils who have participated in the action-based research project note improved confidence and attitudes towards learning.

6. BUSINESS	
6.1	A value for money framework consistently implemented by all.
6.2	All internal and external financial audits support sound financial control.
6.3	Early identification of risks are robust and managed effectively.
6.4	Service performance management system effectively identifies priorities, with clear success criteria.
6.5	A very effective performance management system which clearly sets out our future direction.
6.6	A very effective information management system in place which will feed the value for money and performance management system.
6.7	Top quartile performance in organisational health index.
6.8	Show year on year progress against the 7 dimensions of Learning Organisation model.

Annexe 3

DIGITAL SCHOOLS				
	School Name	**Region**	**Medium**	**Primary/Secondary/Special**
1.	Ysgol y Graig	Anglesey	Welsh	Primary
2.	Cornist Park Primary School	Flintshire	English	Primary
3.	Ysgol Bryn Elian	Conwy	English	Secondary
PROFESSIONAL LEARNING SCHOOLS				
	School Name	**Region**	**Medium**	**Primary/Secondary/Special**
1.	Connah's Quay High School	Flintshire	English	Secondary
2.	Flint High School	Flintshire	English	Secondary
3.	St. Christopher's School	Wrexham	English	Special
4.	Ysgol Bro Tryweryn	Gwynedd	Welsh	Primary
5.	Ysgol Bryn Elian	Conwy	English	Secondary
6.	Ysgol Dyffryn Ogwen	Gwynedd	Welsh	Secondary
7.	Ysgol Eirias	Conwy	English	Secondary
8.	Ysgol Glan Gele	Conwy	English	Primary (Infants)
9.	Ysgol Gwynedd	Flintshire	English	Primary
10.	Ysgol Llandrillo yn Rhos	Conwy	English	Primary
11.	Ysgol Manod	Gwynedd	Welsh	Primary
12.	Ysgol O.M. Edwards	Gwynedd	Welsh	Primary
13.	Ysgol Pen Coch	Flintshire	English	Special
14.	Ysgolion Uwchradd Meirionnydd (Ysgol Uwchradd Tywyn, Ysgol y Berwyn, Ysgol y Gader, Ysgol y Moelwyn)	Gwynedd	Welsh	Secondary
CURRICULUM SCHOOLS				
	School Name	**Region**	**Medium**	**Primary/Secondary/Special**
1.	Alun School	Flintshire	English	Secondary
2.	St. Joseph's Catholic & Anglican High School	Wrexham	English	Secondary
3.	Ysgol Babanod T. Gwynn Jones	Conwy	English	Primary (Infants)
4.	Ysgol Bryn Gwalia	Flintshire	English	Primary
5.	Ysgol Gyfun Bodedern	Anglesey	Welsh	Secondary
6.	Ysgol O.M. Edwards	Gwynedd	Welsh	Primary
7.	Ysgol Pen Coch	Flintshire	English	Special
8.	Ysgolion Uwchradd Meirionnydd (Ysgol Uwchradd Tywyn, Ysgol y Berwyn, Ysgol y Gader, Ysgol y Moelwyn)	Gwynedd	Welsh	Secondary
	Schools since January 2017			
1.	Rhyl High School	Denbighshire	English	Secondary
2.	Ysgol Friars	Gwynedd	English	Secondary
3.	Ysgol y Creuddyn	Conwy	English	Secondary
4.	The Maelor School	Wrexham	English	Secondary
5.	Ysgol David Hughes	Anglesey	Welsh	Secondary
6.	Ysgol Glan y Mor	Gwynedd	Welsh	Secondary
7.	Ysgol Gyfun Llangefni	Anglesey	Welsh	Secondary
8.	Ysgol Brynrefail	Gwynedd	Welsh	Secondary
9.	Ysgol Dyffryn Conwy	Conwy	Welsh	Secondary
10.	Ysgol y Gogarth	Conwy	English	Special
11.	Ysgol Dinas Bran	Denbighshire	English	Secondary
12.	Connah's Quay High School	Flintshire	English	Secondary
13.	Ysgol Syr Hugh Owen	Gwynedd	Welsh	Secondary

PRIMARY SCHOOL
IMPROVEMENT STRATEGY

2017-2020

Tuag at Ragoriaeth
Towards Excellence

The purpose of the Primary School Improvement Strategy is to set out the direction for regional developments over the next three years. The programme is being introduced within the context of existing national, regional and local policies and plans.

Robust management arrangements will be established so as to ensure that all aspects of the programme are inclusively and effectively implemented. Progress against objectives and indicators will be provided as part of our monitoring and evaluation processes and will be shared with key stakeholders on a quarterly basis.

The vision, aims and objectives of the strategy programme will serve as an important context when taking strategic decisions on the future of Primary school improvement within the region and they will be regularly reviewed. It will also support the process of drawing additional resources and funding into the region when, and if, they become available.

This document provides information for key stakeholders - advisers, schools, governors, local authority officers and diocesan directors of education - about our intentions and is supplemented by the L2 Regional Primary School Improvement Business Plan for 2017-2018

Introduction and supporting contextual information

The Vision
Our vision is to have outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils. As we work to achieve the vision and deliver on our objectives, we have set ourselves service and personal values. These guiding principles and beliefs will underpin our relationship with all stakeholders and include:

- trust
- show no bias
- fairness
- respect diversity
- supportive and collaborative
- bilingual
- objectivity
- demand high standard
- integrity

By providing focused and supportive challenge, our fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. Schools need to improve themselves as learning organisations for the sake of the learners in their care - it is the role of the regional service to ensure that this happens effectively and consistently.

Learners' wellbeing has direct impact on performance. The foundations of primary education are based upon creating a nurturing environment, where learners feel safe and feel valued. Over the next three years, GwE, LAs and outside agencies must work collaboratively to ensure that school have the support and resources to create these environments.

The actions initiated within our strategy are aligned with the national direction of travel as defined by Welsh Government in their 2017-21 action plan 'Education Wales: Our National Mission'. Our reform journey and intentions will supplement and augment the key actions identified by the Minister to deliver a high performing education system. Namely, we will focus resource and expertise to support schools to:

•   **develop as effective learning organisations**: by providing focused and supportive challenge, our fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. Schools need to improve themselves as learning organisations for the sake of the learners in their care - it is the role of the regional service to ensure that this happens effectively and consistently

•   **confidently develop and deliver the transformational curriculum and assessment arrangements**: by providing a network of effectively collaborating establishments, led and supported by our pioneer schools, we will ensure that curricular provision is appropriate to every learner in every classroom. Planning in response to

the challenges and opportunities afforded by 'A Curriculum for Wales' will be a cornerstone of our regional collective approach.

• **contribute to the four enabling objectives**: by providing focussed guidance and coordinating a structured programme we will ensure that schools engage in collaboration with key education stakeholders. Our approach will ensure a strong and effective regional contribution towards meeting the four national enabling objectives of developing a high-quality education profession; inspirational leaders working collaboratively to raise standards; strong and inclusive school committed to excellence and well-being and a robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The region is well placed to drive forward the National vision. Strong regional progress has been made against key priority areas. This has recently been acknowledged by Steve Davies [Director of School Standards, Welsh Government], Professor Graham Donaldson and Marco Kools [Directorate for Education and Skills of the OECD] during their visit to the region in October 2017.

We recognise that there is much good practice across the region within our primary schools. However, we are on a journey of improvement and we need to improve the provision available to learners in many of our schools. Between 2013 and 2016 there has been a pattern of improvement in learner performance in both Foundation Phase and Key Stage 2. The inspection profile for our Primary schools has been largely positive. During 2015-16, following a period of consultation with a range of stakeholders, including Primary Headteachers, the regional support programme was revised. Whilst this led to further improvements in the resilience and quality of leadership and teaching and learning experiences, the impact was minimal on schools who have developed systems and strong leadership.

Despite several areas of strength, which include [based on 2016 data];
* GwE's performance at KS2
* An increase higher than the national average at the higher levels in both Foundation Phase and Key Stage 2
* A regional increase in FSM performance at both Foundation Phase and Key Stage 2
* A positive ESTYN profile with only 3.5% of schools currently in ESTYN follow-up (1.3% in statutory category)
* An improvement in National categorisation with an increase of schools in Green / Yellow Category from 80.7% to 84.8% and an increase in school's Capacity to improve from 85% to 89% judged as A or B over the past 12 months.

there are specific concerns with regard to the following [based on 2016 data]:
* GwE's performance at Foundation Phase
* The gender gap at Key Stage 2
* The inconsistency in performance across local authorities at both Foundation Phase and Key Stage 2
* The number of schools progressing to Green support category and capacity to improve A.

In response to the areas in need of improvement, a consultation with key stakeholders will take place during 2017-18 so that the model for supporting primary schools is reviewed and revised.

This overarching document sets out how GwE, in close collaboration with key stakeholders, will address identified short-comings and strengthen leadership, raise attainment, increase aspiration, improve learner well-being and ensure that there is continued improvement in regional primary schools.

Ambition is key as we move forward, and we will need to ensure that we all set high expectations on ourselves whilst ensuring that we all cooperate effectively to deliver high quality and timely support for each other. We will work with leaders to ensure that we build on best practice identified in a number of regional primary schools as well as utilise and share that practice to support and challenge those schools where standards and provision are not yet developed enough. Central to our strategy will be the expectation that all regional primary schools develop as learning organisations [SLOs] and have pupil wellbeing at the core of their values.

Raising expectations and ensuring improvements as we move forward from Autumn 2017

The minimum expectations in going forward for our authorities and all their primary schools as learning organisations are that:

- Performance in all 6 Local Authorities is in line with FSM rankings and expected Foundation Phase and Key Stage benchmarks in the main indicators.
- Improving the performance and achievement of FSM and More Able and Talented pupils is a key priority within each school.
- Good leadership and management is demonstrated at all levels in each school.
- Good quality teaching is accessed by all pupils in all classrooms.
- Eradicating in school variation is a key priority within each school.
- No primary school should be placed in a statutory category following an Estyn inspection.
- all pupils' learning is judged to be at least good.
- All pupils' wellbeing within schools is judged to be at least good.
- All schools have taken effective action to ensure that expectations re: *Curriculum for Wales* are in place.
- All schools can demonstrate that they are effective learning organisations.
- All schools and are fully compliant with their statutory obligations.

Developing our self-improving system for primary schools

We must secure a high quality self-sustaining system of excellence across the primary sector. To achieve this, we need to provide a high quality support service to ensure that we connect those schools who are working well and support those who need support, advice and challenge.

A self-improving system needs to embrace the principles of quality and equality; accountability at the most sophisticated level; subsidiarity; evidence-based practice; innovation, creativity and ambition; collaboration and partnership as well as working towards a moral good (*Blueprint for a Self-Improving System in Wales 2015 ASCL Cymru*.)

We need to ensure that we build for lasting change. Capacity for change is all about learning - learning, in which people engage individually and collectively in continuous, challenging and purposeful consideration of their professional responsibilities, their beliefs, their skills, their motivations and their practices. Change will come from a shift in behaviours and a culture of collaboration, innovation and evidence based enquiry. This shift in behaviours will be facilitated and enabled by professional standards which are known and understood across all schools. We need to ensure that these are used to drive innovation, collaboration, research and professional development with a recognition that we are all leaders across the range of stakeholders are leaders of learning.

As a region we need to build a learning system where the focus is on the *virtuous cycle* where we drive through innovation and creativity, learning from the best and supporting developing schools while infecting teachers with an enthusiasm for new knowledge about our professional practices.

Systems of collaboration within and between schools need to be flexible - there is no *one size fits all* or compliance model to be shaped or aimed for. Collaboration must be flexible and responsive.

Our approach will ensure that:
- all schools develop as learning organisations
- that all schools provide appropriate nurture and wellbeing so as to create positive learning environments for all learners.
- the short term goal has specific focus on reducing in-school variability
- strategic activities focus on moving knowledge and expertise around the system
- intelligent professional developments are planned with and for schools
- inter-school collaborative research and development activity between schools' benefits participating practitioners by enhancing teaching practice, helping develop new ways of thinking about pedagogy, increasing expectations, increasing motivation and a greater openness towards colleagues
- partnerships and collaborative structures are well supported
- new technologies are utilised in moving around and sharing expertise
- the model is built on trust, confidence and collegiality

Developing Collegiality

Our *Challenge and Support Programme* will focus on enhancing the involvement of school leaders, teachers and advisers working together, in different and flexible ways, to make immediate planned improvements. We will ensure that the approach enhances the required capacity, responsibility and resilience for self-improvement in the future. Collaboration will include:

- enhancing opportunities for fixed term secondments to develop senior and middle leaders i.e. so that they can be effectively deployed and utilised to support improvement in other regional schools. The experience, in turn, will also develop and enhance their own knowledge and skill base, thus creating an enhanced nucleus of effective leaders within the school system.
- ensuring the effective commissioning of successful schools/leaders/teachers to deliver high quality guidance and support to other regional schools
- increasing and improving the use of stakeholder focus groups and surveys to impact on service planning processes and direction of travel.
- Strengthening the collaboration between GwE and stakeholders with responsibility for nurture, wellbeing and behaviour.
- A clear link between the Primary, Secondary and Additional Learning Needs Regional strategies.

Developing a Value for Money Framework

Existing business planning structure provides a good basis for monitoring performance. However, it is necessary to quantify both the inputs and the outputs more precisely in order to provide a meaningful framework for assessing value for money.

To deliver a comprehensive vfm report, we will focus on two main areas of development:

- expanding the information in the business plans. This will require identification of the resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This will facilitate better monitoring of the business plan delivery and provide key value for money information.
- establishing a supplementary set of performance indicators that will measure overall performance and organisational health.
- Work collaboratively with stakeholders to ensure robust and quality evaluation of regional programmes through research based methods i.e. CIEREI.

Foundation Phase and Key Stage 2 - where do we aim to get to by 2020?

GwE Business Plans have identified a wide range of challenging objectives and outcomes for all key priorities – these have been included within Annexe 2 of the document [see below]. The table below highlights the identified targets for the main indicators for the next three years. Also identified within the Level 2 Business Plans are the local authorities and individual schools where performance needs to improve to ensure the expected regional outcomes. Underpinning all of this is reliable and secure Teacher Assessment which in itself is a key priority. In addition to the measures noted below, as we strive to become learning organisations, a common approach to measuring learner wellbeing needs to be developed in conjunction with stakeholders.

IMPROVEMENT MEASURES	Current position (Autumn 2017)	TARGETS		
		2017-18 (Summer 2018)	2018-19 (Summer 2019)	2019-20 (Summer 2020)
No school to be unexpectedly placed in Estyn Statutory Category.	1 (5 in SC)	0 (3 in SC)	0 (2 in SC)	0 (0 in SC)
Reduction in the number of schools going into Estyn Review.	11	8	7	6
Reduction in the number of primary schools in amber and red support categories.	57	44	39	34
Increase in the number of primary schools in yellow, and specifically in the green support category.	74	317	322	327
Increase in Foundation Phase FPI performance	87.0%	89.8%	90.7%	91.6%
Increase in Foundation Phase FPI FSM performance	75.0%	79.5%	80.7%	82.4%
Increase in FP LCE at expected outcome	87.8%	90.0%	90.6%	91.3%
Increase in FP LCE FSM	78.1%	81.0%	82.5%	84.0%
Increase in FP LCE at higher outcome	38.6%	39.5%	40.3%	41.0%
Increase in FP LCW at expected outcome	89.1%	93.5%	93.9%	94.4%
Increase in FP LCW FSM	75.8%	81.8%	82.7%	83.7%
Increase in FP LCW at higher outcome	37.5%	38.5%	39.5%	40.4%
Increase in FP MD at expected outcome	90.1%	91.5%	92.1%	92.7%
Increase in FP MD FSM	79.4%	82.9%	84.1%	85.4%
Increase in FP MD at higher outcome	38.2%	39.1%	39.9%	40.6%
Increase in KS2 CSI performance	90.4%	91.7%	93.0%	94.2%
Increase in KS2 CSI FSM performance	78.3%	82.3%	85.4%	87.5%
Increase in KS2 English Language at expected level	91.9%	92.3%	93.3%	94.3%
Increase in KS2 English Language at higher level	45.3%	46.4%	48.4%	50.4%
Increase in KS2 Welsh Language at expected level	90.4%	95.8%	97.2%	98.5%
Increase in KS2 Welsh Language at higher level	40.8%	44.4%	46.4%	48.5%
Increase in KS2 Maths at expected level	92.4%	93.2%	94.3%	95.3%
Increase in KS2 Maths at higher level	48.5%	49.9%	50.5%	53.1%
Increase in KS2 Science at expected level	92.9%	93.6%	94.3%	95.0%
Increase in KS2 Science at higher level	47.9%	47.1%	49.2%	51.2%
Increase percentage gaining 85< in English Reading	0	+2%	+4%	+6%
Increase percentage gaining 85< in Welsh Reading	0	+2%	+4%	+6%
Increase percentage gaining 85< in Maths reasoning	0	+2%	+4%	+6%
Increase percentage gaining 85< in Maths procedural	0	+2%	+4%	+6%
Increase percentage gaining 115< in English Reading	0	+1.5%	+3%	+4.5%
Increase percentage gaining 115< in Welsh Reading	0	+1.5%	+3%	+4.5%
Increase percentage gaining 115< in Maths reasoning	0	+1.5%	+3%	+4.5%
Increase percentage gaining 115< in Maths procedural	0	+1.5%	+3%	+4.5%

GwE Business Plan 2017-18

Implementation of a revised *Primary Challenge and Support Programme*

Within our strategic framework, we need to demonstrate strong and effective leadership for regional primary schools. In order to achieve this, we need to ensure that leaders have the skills to enable:

- greater scrutiny and understanding of the performance within primary schools, both performance and wellbeing measures.
- access key information and supporting evidence on school progress.
- appropriate allocation and monitoring of EIG and PDG grants to drive improvements.
- strong processes for measuring impact and value for money.

In addition to this, as a Service we must ensure that the Primary team develop skills to ensure;

- more effective collaboration with senior LA officers when applying the range of intervention strategies in schools which continue to be a cause for concern.
- more effective allocation of resources to drive priority areas and in improving performance and wellbeing in *high-risk* schools.
- Performance Management processes are strengthened within the service and that all School Improvement Advisers [previously identified as Challenge Advisers] have access to high quality support and training.
- more effective reporting of school and LA performance to elected members.

The *Challenge and Support Programme* for 2016-17 took full account of Welsh Government's guidelines as outlined in the guidance document '*National Model for Regional Working*' [November 2015] and we consulted widely with key stakeholders as the model was developed. The programme for 2017-18 will adhere to national expectations regarding a differentiated approach according to a school's current capacity for self-improvement. As defined by Welsh Government, schools in the green support category have more autonomous responsibility for their self-improvement whilst schools in the amber and red category receive more intensive support to develop their capacity for improvement. However, our revised programme will ensure a more consistent approach to school improvement across the six regional authorities. During 2017-18 there will be consultation amongst stakeholders regarding the programme and its appropriateness in moving forward with the primary agenda. Therefore, the programme is likely to change by 2018-19. In turn aspect noted below may change is response to this consultation.

To deliver against expected objectives and outcomes we will implement the following action:

1	Improve self-evaluation, improvement planning, performance management and business support.
1.1	Implement a strengthened service and individual performance management model to improve accountability and line management at all levels whilst ensuring that Performance Management is closely aligned to self-evaluation and service business plan priorities and outcomes [*see Annexe 1*].
1.2	Strengthen business planning systems and processes and develop detailed L1, L2 and L3 business plans which clearly demonstrate how we address our key priorities. For 2017-2019 these will include: • Standards: to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards been bilingual by the age of sixteen. • Curriculum and assessment: to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. • Leadership: to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

	• Wellbeing: create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential. • Teaching: to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount. • Business : to ensure that GwE has strong governance and effective business and operational support that provides value for money.
1.3	For all business plans: • quantify both the inputs and the outputs more precisely in order to provide a meaningful framework for assessing value for money. • clearly identify resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This will facilitate better monitoring of the business plan delivery and provide key value for money information. • establish a supplementary set of performance indicators that will measure overall performance and organisational health.
1.4	Include detailed timescales and targets for senior officers and elected members to closely monitor progress against priorities.
1.5	Enhance capacity and further strengthen the business support within the corporate governance structure.
2	**Develop a high quality service which is applied consistently across the region**
2.1	Adopt an approach to school improvement which is underpinned by the need to ensure that all schools, irrespective of geographical location within the region, can access: • high quality challenge and support and systematic monitoring to ensure that continuous improvements are made and that areas for further required support are identified and addressed effectively. • high quality guidance and professional development opportunities to support them on their improvement journey. • effective networks and strategic forums which facilitate close collaboration and partnership working. • continuous support and encouragement as they address expectations within *Curriculum for Wales* and as they develop and transform into effective learning organisations.
2.2	Abolished the hub approach to school support and establish a regional team with greater flexibility for the deployment of expertise.
2.3	Appoint a Primary Lead with the necessary experience to lead the Primary team and to increase accountability on all levels.
2.4	Appoint a Primary Core Leads for each authority. Core Leads will work in tandem with local authority officers to quality assure the support programme and will regularly report on progress and on any further action required where progress in individual schools is a cause for concern. Ensuring that the authority has early access to quality information about the progress of its schools will be paramount to their work. The appointments will also further improve the accountability to local scrutiny. All Core Leads will be line managed by the Primary Core Lead and will meet on a regular basis to update on progress.
2.5	Ensure that all Core Leads and Link Supporting Improvement Advisers have relevant, recent and successful experience of senior leadership and / or school improvement.
2.6	Ensure that all Core Leads implement effective processes and systems to monitor and hold Supporting Improvement Advisers [SIAs] accountable for pace of progress and improvement against individual school priorities.
2.7	Ensure that all SIAs: • implement effective processes and systems to support and monitor progress in their link schools • make effective and timely use of data and supporting evidence to identify where further support needs to be targeted in link schools • correctly identify and define their link schools within the national categorisation model.
2.8	In collaboration with the authorities, establish regional and local standards and quality boards. The local boards will report to the Education Department's Management Team on progress and will respond to

	any enquiries arising from scrutiny carried out by elected members. The outcomes of local scrutiny in the 6 authorities will then be cascaded to the GwE Joint Committee, who will consider action and progress on a regional level.
2.9	Collaborate with the local authorities to establish accelerated improvement boards in all statutory category or high risk schools to monitor progress against priorities. Membership includes the Headteacher, the link GwE adviser, the Education Officer and representation from the Governing Body. Progress reports are be presented to local and regional boards.
2.10	Establish a distributed leadership model within the primary team, where all members take lead responsibility for planning, delivering and monitoring progress on specific aspects or areas for improvement. The areas identified for development in 2017-18 include : Foundation Phase; senior and middle leadership; curriculum planning; assessment, tracking and intervention; teaching and learning; role of the governing body; ALN and inclusion; welfare, behaviour and attendance; raising standards in literacy and numeracy [*see Annexe 2*].
2.11	Ensure effective deployment Supporting Improvement advisors who offer support for literacy and numeracy development within primary schools.
2.12	Ensure that all SIAs are confident in their understanding of the *Curriculum for Wales* agenda and can effectively lead, challenge and support schools with awareness and understanding; evaluation and planning; engagement and participation so that by 2018: • all schools have access to draft Curriculum materials in collaboration with Pioneer Schools • all staff to have equal access to a range of quality professional development
2.13	Ensure that all SIAs are informed and confident in their understanding of the 7 action-oriented dimensions and their underlying elements which schools need to aspire to as they transform themselves into *'learning organisations'*. By 2018 all SIAs should be able to effectively lead, challenge and support schools to: • develop and share a vision, centred on the learning of all students • create and support continuous learning opportunities among all staff • establish a culture of inquiry, innovation and exploration • embed systems for collecting and exchanging knowledge and learning • learn with and from external environment and larger learning systems • model and grow learning leadership
2.14	Ensure that all SIAs are informed and confident in their understanding of what contributes to within school variation within the primary sector and effectively lead, challenge and support schools to address: • variability in the effectiveness of teachers and using standardised procedures as a way of driving out variation within a school. • variability of teacher assessment procedures within a school that leads to poor tracking and lack of appropriate intervention. • any lack of appropriate continuing professional development. • weak school management that finds it hard to confront the issue and to develop mechanisms to learn from best practice. • constraints that make it difficult to create skill sharing systems within and across schools
2.15	Ensure that an enhanced programme of support is available to all schools to improve the quality of senior leadership.
2.16	Ensure that an enhanced programme of support is available to all schools to improve the quality of middle leadership.
2.17	Ensure that an enhanced programme of support is available to all schools to further develop the quality of teaching and learning. Guidance and support for teachers will focus on: • encouraging teachers to be more open to challenge and innovation. • encouraging teachers to take responsibility and accountability for the aspiration, attainment and outcomes of all pupils. • enhancing opportunities to share their good practice, knowledge and skills both within their own school and with the wider teaching community. • ensuring high quality induction and mentoring for Newly Qualified Teachers. • providing targeted support to raise achievement in literacy and numeracy, both explicitly and across the Curriculum.

	• providing targeted support to raise standards in Digital Competency and ICT.
	• reducing variation in performance and quality within schools.
2.18	Ensure that an enhanced programme of guidance is available to all schools to develop the wellbeing of pupils and that all SIAs are informed and confident in their understanding of how to support leaders to: • promote wellbeing through prevention, early identification and provision of appropriate services. • improve the wellbeing and educational outcomes of vulnerable learners, including looked after children and eFSM pupils to bring them into line with the overall achievement of all children. • To strengthen links with Local Authority ALN, attendance, inclusion and wellbeing officers so as to share information that will lead to improved provision for vulnerable learners.
2.19	Ensure that red and amber schools, receive a GwE Support Programme to underpin their own improvement plan. All support plans will clearly define the nature and intensity of the assistance and support to be provided over the year and will be agreed and shared with leaders, governors and link officers from the authorities. Yellow and Green category schools will have access to generic support as noted in the business plan. This should also be defined within the school's own improvement plan.
2.20	Establish an Information Management System to improve the use of live data and information to monitor progress and to target resources by schools, GwE and the local authorities.
2.21	Establish a virtual *best practice* school [Ysgol GwE] to model expectations and to share quality assured resources with key stakeholders [including governors].
3	**Develop a more robust self-improving system**
3.1	Ensure the regional approach to a self-improving system embraces the principles of quality and equality; accountability at the most sophisticated level; subsidiarity; evidence-based practice; innovation, creativity and ambition; collaboration and partnership.
3.2	Ensure effective use of the National professional teaching and leadership standards to drive innovation, collaboration, research and professional development with a recognition that we are all leaders across the range of stakeholders are leaders of learning.
3.3	Continue to build capacity for a sustainable self-improving system by developing senior and middle leaders from schools across the regional so that they can be effectively deployed and utilised for fixed-periods to work intensively with coasting and under-performing schools. The experience, in turn, will also develop and enhance their own knowledge and skill base, thus creating an enhanced nucleus of effective leaders within the school system.
3.4	Ensure effective commissioning of successful schools/leaders/departments/teachers to deliver high quality guidance and support to other regional schools
3.5	Facilitate the use of research and evaluation to promote effective practice and to further encourage schools as they develop and transform into effective learning organisations.
3.6	Ensure that we more effectively match national initiatives to the needs of schools and groups of schools.

Defining the expectations for respective roles within school improvement

The Role of the Primary School Improvement Team
- ensure a well co-ordinated response to support schools which will include high quality guidance and professional development opportunities to support them on their improvement journey.
- ensure that schools can access effective networks and strategic forums which facilitate close collaboration and partnership working.
- monitor performance at regional, local and individual school level.
- ensure that best practice is effectively and efficiently disseminated.
- clearly identify areas for improvement which need to be addressed at regional and/or local level and respond appropriately.
- To facilitate the dissemination of best practice through *Ysgol GwE* based on research proven pedagogy and intervention.
- To have an awareness of the Reducing Workload agenda and to ensure school leaders adhere to this.

The Role of the Core Lead
- in collaboration with LA Officers, ensure all schools within the authority understand and fulfil their statutory duties.
- agree on appropriate annual performance targets for all relevant indicators and ensure that effective procedures are in place to regularly monitor progress towards targets.
- effectively analyse data performance for primary schools within the authority and report on findings and progress.
- ensure that all primary schools within the authority are effectively supported, challenged and monitored by their SIA and that early intervention is targeted where underperformance and concerns are identified.
- function as line and performance manager for all aspects of a link SIAs work and which includes:
  - regularly meeting with all link SIAs to ensure that they adhere to expectations as outlined in key GwE strategic documents and national standards.
  - ensuring all SIAs have effective, clear and regular lines of communication with all contact schools and have robustly challenged priorities and that appropriate steps are operational to support and monitor progress towards achieving these priorities.
  - ensuring all link SIAs base judgements about their schools on high quality evidence which include robust analysis of data and strategic documentation, stakeholder views and quality of standards across both Foundation Phase and Key Stage 2.
  - ensuring that all link SIAs have agreed high quality support plans with their red and amber schools and that appropriate action has been identified.
  - where concerns arise about progress or pace of progress in individual schools, ensure link SIA is effectively supported in discussions with SLT and LA officers.
- Partake in formal monitoring visits for all primary schools within the respective LA which have been placed in statutory category and report on findings to GwE Senior Primary Lead and LA officers.
- ensure that effective commissioning strategies are applied to address individual and LA wide school improvements and contribute directly as appropriate.
- provide advice and recommendations in the appointment and professional development of Headteachers and SLT members in primary schools within the authority
- represent GwE at all local primary Headteacher strategic forums.
- attend local standards quality boards and scrutiny panel meetings as sector liaison lead with the Local Authority to ensure that officers and elected members are kept fully informed on the progress of their primary schools.

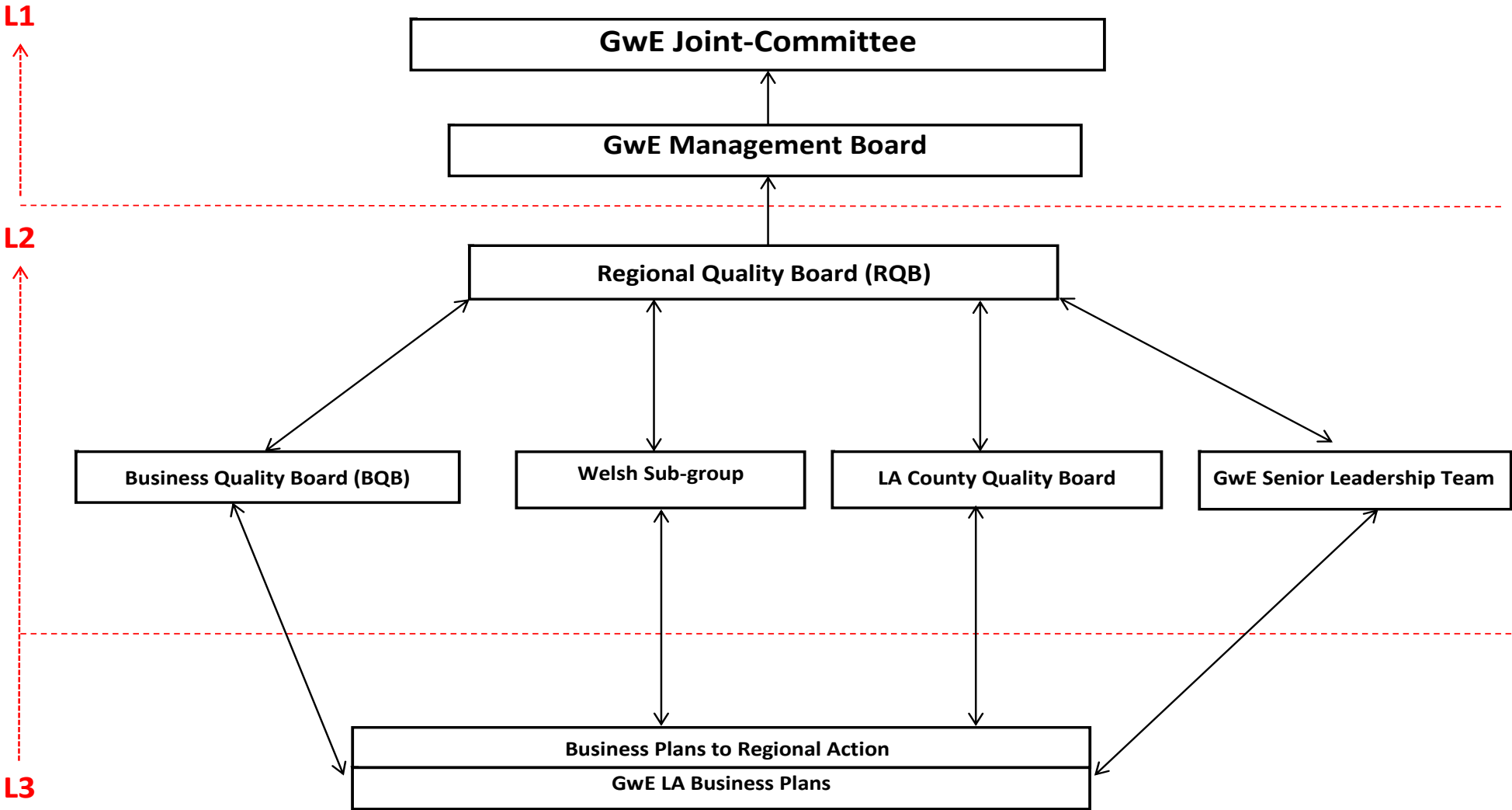*The Role of the Supporting Improvement Adviser [SIA]*
- provide both support and challenge to each establishment according to their level of need with specific focus on raising standards and building capacity for further improvements.
- ensure that they are working in purposeful and collegiate partnership with all their link schools to identify key priorities, based on an accurate self-evaluation of standards, provision and quality of leadership.
- challenge school priorities for link schools, and monitor progress appropriate to the level of need and report to SLT, governors and Core Lead.

- ensure that link schools categorised as red and amber have a comprehensive and appropriate Support Plan and that any additional expertise that may be required for individual schools is commissioned and defined within the annual Support Plan.
- ensure that they have a planned calendar of action for the year with all link schools.
- ensure that all link schools have planned for effective use of Education Improvement Grant [EIG] and Pupil Deprivation Grant [PDG] to address key areas for improvement.
- monitor and review staff participation in GwE led CPD activities which are relevant to the school's improvement journey.
- ensure that the headteacher's Performance Management process is carried out appropriately.
- promote the sharing of best practice and facilitate collaboration between schools.
- ensure all link schools have access to effective '*pastoral*' support pre, during and post Estyn inspections
- complete the National Categorisation process with all link schools.

The Role of School Leaders

School leadership teams are an integral part of the whole programme and are instrumental in providing the drive to improve standards in schools. Head Teachers, in particular, undertake a crucial role and carry a wealth of experience and knowledge. It is the role of regional service to ensure that this significant leadership resource is deployed effectively to ensure that all leaders:

- have high aspirations and continuously strive for improvement.
- provide effective leadership with a strong focus on improving the quality of teaching and learning and ensuring that the learning environment is conducive to all learners, irrespective of background or ability.
- are committed to providing access to high quality leadership professional development for all staff members including themselves.
- ensure rigorous performance management and accountability of leaders and teaching staff.
- can effectively analyse performance and wellbeing data to review strengths and weaknesses and ensure that accurate self-evaluation and monitoring informs and influences the school's improvement plan.
- are open to challenge and innovation
- are outward facing and understand how collaboration and sharing good practice can bring about regional improvements.

Appendix 1: Performance Management Business Planning Framework Accountability

L1

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┌─────────────────────────────────────────┐
│           GwE Joint-Committee             │
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│           GwE Management Board            │
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L2

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┌─────────────────────────────────────────┐
│         Regional Quality Board (RQB)      │
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┌──────────────────┐ ┌──────────────┐ ┌──────────────────────┐ ┌──────────────────────────┐
│ Business Quality │ │ Welsh        │ │ LA County Quality    │ │ GwE Senior Leadership    │
│ Board (BQB)      │ │ Sub-group    │ │ Board                │ │ Team                     │
└──────────────────┘ └──────────────┘ └──────────────────────┘ └──────────────────────────┘

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│    Business Plans to Regional Action     │
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│         GwE LA Business Plans            │
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L3

13

Appendix 2 : Structure of GwE Primary and Secondary Team

Managing Director
Arwyn Thomas

Assistant Director	Assistant Director
Rhys H. Hughes	Alwyn Jones

Senior Primary Lead	Senior Secondary Lead	Senior Successful Futures Lead
Elfyn V Jones	Marc B. Hughes	Ruth Thackery

	Core Lead Ynys Mon	Core Lead Gwynedd	Core Lead Conwy	Core Lead Denbighshire	Core Lead Flintshire	Core Lead Wrexham	Quality Assurance Lead	Quality and Data Lead	Professional Learning Lead
P	Meinir Hughes	Ioan Gruffydd	Sioned H Thomas	Jacqueline Chan	Dave Edwards	Jane Borthwick	Stella Gruffydd	Llyr G. Jones	Euros Davies
S	Sharon Vaughan	Ellen Williams	Phil McTague	Paul M Jones	Martynt Froggett	Huw Robertson			

	Successful Futures	Curriculum	Assessment	Developing Senior Leadership	Developing Middle Leadership	Supporting Governors	Digital Competency	Teaching and Learning	Small Rural Schools
P	Catrin Roberts Jane Borthwick	Meinir Hughes	Jacqueline Chan	David Edwards	Ian Kelly	Euros Davies		Stella Gruffydd	Geraint Evans
S	Bethan James	Paul M Jones	Phil McTague	Pam McClean	Huw Robertson Ellen Williams Sharon Vaughan	Paul Coakley	Simon Billington	Bethan James	

	Welsh	English	Mathematics	Science	Literacy	Numeracy	Methodology	Ysgol GwE	PRUs
P					Vicky Lees	Manon Davies		Team	Richard Cubie
S	Sian Hydref	Gaynor Murphy	Delyth Ellis	Nicola Jones	Gaynor Murphy	Delyth Ellis	Dafydd Gwyn	Team	Richard Cubie

	Welfare + FSM/PDG	ALN + Inclusion	ITE	Evaluation and Research	Health and Fitness	BAC	Foundation Phase	HR/Governance	SLO
P	Sharon Williams	Richard Cubie	Eithne Hughes	Richard Watkins	Ieuan Jones		Sioned H Thomas		Stephanie Cartmel Ioan Gruffydd
S						Gwenno Jarvis			Phil McTague

	GCSE Project	A Level/Post 16	Compliance	Support Assisstants	Dashboard Champion	Staff Digital Competency	New Headteachers	NQT
P			Ioan Gruffydd	Stephanie Cartmel	Osian Hughes	Sian Thomas	Gareth Davies	Ieuan Jones
S	Martyn Davies	Martyn Froggett						

TO MEET OUR PRIORITIES WE HAVE SET OURSELVES THE FOLLOWING OBJECTIVES BY 202

1. STANDARDS

1.1 The percentage of learners achieving the L2+ will grow at 1.5, the rate for the rest of Wales.

1.2 The percentage of schools performing in line with the modelled outcome for the L2+ will increase to 55% (from 38.2% in 2016).

1.3 The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase to 55% (from 40.0% in 2016).

1.4 The gap between the highest and lowest performing Local Authority in the L2+ will reduce to 5% (from 9.2% in 2017 – provisional data).

1.5 The percentage of learners achieving 5A*-A GCSE's, or equivalent, will grow at 1.5, the rate for the rest of Wales.

1.6 The percentage of learners achieving the FPI will grow at 1.5, the rate for the rest of Wales.

1.7 The percentage of learners achieving the higher outcomes at the end of the FP will grow at 1.5, the rate for the rest of Wales.

1.8 Standards in literacy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.

1.9 Standards in numeracy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.

1.10 The gap between our eFSM pupils and non-FSM learners will also be reduced, by at least 5%, in the L2+ and FPI.

1.11 Schools in the region will perform consistently above the national performance in the main post-16 performance indicators (this objective to be confirmed following the publication of the new performance measures).

2. CURRICULUM AND ASSESSMENT

2.1 Ensure that all schools are well prepared to deliver the new curriculum.

2.2 Ensure that no school receives unsatisfactory in Inspection Areas 3 and 4 during an ESTYN inspection.

2.3 Ensure that at least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection.

2.4 Ensure that all schools use tracking data purposefully to target the next steps in all pupils' learning.

2.5 Ensure that 90% of secondary schools are within 5% of their targets for L2+, and that 60% are within 2% of their targets.

2.6 Reduce secondary school variability so that there is no more than 5% between the highest and lowest performing core subject departments in the majority of schools.

2.7 Ensure that all clusters have robust moderation processes so that there is regional consistency and confidence in teacher assessment at all key stages.

2.8 Ensure that 10% of schools showcase best practice case studies in curriculum and assessment, as part of 'Ysgol GwE'.

3. LEADERSHIP

3.1 We will have reduced the number of schools in an Estyn statutory category by 50% (from 17 (32.7%) in August 2017 – provisional data).

3.2 No school will be in Special Measures.

3.3 We will have increased participation amongst our target audience in our leadership programmes by 50%, and overall satisfaction with the programme will increase from 85% – 90% to 95%.

3.4 50% of teachers completing the Middle Leadership Development Programme will have been promoted within 3 years.

3.5 75% of NPQH candidates will have been appointed to Headship within 3 years.

3.6 Leadership in the primary sector judged by Estyn to be at least good, will increase 5% (from 75% to 80% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.

3.7 No unsatisfactory leadership in the primary sector.

3.8 No primary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 primary schools i.e. 1.4% in 2016-17).

3.9 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the primary sector will increase by 50% from 102 (28%) to 153 (42%).

3.10 All schools will have good or better self-evaluation processes and improvement plans.

4. WELLBEING	
4.1	At least 85% of schools receive good or excellent in Inspection areas 2 & 4.
4.2	All schools comply with the current legislative duty and statutory safeguarding policies and procedures.
4.3	All schools have fully embedded wellbeing in current and future planning of the curriculum to ensure that the provision for all learners meet the wellbeing agenda in Successful Futures.
4.4	60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.
4.5	No PRUs will be in an Estyn statutory category.
4.6	No children who are looked after (LAC) to have permanent exclusion within the region.
4.7	All schools across the region to use tracking data purposefully (attendance and behaviour) to target pupils learning and wellbeing and monitor outcomes to improve the overall educational attainment of disadvantaged learners.
4.8	All schools to implement the secondary Health and Wellbeing Schools Network research survey. The data will support GwE to develop a regional baseline to measure wellbeing indicators across six key areas and identify LAs/Schools who require targeted support and interventions.
4.9	All schools have access to appropriate screening toolkits that enable the evaluation of the individual wellbeing of learners with ALN.
4.10	All schools have access to a range of wellbeing evaluation and impact measurement tools to measure the progress that learners make in learning and wellbeing from their individual starting points.
4.11	All schools to have appropriate methods of ensuring learner voice, participation and developing family engagement to improve the achievement and wellbeing of learners.
4.12	Most learners have a robust transition pathway plan to ensure post 16 progression and reducing the number of NEET aged 16 to 6% across the region.
5. TEACHING	
5.1	90% of schools will receive good or better in inspection area 3.
5.2	80% of Red and Amber category schools will see an improvement in teaching and a reduction in the variance of teaching standards.
5.3	All teachers to have access to GwE and All-Wales action-based research with proven impact on improving the quality of teaching and learning. 40% of schools making a contribution to the directory of evidence, and at least 90% of schools accessing the information to inform their practice.
5.4	An annual increase of 25% in the number of excellent quality assured case studies linked to Teaching in the GwE directory.
5.5	All schools (of the 200+ schools who will have benefited from the input of an action-based research project) are awarded good or better grades for the quality of teaching and learning following an Estyn inspection (this will be at least 5% better than Estyn findings in schools not benefiting from the input of the project over the same period).
5.6	All schools, teachers and support staff are engaging in the new Professional Teaching Standards effectively to improve pedagogy through professional learning, leadership, collaboration and innovation. (80% of schools are on track to deliver professional learning which has an impact on pupil outcomes.
5.7	At least 50% of teachers participating in Tier 1 and 2 of the action-based research project note improved confidence and attitudes towards action research.
5.8	At least 80% of teachers participating in Tier 1 and 2 of the action-based research project make good or better use of all formative assessment elements.
5.9	At least 40% of pupils who have participated in the action-based research project note improved confidence and attitudes towards learning.
6. BUSINESS	

6.1	A value for money framework consistently implemented by all.
6.2	All internal and external financial audits support sound financial control.
6.3	Early identification of risks are robust and managed effectively.
6.4	Service performance management system effectively identifies priorities, with clear success criteria.
6.5	A very effective performance management system which clearly sets out our future direction.
6.6	A very effective information management system in place which will feed the value for money and performance management system.
6.7	Top quartile performance in organisational health index.
6.8	Show year on year progress against the 7 dimensions of Learning Organisation model.

SECONDARY
SCHOOL IMPROVEMENT STRATEGY

2017-2020

Tuag at Ragoriaeth
Towards Excellence

The purpose of the Secondary School Improvement Strategy is to set out the direction for regional developments over the next three years. The programme is being introduced within the context of existing national, regional and local policies and plans.

Robust management arrangements will be established so as to ensure that all aspects of the programme are inclusively and effectively implemented. Progress against objectives and indicators will be provided as part of our monitoring and evaluation processes and will be shared with key stakeholders on a quarterly basis.

The vision, aims and objectives of the strategy programme will serve as an important context when taking strategic decisions on the future of secondary school improvement within the region and they will be regularly reviewed. It will also support the process of drawing additional resources and funding into the region when, and if, they become available.

This document provides information for key stakeholders - advisers, schools, governors, local authority officers and diocesan directors of education - about our intentions and is supplemented by the L2 Regional Secondary School Improvement Business Plan for 2017-2018

Introduction and supporting contextual information

The Vision

Our vision is to have outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils. As we work to achieve the vision and deliver on our objectives, we have set ourselves service and personal values. These guiding principles and beliefs will underpin our relationship with all stakeholders and include :

- trust
- show no bias
- fairness
- respect diversity
- supportive and collaborative
- bilingual
- objectivity
- demand high standard
- integrity

The actions initiated within our strategy are aligned with the national direction of travel as defined by Welsh Government in their 2017-21 action plan '*Education Wales: Our National Mission'*. Our reform journey and intentions will supplement and augment the key actions identified by the Minister to deliver a high performing education system. Namely, we will focus resource and expertise to support schools to :

- d*evelop as effective learning organisations* : by providing focused and supportive challenge, our fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. Schools need to improve themselves as learning organisations for the sake of the learners in their care - it is the role of the regional service to ensure that this happens effectively and consistently
- *confidently develop and deliver the transformational curriculum and assessment arrangements* : by providing a network of effectively collaborating establishments, led and supported by our pioneer schools, we will ensure that curricular provision is appropriate to every learner in every classroom. Planning in response to the challenges and opportunities afforded by '*A Curriculum for Wales'* will be a cornerstone of our regional collective approach.
- *contribute to the four enabling objectives :* by providing focussed guidance and coordinating a structured programme we will ensure that schools engage in collaboration with key education stakeholders. Our approach will ensure a strong and effective regional contribution towards meeting the four national enabling objectives of developing a high-quality education profession; inspirational leaders working collaboratively to raise standards; strong and inclusive school committed to excellence and well-being and a robust assessment, evaluation and accountability arrangements supporting a self-improving system

As a region, we recognise that we are still on a journey of improvement and that we have to significantly improve the academic achievement at KS4 in many of our schools. Between 2013 and 2016 the pattern of improvement across the region was inconsistent, with raised concerns over the performance and inspection profile of a significant percentage of schools. Following a period of consultation with a range of stakeholders, including secondary Headteachers, the regional support programme for secondary schools was revised.

Whilst it is premature to fully evaluate the impact of the revised model, the early signs are encouraging. In 2017, further progress was seen in the percentage of pupils achieving in the Core Subject Indicator at KS3 and the region's performance

continues to be the best out of the four consortia. Regional performance in all core subjects, at the expected and higher levels, continues to be strong. At KS4 the gap between the performance of GwE and the two consortia performing higher in the Level 2 inclusive closed significantly in 2017. As manifested by the improving national categorisation profile of many schools. improvements can also be seen in the resilience and quality of leadership and in the quality of teaching and learning experiences.

Strong regional progress against key priority areas was also acknowledged by Steve Davies [Director of School Standards, Welsh Government], Professor Graham Donaldson and Marco Kools [Analyst Policy Advice and Implementation Directorate for Education and Skills of the OECD] during their visit to the area in October 2017.

Improvement Strategy 2017-2020

This overarching document sets out how GwE, in close collaboration with key stakeholders, will address the remaining identified short-comings whilst continuing to strengthen leadership, raise attainment, increase aspiration and further accelerate the pace of improvement in regional schools.

Ambition is key as we move forward, and we will need to ensure that we all set high expectations on ourselves whilst ensuring that we all cooperate effectively to deliver high quality and timely support for each other. We will work with leaders to ensure that we build on best practice identified in a number of regional secondary schools as well as utilise and share that practice to support and challenge those schools where standards are not yet high enough. Central to our strategy will be the expectation that all regional secondary schools develop as learning organisations [SLOs].

Raising expectations and accelerating improvements as we move forward from September 2017

The minimum expectations in going forward for our authorities and all their secondary schools as learning organisations are that :
- all 6 Local Authorities perform well in relation to their FSM rankings and expected KS4 benchmarks in the main indicators and especially in the L2+ and Capped Points Score
- improving the performance and achievement of FSM and More Able and Talented pupils is a key priority within each school
- good leadership and management is demonstrated at all levels in each school
- good quality teaching is accessed by all pupils in all classrooms
- eradicating in school variation is a key priority within each school
- no secondary school should be placed in a statutory category following an Estyn inspection
- all pupils' learning and well-being be at least good
- all school have taken effective action to ensure that expectations re: *Successful Futures* are in place
- all schools can demonstrate that they are effective learning organisations

Developing our self-improving system for secondary schools

We must secure a high quality self-sustaining system of excellence across the secondary sector. To achieve this we need to provide a high quality support service to ensure that we connect those schools who are working well and support those who need support, advice and challenge.

A self-improving system needs to embrace the principles of quality and equality; accountability at the most sophisticated level; subsidiarity; evidence-based practice; innovation, creativity and ambition; collaboration and partnership as well as working towards a moral good (*Blueprint for a Self-Improving System in Wales 2015 ASCL Cymru*.)

We need to ensure that we build for lasting change. Capacity for change is all about learning - learning, in which people engage individually and collectively in continuous, challenging and purposeful consideration of their professional responsibilities, their beliefs, their skills, their motivations and their practices. Change will come from a shift in behaviours and a culture of collaboration, innovation and evidence based enquiry.This shift in behaviours will be facilitated and enabled by professional standards which are known and understood across all schools.We need to ensure that these are used to to drive innovation, collaboration, research and professional development with a recognition that we are all leaders across the range of stakeholders are leaders of learning.

As a region we need to build a learning system where the focus is on the *virtuous cycle* where we drive through innovation and creativity, learning from the best and supporting struggling schools while infecting teachers with an enthusiasm for new knowledge about our professional practices.

Systems of collaboration within and between schools need to be flexible - there is no *one size fits all* or compliance model to be shaped or aimed for. Collaboration must be flexible and responsive.

Our approach will ensure that :

- all schools develop as learning organisations
- the short term goal has specific focus on reducing in-school variability
- strategic activities focus on moving knowledge and expertise around the system
- intelligent professional development are planned with and for schools
- inter-school collaborative research and development activity between schools benefits participating practitioners by enhancing teaching practice, helping develop new ways of thinking about pedagogy, increasing expectations, increasing motivation and a greater openness towards colleagues
- partnerships and collaborative structures are well supported
- new technologies are utilised in moving around and sharing expertise
- the model is built on trust, confidence and collegiality

Developing Collegiality

Our *Challenge and Support Programme* will focus on enhancing the involvement of school leaders, teachers and advisers working together, in different and flexible ways, to make immediate planned improvements. We will ensure that the approach enhances the required capacity, responsibility and resilience for self-improvement in the future. Collaboration will include :
- enhancing opportunities for fixed term secondments to develop senior and middle leaders i.e so that they can be effectively deployed and utilised to support improvement in other regional schools. The experience, in turn, will also develop and enhance their own knowledge and skill base, thus creating an enhanced nucleus of effective leaders within the school system.
- ensuring the effective commissioning of successful schools/leaders/departments/teachers to deliver high quality guidance and support to other regional schools
- increasing and improving the use stakeholder focus groups and surveys to impact on service planning processes and direction of travel

Developing a Value for Money Framework

Existing business planning structure provides a good basis for monitoring performance. However, it is necessary to quantify both the inputs and the outputs more precisely in order to provide a meaningful framework for assessing value for money.
To deliver a comprehensive vfm report, we will focus on two main areas of development :
- expanding the information in the business plans. This will require identification of the resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This will facilitate better monitoring of the business plan delivery and provide key value for money information.
- establishing a supplementary set of performance indicators that will measure overall performance and organisational health.

KS4 - where do we aim to get to by 2020?

GwE Business Plans have identified a wide range of challenging objectives and outcomes for all key priorities – these have been included within Annexe 2 of the document [see below]. However, for the secondary sector, improving performance at KS4 remains the main priority. The table below highlights the identified targets for the main indicators for the next three years. Also identified are the local authorities and individual schools where performance needs to improve to ensure the expected regional outcomes:

REGIONAL IMPROVEMENT MEASURES *performance and target data TBC during Autumn Term 2017*	2016-17 Performance	Targets		
		2017-18	2018-19	2019-20
Lefel 2+ Threshold	53.5			
Lefel 2 Threshold	65.1			
Lefel 1 Threshold	94.4			
5A*-A	14.8			
Capped 9	345.3			
FSM Lefel 2+ Threshold	26.9			
FSM Lefel 2 Threshold	37.4			
FSM Lefel 1 Threshold	89.0			
FSM 5A*-A	3.7			
FSM Capped 9	282.3			
L2 English Language	62.1			
L2 Welsh First Language	70.6			
L2 Mathematics	56.3			

L2 Mathematics Numeracy	58.1			
L2 Best of Maths	61.4			
L2 Science	74.4			
FSM L2 English Language	36.4			
FSM L2 Welsh Language	48.2			
FSM Mathematics	32.3			
FSM Mathematics Numeracy	34.5			
FSM Best of Maths	37.5			
FSM Science	56.1			
Key Stage 3 CSI	88.7			
Key Stage 3 CSI FSM	73.5			
% of school performing above modelled outcome for L2+	TBC			
% of school performing above modelled outcome for CPS	TBC			
% of school performing above modelled outcome for Attendance	TBC			
% of school performing above modelled outcome for English	TBC			
% of school performing above modelled outcome for Mathematics	TBC			
% of school performing above modelled outcome for Maths Numeracy	TBC			
Reduction in the number of schools in Estyn Statutory Category and no school to be unexpectedly placed in Estyn Statutory Category.	8 [14.5%]	4 [7.4%]	0	0
Increase in the number of secondary schools judged A/B in Step 2 National Categorisation	35 [64.8%]	40 [74.0%]	45 [83.3%]	48 [88.8%]
Reduction in the number of secondary schools in Amber and Red support categories in Step 3 National categorisation.	22 [40.7%]	18 [33.3%]	12 [22.2%]	7 [12.9%]

Implementing a revised *Secondary Challenge and Support Programme*

Within our strategic framework, we need to demonstrate strong and effective leadership for regional schools. In order to achieve this we need to ensure :
- greater scrutiny and understanding of the performance of all our schools.
- that all key stakeholders have ease of access to key information and supporting evidence on school progress.
- more effective reporting of school and LA performance to elected members.
- more effective collaboration with senior LA officers when applying the range of intervention strategies in schools which continue to be a cause for concern.
- more effective allocation of resources to drive priority areas and in improving performance in *high-risk* schools.
- appropriate allocation and monitoring of the EIG and PDG grants to drive improvements.
- processes for measuring impact and value for money are strengthened.
- Performance Management processes are strengthened within the service and that all School Improvement Advisers [previously identified as Challenge Advisers] have access to high quality support and training.

The revised *Secondary Challenge and Support Programme* for 2017-19 has also taken full account of Welsh Government's guidelines as outlined in the guidance document '*National Model for Regional Working'* [November 2015] and we consulted widely with key stakeholders as the model was developed. The programme for 2017-18 will adhere to national expectations regarding a differentiated approach according to a school's current capacity for self-improvement. As defined by Welsh Government, schools in the green support category have more autonomous responsibility for their self-improvement whilst schools in the amber and red category receive more intensive support to develop their capacity for improvement. However, our revised programme will ensure a more consistent approach to school improvement across the six regional authorities.

To deliver against expected objectives and outcomes we will implement the following action :

1	**Improve self-evaluation, improvement planning, performance management and business support.**
1.1	Implement a strengthened service and individual performance management model to improve accountability and line management at all levels whilst ensuring that Performance Management is closely aligned to self-evaluation and service business plan priorities and outcomes [*see Annexe 1*].
1.2	Strengthen business planning systems and processes and develop detailed L1, L2 and L3 business plans which clearly demonstrate how we address our key priorities. For 2017-2019 these will include :

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	• Standards : to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards been bilingual by the age of sixteen.
	• Curriculum and assessment : to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.
	• Leadership : to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.
	• Wellbeing : create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.
	• Teaching : to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.
	• Business : to ensure that GwE has strong governance and effective business and operational support that provides value for money.
	• Estyn recommendations : to ensure that necessary progress is made against all recommendations within the expected timeframe :
	   ✓ 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 KS4.
	   ✓ R2: Improve the quality of evaluation in the delivery of school improvement services.
	   ✓ R3: Improve the rigour of the arrangements for identifying and managing risk.
	   ✓ R4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.
	   ✓ R5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.
	   ✓ R6: 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.

1.3	For all business plans : • quantify both the inputs and the outputs more precisely in order to provide a meaningful framework for assessing value for money. • clearly identify resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This will facilitate better monitoring of the business plan delivery and provide key value for money information. • establish a supplementary set of performance indicators that will measure overall performance and organisational health.
1.4	Include detailed timescales and targets for senior officers and elected members to closely monitor progress against priorities.
1.5	Enhance capacity and further strengthen the business support within the corporate governance structure.
2	**Develop a high quality service which is applied consistently across the region**
2.1	Adopt an approach to school improvement which is underpinned by the need to ensure that all schools, irrespective of geographical location within the region, can access : • high quality challenge and support and systematic monitoring to ensure that continuous improvements are made and that areas for further required support are identified and addressed effectively. • high quality guidance and professional development opportunities to support them on their improvement journey. • effective networks and strategic forums which facilitate close collaboration and partnership working. • continuous support and encouragement as they address expectations within *Successful Futures* and as they develop and transform into effective learning organisations.
2.2	Abolished the hub approach to school support and establish a regional team with greater flexibility for the deployment of expertise.
2.3	Appoint a Senior Secondary Lead with the necessary experience to lead the secondary team and to increase accountability on all levels.
2.4	Appoint a Secondary Core Leads for each authority. Core Leads will work in tandem with local authority officers to quality assure the support programme and will regularly report on progress and on any further action required where progress in individual schools is a cause for concern. Ensuring that the authority has early access to quality information about the progress of its schools will be paramount to their work. The appointments will also further improve the accountability to local scrutiny. All Core Leads will be line managed by the Senior Secondary Lead and will meet on a monthly basis to update on progress.
2.5	Ensure that all Core Leads and Link Supporting Improvement Advisers have relevant, recent and successful experience of senior leadership. From September 2017 onwards, the work of the secondary team will be constructed from advisers employed by the service on a full/part-time basis and contributions by Education Officers from the

	authorities. The model will also includes a pathfinder project where a high performing Lead School is commissioned to arrange and provide the support package for two other schools in the Amber/Red support categories.
2.6	Ensure that all Core Leads implement effective processes and systems to monitor and hold Supporting Improvement Advisers [SIAs] accountable for pace of progress and improvement in individual schools.
2.7	Ensure that all SIAs : • implement effective processes and systems to support and monitor progress in their link schools • make effective and timely use of data and supporting evidence to identify where further support needs to be targeted in link schools • correctly identify and define their link schools within the national categorisation model.
2.8	In collaboration with the authorities, established regional and local standards and quality boards. The local boards will report to the Education Department's Management Team on progress and will respond to any inquiries arising from scrutiny carried out by elected members. The outcomes of local scrutiny in the 6 authorities will then be cascaded to the GwE Joint Committee, who will consider action and progress on a regional level.
2.9	Collaborate with the local authorities to establish accelerated improvement standards boards in all statutory category or high risk schools to monitor progress towards expected outcomes. Membership includes the Headteacher, the link GwE adviser, the Education Officer and representation from the Governing Body. Progress reports are be presented to local and regional boards.
2.10	Establish a distributed leadership model within the secondary team, where all members take lead responsibility for planning, delivering and monitoring progress on specific aspects or areas for improvement. The areas identified for development in 2017-18 include : senior and middle leadership; curriculum planning; assessment, tracking and intervention; teaching and learning; role of the governing body; ALN and inclusion; welfare, behaviour and attendance; A Level; Digital Competency; raising standards in English, Welsh, Maths and Science [including literacy and numeracy] and the Welsh BAQ [*see Annexe 2*].
2.11	Ensure more effective deployment of Subject Advisers to facilitate and lead networks, to challenge and support underperforming departments and offer support for literacy and numeracy development.
2.12	Ensure that all SIAs are confident in their understanding of the *Successful Futures* agenda and can effectively lead, challenge and support schools with awareness and understanding; evaluation and planning; engagement and participation so that by 2018 : • all schools have access to a draft curriculum developed in collaboration with Pioneer Schools • all staff to have equal access to a range of quality professional development
2.13	Ensure that all SIAs are informed and confident in their understanding of the 7 action-oriented dimensions and their underlying elements which schools need to aspire to as they transform themselves into '*learning organisations*'. By 2018 all SIAs should be able to effectively lead, challenge and support schools to : • develop and share a vision centered on the learning of all students • create and support continuous learning opportunities among all staff • establish a culture of inquiry, innovation and exploration • embed systems for collecting and exchanging knowledge and learning • learn with and from external environment and larger learning systems • model and grow learning leadership
2.14	Ensure that all SIAs are informed and confident in their understanding of what contributes to within school variation and effectively lead, challenge and support schools to address : • variability in the effectiveness of teachers and using standardised procedures as a way of driving out variation within a department or school . • any lack of appropriate continuing professional development. • weak school management that finds it hard to confront the issue and to develop mechanisms to learn from best practice. • constraints that make it difficult to create skill sharing systems within and across schools
2.15	Ensure that an enhanced programme of support is available to all schools to improve the quality of senior leadership.
2.16	Ensure that an enhanced programme of support is available to all schools to improve the quality of middle leadership.
2.17	Ensure that an enhanced programme of support is available to all schools to further develop the quality of teaching and learning. Guidance and support for teachers will focus on : • encouraging teachers to be more open to challenge and innovation. • encouraging teachers to take responsibility and accountability for the aspiration, attainment and outcomes of their pupils. • enhancing opportunities to share their good practice, knowledge and skills both within their own school and with the wider teaching community. • ensuring high quality induction and mentoring for Newly Qualified Teachers. • providing targeted support to raise achievement in core subjects. • reducing variation in performance and quality within and across departments.
2.18	Ensure that an enhanced programme of guidance is available to all schools to develop the wellbeing of pupils and that all SIAs are informed and confident in their understanding of how to support leaders to : • promote wellbeing through prevention, early identification and provision of appropriate services. • improve the wellbeing and educational outcomes of looked after children and eFSM pupils to bring them into line with the overall achievement of all children.
2.19	Ensure that all schools, irrespective of support category, receive a GwE Support Programme to underpin their own

		improvement plan. All support plans will clearly define the nature and intensity of the assistance and support to be provided over the year and will be agreed and shared with leaders, governors and link officers from the authorities.
2.20		Establish an Information Management System to improve the use of live data and information to monitor progess and to target resources by schools, GwE and the local authorities.
2.21		Establish a virtual *best practice* school [Ysgol GwE] to model expectations and to share quality assured resources with key stakeholders [including governors].
3		**Develop a more robust self-improving system**
3.1		Ensure the regional approach to a self-improving system embraces the principles of quality and equality; accountability at the most sophisticated level; subsidiarity; evidence-based practice; innovation, creativity and ambition; collaboration and partnership.
3.2		Ensure effective use of professional standards to drive innovation, collaboration, research and professional development with a recognition that we are all leaders across the range of stakeholders are leaders of learning.
3.3		Continue to build capacity for a sustainable self-improving system by developing senior and middle leaders from schools across the regional so that they can be effectively deployed and utilised for fixed-periods to work intensively with coasting and under-performing schools. The experience, in turn, will also develop and enhance their own knowledge and skill base, thus creating an enhanced nucleus of effective leaders within the school system.
3.4		Ensure effective commissioning of successful schools/leaders/departments/teachers to deliver high quality guidance and support to other regional schools
3.5		Facilitate the use of research and evaluation to promote effective practice and to further encourage schools as they develop and transform into effective learning organisations.
3.6		Ensure that we more effectively match national initiatives to the needs of schools and groups of schools.

Defining the expectations for respective roles within school improvement

The Role of the Secondary School Improvement Team
- ensure a well co-ordinated response to support schools which will include high quality guidance and professional development opportunities to support them on their improvement journey.
- ensure that schools can access effective networks and strategic forums which facilitate close collaboration and partnership working.
- monitor performance at regional, local and individual school level.
- ensure that best practice is effectively and efficiently disseminated.
- clearly identify areas for improvement which need to be addressed at regional and/or local level and respond appropriately.

The Role of the Core Lead
- in collaboration with LA Officers, ensure all schools within the authority understand and fulfil their statutory duties.
- agree on challenging annual performance targets for all relevant indicators and ensure that effective procedures are in place to regularly monitor progress towards targets.
- effectively analyse data performance for all secondary schools within the authority and report on findings and progress.
- ensure that all secondary schools within the authority are effectively supported, challenged and monitored by their SIA and that early intervention is targeted where underperformance is identified.
- function as line and performance manager for all aspects of a link SIAs work and which includes :
  ➢ regularly meeting with all link SIAs to ensure that they adhere to expectations as outlined in key GwE strategic documents and national standards.
  ➢ ensuring all SIAs have effective, clear and regular lines of communication with all contact schools and have robustly challenged targets and that appropriate steps are operational to support and monitor progress towards targets.
  ➢ ensuring all link SIAs base judgements about their schools on high quality evidence which include robust analysis of data and strategic documentation, stakeholder views and quality of standards across all relevant key stages.
  ➢ ensuring that all link SIAs have agreed high quality support plans with their schools and that appropriate action has been identified to reduce in-school variation.
  ➢ where concerns arise about progress or pace of progress in individual schools, ensure link SIA is effectively supported in discussions with SLT and LA officers.
- lead on formal monitoring visit for all secondary schools within the respective LA which have been placed in statutory category and report on findings to GwE Senior Secondary Lead and LA officers.

- ensure that effective commissioning strategies are applied to address individual and LA wide school improvements and contribute directly as appropriate.
- provide advice and recommendations in the appointment and professional development of Headteachers and SLT members in secondary schools within the authority
- represent GwE at all local secondary headteacher strategic forums.
- attend local standards quality boards and scrutiny panel meetings as sector liaison lead with the Local Authority to ensure that officers and elected members are kept fully informed on the progress of their schools.
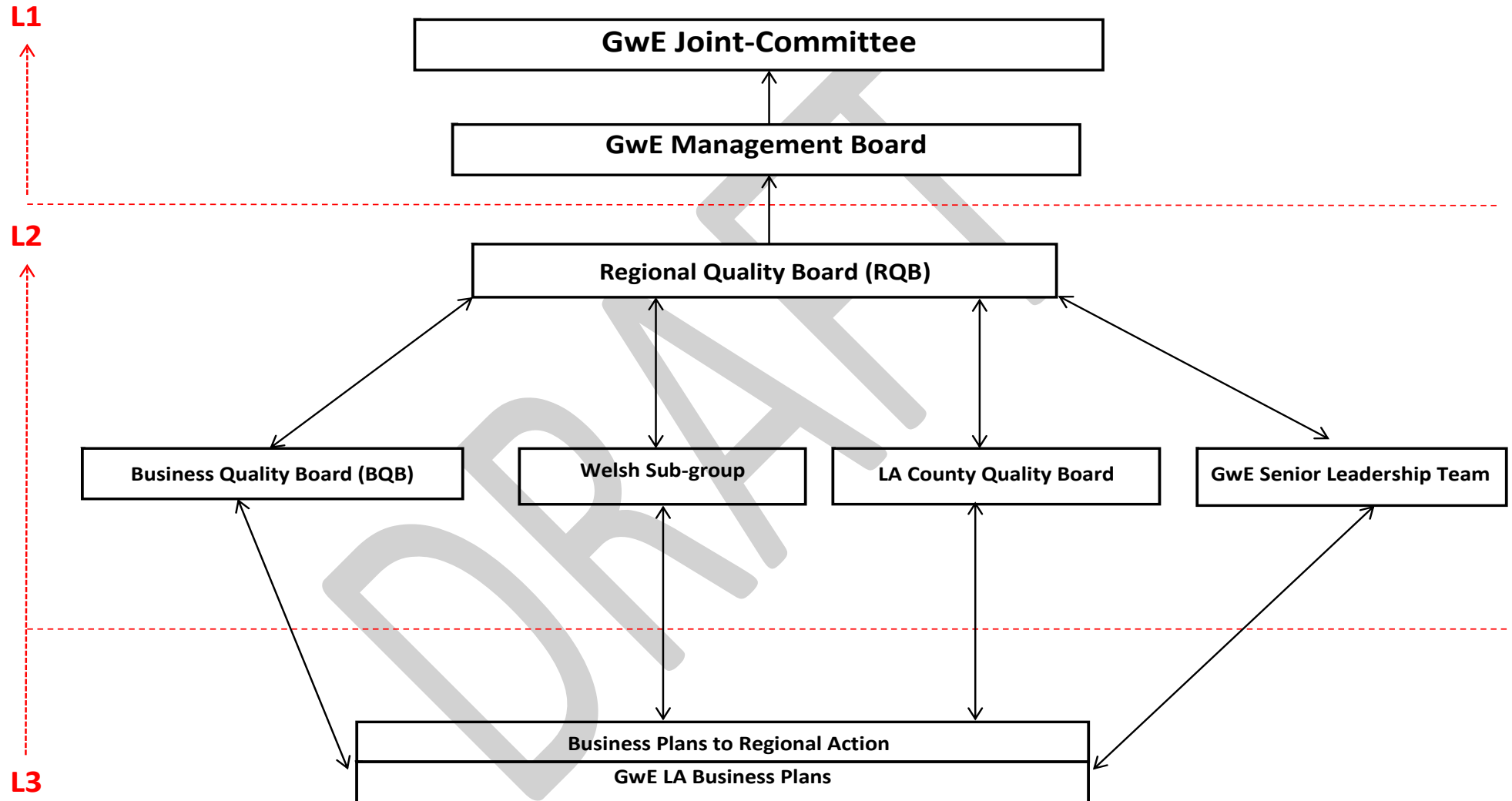
The Role of the Supporting Improvement Adviser [SIA]
- provide both support and challenge to each establishment according to their level of need with specific focus on raising standards and building capacity for further improvements.
- ensure that they are working in purposeful and collegiate partnership with all their link schools to identify key priorities, based on an accurate self evaluation of standards, provision and quality of leadership.
- challenge performance targets for all link schools, undertake a progress monitoring programme appropriate to the level of need and report to SLT, governors and Core Lead.
- ensure that all link schools have a comprehensive and appropriate Support Plan and that any additional expertise that may be required for individual schools is commissioned and defined within the annual Support Plan.
- ensure that they have a planned calendar of action for the year with all link schools.
- ensure that all link schools have planned for effective use of Education Improvement Grant [EIG] and Pupil Deprivation Grant [PDG] to address key areas for improvement.
- monitor and review staff participation in GwE led CPD activities which are relevant to the school's improvement journey.
- ensure that the headteacher's Performance Management process is carried out appropriately.
- promote the sharing of best practice and facilitate collaboration between schools.
- ensure all link schools have access to effective '*pastoral*' support pre, during and post Estyn inspections
- complete the National Categorisation process with all link schools.

The Role of School Leaders
School leadership teams are an integral part of the whole programme and are instrumental in providing the drive to improve standards in schools. Head Teachers, in particular, undertake a crucial role and carry a wealth of experience and knowledge. It is the role of regional service to ensure that this significant leadership resource is deployed more effectively to ensure that all leaders :
- have high aspirations and are relentless in their drive for improvement.
- provide effective leadership with a strong focus on improving the quality of teaching and learning.
- are committed to providing access to high quality leadership professional development for all staff members.
- ensure rigorous performance management and accountability of middle leaders and teaching staff.
- can effectively analyse performance data to review strengths and weaknesses and ensure that accurate self-evaluation and monitoring informs and influences the school's improvement plan.
- are open to challenge and innovation
- are outward facing and understand how collaboration and sharing good practice can bring about regional improvements.

Annexe 1 : Performance Management Buisness Planning Framework Accountability

L1

GwE Joint-Committee

GwE Management Board

L2

Regional Quality Board (RQB)

Business Quality Board (BQB)	Welsh Sub-group	LA County Quality Board	GwE Senior Leadership Team

Business Plans to Regional Action
GwE LA Business Plans

L3

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Annexe 2 : Structure of GwE Secondary Supporting Team

Managing Director
Arwyn Thomas

Assistant Director	Assistant Director
Rhys H. Hughes	Alwyn Jones

Senior Secondary Lead	Senior Primary Lead	Senior Successful Futures Lead
Elfyn V Jones	Marc B. Hughes	Ruth Thackery

	Core Lead Ynys Mon	Core Lead Gwynedd	Core Lead Conwy	Core Lead Denbighshire	Core Lead Flintshire	Core Lead Wrexham	Quality Assurance Lead	Quality and Data Lead	Professional Learning Lead
P	Meinir Hughes	Ioan Gruffydd	Sioned H Thomas	David Edwards	Jacqueline Chan	Jane Borthwick	Stella Gruffydd	Llyr G. Jones	Euros Davies
S	Sharon Vaughan	Ellen Williams	Phil McTague	Paul M Jones	Martynt Froggett	Pam McClean			

	Successful Futures	Curriculum	Assessment	Developing Senior Leadership	Developing Middle Leadership	Supporting Governors	Digital Competency	Teaching and Learning	Small Rural Schools
P	Catrin Roberts Jane Borthwick	Meinir Hughes	Jacqueline Chan	David Edwards	Ian Kelly	Euros Davies		Stella Gruffydd	Geraint Evans
S	Bethan James	Paul M Jones	Phil McTague	Pam McClean	Ellen Williams Sharon Vaughan	Paul Coakley	Simon Billington	Bethan James	

	Welsh	English	Mathematics	Science	Literacy	Numeracy	Methodology	Ysgol GwE	PRUs
P					Vicky Lees	Manon Davies			
S	Sian Hydref	Gaynor Murphy	Delyth Ellis	Nicola Jones	Gaynor Murphy	Delyth Ellis	Dafydd Gwyn	Team	

	Welfare + FSM/PDG	ALN + Inclusion	ITE	Evaluation and Research	Health and Fitness	BAC	Foundation Phase	HR/Governance	SLO
P	Sharon Williams	Richard Cubie	Eithne Hughes	Richard Watkins	Ieuan Jones		Sioned H Thomas		Stephanie Cartmel Ioan Gruffydd
S						Gwenno Jarvis			Phil McTague

	GCSE Project	A Level/Post 16	Compliance	Support Assisstants	Dashboard Champion	Staff Digital Competency	New Headteachers	NQT
P			Ioan Gruffydd	Stephanie Cartmel	Osian Hughes	Sian Thomas	Gareth Davies	Ieuan Jones
S	Martyn Davies	Martyn Froggett						

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Annexe 3 : Business Plan Objectives and Outcomes

TO MEET OUR PRIORITIES WE HAVE SET OURSELVES THE FOLLOWING OBJECTIVES BY 2020

1.   STANDARDS

- The percentage of learners achieving the L2+ will grow at 1.5, the rate for the rest of Wales.
- The percentage of schools performing in line with the modelled outcome for the L2+ will increase to 55% (from 38.2% in 2016).
- The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase to 55% (from 40.0% in 2016).
- The gap between the highest and lowest performing Local Authority in the L2+ will reduce to 5% (from 9.2% in 2017 – provisional data).
- The percentage of learners achieving 5A*-A GCSE's, or equivalent, will grow at 1.5, the rate for the rest of Wales.
- Standards in literacy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
- Standards in numeracy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
- The gap between our eFSM pupils and non-FSM learners will also be reduced, by at least 5%, in the L2+.
- Schools in the region will perform consistently above the national performance in the main post-16 performance indicators (this objective to be confirmed following the publication of the new performance measures).

2.   CURRICULUM AND ASSESSMENT

- Ensure that all schools are well prepared to deliver the new curriculum.
- Ensure that no school receives unsatisfactory in Inspection Areas 3 and 4 during an ESTYN inspection.
- Ensure that at least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection.
- Ensure that all schools use tracking data purposefully to target the next steps in all pupils' learning.
- Ensure that 90% of secondary schools are within 5% of their targets for L2+, and that 60% are within 2% of their targets.
- Reduce secondary school variability so that there is no more than 5% between the highest and lowest performing core subject departments in the majority of schools.
- Ensure that all clusters have robust moderation processes so that there is regional consistency and confidence in teacher assessment at all key stages.
- Ensure that 10% of schools showcase best practice case studies in curriculum and assessment, as part of 'Ysgol GwE'

3.   LEADERSHIP

- We will have reduced the number of schools in an Estyn statutory category by 50%.
- No school will be in Special Measures.
- We will have increased participation amongst our target audience in our leadership programmes by 50%, and overall satisfaction with the programme will increase from 85% – 90% to 95%.
- 50% of teachers completing the Middle Leadership Development Programme will have been promoted within 3 years.
- 75% of NPQH candidates will have been appointed to Headship within 3 years.
- Leadership in the secondary sector judged by Estyn to be at least good, will increase 5% (from 55% to 60% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- No unsatisfactory leadership in the secondary sector.
- No secondary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 secondary schools i.e. 9% in 2016-17).
- The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the secondary sector will increase by 100% from 12 (22%) to 24 (44%).
- All schools will have good or better self-evaluation processes and improvement plans

4. WELLBEING

- At least 85% of schools receive good or excellent in Inspection areas 2 & 4.
- All schools comply with the current legislative duty and statutory safeguarding policies and procedures.
- All schools have fully embedded wellbeing in current and future planning of the curriculum to ensure that the provision for all learners meet the wellbeing agenda in Curriculum for Wales.
- 60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.
- No children who are looked after (LAC) to have permanent exclusion within the region.
- All schools across the region to use tracking data purposefully (attendance and behaviour) to target pupils learning and wellbeing and monitor outcomes to improve the overall educational attainment of disadvantaged learners.
- All schools to implement the secondary Health and Wellbeing Schools Network research survey. The data will support GwE to develop a regional baseline to measure wellbeing indicators across six key areas and identify LAs/Schools who require targeted support and interventions.
- All schools have access to appropriate screening toolkits that enable the evaluation of the individual wellbeing of learners with ALN.
- All schools have access to a range of wellbeing evaluation and impact measurement tools to measure the progress that learners make in learning and wellbeing from their individual starting points.
- All schools to have appropriate methods of ensuring learner voice, participation and developing family engagement to improve the achievement and wellbeing of learners.
- Most learners have a robust transition pathway plan to ensure post 16 progression and reducing the number of NEET aged 16 to 6% across the region

5. TEACHING

- 90% of schools will receive good or better in inspection area 3.
- 80% of Red and Amber category schools will see an improvement in teaching and a reduction in the variance of teaching standards.
- All teachers to have access to GwE and All-Wales action-based research with proven impact on improving the quality of teaching and learning. 40% of schools making a contribution to the directory of evidence, and at least 90% of schools accessing the information to inform their practice.
- An annual increase of 25% in the number of excellent quality assured case studies linked to Teaching in the GwE directory.
- All schools (of the 200+ schools who will have benefited from the input of an action-based research project) are awarded good or better grades for the quality of teaching and learning following an Estyn inspection (this will be at least 5% better than Estyn findings in schools not benefiting from the input of the project over the same period).
- All schools, teachers and support staff are engaging in the new Professional Teaching Standards effectively to improve pedagogy through professional learning, leadership, collaboration and innovation. (80% of schools are on track to deliver professional learning which has an impact on pupil outcomes.
- At least 50% of teachers participating in Tier 1 and 2 of the action-based research project note improved confidence and attitudes towards action research.
- At least 80% of teachers participating in Tier 1 and 2 of the action-based research project make good or better use of all formative assessment elements.
- At least 40% of pupils who have participated in the action-based research project note improved confidence and attitudes towards learning.

6. BUSINESS

- A value for money framework consistently implemented by all.
- All internal and external financial audits support sound financial control.
- Early identification of risks are robust and managed effectively.
- Service performance management system effectively identifies priorities, with clear success criteria.
- A very effective performance management system which clearly sets out our future direction.
- A very effective information management system in place which will feed the value for money and performance management system.
- Top quartile performance in organisational health index.
- Show year on year progress against the 7 dimensions of Learning Organisation model.

Tuag at Ragoriaeth

REPORT TO THE JOINT COMMITTEE

22 November 2017

Report by: Is grŵp y Gymraeg (Welsh Language Sub group)

Subject: A plan to develop the workforce to support the Welsh Language in Education

1.   Purpose of the Report

To present information on the 'Develop the workforce to support the Welsh Language in Education' plan to the Joint Committee.

2.0   Background

2.1   Quoting form a letter sent by the Director, Education Directorate in Welsh Government – Steve Davies (July 2017):

One of the Welsh Government's aims is for one million Welsh speakers by 2050. The education system has a key role to play in order to achieve this aim. We will need to increase the number of learners in Welsh-medium and bilingual education, and make changes to the curriculum to ensure that all learners in Wales are able to develop their Welsh language skills to use in every aspect of life. Developing the workforce's skills and capacity to support the teaching and learning of Welsh and through the medium of Welsh is, therefore, essential.

Each regional education consortium will receive an allocation to support the professional development of practitioners' Welsh language skills and teaching pedagogy.

Every Consortia will be required to undertake a programme of work, which includes:

- mapping the Welsh language skills of the workforce;
- identifying practitioners to take part in the Sabbatical scheme;
- Undertake a programme of Welsh language professional learning to practitioners which will support and reinforce the Sabbatical Scheme
- mentoring and school-to-school support;
- sharing effective practice, and providing a programme of Welsh language professional learning for practitioners

The Education Consortium GwE has received a grant allocation of £557,051. The prioritization of the following identified:

1. Develop and promote Regional strategy and policy
2. Identify a baseline of the Welsh language skills of the education workforce and their ability to teach Welsh and through the medium of Welsh
3. A review of current provisions that develop the Welsh language skills of adults, trainees, and educators, together with courses that foster positive attitudes towards the Welsh language and the advantages of bilingualism
4. Ensuring appropriate and suitable provision of Welsh language courses and training that meets the need identified by the education workforce
5. The role of Initial Teacher Education (SPA) programs
6. Maintain and consider all research in the field of bilingualism and promotion of the Welsh language
7. Raising awareness, sharing Information and communication

3.0 Considerations

3.1 The intention is for the Welsh Language Sub Group to act as a Project Board for this work, and specific sub groups will be formed to lead on the work streams of the different priorities.

4.0 Recommendations

4.1 The Joint Committee is requested to approve the project brief and the work of the Sub Group.

5.0 Financial Implications

5.1 GwE has received a grant of £557,051 for this work. There are no financial implications arising from this report.

6.0 Equalities Impact

6.1 There are no new equalities implications arising from this report.

7.0 Personnel Implications

7.1 There are no new personnel implications arising from this report.

8.0 Consultation Undertaken

8.1 Representation from the 6 Local Authorities and GwE are on the Sub-group.

Consultation with the GwE Management Board.

9.0 Appendices

9.1 Project brief.

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OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments from a proprietary perspective.

Statutory Finance Officer:

In part 5 of the Report, the author confirms that specific grant monies will fund any additional financial obligations.

WORKFORCE DEVELOPMENT PLAN TO SUPPORT THE WELSH LANGUAGE IN EDUCATION

- ## In North Wales

Action Plan:

1. Project Background

Quoting from the letter by Director of Education Corporation in Welsh Government - Steve Davies (July 2017)

"One of the Welsh Government's objectives is to create a million Welsh speakers by 2050. The education system has a key role in achieving this objective. We will need to increase the number of learners in Welsh medium and bilingual education, and make changes to the curriculum to ensure that every learner in Wales can develop his Welsh language skills to use in all aspects of life. Developing the workforce skills and capacity to support Welsh learning and teaching and through the medium of Welsh, is therefore crucial".

The Welsh Government is committed to investing an additional £4.2m to promote Welsh learning and teaching and subjects through the medium of Welsh.

The allocated funding is for:
- Supporting the work of providing and expanding the National Sabbatical scheme for primary teachers to develop their Welsh skills.
- Improve Welsh learners skills through informal opportunities – a Support programme to assist English medium schools.
- Attract Welsh medium graduates – need to recruit more graduates to be teachers in the Welsh medium sector and to teach Welsh as a subject.

In addition, all Regional education consortium receive an additional allocation towards professional development of Welsh skills and practitioners teaching pedagogy.
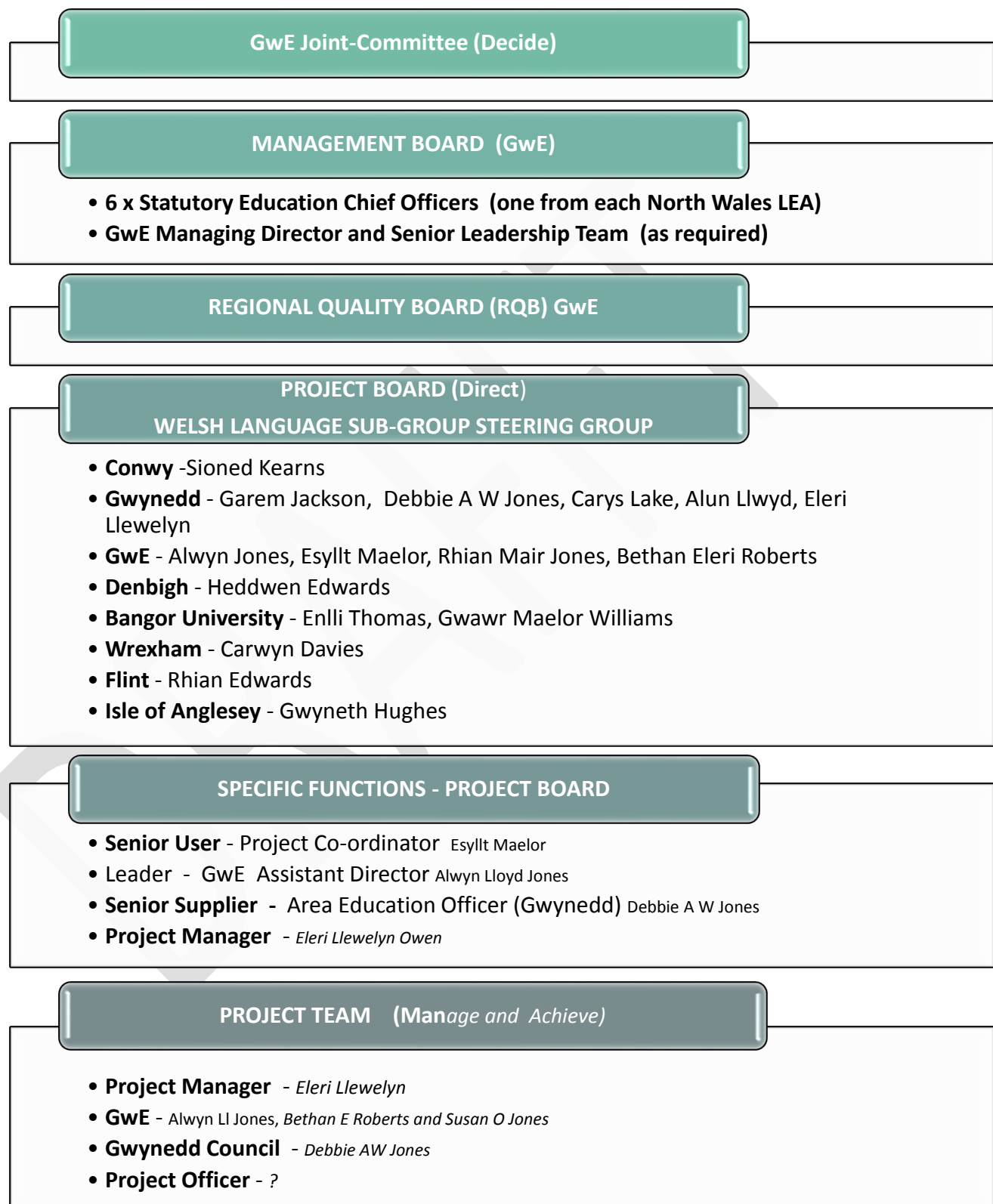
The consortia will be required to undertake the work programme that will include:
- mapping out Welsh language skills in the workplace, and their ability to teach Welsh and through the medium of Welsh;
- find practitioners to participate in the Sabbatical Scheme;
- hold a programme of Welsh language professional teaching for practitioners that support and strengthen the Sabbatical Scheme.
- mentor support between schools;
- share effective practices and provide a Welsh Professional learning programme for practitioners.

GwE Education Consortium has received a grant allocation of £571,000. The work programmes includes collaboration across the 6 North Wales LEAs (Conwy, Denbigh, Gwynedd, Wrexham, Flint and Isle of Anglesey). The following priorities have been identified:

1. Develop and promote Regional strategy and policy
2. Identify a baseline of education workforce Welsh language skills and their capacity to teach Welsh and through the medium of Welsh.
3. A survey of current provisions that develop the Welsh language skills of adults, trainees, and educators, and courses that nurture positive attitudes towards Welsh and the advantages of bilingualism.
4. Ensure appropriate and suitable Welsh Language courses and training that meet the need identified by the education workforce.
5. Role of Teachers Initial Education programmes (TIE)
6. Conduct and consider entire research in the field of bilingualism and promoting Welsh
7. Raise awareness, share Information and communication.

2. Project Team's proposed structure

GwE Joint-Committee (Decide)

MANAGEMENT BOARD (GwE)

- **6 x Statutory Education Chief Officers (one from each North Wales LEA)**
- **GwE Managing Director and Senior Leadership Team (as required)**

REGIONAL QUALITY BOARD (RQB) GwE

PROJECT BOARD (Direct)
WELSH LANGUAGE SUB-GROUP STEERING GROUP

- **Conwy** -Sioned Kearns
- **Gwynedd** - Garem Jackson, Debbie A W Jones, Carys Lake, Alun Llwyd, Eleri Llewelyn
- **GwE** - Alwyn Jones, Esyllt Maelor, Rhian Mair Jones, Bethan Eleri Roberts
- **Denbigh** - Heddwen Edwards
- **Bangor University** - Enlli Thomas, Gwawr Maelor Williams
- **Wrexham** - Carwyn Davies
- **Flint** - Rhian Edwards
- **Isle of Anglesey** - Gwyneth Hughes

SPECIFIC FUNCTIONS - PROJECT BOARD

- **Senior User** - Project Co-ordinator Esyllt Maelor
- Leader - GwE Assistant Director Alwyn Lloyd Jones
- **Senior Supplier -** Area Education Officer (Gwynedd) Debbie A W Jones
- **Project Manager** - *Eleri Llewelyn Owen*

PROJECT TEAM   (Man*age and Achieve)*

- **Project Manager** - *Eleri Llewelyn*
- **GwE** - *Alwyn Ll Jones, Bethan E Roberts and Susan O Jones*
- **Gwynedd Council** - *Debbie AW Jones*
- **Project Officer** - *?*

3. Aims/ Priorities:

Action	Main outcomes	Outcome	Cost
Priority 1: **Arrangements for Governance, co-ordination, and effective project management in place – (see above)**			
• Appoint a co-ordinator • Appoint a field leader for every priority • Appoint a Manager and Project Officer and establish project management procedure • Establish a Governing Board and Management Group • To secure the support and commitment of Estyn and the North Wales Economic Ambition Board		• Field specialization draws together all project priorities • Clear accountability for all priorities Effective project management, the budget, and all stakeholders. • Appropriate and robust project governance arrangements.	£80,000
Priority 2: **Develop and promote Regional strategy and policy**			
Commission individual/company to prepare a Regional strategy and policy for - Developing the workforce to support Welsh in education - Increase GwE consortium workforce capacity to respond to increasing learner numbers in Welsh medium and bilingual education	• Introduce the strategy in narrative and 'infographic' form • Publish, promote, and present the strategy monitoring methods amongst head teachers and key stakeholders throughout the region.	• Clear strategy direction and Regional policy in place and implemented	£20,000
Priority 3: **Identify baseline of Welsh language skills of education workforce and their ability to teach Welsh and through the medium of Welsh**			
In collaboration with the Welsh Government, **review** **Welsh language skills and credibility:** - Education Services (GwE/ Education Departments x6) - **Schools** (Head teachers/ Teachers/ Assistants/Practitioners/Support Staff) - **Pastoral and specialist services for schools** (e.g. NSPCC/ Medra etc) • **Commission individual/company to review and analyse workforce requirements finding**	• Adapt WAG Template 'Language Skills Review' and ensure a means of completing the questionnaire on line. • Ensure that information is disseminated to every LEA in relation to the review and every school's requirement • Identify the types of provision/training that would suit the workforce • Link the review with the requirements within the new Professional Standards for teaching and leadership.	• In collaboration with WG, create a database of the skills and analyse review results • **Establish a baseline** of Welsh language skills of the education workforce and their ability to teach Welsh and through the medium of Welsh	£50,000

Priority 4:

Review of current provisions that develop Welsh language skills of adults, trainees, and educators, and courses that nurture positive attitudes towards Welsh and the advantages of bilingualism

• **Commission a review of contents of courses and current programmes that** lead to a qualification, certificate, accreditation or Recognizes level of proficiency in Welsh language skills. With courses that nurture positive attitudes towards Welsh and the advantages of bilingualism. • Commission a review to identify **the provision and gaps** in resources, alternative programmes, on-line courses, the media's contribution, digital technologies, Language Charter, cultural centres and leisure establishments.	**Create a Directory of course contents, provision and resources** North Wales providers: • Nant Gwrtheyrn • Sabbatical • Bangor University (AGA) • Coleg Cambria • Coleg Glyndŵr • Grŵp Llandrillo Menai Workforce courses such as • Betsi Cadwaladr • North Wales Police • National Park • World of Work Directory of contents ERW/ CSC/ EAS courses • Commission, provide and pilot workforce training courses., • Prepare courses for trainee training.	**Understanding of current provision** that develops Welsh language skills of adults, trainees and educators.	£50,000

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Priority 5:

Ensure appropriate and suitable provision of Welsh language courses and training that meet requirement identified by the education workforce

• Consider main messages from the analysis of review results of Welsh language skills of the entire education workforce • Try to match the main messages of the skills review with the current language courses provided. • Identify any gaps/obstacles in the current language course provision on the basis of the skills review main messages • On needs evidence, commission a provider to tailor courses/create new courses focussing on the skills review main messages. • Based on evidence of need, plan and provide purposeful after care follow-up in the workforce. • Trial/ prioritize focus and initial investment for teachers who teach the core subjects.	Create a database of the available training: - Advisory teachers of every LEA - Sabbatical Courses - Language Charter Co-ordinators/ Cymraeg campus - CYDAG - Bangor University - Coleg Cambria - Canolfan Popeth Cymraeg - Glyndŵr University - EDAU - CBAC - Grŵp Llandrillo - Menai - Betsi Cadwaladr/ North Wales Police • Information sharing on methodology training e.g. Visit Language Centre/Advisory Teachers/indepdnent advisers; Plan/ Investigate what is available	• Implement suitable and appropriate provision of Welsh language courses and training that meets need identified by the education workforce. • More of the education workforce nurture positive aspects towards the language and make greater use of Welsh (prioritizing core subjects teachers)	£265,000

• Trial various interventions based on needs identified by the 6 x education authorities.	• Review of courses/provision and existing Resources e.g. HWB/ERW/CSC/EAS/GwE – primary and secondary • Training on how to develop the language socially • Staff appointed as a mentor for those teachers who have attended the Sabbatical courses. Manage appropriate performance that assimilate with the INSET. Evidence to evaluate impact of training. • Identify appropriate candidates for the courses: specialize in core subjects language – focus on the writing element • Equip the current workforce to support bilingual education. • All LEA's to pilot individual interventions and share outcomes throughout the region. • Purposeful planning for teacher training and targeting e.g. Level 1/Level 2 etc Assimilate into the language continuum • Provide appropriate training for the practitioners e.g. Educational Psychologists, Language Therapists, Teaching Assistants. • Develop resources to support the teachers to teach core subjects bilingually.	• More learners/children and young people use Welsh • More bilingual resources to equip the workforce to teach through the medium of Welsh • Equip the current workforce to support bilingual teaching.	

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Supplementary:

Pilot schemes part of the research and identify good practices tied in with above priorities 3, 4 and 5 (and the associated budgets):

3 Identify baseline of education workforce Welsh language skills and their ability to teach Welsh and through the medium of Welsh

4 Survey of current provisions that develop Welsh language skills of adults, trainees, and educators

5 Ensure suitable and appropriate Welsh language courses and training provision that meet need identified by the education workforce.

Pilot Schemes:

• A number of specific pilot schemes across all authorities

Priority 6:

Role of Teachers Initial Education programmes (TIE)

Identify additional opportunities to work with Universities Education Departments on strategies to promote: • Prospective teachers appreciation of the Welsh	Background work • Raise Universities awareness of the proposed project • Assist Universities to prioritize the key factors when planning for Welsh within the new TIE courses	• Newly qualified teachers possess language awareness and appropriate skills to teach through the medium of Welsh or bilingually.	£30,000

Language
• Contents of modules on bilingualism
• Research presented on language learning in teaching, bilingualism
• Pedagogy in the field
• Matters in assessing bilingual/multi-lingual learners
• Contents and output of current accredited language skills certificates for Welsh and English medium trainees to promote their ability to learn through the medium of Welsh.
• Collaboration/training methods presented to mentors in the field on certificates and methods of trainee mentoring.
 	
• Identify opportunities to collaborate on relevant strategies of the strategy with Universities Education Departments
	(courses implemented from 2019)
	• Encourage the new partnerships to prepare a Bilingual Code of Practice to ensure that Welsh has a prominent role administratively, managerially and educationally.
	Key steps
	• Prepare and organize a series of workshops and identify guest speakers to hold them January – July 2018
	• Hold an audit of staff awareness and educational strategy in a bilingual context and minority language and of any courses that/have existed to increase that awareness.
	• Hold appropriate training for mentors and lecturers/students to equip them with robust and current awareness around the following themes:
	  - Language development
	  - Specific matters in Welsh development
	  - Appropriate matters on bilingualism
	  - Bilingual pedagogy and research in the field (see 7 below)		

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Priority 7:
Conduct and consider all research in bilingualism and promoting Welsh

• Commission research into field of bilingualism and best practice in bilingual learning and teaching and concurrent use of language • Discuss and agree with region's Universities on contents of presentations/training for teachers on research in bilingualism, various matters on bilingualism e.g. good practices in language teaching pedagogy, active research as a core part of their provision for teachers. • Create opportunities with the Universities, consortia and heads to provide opportunities and identify suitable practitioners to undertake action research that would promote school development plans in Welsh, quality of learners Welsh language skills, Language Charter, latecomers' provision.	**Research A** – Background Bibliography • Gather ready research (published and unpublished in Wales) in bilingualism and promoting Welsh. The work should chase up language research, psycholinguistic, socio-linguistic, educational and policy mainly, but also after research in the health sciences and in any other field where promoting Welsh is a priority. • Final report on the work. **Research B** – Up skill leaders • Research with head teachers and school leaders to discover attitudes towards Welsh and promoting Welsh in Welsh medium, bilingual and English medium schools, to identify obstacles to encouraging use and ownership of the language. • Prepare a series of workshops/training with schools	• Further understanding of bilingualism and Welsh.	£30,000

	to up-skill staff so that they are equipped to deal with and effectively plan the specific language situation at their school **Research C** – Appraise strategies • Identify target schools to appraise ready strategies and hold and jointly prepare any new teaching strategies that follow research A and B recommendations (including evaluating impact of up-skilling workshops) • Identify a team to appraise educational strategies • Appraise the strategies • Prepare a report on the findings **Research Ch** – Analyse the skills • Analyse the data that stems from review results of Welsh language skills of the entire education workforce (collaborate on priority 3 and 5)		

Priority 8:
Raise awareness, share Information and communicate

In collaboration with Welsh Government, raise awareness, share Information and communicate key messages about the project's purpose and outcomes with key beneficiaries within schools context: - **Education Services** (GwE/Education Departments x6) - **Schools** (Heads/ Teachers/Assistants/Practitioners/Support Staff/ Parents/Learners) - **Pastoral and specialist services for schools** (e.g. NSPCC/ Medra etc) …and with key beneficiaries outside schools: • Universities/ Welsh for Adults/Sabbatical Scheme/North Wales Ambitions Board/Various Workforces/ Mentrau Iaith • Identify good practices and celebrate success	• Plan brief for presentations: Hold meetings with: - GwE - GwE joint-committee (portfolio leaders)/ GwE Management Board (heads of education) - Secondary heads - Gwynedd/ Môn; Conwy/ Denbigh; Flint/ Wrexham - Primary heads - North Wales Governors Association - North Wales Unions Forum - North Wales Ambitions Board – Iwan Thomas – gather and share information - Partnership Board (services and other agencies) – gather information and disseminate. Hold a specific event in consultation with Welsh Government to raise awareness of the project.	• High awareness of the project amongst stakeholder's across north region	£26,000

4. Scope

What is the project's scope?
- Develop Regional Strategy and policy
- Identify education workforce Welsh language skills baseline
- Review current provision to develop adults Welsh language skills
- Ensure appropriate provision of Welsh language training
- Understanding of teachers initial Educational role (TIE)
- Consider all research in bilingualism and promoting Welsh
- Raise awareness, share Information and communication

What is not included within the Project?
- Parents Input
- The pupils
- Further Education Colleges
- Research into digital plans
- World of Work / industry

Links or relationship with other projects or activities:
- Language Forums
- Language Charter
- Skills World
- World of Work Partnership Board
- Good practice and research from other countries

5. Assumptions
- Project resource managed by GwE, need to recognize the time that every officer/education authority can give to the project.

6. Constraints
- Need to ensure that every LEA contributes time and expertise to the project
- Project team mainly located in Gwynedd but work encompasses the 6 authorities across North Wales.
- Allocated budget set and subject to specific guidance from the Welsh Government in a number of aspects.
- Specific time-table for expenditure – need to claim costs by 12 March 2018

7. Stakeholders

Education Services: GwE/ Education Departments x6
Schools: Heads/ Teachers/ Assistants/Practitioners/Support Staff
Pastoral and specialist Services for schools   (e.g. NSPCC/ Medra etc)
Training providers across North Wales: Nant Gwrtheyrn / Sabbatical Courses/ UCNW Bangor (AGA)/ Coleg Cambria/ Coleg Glyndŵr/ Grŵp Llandrillo Menai
Workforce courses: such as Betsi Cadwaladr/ North Wales Police / National Park/World of Work
Clients: pupils and parents
Organizations: Cylchoedd Meithrin, Yr Urdd, Young Farmers Clubs, Theatres

8. Finance :

Welsh Government Grant £557,051 deadline - end of March 2018