Complete Agenda

GwE

Tuag at Ragoriaeth
Towards Excellence

CYNGOR SIR YNYS MÔN ISLE OF ANGLESEY COUNTY COUNCIL | CYNGOR GWYNEDD COUNCIL | CONWY CYNGOR BWRDEISTREF SIROL COUNTY BOROUGH COUNCIL | CYNGOR Sir Ddinbych Denbighshire COUNTY COUNCIL | CYNGOR Sir y Fflint Flintshire COUNTY COUNCIL | wrexham COUNTY BOROUGH COUNCIL CYNGOR BWRDEISTREF SIROL wrecsam

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Meeting

GWE JOINT COMMITTEE

Date and Time

10.30 am, WEDNESDAY, 27TH NOVEMBER, 2019

Location

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

Contact Point

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(DISTRIBUTED 21/11/19)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor Julie Fallon	Conwy County Borough Council
Councillor Meirion Jones	Isle of Anglesey County Council
Councillor Huw Hilditch-Roberts	Denbighshire County Council
Councillor Ian Roberts	Flintshire County Council
Councillor Phil Wynn	Wrexham County Borough Council
Councillor Cemlyn Rees Williams	Gwynedd Council

Co-opted Non-voting Members

Rosalind Williams	Church of Wales
Haf Williams	Primary Schools Representative
Claire Armisted	Secondary School Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative

Non-voting Officers

Rhys Howard Hughes	Isle of Anglesey County Council
Dr Lowri Brown	Conwy County Borough Council
Karen Evans	Denbighshire County Council
Claire Homard	Flintshire County Council
Ian Roberts	Wrexham County Borough Council
Garem Jackson	Gwynedd Council

Officers in Attendance

Arwyn Thomas	GwE Managing Director
Dafydd L. Edwards	Host Authority
Sion Huws	Host Authority
Susan Owen Jones	GwE Business Manager
Annwen Morgan	Isle of Anglesey County Council
Alwyn Jones	GwE Assistant Director
Gareth Williams	GwE Advisory Board Chairman

Observer

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.

4. **MINUTES OF PREVIOUS MEETING** 5 - 8

   (copy enclosed)

5. **REPORT ON OUTCOMES 2019** 9 - 32

   Alwyn Jones to present a report on performance across North Wales whilst adhering to Welsh Government guidance.

6. **RESOURCES AND GWE SCOPE** 33 - 46

   Arwyn Thomas' report outlines the current resources & scope of the regional service.

7. **GWE BUDGET 2019-20 - QUARTER 2 REVIEW** 47 - 51

   Arwyn Thomas and Dafydd Edwards to update Joint Committee members on the latest financial review of GwE's budget for the 2019/20 financial year.

8. **2019-20 BUSINESS PLAN - QUARTER 2 MONITORING** 52 - 79

   Arwyn Thomas to present the Level 1 Business Plan – Monitoring Quarter 2 Report to the Joint Committee.

9. **WELSH REGIONAL STRATEGY** 80 - 99

   Alwyn Jones to present '*Developing Welsh in Education across the North Wales region'* strategy to the Joint Committee for approval.

10. **PDG / LAC - UPDATE** 100 - 109

    Arwyn Thomas to present an update to the Joint Committee on the Pupil Development Grant for looked after/ former looked after learners

11. **GWE REVIEW OF PROGRESS - STEVE MUNBY REPORT** 110 - 117

Arwyn Thomas to present 'GwE Review of progress' report by Steve Munby
to the Joint Committee.

There will be a short presentation at the end of the meeting on the 'GwE Review and Challenge Meeting' to be held on 28 November 2019, for information.

GWE JOINT COMMITTEE
WEDNESDAY, 11 SEPTEMBER 2019

Present:

Councillors: Phil Wynn (Chair - Wrexham County Borough Council), Meirion Jones (Anglesey County Council), and Cemlyn Williams (Gwynedd Council).

Non-voting Officers: Rhys Howard Hughes (Anglesey County Council), Garem Jackson (Gwynedd Council)

Officers present: Arwyn Thomas (GwE Managing Director), Dafydd Edwards (Statutory Finance Officer - Gwynedd Council, Host Authority), Sion Huws (on behalf of Gwynedd Council Monitoring Officer, Host Authority), Susan Owen Jones (GwE Business Manager), Alwyn Jones (GwE Assistant Director), Annes Sion (Committee Officer, Gwynedd Council, Host Authority), Hywyn Jones (Senior Accountant, Gwynedd Council, Host Authority), and Bethan Roberts (GwE Performance Management Manager).

Video link: Clare Skivens, Senior Manager, Deloitte Auditors

1. **ELECTING A VICE- CHAIRPERSON**

   Coun. Meirion Jones (Anglesey County Council) was elected as Vice-chair for 2019/20.

2. **APOLOGIES:**

   Apologies were received from Coun. Julie Fallon (Conwy County Borough Council), Coun. Huw Hilditch-Roberts (Denbighshire County Council), Coun. Ian Roberts (Flintshire Council), Dr Lowri Brown (Conwy County Borough Council), Claire Homard (Flintshire County Council), Ian Roberts (Wrexham County Borough Council), Dr Gwynne Jones (Anglesey Council), and Gareth Williams (Chair of GwE Advisory Board).

3. **DECLARATION OF PERSONAL INTEREST**

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

4. **URGENT MATTERS**

   There were no urgent matters.

5. **MINUTES OF PREVIOUS MEETING**

   The Chair signed the minutes of this committee held on 8 July as being correct.

6.   **STATEMENT OF ACCOUNTS 2018/19**

DECISION

The documents presented were accepted, noted and approved, i.e.:
— 'ISA260' report by the Auditor General for Wales, and
— the Statement of GwE Accounts for 2018/19 (subject to audit).

A recommendation was made for GwE's Management Board meeting to include an agenda item to agree specifically on the distribution of the Education Improvement Grant, on an annual basis.

DISCUSSION

The report was presented, noting that it encompasses the accounts presented to the Joint Committee in July. It was noted that the accounts have remained relatively unchanged since that meeting. An error was noted in the English version of the report to the Joint Committee. It was explained that the financial figures in the Statement of GwE Accounts remain unchanged, however that the language has been changed slightly.

The Senior Manager from Deloitte Auditors noted that the accounts were of a high standard, and that no major changes needed to be made. Council staff were thanked for their work. The recommendations made by Deloitte were highlighted, namely for GwE's Management Board to include an agenda item to agree specifically on the distribution of the Education Improvement Grant, on an annual basis.

Deloitte were thanked for their work.

7.   **EFFICIENCY SAVINGS TARGET**

DECISION

Changes to the permanent staffing structure were confirmed, meaning that savings can be made to meet the target of £206,485.

DISCUSSION

The report was presented, noting that savings from previous years are to be found, as well as the savings target established when setting the budget for 2019/20. It was noted that GwE has found the efficiency savings by changing the permanent staffing structure. One of GwE's Assistant Directors was said to have been appointed to a new role in a local authority, and had left his post at the end of August 2019. GwE's Managing Director said that he was eager not to appoint a replacement Assistant Director, and for the work to be distributed between the remainder of GwE's senior management.

It was noted that a meeting of North Wales' Chief Executives was due to be held in November, which will give an indication of the local authorities' financial contributions and GwE's budget for 2020/21.

Comments arising from the discussion:
− GwE was thanked for looking at the historical savings target and for ensuring that it is settled before facing GwE's financial challenge by 2020/21. The wide-ranging possibilities as regards local authorities' 2020/21 settlement were noted. GwE's situation in 2020/21 will hopefully become clearer by Christmas.

8. **GWE BUDGET 2019/20 - 1ST QUARTER REVIEW.**

DECISION

The report was accepted.

DISCUSSION

The report was presented, noting that the budget reflected the situation prior to amendments following the previous report which met the savings target. Following those amendments, it was confirmed that expenditure will give a balanced reflection of the budget and reflects a satisfactory financial situation in 2019/20.

9. **BUSINESS PLAN 2019-20 - QUARTER 1 MONITORING REPORT**

DECISION

The monitoring report for quarter 1 was accepted.

DISCUSSION

The monitoring report for quarter 1 was presented. It was noted that the Business Plan had already been approved by the Joint-Committee. It was noted that the Plan sets out the priorities across the region. GwE's expenditure was said to be on track.

10. **DISCUSSION PAPER - REPORTING ON PERFORMANCE FROM SEPTEMBER 2019 ONWARDS**

DECISION

The principles noted in the report were accepted, as was the need to produce a set of questions for Welsh Government, WLGA and Estyn seeking clarity on how best to use performance data and information to improve learner and school performance.

DISCUSSION

The report was presented, noting that past performance reports tended to look at key stage performance, however that it is now on new territory. Reference was made to a joint publication by Welsh Government, WLGA and Estyn noting the expectation for local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid restricting learner choices. It was also said that the publication noted that evaluating individual school performance, rather than producing aggregated data at a local authority level, is more useful than supporting and challenging individual schools with their improvements. The implications of this were sought.

New interim measures were said to be in place for Key Stage 4 this year. Although 2019 data is currently available regarding historical performance measures, calculating first entry rather than the best result renders any comparison with previous years invalid. It was therefore noted that it is not possible to look back and see trends, which poses the question as to what should be presented to scrutiny committees. It was explained that every authority needs to have data, however that this raises many questions.

Comments arising from the discussion:
- — The need to discuss this further was noted - would Welsh Government consider running workshops in order to secure national understanding and consistency?
- — In terms of scrutiny, would it be an idea to hold a regional meeting with Scrutiny chairs, local authority heads of education and GwE to ensure regional understanding and consistency? It was explained that some scrutiny meetings within the authorities are scheduled to meet soon - perhaps there may be a need to withhold in terms of reporting back on performance.
- — The need was noted to produce a set of questions for Welsh Government, WLGA and Estyn seeking clarity on how best to use performance data and information to improve learner and school performance, prior to WLGA's conference next week so that answers can be given at the conference.

The meeting started at 10:30a.m. and ended at 14:15.

CHAIRPERSON

Agenda Item 5

REPORT TO THE JOINT COMMITTEE

27 November 2019

Report by: Alwyn Ll Jones - GwE Assistant Director

Subject: Report on Outcomes 2019

1.0   Purpose of the Report

1.1   To present a report on performance across North Wales whilst adhering to Welsh Government guidance.

2.0   Background

2.1   The Joint Committee have previously accepted the principles on how we will be reporting on performance across North Wales from September 2019 onwards.

2.2   The report enclosed outlines the background and context in relation to the national changes in the reporting of teacher assessments, and the new interim KS4 measures that have been introduced for 2019 as part of the significant education reform programme in Wales. It also describes the issues raised in the joint statement between Welsh Government, the WLGA and Estyn and how data should be analysed on a local level and as a starting point to question local priorities.

3.0   Considerations

3.1   In the context of the above, the report provides an overview of the current regional situation in relation to the school inspection profile, national categorisation and school improvement.

There are also emerging questions to help the Joint Committee, LA officers and Scrutiny Committees to evaluate pupil progress, standards and performance.

3.2   In addition to the above, we will also provide a narrative report for each individual local authority, that includes the following:

- Evaluation of performance and emerging questions:
    - ➢ Foundation Phase
    - ➢ Key Stage 2
    - ➢ Key Stage 3
    - ➢ Key Stage 4
    - ➢ Key Stage 5

- LA's Estyn Profile

- LA's Categorisation Profile

- LA's monitoring arrangements for scrutinising individual school's performance

- LA's Main areas for improvement to be included in Level 2 Business Plans

4.0   Recommendations

4.1   The Joint Committee is asked to accept the report as a model for reporting to scrutiny in terms of regional context and local performance.

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 development of a new evaluation and improvement arrangements have been co-constructed with colleagues in schools, Estyn, Local Government, Regional Consortia, and taken international research into consideration.

9.0   Appendices

9.1   Appendix 1 - Reporting on outcomes 2019.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

Nothing to add to the report from a financial propriety perspective.

REPORT

ON

OUTCOMES

2019

CONTENT

1. **Background and context**

2. **Standards**
   - **Overview of performance in each Local Authority (Individual LA's to be inserted in Appendix 1)**
   - **Estyn School Inspection Profile**
   - **National Categorisation**

3. **Emerging Questions To Help The Joint Committee, LA Officers And Scrutiny Committees To Evaluate Pupil Progress, Standards And Performance**

4. **2019-20 Business Plan Priorities**

5. **Appendix 1 - Report on standards for each individual LA**

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1. BACKGROUND AND CONTEXT

The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales.

Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:
- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Education Consortia, published on **16 July 2019** stated that:

"It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement."

This report on performance across North Wales will adhere to this guidance.

Reporting on Teacher Assessments (Foundation Phase to Key Stage 3)

National changes in the reporting of teacher assessments has been introduced over the past two years. It supports the key objectives of the Welsh Government document: 'Our National Mission,' in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils' learning.

There is now a greater focus on the use of data in school self-evaluation. In the reformed system, schools are evaluated according to the difference they make to the progress of every child.

Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.

Data that has traditionally been aggregated upwards for comparison has been removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the National averages for end of these key stages.

In addition, the Minister for Education published a statement on school performance targets in June 2019. She stated:
' ……, *I want to be absolutely clear that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.*'

These recent changes in assessment reporting requirements will strengthen the accuracy of assessment. It will reduce inflated levels and gaming and will ensure that every school looks closely at every learner and not just borderline learners who influence whether a school achieves a narrow measure or not.

National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Arrangements that will remain:
- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

Arrangements that will change:
- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools', will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

Changes to Areas of Learning in the Foundation Phase

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. Comparisons of Foundation Phase outcomes with previous years at school level should, therefore, be avoided as they are not measured on a comparable basis.

Reporting on KS4 results

New interim KS4 measures have been introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will be based on first entry results. The data provided regionally for individual school and LAs will also be based on first entry results. JCQ/WJEC have published their data and press release based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be differences between first entry and best outcome data.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance.

The table below shows the new interim measures and the methodology used for calculating. It also demonstrates the key differences with previous years.

Interim Measure	How it is calculated	Differences from previous years, and why comparisons cannot be made
Capped 9	The Capped 9 Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications. Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only. The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.	✓ Only a pupil's first entry will count ✓ WJEC Science GCSE only

	The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot. The best grade from a science GSCE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award). The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.	
Literacy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.	New 2019 measure, first entry only will count, with Literature also accepted within this measure
Numeracy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil	New 2019 measure, first entry only will count
Science measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures.	New 2019 measure, first entry only will count
The Welsh Baccalaureate Skills Challenge Certificate measure	Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.	Reported separately as a main indicator for the first time in 2019

In this context, the data should be analysed on a local level and as a starting point to question local priorities.

Although 2019 data is currently available on historical performance measures (L1, L2, L2+ and 5A*-A), comparison with previous years is not valid because of the first entry counting rather than best outcome.

Scrutinising Individual School Performance

Regular fortnightly Local Quality Board meetings are held between the GwE Core Lead and each LA. Any schools causing concern are discussed and any strengths and areas for improvement are noted. This links to the regular meetings held by the core lead with Supporting Improvement Advisers to discuss school progress. The regular communication between LA and GwE officers ensures shared intelligence about the capacity to improve of schools, and where concerns are identified that all parties work in partnership to review the standards and provision in the school and to set and monitor clear targets for improvement.

Each LA has its own monitoring processes to scrutinise the performance of individual schools. This includes the use of 'Accelerated Improvement Boards' for school's causing concern.

Each LA's monitoring arrangements is described within their individual standards report.

Schools Causing Concern

All schools are on an improvement journey and thus require differentiated and appropriate support and challenge to varying degrees. A few schools will require more intense targeted intervention.

The label 'schools causing concern' is very wide ranging and in its broader term has not been clearly defined in national guidance. For our own purpose within GwE, we have come up with the following definitions:

- Schools that need support to maintain or improve upon standards [i.e. moving from 'good' to 'excellent' or 'coasting schools'];
- Schools that are improving but need further support to sustain their improvement trajectory and/or further reduce within school variability;
- Schools that need more specific targeted support and intervention to prevent them being a cause of significant concern;
- Schools that have been identified as causing significant concerns and/or are in a statutory category.

GwE and the local authorities have an overall good track record in effectively supporting schools and specifically those causing concern. All secondary schools have a bespoke 'Support Plan' which ensures that GwE support is closely aligned with their SDP priorities. This allows for more effective deployment of resource, regional expertise and best practice.

High challenge and support is targeted in a timely and effective approach leading, in most instances, to an acceleration of the improvement journey in the identified schools, and, where relevant, their removal from Estyn follow-up category.

Local Quality Standards Board meetings are held on a regular basis between LA and GwE senior officer and used to share information around school performance and progress and to agree on any required adaptations to support plans. Interim Accelerated Improvement Boards provide challenge and intervention to those schools in serious categories of concern. Where concerns remain, escalated action is taken which could include the use of powers of intervention as defined by national guidance.

Current regional situation

The primary and special school inspection profile has been continuously strong and compares well with the Estyn profile for schools across Wales. All primary schools placed in a category over the past three years have been removed promptly as a result of the targeted high challenge and support.

Standards in the secondary sector remains a cause for concern. Over the past 18 months, GwE has:
- re-profiled its service to ensure that additional resource is targeted towards the secondary sector;
- strengthened its team of link secondary SIAs to ensure relevant experience and expertise;
- ensured all secondary schools have access to a generic and bespoke programme of support;
- facilitated access to curriculum, MAT, post 16 and subject networks to disseminate good practice;
- adopted a targeted 'wave' support for ensuring continued improvements in core subjects;
- enhanced the GwE offer of professional development opportunities [and especially for experienced, new and potential leaders of the future];
- led the *Assessment for Learning* regional initiative to improve teaching and learning with Shirley Clarke;
- ensured further support for head teachers via strategic forum meetings and for participating schools through the *Excellence and Innovation* forum;
- supported 12 regional schools to research and address in-school variance by improving data tracking and intervention. Lessons extracted from the pilot will be transferable to all schools across the LA;
- provided financial support for a more diagnostic approach to securing improvements at KS4 English and Mathematics via PIXL;
- provided specific training at behest of schools for curriculum middle leaders and pastoral leaders;
- supported bespoke training for targeted schools and departments to improve aspects of the teaching and learning, e.g., with Tom Sherrington, Olevi ITP and OTP.

In addition to the bespoke support delivered for secondary schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums. Some of the key areas addressed include:
- English: A Level study support, Accelerated Reader training, developing literacy across the curriculum, improving oracy to support writing, improving tracking and intervention at KS4, improving standards of writing at KS4, guidance on MAT provision in English, development of resources e.g. *'Fix-it' resource to support the repair work required to address identified weak skills, Mastery Packs for KS4, Gothic SOW with grammar focus for Y7*
- Mathematics: leadership guidance and up-dates for new curriculum, sharing of best practice from Whiterose Maths Academies on the development of pedagogy within their cluster of schools, developing departmental pedagogy by 'deepening thinking', developing pedagogy at A level, supporting collaboration between numeracy co-ordinators to identify best practice in developing skills across the curriculum, develop leadership of numeracy co-ordinators who are within the first two years of being in post, developing understanding of the changes to the Numeracy Procedural tests.
- Science: excelling at GCSE Science – sharing best practice, sharing successful intervention strategies at KS4, developing scientific literacy – evidence based Research from Bangor University, developing strategies to engage learners in Science, working with schools to build scientific knowledge and supporting pupils in learning scientific concepts,

developing reading skills in Science, sharing 'how to learn strategies' and retrieval practice, developing reading skills and the understanding of command and tier two words, developing deeper understanding of the GCSE specifications.

Moving Forward

We recognise that all schools are on a continuum of improvement. Some are emerging and developing, others developing and strengthening whilst our strongest schools are more autonomous and empowered.

As a service we are often ask to synthesise a myriad of school improvement metrics into a single definition. However, it is just as important to capture the journey and not just the 'snap shot' of a school's position on that journey.

The following diagram, developed by the DfE in England, looks to define the stages of a school's journey and begins to define the trajectory of school improvement:
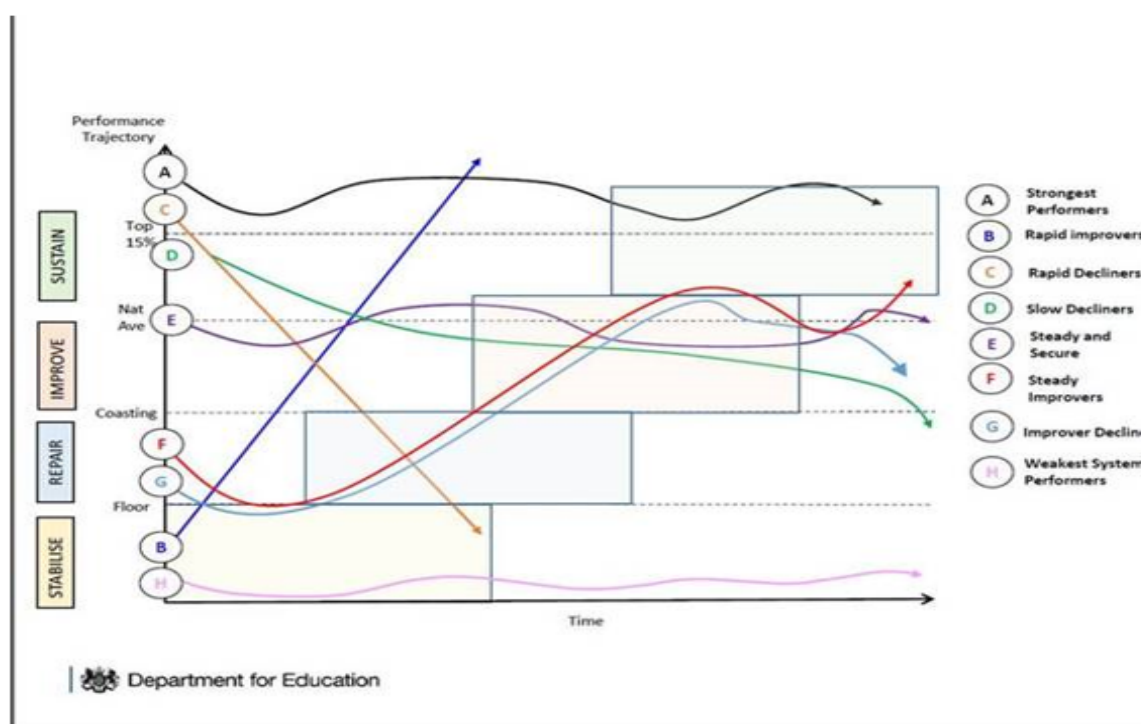
We feel that this type of diagrammatic trajectory representation is a more useful tool when discussing with schools the required level and nature of support required. Its application can also be an effective strategy to capture schools at the beginning of any 'downward' trajectory thus mitigating any need for them to be identified as '*causing concern'*.

We also believe that peer engagement and support should be an integral part of school improvement. Welsh Government's vision for an evaluation, improvement and accountability system is one that is fair, coherent, proportionate, transparent, and based on shared values for Welsh education. The National Mission commits us to work with Welsh Government and other key stakeholders to establish new evaluation and improvement arrangements at all levels. These arrangements will need to be robust and strong enough to bring about the required improvements and especially so within the secondary sector. There is a clear

expectation that within these arrangements schools develop not only the required capacity and skills to effectively challenge themselves, but also the ability to work collaboratively and systemically in a school improvement model founded on professional peer review.

GwE and the six regional local authorities has undertaken a consultation process with head teacher representation around the various aspects of the *National Reform Journey*. In terms of developing a regional framework for peer-to-peer engagement and support, head teachers suggested the following principles:

- a peer review approach should be adopted regionally to further drive progress towards a self-improving system;
- the peer-review model should not be developed to deliver a *pseudo-inspection* system;
- all stakeholders should work effectively together to ensure that we create the right conditions for effective peer review;
- we should agree and adopt a regional set of principles and technical language for our model;
- we should agree framework parameters which will allow flexibility for schools to operate a range of models;
- schools should have the freedom and flexibility to choose their peers;
- the model should involve peer engagement at all levels within a school;
- the model should promote trust, honesty, transparency and professional confidence;
- engagement should be a supportive and sustainable process and not a one-off imposition event;
- the model should support a cultural shift towards collegiate responsibility

Steve Munby and Michael Fullen (2016) in their paper '*Inside-out and downside-up*' outline the critical success factors for an effective system-wide school collaboration as follows:

- the purpose of collaboration must be to improve outcomes;
- the partnership must be founded on a clearly articulated shared moral purpose;
- transparency, trust and honesty are crucial;
- a commitment to and capacity for effective peer review form the engine that drives improvement;
- peer review needs to be carried out within a long-term relationship and a commitment to continuously improving practice and systems through cycles of collaborative enquiry;
- the partnership must have a plan to move from collaboration to co-responsibility to a position of shared professional accountability;
- the partnership should go beyond school leaders and engage with students, teachers, families and communities;
- partnerships welcome scrutiny and support from other partnerships as their contribution to a connected local, regional and national system.

We firmly believe that peer engagement should underpin a rigorous cycle of continuous improvement and include:

- ***Self-review***: effective peer review should start with how well the school knows itself and be led by the school being reviewed. The national self-evaluation toolkit developed by Estyn/OECD and the profession should play a key role in this aspect. Self-evaluation should focus on the learner, their achievements, progress and experiences in school and focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion. In moving forward, the self-evaluation should also focus on the four purposes of the new curriculum and evaluate the progress the school is making towards realising the new curriculum. The self-evaluation processes should allow the school to identify areas of strengths and priorities for

improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.

- *Peer-review*: the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. It is imperative that the peer review process does not become a *pseudo-inspection* system. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.

- *School-to-school support*: if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

GwE and the six regional local authorities are currently working with schools to establish a regional peer engagement model which fully reflects the principles and values that have been identified by head teachers and which also harvests from best practice nationally and beyond. Supporting Improvement Advisers are central to the facilitation and the development of this model.

This articulates our approach within the 'accountability' aspect of the reform journey. It details how peer engagement can be used to underpin a rigorous cycle of continuous development and improvement. We believe that peer engagement and support should be an integral part of school improvement in moving to a self-improving system whilst also supporting those schools that are causing concern.

2. STANDARDS

OVERVIEW OF PERFORMANCE IN EACH LOCAL AUTHORITY

Narrative report for each LA to be inserted that includes the following:

Evaluation of performance and emerging questions:
- Foundation Phase
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5

LA's Estyn Profile

LA's Categorisation Profile

LA's monitoring arrangements for scrutinising individual school's performance

LA's Main areas for improvement to be included in Level 2 Business Plans

See Appendix 1 for individual LA report

ESTYN SCHOOL INSPECTION PROFILE

The overall inspection profile across the region is strong.

Combined School inspections Sept 2017- July 2019.

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	69	82.6	57	14.5	10	1.4	1	1.4	1
17/18	Wales	237	75.1	178	17.3	41	4.6	11	3.0	7
18/19	GwE	64	79.7	51	17.2	11	1.6	1	1.6	1
18/19	Wales	227	75.8	172	19.8	45	1.8	4	2.6	6

Judgements all schools 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	18.8	11.5	25.0	19.8	17.2	11.9	23.4	18.9	28.1	17.2
Good	62.5	65.2	67.2	67.4	62.5	62.1	71.9	70.9	51.6	58.6
Adequate	15.6	21.1	7.8	12.3	20.3	24.2	4.7	8.4	18.8	20.7
Unsatisfactory	3.1	2.2	0.0	0.4	0.0	1.8	0.0	1.8	1.6	3.6

Primary School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	59	86.4	51	11.9	7	1.7	1	0.0	0
17/18	Wales	200	80.5	161	14.5	29	3.5	7	1.5	3
18/19	GwE	54	88.9	48	11.1	6	0.0	0	0.0	0
18/19	Wales	188	80.9	152	16.5	31	0.5	1	2.1	4

Secondary / All Age School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	7	57.1	4	28.6	2	0.0	0	14.3	1
17/18	Wales	30	50.0	15	33.3	10	10.0	3	6.7	2
18/19	GwE	8	12.5	1	62.5	5	12.5	1	12.5	1
18/19	Wales	32	43.8	14	40.6	13	9.4	3	6.3	2

Special School / PRU inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	3	66.7	2	33.3	1	0.0	0	0.0	0
17/18	Wales	7	28.6	2	28.6	2	14.3	1	28.6	2
18/19	GwE	2	100.0	2	0.0	0	0.0	0	0.0	0
18/19	Wales	7	85.7	6	14.3	1	0.0	0	0.0	0

Primary Judgements 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	20.4	10.1	27.8	19.1	18.5	11.2	25.9	17.6	31.5	17.6
Good	70.4	71.3	68.5	72.3	72.2	66.5	72.2	76.1	57.4	63.3
Adequate	9.3	18.1	3.7	8.5	9.3	21.3	1.9	4.8	11.1	16.5
Unsatisfactory	0.0	0.5	0.0	0.0	0.0	1.1	0.0	1.6	0.0	2.7

Primary – Out of the 54 primary schools inspected in 2018/19 48 (88.9%) were adjudged that no follow-up action was needed compared to 86.4% in 2017/18 and is significantly higher than the national average of 80.9%. 6 schools (11.1%) required follow up action compared to 13.6% in 2017-18 and all were awarded the least intensive follow-up category of Estyn Review. There are currently 8 schools in a follow-up category with only 1 schools currently in a Statutory Category (significant improvement). The percentage of schools receiving excellent judgements increase significantly from 13.2% in 2017/18 to 24.8% in 2018/19.

Secondary - of the 8 schools inspected no–follow-up was required in one, five were judged to require the least intensive follow-up [estyn review], whilst two were placed in special measures [one SI and one SM]. Both of these schools had already been identified within our profile as 'high risk'. Five schools were awarded a 'good' judgement for inspection area 2 [wellbeing and attitudes to learning] whilst 6 schools were judged 'good' for inspection area 4 [care, support and guidance]. One school received an 'inadequate' judgement for inspection area 5 [leadership]. No school was awarded an 'excellent' judgement for any of the inspection areas.

The current regional profile sees 6 secondary schools in statutory category. Each school has a comprehensive PIAP and the LA support plan have been ratified by Estyn. All schools are currently demonstrating steady progress against most of their recommendations. All schools are also receiving regular monitoring visits and the respective local authority officers are kept informed of progress and made fully aware of any concerns that arise. There are a further 7 in a follow up category of Estyn Review with a clear expectation that 3 of the schools will be taken out of category by the end of November.
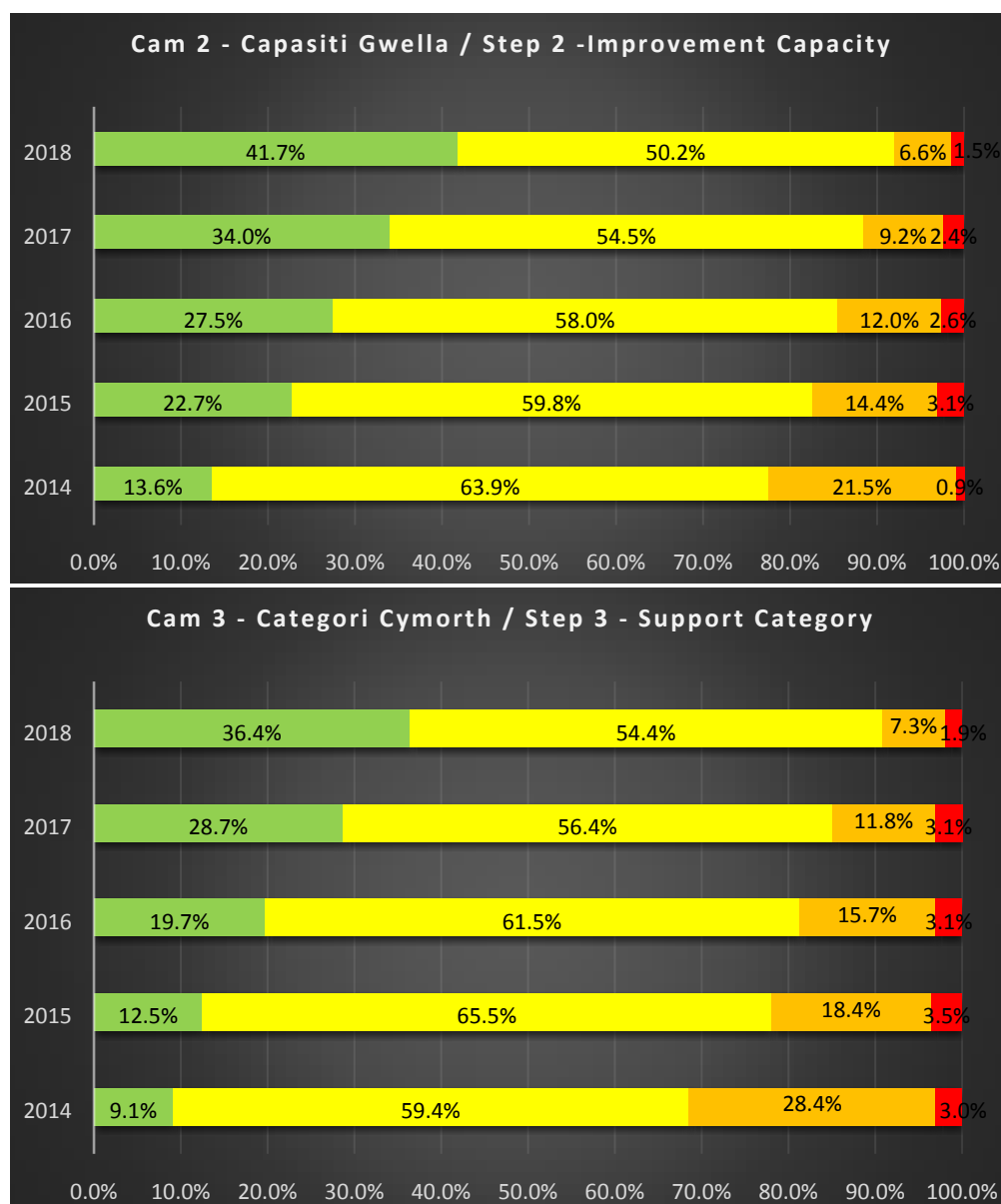
Special – Strong profile across the inspection areas with the one school inspected in 2018/19 adjudged 'good' in all areas and not placed in a follow up category. One school remains in an Estyn review follow up category.

NATIONAL CATEGORISATION

All schools

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 14.6% in 16/17, 11.6% in 17/18 to 8.0% in 18/19. The percentage categorised as a D fell from to 2.4% in 17/18 to 1.5% in 18/19. The percentage categorised as Grade A has increased from 27.5% in 16/17, 34.0% in 17/18 to 41.7% in 18/19.
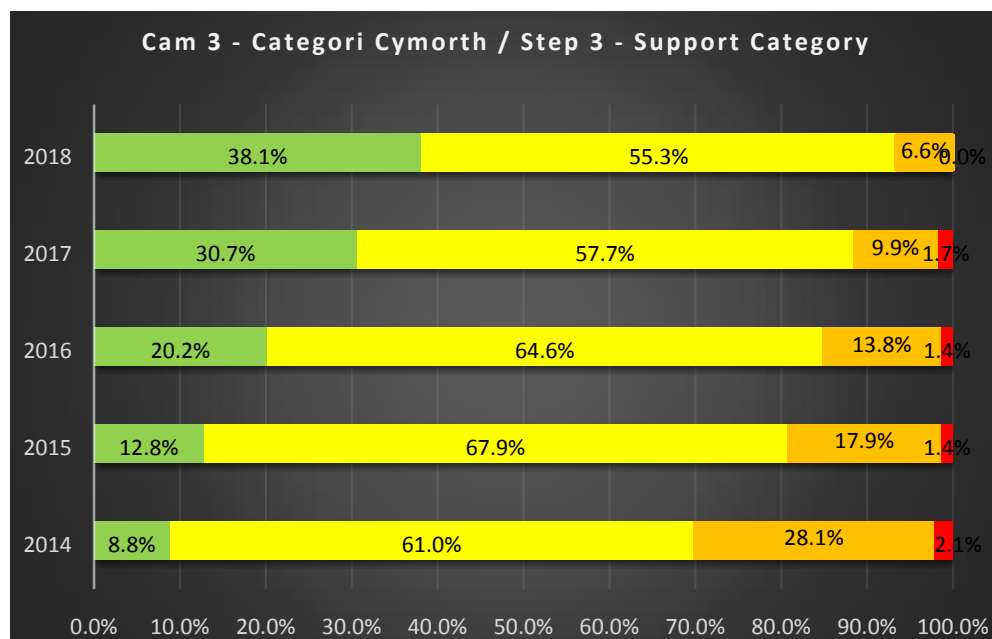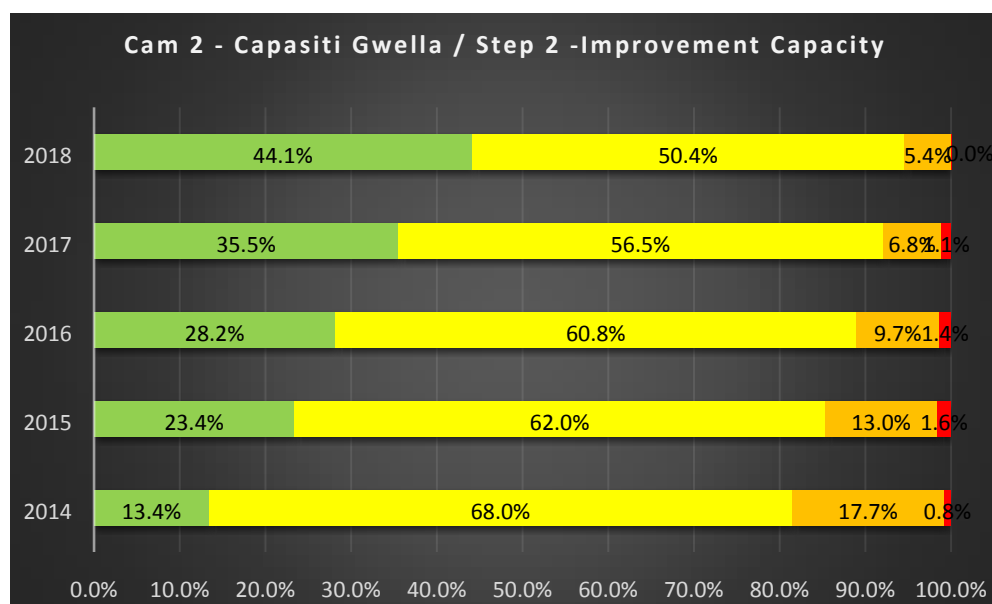
The percentage of schools categorised as red and amber for Step 3 has again decreased from 18.8% in 16/17, 14.9% in 17/18 to 9.2% in 18/19. The percentage categorised as a red fell from 3.1% in 17/18 to 1.9% in 18/19. The percentage categorised as green has continued to increase from 19.7% in 16/17 to 36.4% in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	41.7%	50.2%	6.6%	1.5%
2017	34.0%	54.5%	9.2%	2.4%
2016	27.5%	58.0%	12.0%	2.6%
2015	22.7%	59.8%	14.4%	3.1%
2014	13.6%	63.9%	21.5%	0.9%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	36.4%	54.4%	7.3%	1.9%
2017	28.7%	56.4%	11.8%	3.1%
2016	19.7%	61.5%	15.7%	3.1%
2015	12.5%	65.5%	18.4%	3.5%
2014	9.1%	59.4%	28.4%	3.0%

Primary

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 11.0% in 16/17, 8.0% in 17/18 to 5.4% in 18/19. The percentage categorised as a D has fallen from 1.4% in 16/17 to 0% in 18/19. The percentage categorised as Grade A has increased significantly from 28.2% in 16/17, 35.5% in 17/18 to 44.1% in 18/19.
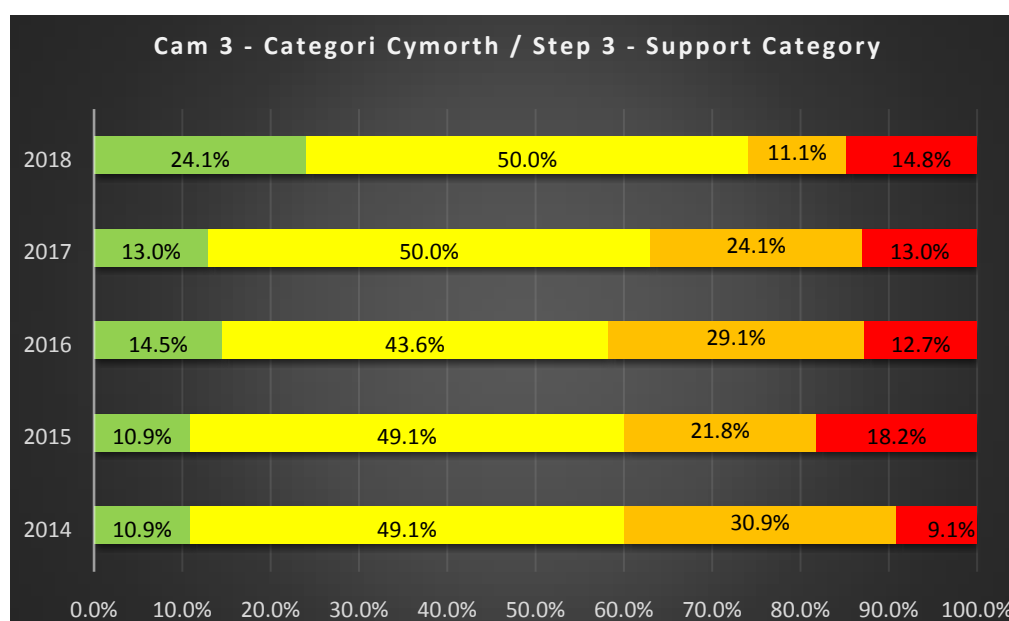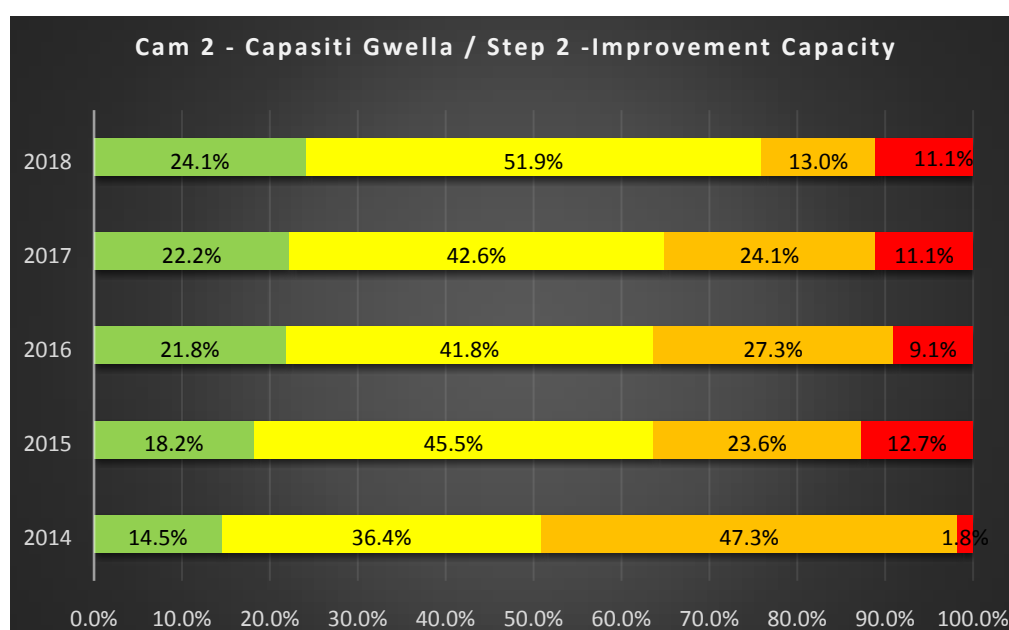
The percentage of schools categorised as red and amber for Step 3 has again decreased from 15.2% in 16/17, 11.6% in 17/18 to 6.6% in 18/19. The percentage categorised as a red decreased from 1.7% in 17/18 to 0.0% in 18/19. The percentage categorised as green has increased significantly from 20.2% in 16/17, 30.7% in 17/18 to 38.1% in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	44.1%	50.4%	5.4%	0.0%
2017	35.5%	56.5%	6.8%	1.1%
2016	28.2%	60.8%	9.7%	1.4%
2015	23.4%	62.0%	13.0%	1.6%
2014	13.4%	68.0%	17.7%	0.8%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	38.1%	55.3%	6.6%	0.0%
2017	30.7%	57.7%	9.9%	1.7%
2016	20.2%	64.6%	13.8%	1.4%
2015	12.8%	67.9%	17.9%	1.4%
2014	8.8%	61.0%	28.1%	2.1%

Secondary

The percentage of schools categorised as Grade C and D for Step 2 has decreased from 36.4% in 16/17, 35.2% in 17/18 to 24.1% in 18/19. The percentage categorised as a D has remained fairly constant 9.1% in 16/17 (5 schools), 11.1% (6 schools) in 17/18 and 11.1% (6 schools) in 18/19. The percentage categorised as Grade A has increased from 21.8% in 16/17 to 24.1% in 18/19.
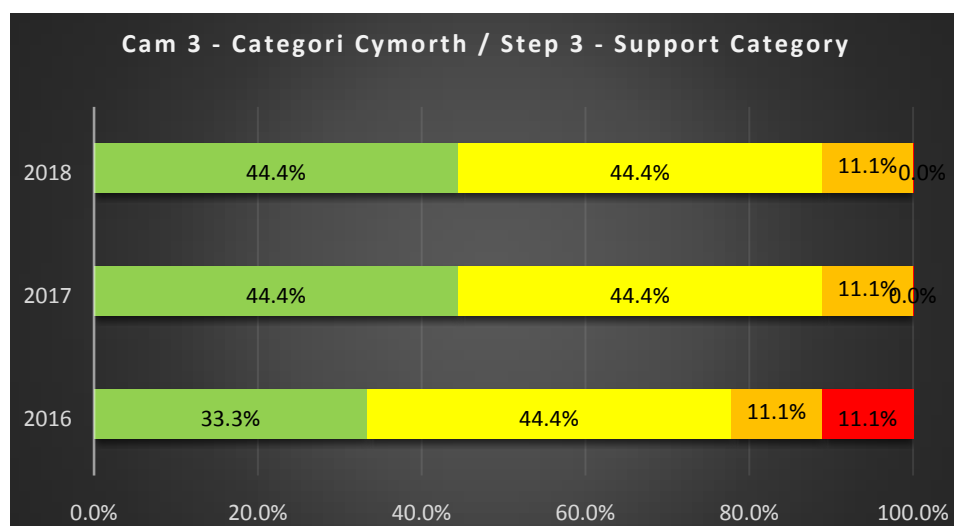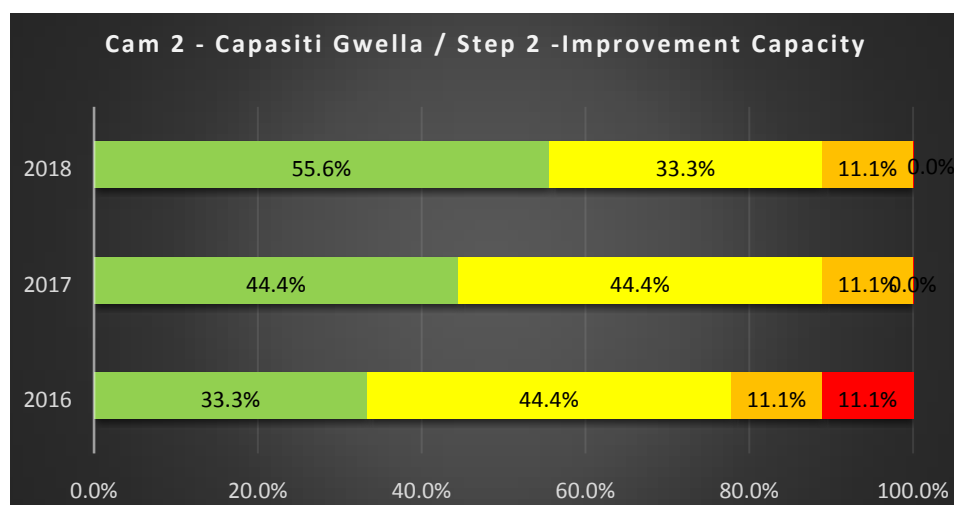
The percentage of schools categorised as red and amber for Step 3 has decreased from 37.0% in 17/18 to 25.9% in 18/19. The percentage categorised as red increased slightly form 13.0% in 17/18 (7 schools) to 14.8% in 18/19 (8 schools). The percentage categorised as green increased significantly form 13.0% (7 schools) in 17/18 to 24.1% (13 schools) in 18/19.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	24.1%	51.9%	13.0%	11.1%
2017	22.2%	42.6%	24.1%	11.1%
2016	21.8%	41.8%	27.3%	9.1%
2015	18.2%	45.5%	23.6%	12.7%
2014	14.5%	36.4%	47.3%	1.8%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	24.1%	50.0%	11.1%	14.8%
2017	13.0%	50.0%	24.1%	13.0%
2016	14.5%	43.6%	29.1%	12.7%
2015	10.9%	49.1%	21.8%	18.2%
2014	10.9%	49.1%	30.9%	9.1%

Special

The percentage of schools categorised as Grade C and D for Step 2 remains at 11.1% (1 school) having decreased from 22.2% (2 schools) in 2016-17. No special school was categorised as a D in 17/18 and in 18/19. The percentage categorised as Grade A has continued to increase from 33.3% (3 schools) in 16/17 to 44.4% (4 schools) in 17/18 to 55.6% (5 schools) in 18/19.

The percentage of schools categorised as red and amber for Step 3 remains at 11.1% having decreased from 22.2% (2 schools) in 16/17. No special school was categorised red in 18/19 and in 17/18. The percentage categorised as green remains at 44.4% (4 schools) having increased from 33.3% (3 schools) in 16/17.

Cam 2 - Capasiti Gwella / Step 2 -Improvement Capacity

Year	Green	Yellow	Amber	Red
2018	55.6%	33.3%	11.1%	0.0%
2017	44.4%	44.4%	11.1%	0.0%
2016	33.3%	44.4%	11.1%	11.1%

Cam 3 - Categori Cymorth / Step 3 - Support Category

Year	Green	Yellow	Amber	Red
2018	44.4%	44.4%	11.1%	0.0%
2017	44.4%	44.4%	11.1%	0.0%
2016	33.3%	44.4%	11.1%	11.1%

3. **EMERGING QUESTIONS TO HELP THE JOINT COMMITTEE, LA OFFICERS AND SCRUTINY COMMITTEES TO EVALUATE PUPIL PROGRESS, STANDARDS AND PERFORMANCE**

Teacher assessments

- Why do Foundation Phase, KS2 and KS3 outcomes appear to be lower over the past two years?
- Why does the regional ESTYN profile and GwE intelligence gathering contradict falling outcomes at Foundation Phase?
- How effectively is progress and value added data analysed and reported so as to strengthen performance and improve standards?
- To what extent are schools adopting rigorous assessment tracking for all learners of all ages?
- How do schools use baseline assessment data to target and plan intervention needs?
- Are individual learners and groups of learners correctly identified and effectively supported?
- Have schools developed effective self-evaluation arrangements which go beyond end of key stage performance data to identify what they are doing well and what needs to change?
- What actions are leaders undertaking with classes that consistently underperform?
- How robust are in-school standardisation and cluster moderation procedures in schools?
- What monitoring processes are in place to ensure that schools set appropriate targets?
- Are schools ensuring that there is a broad and balanced curriculum and not fixated on a narrow set of subjects and areas of learning?
- What school data can be used for Local Authority self-evaluation purposes and how can this be presented?

Key Stage 4

- To what extent are all schools embracing the national change in direction and behaviour to maximise the performance of individual pupils across the ability range? Do school leaders have a clear vision for what to change and why?
- Have all schools developed effective self-evaluation arrangements which go beyond examination performance data to identify what they are doing well and what needs to change?
- How appropriate is the schools' curriculum across the region? Have all schools robustly evaluated the impact and contribution of individual non-core subjects into the revised C9 measure? Is this supported by leaders making effective and timely use of Welsh Government bulletin up-dates?
- Are current internal accountability and QA processes robust enough to ensure consistent performance by individual pupils across their option choices i.e. are leaders effectively addressing In School Variance?
- What actions are leaders undertaking with departments that are outperforming the school average and with those that are underperforming?
- To what extent do individual departments forensically analyse the data shared by WJEC on subject performance?
- To what extent do all departmental staff, across the range of subjects, understand the assessment weighting for each specification? How does this effectively impact on their planning and delivery and, where relevant, the understanding of grading, awarding and reporting?

- To what extent are departments making effective use of the Chief Examiner's annual report which highlights strengths and weaknesses of performance?
- Many schools have members who are WJEC examination markers. To what extent are their expertise fully utilised within and across schools?
- Why has the performance in English dropped significantly in a number of historically strong performing departments?
- Why is there a variance in a number of regional schools between the performance of Mathematics and Maths-Numeracy?
- How well do current 14-19 local strategies ensure that funding is effectively used to deliver appropriate experiences and qualifications for targeted groups of pupils and to what extent do they contribute to the revised interim measures in each local authority?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for EOTAS? To what extent has their performance in 2019 impacted on local authority outcomes?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for Special Schools (145 pupils in Year 11) and Units? To what extent has their performance in 2019 impacted on local authority outcomes?
- Within the region there are 247 EOTAS pupils in year 11 – by grouping them together this is a larger cohort than what we have in any school. To what extent are leaders and staff within PRUs supported and skilled to clearly identify how best to maximise the performance of individual pupils across the revised performance measures?

4. 2019-20 BUSINESS PLAN PRIORITIES

The main areas for development, identified from self-evaluation, are priorities in our Business Plan for 2019-2020.

The Management Board and the GwE Joint Committee have approved our strategic objectives and priorities for improvement for 2019-20. The Business Plan is in 6 sections and is aligned with 'Education in Wales: Our national mission', clearly noting the contribution of the service to the transformation agenda.

The Business Plan links with more detailed service plans, with measurable targets for improvement and clear success criteria in order to accurately measure the region's progress. Progress against the Business Plan is reported on a quarterly basis, in line with the Accountability Framework (Appendix 3).

Each Local Authority has a detailed business plan which has been agreed upon by the head of service and the lead Core Advisers. In each plan, there are details about key issues pertaining to the local authority along with a unique improvement plan to address specific challenges. Progress towards meeting agreed outcomes on a local authority level is reviewed on a regular basis.

Our strategic objectives for 2019-20 are:

1: **Developing a high-quality education profession:**
- 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.

2: **Inspirational leaders working collaboratively to raise standards:**
- 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.

3: **Strong and inclusive schools committed to excellence, equity and well-being:**
- 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.

4: **Robust assessment, evaluation and accountability arrangements supporting a self-improving system:**
- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

5: **Transformational Curriculum**
- 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.

6: **Business**
- Ensure that GwE has strong governance and effective business and operational support that provides value for money.

Our main priorities for improvement for 2019-20 are:

1: **Developing a high-quality education profession:**
- 1.1 Support schools to improve performance in the secondary sector
- 1.2 Cymraeg 2050 – A million Welsh speakers
- 1.3 Support Bangor and Chester University to develop high quality ITE provision

2: **Inspirational leaders working collaboratively to raise standards:**
- 2.1 Provide development programmes across the work force to ensure high quality leadership
- 2.2 Support secondary schools to improve middle leadership performance
- 2.3 Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

3: **Strong and inclusive schools committed to excellence, equity and well-being:**
- 3.1 Supporting vulnerable learner's strategy
- 3.2 Further develop LAC strategy
- 3.3 Work with LA and Schools to best prepare for Additional Learning Needs transformation

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system:

Support schools to improve performance in the secondary sector:

    4.1   Develop tracking and assessment systems

    4.2   Develop accountability and management systems

    4.3   Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

5: Transformational Curriculum:

    5.1   Preparing a Transformational Curriculum

    5.2   Improve the quality of teaching, taking account ofthe 12 pedagogical principles **(**Successful Futures**)**

6: Business:

    6.1   Undertake a budget and workforce review.

Tuag at Ragoriaeth
Towards Excellence

REPORT TO THE JOINT COMMITTEE

27 NOVEMBER 2019

Report by: GwE Managing Director

Subject: GwE Resources & Scope

1.0 Purpose of the Report

1.1 The report outlines the current resources & scope of the regional service.

2.0 Background

2.1 The North Wales Regional School Effectiveness and Improvement Service (GwE) was established in April 2013.

2.2 Following the establishment of the new North Wales School Effectiveness and Improvement Service in April 2013, Welsh Government published a Guidance Document that outlined a National Model for Regional Working (Februrary 2014).

2.3 North Wales Local Authorities, retain the statutory responsibility for school effectiveness and standards.

2.4 The Joint Committee approved the efficiency savings target implementation plan at the last meeting & have therefore implemented the cumulative £206,485 budget cut for this year.

3.0 Considerations

3.1 As yet, GwE have not received an indication of what the forthcoming financial year might bring, to model potential impact and effect.

3.2 The report outlines the scope of the core budget work at school and LA level.

3.3 The prime mission and purpose is to support school improvement by:

- providing support and challenge for schools to improve learner outcomes
- coordinating and facilitating the professional development of the workforce
- improving leadership capacity to develop a self-improving system.

3.4   The report also outlines Welsh Government requirements to deliver and report against their priorities & grant streams.

4.0   Recommendation

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

4.2   Determine if there are any aspects of the report that they wish to discuss further at a future meeting.

5.0   Financial Implications / Risks

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 report has been discussed with the GwE Management Board & the North Wales Leadership Board.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

The report give the Joint Committee an appropriate opportunity to take an overview of GwE's circumstances in the context of the current financial position. It accords with its role in overseeing the work of the service.

Statutory Finance Officer:

I confirm the accuracy of the financial facts / figures in paragraph 2.4 of the covering report and in the first part of the appendix. I note from the detailed appendix the very wide range of programs and activities that GwE is responsible for. Of course, it would be more beneficial if the Government allocated the funding without all of these specific grants' conditions, with more flexibility and discretion for us to prioritize all of the resources within the region.

Resources and GwE Scope

GwE have implemented their cumulative £206,485 budget cut this year and reported the consequent balanced budget to the Joint Committee in September.

As yet, we haven't had an indication of what the forthcoming financial year might bring, to model potential impact and effect. The cuts GwE have implemented have all been in the primary sector and at senior leadership level. In this academic year, we have reduced the primary team by 1.4 FTE and not replaced an Assistant Director post.

The secondary sector is still the priority, with much work still needing to be done across the LAs. We have two significant resource pressures, namely:

- Local Authority inspections – 47 days per inspection; and
- WG Reform Journey and the increase in the need to micro manage grant spend and report on impact.

Below is the scope of the core budget work at school and LA level then followed by a table showing Welsh Government requirements to deliver and report against their grant streams.

SCHOOL IMPROVEMENT PROGRAMMES AND ACTIVITIES

Prime mission and purpose is to support school improvement by:
- providing support and challenge for schools to improve learner outcomes
- coordinating and facilitating the professional development of the workforce
- improving leadership capacity to develop a self-improving system.

Working with schools:

All schools have a Link Supporting Improvement Adviser.

Checking and validating the quality of strategic documents and providing support where improvements are required.

Supporting scrutiny, observation and evaluation activities in schools and assisting in validating judgements.

Supporting the work of identifying main priorities for action and the specific steps required to drive improvements.

Pre and post inspection guidance and support for schools.

Preparing and delivering a specific '*Support Plan'* for every secondary school.

Providing access to assessment and progress tracking tools and to intervention programmes.

Providing access to the G6 information management system.

Providing guidance and support on the national reform journey.

Providing guidance and assistance to respond to the Curriculum for Wales requirements.

Facilitating and supporting pathfinder Peer Engagement projects.

Delivering professional development programmes that offer a learning pathway for leadership:
- development programmes for middle leaders
- aspiring leaders programme
- post-16 leaders programme
- aspiring head teachers programme
- development programme for experienced head teachers

- '*excellence and innovation*' programme for HTs
- small school and federal school leaders' programme
- NPQH

Delivering professional development programmes that offer a learning path for Teaching Assistants:
- induction programme
- programme for more experienced practicioners
- programme for Teaching Assistant leaders
- programme for Higher Level Teaching Assistants

Providing induction training for new teachers [NQT].

Arranging and coordinating networks to support leaders in schools:
- Secondary Deputy Heads Network
- Curriculum Co-ordinators' Network
- MAT Co-ordinators' Network
- 16+ Leaders' Network
- 16+ Subject Network
- Welsh Network [KS3/KS4/KS5]
- English Network [KS3/KS4/KS5]
- Mathematics Network [KS3/KS4/KS5]
- Science Network [KS3/KS4/KS5]
- Literacy and Numeracy Co-ordinators' Network

Providing training programmes on specific aspects of work in the Foundation Phase and KS2.

Providing subject based training programmes in KS3, KS4 and KS5.

Providing specific support for new Heads of Department in core subjects.

Providing access to specific programmes to improve the quality of teaching and learning e.g. OLEVI ITP and OTP.

Leading a regional action research project with Shirley Clarke to improve teaching and learning.

Providing support materials for teaching and learning and supporting schools to use them appropriately.

Collaborate with departments and individuals to jointly plan, co-present and model good practice.

Providing access to wellbeing support programmes:
- Nurturing
- Dealing with attachment difficulties and trauma in education
- Talking and drawing therapy
- Grief and bereavement
- Disclosure for schools

Supporting primary/secondary cluster collaboration.

Supporting standardisation and moderation in KS2/KS3.

Disseminating information and facilitating access to good practice.

Contributing to cluster/county training days as requested.

Working with the Authority:

All authorities have a link Core Lead.

Producing annual analyses of school performance.

Conducting risk based monitoring visits to all schools and reporting on findings.

Categorising schools in accordance with the requirements of the national model.

Preparing the authority's pre-inspection reports when schools are inspected.

Presenting regular progress reports to senior leaders in the Authority and attending the monthly Quality Standards Board meetings.

Preparing reports and attending the Authority's scrutiny meetings.

Contributing to the Head of Education's annual report.

Contributing to the Authority's governor training programme.

Preparing relevant evidence and attending the Authority's termly meetings with Estyn.

Contributing to the Authority's preparations for inspection.

Contributing to the processes of appointing senior leaders in schools [and middle leaders as required].

Representing the Authority at Head teachers' Performance Management meetings.

Attending the Authority's strategic meetings for head teachers to offer guidance and support on specific areas and aspects

Work with the Authorities to develop the use of Welsh.

WELSH GOVERNMENT GRANTS 2019-2020

GwE administer & deliver the regional education grants from WG. During 2019/20 the following grants have been awarded to the region:

Grant Name	Requirements
Regional Consortia School Improvement Grant	
Digital and Curriculum Pioneer Schools	The funding supports the engagement of Digital & Curriculum Pioneer schools.
Core Consortia Support for Design and Development of the new curriculum	The Funding supports the preparation of pioneer schools and all schools and consortia to work with the new curriculum from 2022, ensuring all schools have experience of curriculum and assessment arrangements and are involved in the development process. By 30 September 2019, as a condition of this element of the funding, progress on the readiness of schools is required. This includes in particular the percentage of schools within the region to have benefited from additional direct investment in preparation for the new curriculum.
Assessment for Learning (AfL)	This funding must be used to support: • Delivery of the National Training Programme; and • Further development of the National Training Programme for AfL. The intended outcome is improved classroom practice with assessment for learning practices consistently embedded in pedagogy leading to improvements in learner attainment. You will agree with our policy lead to report Information on activities supported by the funding and any evidence of impact.
Welsh Language Use Framework Inc. Welsh Language Charter (Welsh medium schools	The Funding supports the preparation of the workforce to deliver a transformational approach to the learning, teaching and assessment of the Welsh language and the implementation of the *Welsh in Education: action plan.* You will agree the requirements of the Funding for Welsh language policy expectations within 6 weeks

	of the award of Funding. You will agree with our policy lead how you will evidence value for money and demonstrate evidence of local need and local delivery based on regional strategic planning.
Engaging non-pioneers in curriculum reform	Funding for the engagement of non-pioneer schools in curriculum reform
Modern Foreign Languages (Global Futures)	Funding for lead school/s (secondary) in each education consortium to work with partner schools to improve the teaching of MFL and to build capacity. Support for lead schools to work with Language Institutes, HEIs (including the Open University) to provide opportunities and support for the teaching and learning of languages.
National Numeracy Test Support	Administering the National Tests on behalf of WG
Literacy and Numeracy Grant	Funding to continue to provide direct support for literacy and numeracy to support further improvements in 2019-20 as part of a self improving system, this is in addition to the funding provided via the EIG.
Professional Learning Pioneer Schools	The funding supports the engagement of Professional Learning Pioneer schools
Learning in a Digital Wales (LiDW) – Phase ll CPD	The funding must be used to measurably increase the overall usage of the Hwb platform and associated tools and resources by schools in your region year on year. Consortia agree with WG policy lead the requirements within 6 weeks of the award of Funding.
Coding and Digital Skills	Support the development of coding skills for young people in Wales and the teaching of coding skills both in and outside of the classroom.
Primary LNF Oracy Scheme for Wales	Regional delivery of support on oracy will: - Be based on the four purposes of the curriculum and focus on the pedagogical approaches outlined in Successful Futures. - Strengthen existing school to school working (including funded non-maintained settings) and professional learning approaches in relation to oracy so that capacity within schools and settings is increased. - Be based on the expectations of the LNF and its oracy strand which is designed to help teachers embed literacy and numeracy into all subjects with the expectation that all leaners become accomplished in oracy across the curriculum. - Be founded on evidence based approaches and Foundation Phase pedagogy of being child-centred, child-led, practical, experiential and skills-based and in line with the Successful Futures pedagogy. - Align with provision funded by PDG and be based on approaches that are proven to support all learners. - Join up with National Professional Learning Model and be shared by the four regions to facilitate joined up delivery and develop a national approach to oracy. - Be monitored using an outcomes based approach.
Higher Level Teaching Assistant (HLTA)	To deliver the HLTA programme.
Professional teaching standards	Support the introduction of new professional teaching and leadership standards and the development of professional standards for assisting teaching (for learning support staff in schools).
National Network for Excellence in Science and Technology (NNEST)	Support science and technology teaching and learning in schools through a Network of Excellence approach. Action will include delivery of schools events, teacher workshops, development of the Hwb based online NNES&T zone, and specific Research commissions.
Foundation phase Network (FPEN)	Develop and implement a Foundation Phase Excellence Network (FPEN), to support improvements in the delivery of the Foundation Phase curriculum, including through sharing effective practice and professional learning to improve delivery of the Foundation Phase curriculum.

Welsh – professional development – consortia funding (some lines combined)	The funding must be used for action to deliver a professional learning programme to develop the Welsh language skills of all practitioners and effective methodology for Welsh-medium and bilingual teaching.
Digital Competence – Professional Learning Offer (PLO)	Consortia will support the development of the Professional Learning approach by supporting, gathering feedback and testing and refining the developing approach.
Darpariaeth Safon Uwch/A Level Improvement	The funding must be used to provide support to improve teaching and learning of A Levels and the post-16 Welsh Baccalaureate. Welsh Government will be appointing a secondee to work with schools and regional consortia to develop a national plan to support this work in the longer term.
Teacher/Workforce Supply (ITET) and ITE partnership pilots	The funding must be used as follows: • Regions must work collaboratively in making a total of £200,000 available across Wales - £33,000 per university (Caban from GWE region, Aber, Trinity and Swansea from ERW, Cardiff Met from Central South and USW from EAS) • The relevant section of the grant award letter will be copied to USCET and the Heads of ICT in the Universities
Part time and work based ITE	This funding must be used to release an individual from their day to day duties for 2 days per week to work with the Open University to develop and implement the new alternative ITE routes. These new routes require the Consortia working in partnership with the Open University, the other Consortia and schools, to ensure that; they meet the accreditation requirements, high quality candidates are recruited and a robust implementation of the new routes to meet the shared vision of a pan-Wales provision.
Modern Foreign Languages – building capacity in the primary sector.	Provision to build capacity to teach international languages in primary schools in preparation for the new curriculum. This is to include the amount to be allocated to the Open University's 'Learning to Teach Languages in Primary Project'.
Digital competence framework	As part of this funding WG expect support for digital competence based on regional needs to be provided. The aim is to further embed the DCF across the curriculum.
Professional Teaching awards Cymru (PTAC)	The consortia will be expected to facilitate the judging of the Professional Teaching Awards Cymru by providing support on the development of the awards and specialist advice in relation to the nominations.
PL Cluster funding - non Pioneer Schools	Funding is awarded to incentivise professional learning enquiries taken forward with cluster partners.
PL Cluster funding - Pioneer Schools	Funding to support engagement work.
Support collaborative working and help develop capacity in consortia	Action to extend the depth and impact of collaborative working and develop capacity in consortia.
Future Leadership (Aspiring, middle leaders incl. coaching and mentoring support)	• To develop the next generation of head teachers and ensure that they supported and well prepared for the crucial role of headship, are offered a sustained professional development programme to support them in to post; • Develop further the skills, expertise and knowledge of the regions existing cadre of successful leaders to enable them to offer wider system leadership as we move towards a school-led system, and new school organisation models such as federations; • Provide a coherent development along the professional learning pathway from ITE to executive head teacher, including developing coaching and mentors; • The leadership pathway will help to ensure that all practitioners will have access to development opportunities throughout their career
New and Acting Heads (pre NMSH)	To deliver the New and Acting Heads programme.
National Professional Qualification for Headship (NPQH)	To deliver NPQH to support the new Professional Standards for Teaching and Leadership and Our National Mission. Both are key aspects of the action plan to equip Wales with inspirational leaders who can work collaboratively and are committed to raising standards and reducing the attainment gap. It is therefore vitally important that the next generation of head teachers are developed and supported to ensure that they are equipped to face the challenges of headship and to embed the role of head teachers as leaders of change in our system. As part of this funding you will be expected to:

	• maintain the quality threshold so that candidates are only accepted onto the programme that have a high likelihood of successfully completing and progressing to a headship position (assuming one is available) within 2 years; • take into account any pressure points and areas of need (such as the need for Welsh Medium heads) when considering candidates and prioritise appropriately and • ensure consistency of delivery across the regions and they are in line with the Professional standards for Leadership.
Building capacity in leadership	The funding is ring fenced for the secondment of a member of staff to work nationally on Leadership programmes and to support the Academy.
Extend the impact and dept of collaborative working, including through federation	Action to include consortia working to ensure all schools are engaged in partnership working, including as formal federations, with other schools and wider partners, in the interest of sharing best practice, resources and expertise.
Collaborative Research & Evaluation, supporting evidence-based practice across regions	Action to support evidence based approaches to raising standards. The funding will support enhanced research an evaluation capacity building within the Consortium linked to Higher Education Institutions.
Develop schools learning as learning organisations – criteria 3 funding.	Funding to provide support & engagement in developing schools learning as learning organisations.
Leading Collaborative Learning Project	This will explore new approaches to teaching, learning and leadership implied by schools' commitment to the National Mission, particularly at secondary level and particularly in relation to the changes being brought about by the new curriculum. The project will engage Dr Lyn Sharratt, whose book 'CLARITY: What Matters MOST in Learning, Teaching, and Leading' will form the basis of the professional learning in the project. The project will be evaluated by Swansea University and regions and schools involved will be expected to work with Swansea University on a regular basis.
Facilitate the Evaluation of Professional Standards	An independent evaluation of the impact of professional standards for teachers, leaders and support staff will run from October 2019 to July 2022. As part of the work, researchers will engage with stakeholders including governors, mentors, challenge advisors, ITE tutors and appropriate bodies for induction. The Welsh Government will make funding available to consortia in recognition of the additional work involved in working with the researcher to identify individuals willing to take part in the evaluation.
E-Learning Project	There are significant risks, approaching publication of the final curriculum documentation, of mixed messages across the system, conflicting advice about key aspects of reform, and disruption from confusion about how to move forward. This element of funding supports a common PL programme aligned to a Professional Learning Journey covering progressive curriculum development supported by a common resource-set for use by the regions and schools and a delivery system (Hwb) to enable practitioners who cannot access 'live' PL to access the information digitally. The purpose of the funding is to support a national network of e-resources for schools to collate digital learning resources in their own setting and author new professional learning e-resources across the professional learning journey. Resources will need to be accessible in a variety of media formats for a range of external audiences from senior leaders to teaching support staff.
External policy advice / support of the 16-19 PECT policy team	This grant is to secure the support of five secondary headteachers or heads of sixth form identified by the Regional Consortia to work in an advisory capacity for one day each per week in term time from September 2019 to March 2020, with progress reviewed in February 2020. Their role will be to help inform policy making and stakeholder engagement for the Tertiary Education Research Bill.
HLTA: Development of the Teaching Assistant Learning Pathway (TALP)	Our National Mission promises to develop a high quality education profession. Delivering on that objective included the newly developed professional standards for assisting teachers which were published in July 2019 for use in schools from September 2019. The Welsh Government is working in partnership with the Regions to enable teaching assistants to improve their skills, commit to professional learning and facilitate clearer pathways to the role of higher level teaching assistant (HLTA). This one off payment to Regions is to support the development of the Teaching Assistant Learning Pathway (TALP), specifically the work needed to ensure that the learning pathway aligns with the new professional standards for assisting teachers.
International Conference	This funding supports the international conference hosted by the GwE consortium.

HEI Accreditation Manager	One full time manager in each region to manage the C&M rollout
Education Improvement Grant (including Foundation Phase)	**Foundation Phase** The Funding must be used to support the Foundation Phase staff to learner ratios as part of the delivery of a high quality and effective Foundation Phase curriculum (including payment for supply cover for absences other than for training purposes) working towards or to achieving the Foundation Phase ratios of 1:8 for 3 to 5-year olds and 1:15 for 5 to 6 year olds. The Funding must also be used to support Foundation Phase practitioners in non-maintained settings to deliver high quality education provision. You and the consortium must be able to confirm that your distribution formula for the Funding supports schools and settings to deliver the Foundation Phase in accordance with the ratios. **Support for Welsh in Education Strategic Plans** The Funding must be used to support the delivery of local authority Welsh in Education Strategic Plans in working towards the aims of Cymraeg 2050. **Challenge Advisers and School Development Plans** Challenge advisers will provide support and challenge to schools to ensure their school development plans appropriately reflect their improvement journey and local priorities.
Pupil Development Grant	From April 2019, the PDG will be allocated to support: • learners who are eligible for free school meals and who are educated in maintained schools • eligible learners who are singly-registered in pupil referral units (PRUs) and education other than at school (EOTAS) • eligible learners in early years settings where the Foundation Phase is delivered • looked after children (LAC), and former LAC who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15 The PDG Funding should be used to: • develop staff, both teaching and support, in the use of practice such as metacognition, growth mind-set and quality feedback, that are currently viewed to be the most effective for learners from deprived backgrounds. • intervene early to address weakness, particularly in literacy and numeracy. This applies to early years but is also relevant at the start of secondary school and at any point that a weakness is observed. • ensure that increased resources are targeted at Key Stage 3, both in the classroom and in enrichment activities and raising aspirations, while recognising the importance of Year 11 for all learners. In support of the principles of early intervention and prevention, the Minister for Education expects secondary schools to deliver an aspiration of 60% of PDG invested in Key Stage 3 learners. • identify where and when support is required using appropriate diagnostic and tracking systems and what this looks like. We are asking you to set out how you will work with schools to ensure that effective use is made of the PDG to improve outcomes for learners who are eligible for free school meals (eFSM) in maintained schools. In particular, we want to know how you will ensure schools: • monitor and evaluate the impact of the funding; • adopt a more equitable approach to funding to ensure that greater investment is made at Key Stage 3; • receive the necessary support to enable Head teachers to identify, use and evaluate chosen approaches to ensure continued effective improvement.

We ask that you continue to work with maintained and non-maintained early years providers to ensure they are making effective use of the grant, whilst strengthening your links with the non-maintained settings.

We ask you consider cluster models when determining the most effective use of funding to support the delivery of improved outcomes for disadvantaged learners. The Welsh Government acknowledges new schools will come on stream after the data collection period. We would expect you to continue to manage funding of schools that are closing; amalgamating or new in a strategic and planned manner as you have done previously. Allocations have been fixed for two years and a minimum payment to support schools with no FSM learners in 2016 is provided. Schools with one EYPDG learner and in receipt of the equivalent funding (£700) would not qualify for the minimum payment.

The looked after children element of the PDG, which supports the educational attainment of looked after children and other related groups who have similar needs, will continue to be managed regionally by the consortia. This will allow for continued strategic use of the grant, and you should consider how you will plan, set targets and support learners who are looked after, adopted and subject to care orders through effective use of the grant.

In line with the Welsh Government's looked after children education plan (Raising the ambitions and educational attainment of children who are looked after in Wales) the PDG should be used to meet the costs of identifying a lead coordinator who will retain strategic focus on looked after children in education and ensure the delivery of an agreed, strategic programme of work.

The lead coordinators in each consortium should work with local authorities and schools to identify and share good practice via the online community of practice: http://www.exchangewales.org/careandeducation.

PDG strategic advisers and PDG-LAC coordinators should provide robust, constructive challenge and high quality support to enable head teachers and governing bodies to improve the attainment of disadvantaged learners. This equitable approach will strengthen regional leadership arrangements and ensure greater national consistency in supporting e-FSM learners across Wales.

PDG strategic advisers and PDG-LAC coordinators should facilitate a partnership approach to PDG and raising the attainment of disadvantaged learners across the region and collaboration and consistency at a national level.

PDG strategic advisers and PDG-LAC coordinators will work with the Welsh Government and our Raising Attainment Advocate, Sir Alasdair Macdonald, to strengthen collaboration across Wales and ensure that good practice is shared and built upon. They will be expected to have a strong knowledge of all settings (including non-maintained settings) in the region, including understanding the associated data, to allow them to identify schools that need support to improve and identify best practice so that this is shared regionally and nationally.

Building networks through identification of key leads within every school and establishing a regional 'network of leaders' to support and drive progress will be critical.

Strategic advisers and coordinators will be the point of contact for all schools and settings on effective and evidence based interventions. They will be expected to provide extra support and guidance advising on:
- appropriate interventions based on the latest evidence;
- using whole school approaches;
- the benefits of tracking;
- supporting evaluation of current practices; and
- facilitating regional support networks.

	Consortia are required to present a Pupil Development Grant Support Plan to Welsh Government for approval. Challenge advisers will provide support and challenge to schools to ensure their PDG plan is suitable and to ensure that all schools publish their PDG plan on their website.
Professional Learning Grant (funding distributed via LA's)	The expectation of this funding is to help schools meet the demands of the new National Approach to Professional Learning (NAPL) and enable investment in the elements of the model. The primary purpose of the funding is creating time in schools for practitioners to make the changes to practice they need to make in advance of the realisation of the new curriculum. The funding is to be targeted at the learning required by teachers and learners to prepare them for the new curriculum. The expectation of the funding is that every practitioner is to be given the opportunity to engage with professional learning utilising the funding. It is not reserved exclusively for the use of teachers and leaders and should be used, for example, to also enable access to professional learning for teaching assistants. Schools should publish their Professional Learning plans (either on a school or cluster level) outlining how they plan to support the professional learning needs of all practitioners within their schools and report annually against those plans (again publishing a short report on their web-site). Challenge Advisers within the regions should work alongside schools to consider the plans and in essence sign off to confirm that the plan meets the needs.

Purpose of the funding

The Purpose of the Funding is to support the regional consortium in delivering Welsh Government's aspirations and priorities for schools and education outlined within Ambitious and Learning from our national strategy, Prosperity for All, and the plan of action for education, *Our national mission.*

The Funding must support delivery against WG's national priorities for education, at the centre of which is a transformational curriculum and a focus on four key enabling objectives which your action will support:

- Developing a high quality education profession;
- Inspirational leaders working collaboratively to raise standards;
- Strong and inclusive schools committed to excellence, equity and well-being; and
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The outcomes are supported by a range of measures and key performance indicators.

Funding pre-requisites & requirements

The funding is organised around the following pre-requisites & requirements:

Sustainability and citizen-focused

Initiatives supported by the grant must be sustainable, learner focused, and in line with the Well-being of Future Generations Act.

National Model for Regional Working

The expectations set out in the National Model for Regional Working guidance remain the same and should continue to be followed. The national model governance structures will also be used to monitor progress, including wherever appropriate to evidence the Funding requirements.

Joint consortia working
In line with the expectations set out in the National Model for Regional Working the consortia will work with other regional consortia across Wales to maximise opportunities for sharing good practice and learning across all *Our national mission* objectives, and especially those newer in development, such as wellbeing.

Supporting a self-improving system
Where appropriate, the consortia will facilitate schools, Foundation Phase providers and PRUs' consideration of cluster models, and collaboration across the four consortia regions when determining the most effective use of the Funding to support the delivery of improved outcomes for learners.

Equity of approach
You and the consortium must be able to demonstrate equity of approach across the consortium and its related authorities in delegating the Funding to schools.

Cluster working
Where appropriate the consortia may facilitate the consideration of cluster models for schools, Foundation Phase providers and PRUs when determining the most effective use of funding to support the delivery of improved outcomes for learners.

Value for Money and additionality
You will be expected to evidence the additionality of the Funding, value for money and its impact.
This applies to the total Funding offered within this Award. In addition, evidence of the additionality and impact specifically of the elements of support provided under the Raising School Standards manifesto and Programme for Government commitment within this Award will be expected.

Maximising funding to schools
In planning activity and setting the Application and profile of expenditure evidence of a clear and demonstrable commitment to passporting the majority of funding to schools is required. Assurances of this as part of the Application and quarterly updates will need to be provided to the Welsh Government. For the EIG element a minimum 80% delegation must be maintained.

Minimising administration and management costs
The grant arrangements support efforts to reduce the administration costs of managing the Funding. You will demonstrate and evidence a commitment to maintaining a low level of spend in managing and administering the Funding.

Monitoring requirements

Regional Consortia School Improvement Grant:
- Provide a copy of the consortium business plan and completed outcomes framework.
- Participation in termly review and challenge sessions and submit a short report against the outcomes framework ahead of each termly review and challenge meetings to the Project Manager which will outline evidence of spend, value for money, and progress to date against each *Our national mission* objective
- Ensure access to papers for discussion at Joint Committee and Advisory Board meetings as appropriate through the nominated Welsh Government representative, including self-evaluation reports and regular progress updates against your business plan;
- Present updated reports to the Delivery Board as appropriate; and
- Submit other information as reasonably needed to understand impact, value for money and progress against delivery of the Purposes of the Funding including as and when required by the Minister for Education and the Wales Audit Office.
- meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require; and provide information to support those meetings as reasonably required including without limit:
  i) Regular meetings between consortia Managing Directors and Welsh Government Director of Education and Deputy Directors, with frequency of meetings to be agreed;
  ii) Any meeting the Director of Education may require you to attend;

iii) Attendance at and to support termly Review and Challenge Sessions;

iv) Support opportunities for Welsh Government officers to meet with consortia operational leads;

v) Other reasonable access as required for monitoring progress against delivery of the Purposes.

- ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.

Pupil Development Grant:

- Provide such documents, information and reports which we may reasonably require from time to time in order for us to monitor your compliance with the Conditions including :

    i) a completed Lead Authority Allocation Certificate by 31 December 2020 and

    ii) ensuring progress on this grant is reported to the Welsh Government via the Challenge and Review reporting mechanism. This will be an exception report on progress to date aligned to Our national mission: Education in Wales and include:

        o   setting challenging targets; and

        o   monitoring and evaluating the impact of the funding, risks and issues.

    iii) Meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require. Specifically, half termly joint meetings with consortia PDG strategic advisers and LAC co-ordinators, along with the Raising Attainment Advocate, to discuss how you work with schools to ensure effective use is made of the PDG to improve outcomes for learners who are eligible for free school meals or looked after children.

    iv) In particular we want to know how you will ensure schools:

        o   adopt a more equitable approach to funding to ensure that greater investment is made at KS3;

        o   continue to work with both maintained and non-maintained early years providers to ensure they are making effective use of the grant, whilst strengthening your links with the non-maintained settings;

        o   manage and optimise the effectiveness for EOTAS learners across the region; and

        o   manage and optimise the effectiveness for looked after children across the region.

- meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require;

- ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.

Agenda Item 7

MEETING	GwE Joint Committee
DATE	27 November 2019
TITLE	**GwE Budget 2019/20 – 2nd Quarter Review**
PURPOSE	• To update Joint Committee members on the latest financial review of GwE's budget for the 2019/20 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   The Quarter 2 review estimates a net overspend of £36,503 against the budget (likely acceptable, semi-neutral position in the context of total gross expenditure of over £13m), mainly due to the savings identified by the service during the year.

1.2   No significant change to the nett position estimated in Quarter 1 i.e. an estimated overspend of £39,229.

1.3   The subsequent part of the report explains the reasons to account for the main variances.

2.   FINANCIAL VARIANCES

2.1   **Employees:**
Quarter 2: overspend £45,442 *Quarter 1: underspend (£161,351).*
An overspend of £45,442 following the Joint Committee's decision to ammend the budget to remove the role of one GwE Assistant Director as well as to deduct 1.4 full-time equivalents of Supporting Improvement Advisers (see ' Efficiency Savings Target ' report to the Joint Committee 11/09/19).

The reduction in Supporting Improvement Advisers was implemented from the 1st September 2019, and therefore a one-off overspend is expected in 2019-20.

2.2   **Travel:**
Quarter 2: underspend (£7,697) *Quarter 1: underspend (£5,905).*
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 that established in the budget.

2.3   **Savings to be found**
Quarter 2: Neutral *Quarter 1: £206,485 overspend.*
In Quarter 1 we reported on an expected overspend, as the Joint Committee had not decided on a permanent strategy to implement the savings target. The strategy has now been approved (see ' Efficiency Savings Target ' report to the Joint Committee 11/09/19).

2.4   **Regional Consortia School Improvement Grant (RCSIG)**
Quarter 2: Neutral *Quarter 1: Neutral.*
The RCSIG includes a specific heading for Assistant Director Secondment for one year. As the secondment came to an end on 31 August 2019, and Welsh Government conditions note that funding is specifically for this purpose, it is expected that the remaining balance is reclaimed.

Analysis of full grant below:

Delegated*	£26,064,004
Non-delegated	£ 7,977,648
Total	**£34,041,652**
Grant	£31,555,372
Match Funding	£ 2,486,280
Total	**£34,041,652**

GwE accounts do not include grants distributed directly to schools.

3.   UNDERSPEND FUND

3.1   At the beginning of the 2019/20 financial year, the fund totalled £278,201.

3.2   The fund total (GwE 'general balances') at the end of 2019/20 is estimated at £241,699, having taken into account the net overspend anticipated above.

APPENDICES
Appendix 1: GwE Budget 2019/20 – 2nd Quarter Review

OPINION OF STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

Co-author of report.

GwE JOINT COMMITTEE - NORTH WALES COUNCILS - Budget Review 2019/20 : Second Quarter July - September 2019

	Revised Budget Quarter 1 £	Adjustments £	Revised Budget Quarter 2 £	Estimated Expenditure £	Over / (Under) Spend Net (Quarter 2) £	Over / (Under) Spend Net (Quarter 1) £
Expenditure						
Employees						
Salaries						
- Management, Brokerage, Standards and Administration	975,901	(98,212)	877,689	868,540	(9,149)	(98,212)
- Supporting Improvement Advisers	3,776,051	(108,273)	3,667,778	3,640,768	(27,010)	(63,139)
- Staff on Secondment	60,888	725	61,613	61,613	0	0
- Transferred against 'Specific Projects'	(1,688,385)		(1,688,385)	(1,606,783)	81,602	0
Training, advertising and other employee costs	40,897		40,897	39,975	(923)	0
Building						
Rent (includes services)	166,363		166,363	166,363	0	0
'Specific Projects' usage of offices recharge	(56,496)		(56,496)	(56,496)	0	0
Travel						
Travel Costs	131,811		131,811	124,114	(7,697)	(5,905)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire etc	70,080		70,080	71,345	1,265	0
Information Technology (contribution to renewal fund)	15,841		15,841	15,841	0	0
Audit Fees	11,000		11,000	11,000	0	0
Brokerage	277,230		277,230	277,230	0	0
Gwynedd Council Host Authority Support Service Costs						
Legal	5,498		5,498	5,498	0	0
Human Resources	9,428		9,428	9,428	0	0
Finance	40,770		40,770	40,770	0	0
Information Technology	45,092		45,092	45,092	0	0
Savings to be found - 2018/19	(37,617)	37,617	0	0	0	37,617
Savings to be found - Rent Budget	(11,220)	11,220	0	0	0	11,220
Savings to be found - Supplies and Services deficiency	(41,180)	41,180	0	0	0	41,180
Savings to be found - 2019/20	(116,468)	116,468	0	0	0	116,468
National Model Commitments	469,948		469,948	469,948	0	0
Specific Projects						
Regional Consortia School Improvement Grant	7,977,648		7,977,648	7,977,648	0	0
Pupil Deprivation Grant - Looked After Children	874,000	96,600	970,600	970,600	0	0
Pupil Deprivation Grant - Strategic Advisor	100,000		100,000	100,000	0	0
ALN System Transformation Grant	0	30,000	30,000	30,000	0	0
Cyfanswm Gwariant	**13,097,080**	**127,325**	**13,224,405**	**13,262,492**	**38,087**	**39,229**

	Cyllideb Diwygiedig Chwarter 1 £	Addasiadau £	Cyllideb Diwygiedig Chwarter 2 £	Gwariant Rhagwelir £	Gor / (Tan) Wariant Net (Chwarter 2) £	Gor / (Tan) Wariant Net (Chwarter 1) £
Income						
Core Service Contributions						
- Anglesey Council (10.20%)	(416,697)		(416,697)	(416,697)	0	0
- Gwynedd Council (17.64%)	(720,531)		(720,531)	(720,531)	0	0
- Conwy Council (15.30%)	(624,919)		(624,919)	(624,919)	0	0
- Denbighshire Council (15.26%)	(623,132)		(623,132)	(623,132)	0	0
- Flintshire Council (22.71%)	(927,504)		(927,504)	(927,504)	0	0
- Wrexham Council (18.89%)	(771,761)		(771,761)	(771,761)	0	0
Income from Secondments	(60,888)	(725)	(61,613)	(61,613)	(0)	0
General Income	0		0	(1,585)	(1,585)	
Specific Projects						
Regional Consortia School Improvement Grant	(7,977,648)		(7,977,648)	(7,977,648)	0	0
Pupil Deprivation Grant - Looked After Children	(874,000)	(96,600)	(970,600)	(970,600)	0	0
Pupil Deprivation Grant - Strategic Advisor	(100,000)		(100,000)	(100,000)	0	0
ALN System Transformation Grant	0	(30,000)	(30,000)	(30,000)	0	0
Total Income	**(13,097,080)**	**(127,325)**	**(13,224,405)**	**(13,225,990)**	**(1,585)**	**0**
Total Income over Expenditure	**0**	**0**	**0**	**36,503**	**36,503**	**39,229**

Memorandum -			
The GwE Surplus Fund			
Fund balance as at 1 April 2019		(278,201)	(278,201)
Add/Less - (Under)/Overspend 2019/20		36,503	39,229
Less - Use of the Fund		0	0
Fund balance as at 31 March 2020		(241,699)	(238,972)
Information Technology Renewal Fund			
Fund balance as at 1 April 2019		(55,479)	(55,479)
Add - Contribution 2019/20		(15,841)	(15,841)
Less - Use of the Fund		0	0
Fund balance as at 31 March 2020		(71,320)	(71,320)

REPORT TO THE JOINT COMMITTEE

27 November 2019

Report by: GwE Managing Director

Subject: 2019-20 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 sets out the priority areas for improvement across the region. The Management Board and the GwE Joint Committee have approved the strategic objectives and priorities for improvement for 2019-20.

2.2   Strategic Objectives: The business plan aligns with *Education in Wales: Our National Mission'* (Welsh Government), and reflects the current regional and national priorities:

1.   Developing a high-quality education profession

2.   Inspirational leaders working collaboratively to raise standards

3.   Strong and inclusive schools committed to excellence, equity and well-being

4.   Robust assessment, evaluation and accountability arrangements supporting a self-improving system

5.   Transformational Curriculum

6.   Business

2.3   The priorities and areas for improvement for 2019-20 are based firmly on the findings of the self-evaluation processes and through consultation with headteachers and the local authorities.

2.4   The GwE Business Planning Framework that's in place ensures clarity and strategic coordination in the delivery of the priorities on a local, regional and national level.

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

3.0   Considerations

3.1   The regional business plan set out the priorities across the region. These priorities are those at Level 1 and are the responsibility of the Managing Director. The Joint Committee are ultimately accountable for the delivery against the priorities.

3.2   Level 2 and 3 plans sit below the Level 1 plan and give more detailed information with regard to national, regional and local priorities. The Level 2 and 3 plans provide detail with regard to the actions to be delivered and the outputs and success criteria to be achieved. The 3 level business planning framework developed ensures accountability for delivery and provides the structure for monitoring progress effectively.

3.3.   Enclosed is the Quarter 2 Monitoring Report of the Level 1 Business Plan which provides a progress report on the actions, progress measures / targets and expenditure profile.

3.4   Below is a summary of progress for Quarter 2:

STRATEGIC OBJECTIVE 1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION	Progress (Actions)	Impact (Progress Measures / Targets)	Expenditure profile
Priority 1.1 - Support schools to improve performance in the secondary sector	On track	Partly on track	On track
Priority 1.2 - Cymraeg 2050 – a million welsh speakers	Partly on track	Partly on track	Underspend
Priority 1.3 - Work with Bangor and Chester university to develop high quality ITE provision	On track	On track	On track

through the CaBan partnership			

STRATEGIC OBJECTIVE 2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS	Progress (Actions)	Impact (Progress Measures / Targets)	Expenditure profile
Priority 2.1 - Provide development programmes across the work force to ensure high quality leadership	On track	On track	On track
Priority 2.2 - Support secondary schools to improve middle leadership performance	On track	Pending	On track
Priority 2.3 - Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels	On track	Pending	On track

STRATEGIC OBJECTIVE 3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING	Progress (Actions)	Impact (Progress Measures / Targets)	Expenditure profile
Priority 3.1 - Supporting vulnerable learner's strategy	On track	On track	On track
Priority 3.2 - Further develop LAC strategy	On track	Pending	On track
Priority 3.3 - Work with LA and schools to best prepare for additional learning needs transformation	On track	On track	On track

STRATEGIC OBJECTIVE 4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM	Progress (Actions)	Impact (Progress Measures / Targets)	Expenditure profile
Priority 4.1 - Develop tracking and assessment systems	On track	Partly on track	On track
Priority 4.2 - Develop accountability and management systems	On track	Pending	On track
Priority 4.3 - Further develop accountability arrangements and processes for robust self-	Partly on track	Pending	On track

evaluation and improvement planning			

STRATEGIC OBJECTIVE 5: TRANSFORMATIONAL CURRICULUM	Progress (Actions)	Impact (Progress Measures / Targets)	Expenditure profile
Priority 5.1 - Preparing a transformational curriculum	On track	On track	On track
Priority 5.2 - Improve the quality of teaching, taking account of the 12 pedagogical principles (**successful futures**)	On track	On track	On track

STRATEGIC OBJECTIVE 6: BUSINESS	Progress (Actions)	Impact (Progress Measures / Targets)	Expenditure profile
Priority 6.1 - Undertake a budget and workforce review	Pending	Pending	

4.0 Recommendations

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

4.2 Determine if there are any aspects of the plan that they whish to discuss further at future meetings.

5.0 Financial Implications

5.1 There are no financial implications arising from this report. GwE will operate within the current financial resources.

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   GwE User Groups, County Quality Boards, Headteachers Strategic Forums, GwE Management Board and Joint Committee have been consulted during the development of the Level 1 Business Plan.

9.0   Appendices

9.1   Quarter 2 Monitoring Report.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

I appreciate the Business Plan, which sets out a clear responsibility for the proper operation of business, risk, and value for money, inter alia. Paragraph 5 of the covering report states that GwE will fund any financial implications arising from the Business Plan within its current budget.

GwE

Tuag at Ragoriaeth
Towards Excellence

GwE Business Plan 2019-20

Quarter 2 Monitoring Report

Accountability

Professional Learning

Digital

Welsh Language

Curriculum Development

Assessment

Leadership

ALN

STRATEGIC OBJECTIVE 1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

PRIORITY 1.1 - SUPPORT SCHOOLS TO IMPROVE PERFORMANCE IN THE SECONDARY SECTOR								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Ensure that actions with all schools lead to: • Improvement in the quality of teaching; • Improvement in learning and well-being; • A specific Support Plan which targets leadership and support to reduce any variance in the learning experiences of learners. Ensure that core subject SIAs prioritise the need to work with middle leadership to reduce any variance within departments.	All secondary schools have access to a generic and bespoke programme of support. As a result, every secondary school has an agreed programme of support that helps deliver the identified priorities within a school's improvement plan. Secondary schools have access to specialist support in all core subjects across the region. A comprehensive strategy is in place for improving standards in English, mathematics, science and Welsh across the region. The Core Subject Supporting Improvement Advisers work in close collaboration with link School Improvement Advisers and the secondary Core Lead to challenge and support underperforming secondary school departments. In addition to the bespoke support delivered for secondary		Standards across a range of indicators show increase which is higher than the national increase. Support Plans in all schools endorse the level and nature of the support that is targeted to reduce variance. Better consistency in terms of quality of learner experience across a range of abilities. Leaders on all levels operate more robustly and purposefully when tracking progress and scrutinizing actions across departments. Leaders and departments have access to successful practices and are supported to implement these practices in their individual schools.	GwE and the local authorities have an overall good track record in effectively supporting schools and specifically those causing concern. All secondary schools have a bespoke 'Support Plan' which ensures that GwE support is closely aligned with their SDP priorities. This allows for more effective deployment of resource, regional expertise and best practice. The plans clearly defines how school improvement resources ensure targeted improvements in key priority areas. High challenge and support is targeted in a timely and effective approach leading, in most instances, to an acceleration of the improvement journey in the identified schools, and, where relevant, their removal from Estyn follow-up category. A support programme has been put in place between secondary schools for Core Subjects via local networks		Core Leads and link Supporting Improvement Advisers Subject Supporting Improvement Advisers	April 2019 onwards April 2019 onwards	Core

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
	schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums.			for Heads of Department ensuring access to successful practices. The 'Wave' system has been used effectively to review levels of support. Item level data from all schools has been collated and used to inform planning at departmental level. In addition, 27 secondary schools are trialing 4Matrix system/software where data is used to target ISV. Schools will report on impact during Autumn Term.				

PRIORITY 1.2 - CYMRAEG 2050 – A MILLION WELSH SPEAKERS

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
Ensure effective strategic planning for the growth of Welsh in Education through the Regional Welsh Strategic Board. Develop and deliver a programme of professional learning to ensure that staff have the Welsh language skills and expertise in Welsh-language and Welsh-medium teaching, based on evidence and best practice.	Regional Welsh Strategic Board last met early May. Further discussions to take place at GwE Management Board in November. Regional response to the WESP consultation has been submitted. Training Directory has been created and ready to share with clusters. Promotion of the Sabbatical courses through the GwE		Effective strategic plan for the growth of Welsh in Education in place and operational. Improved provision of Welsh and engagement with high-quality professional learning will improve the quality of Welsh Language pedagogy. Increased numbers of school staff receiving training at the appropriate level to improve their Welsh Language skills.	"Developing Welsh in Education across the North Wales region 2019-22" has been completed – awaiting approval of Management Board. 14 teachers (English medium, primary) have registered for the 2019-20 Welsh in a year sabbatical course. 14 TAs have registered for the higher course September – October 2019. In the process of planning a follow-up course for those who attended the 2018-19 course.		Regional Welsh Strategic Board	July 2019 April 2019 onwards	Welsh – Professional Development

Deliver opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity by promoting enrichment and experiences through the Welsh Charter / new National Framework.	bulletin and the Las continues. The new cluster model will ensure that funding (if needed) will be available for every cluster to access Welsh language skills training. The cluster model is ready for implementation across the region – specific funding linked with this.		Increased enrichment opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity. Schools are effectively collaborating and working in clusters to improve Welsh Language provision and share effective practice and resources in preparation for the delivery of the new curriculum.	The Cluster model will ensure that every school will have access to funding by providing a Cluster Plan e.g. in order to promote the informal use of the Welsh language and developing the Welsh language skills of the workforce. This should promote progression and continuation between primary and secondary schools. Welsh language will have a page similar to ALN Wales on G6 with milestones and an opportunity to share successful practice.			Sept. 2019	Welsh Language Use Framework

<div style="text-align:center">PRIORITY 1.3 - WORK WITH BANGOR AND CHESTER UNIVERSITY TO DEVELOP HIGH QUALITY ITE PROVISION THROUGH THE CABAN PARTNERSHIP</div>

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
Prepare thoroughly to meet the requirements of the EWC Accreditation Visit Support module development and Mentor Programme. Ensure GwE staff are trained to support quality assurance of partnership schools. Ensure GwE contribution to programme delivery and quality assurance.	GwE has supported the successful Accreditation of BA / PGCE programmes and has worked with CaBan and regional schools to co-construct modules. GwE ITE lead continues to attend meetings to begin to evaluate programme and develop reaccrediation. Relevant SIAs to provide specialist input in to module delivery. SIAs and GwE SLT to be updated on CaBan development and impact.		EWC recognises progress made towards accreditation conditions (November 2018). All modules in place and shared with partner schools. CaBan partner schools to include ITE as school priority in G6. GwE /CaBan to ensure quality of all partner schools. CaBan partnership schools work with HEIs and GwE to provide high quality provision and up to date training for new Associate Teachers (ATs).	Successful Accreditation of programmes with EWC (April 2019). Course Modules developed and now in place. Lead Schools identified and successfully trained on module delivery, 'school based days' and programme structure. Network schools identified and action plan for mentor training submitted.		GwE ITE Lead	March 2019 July 2019 May 2019 Sept 2019 – ongoing	ITE

STRATEGIC OBJECTIVE 2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS

PRIORITY 2.1 - PROVIDE DEVELOPMENT PROGRAMMES ACROSS THE WORK FORCE TO ENSURE HIGH QUALITY LEADERSHIP								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Continue to develop and deliver the Middle Leadership Development Programme (MLDP) in order to establish a national MLDP to be presented to NAEL for endorsement. Continue to develop and deliver the regional Aspiring Headteacher Development Programme (AHDP) in order to: 1) ensure quality professional learning opportunities for future leaders across the region; 2) establish a national AHDP / NPQH Development Programme to be presented to NAEL for endorsement.	The MLDP has continued as planned. Presentation Day to be held at Conwy Business Centre on 02/10/19 for the next cohort. Two GwE representatives has participated in the co-construction of a National Programme, which will commence in the autumn term (delivered regionally). The Aspiring Headteacher Programme continued as planned. Presentation Day to be held at Conwy Business Centre on 03/10/19. The Cross Regional Development Group is currently co-constructing a National Aspiring Headteacher Development Programme leading to NPQH, which is due to commence during Spring Term 2020. Briefing meetings for interested teachers will be held during the autumn term.		A wider range of Professional Learning opportunities available to a range of leaders in order to develop present and future leaders. Improvement in the number of high-quality applicants for leadership posts across schools and settings: • 60 individuals successfully applying to / and attending the new National Middle Leadership Development Programme (30 Welsh cohort / 30 English cohort) • 60 individuals successfully applying to / and attending cohort 5 of the programme (30 Welsh cohort / 30 English cohort)	GwE continues to provide consistent, equitable and high-quality development programmes at each stage of the leadership professional learning development pathway, from middle leadership through to experienced Headteachers. 136 participants from across the region have enrolled on the Middle Leadership Development Programme (2 English medium cohorts and 1 Welsh medium cohort). A WG grant has funded additional places (2 more cohorts) specifically for ALNCOs from across the region. 74 participants from across the region have commenced the Aspiring Headteacher Development Programme.		Leadership Programmes Lead	April 2019 onwards Design June 2019. Start date – Sept 2019 June 2019	Future Leadership / New and Acting Heads

Evaluate and review the current NPQH Development Programme. Key findings to influence the development of a new national NPQH Development Programme to be presented to NAEL for endorsement	NPQH - Arrangements in place for the effective running of this programme for this term. All candidates have been awarded a ' leadership coach ' who will start working with them from 14/10/19. All 'leadership coach' will receive training in October. National date scheduled for 15/10/19.		• 50 individuals successfully applying to / and attending the new National NPQH Development Programme • 80% of candidates successful in achieving the NPQH status • Number of individuals that attend the programme will depend on appointments in the Local Authorities	NPQH - 58 applicants have been accepted on this year's programme. The criteria for NPQH candidates have been thoroughly discussed with members of the regional leadership group.		Leadership Programmes Lead	Nov. 2019 May 2019 Ongoing
Continue to provide the professional learning offered through the national New / Acting Headteacher Development Programme that has been endorsed by NAEL and accredited by Yr Athrofa and Bangor University.	New and Acting Headteacher Development Programme - The National Programme has been executed as planned. Regional meetings of LA Leads have aimed at ensuring less county to county variance. The National Development Day will be held in Wrexham on 16/10/19.		• 25 individuals successfully applying to / and attending the new National Experienced Headteacher Development Programme	All New and Acting Headteachers from across the GwE have been invited to The National Development Day. The participants will received presentations from the Managing Director of GwE and the Director of the Leadership Academy.			Sept. 2019 onwards
Deliver the professional learning offered through the national Experienced Headteacher Development Programme that has been endorsed by NAEL and accredited by 'Yr Athrofa' and Bangor University.	Experienced Head teachers- two GwE colleagues have represented the region during the co-construction of a National Development Programme for experienced Headteachers. Headteacher groups have been updated by Core Leads during regional Headteacher Federation Meetings.			Applications for the Experienced Headteacher Development Programme are currently being received from headteachers from across the region. The candidates will be participating in a 360 degree evaluation in November and the first residential event will be held in January 2020.			

	PRIORITY 2.2 - SUPPORT SECONDARY SCHOOLS TO IMPROVE MIDDLE LEADERSHIP PERFORMANCE							

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
Target individuals specifically to attend these programmes. Support Plans in all schools identify which aspects of middle leadership need specific attention leading middle leadership to reduce variance within their departments, particularly teaching and learning quality.	Initial discussions with schools regarding the level of support. The support schemes will be finalised early in the autumn. Schools have been identified to participate in the Peer Engagement programme. Written correspondence and information shared with schools. Training with EDT has commenced. Dates have been set by some clusters for developing collaboration. Middle leaders are encouraged to be part of the model.		Individuals successfully targeted and engaging fully with the programmes. Leadership skills of individuals are strengthened. Quality of actions taken leads to improvements in teaching and learning.	Too soon to measure impact. Some leaders have already been targeted to attend specific development programmes.		Middle Leadership Lead	Sept. 2019 onwards April 2019 onwards	Future Leadership

	PRIORITY 2.3 - DEVELOP PEER ENGAGEMENT MODEL AND PROCESSES WITH SCHOOLS TO ENSURE ROBUST SELF-EVALUATION AND IMPROVEMENT PLANNING AT ALL LEVELS							

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
Develop and implement peer engagement models across the region.	GwE and the six regional local authorities are working in partnership with schools to establish a regional peer engagement model which fully		A regional pathfinder project is in place with a minimum if 100 schools contributing to the work.	Expressions of interest received from 290 regional schools [working as 41 clusters].		Assistant Director / Primary Regional Lead /	May 2019 onwards	Collaborative working

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Work with stakeholders to revise improvement and accountability arrangements and procedures to ensure that they: • Meet national requirements and expectations. • Support the new curriculum developments. • Are robust, fair, cohesive and transparent. • Encourage leaders to shoulder more accountability for improvement in their own schools and in peer engagement schools Support leaders to ensure that all members of staff are enabled to contribute effectively and purposefully to evaluation and improvement arrangements. Ensure that improvement planning and evaluation procedures in all schools: • Include peer engagement	reflects the principles and values that have been identified by Head teachers, and also learn from good practice nationally and beyond. Developing multi-level and multi-tiered peer-engagement, forged and owned by the schools themselves, will also allow establishments to adopt an integrated approach to the national reform journey. The integrated approach will be effectively supported by the local authorities and GwE. The model will be used to underpin a rigorous cycle of continuous development and improvement, and will be an integral part of school improvement in moving to a self-improving system, whilst also supporting those schools that are causing concern.		Local improvement and accountability procedures meet national requirements and expectations. Evaluation procedures are more consistent and robust across and within schools. Leaders at all levels take ownership of accountability for improvement within their own schools and in peer schools. Improvement planning and evaluation procedures in all schools: • Include peer engagement activities; • Focus specifically on the quality of learning and teaching experiences for a range of learners. Robust monitoring programme in place to evaluate the impact of the pathfinder project.	60 schools [working as 10 clusters] will pilot a regional SPP programme whilst 175 schools [working as 28 clusters] will develop a local model. Improvement Facilitator and Peer Reviewer training (Groups 1 to 4) in the autumn term (September – October), and an introduction day to the heads participating in the project. Further training to be undertaken in the spring term. A full evaluation will be undertaken at the end of the pilot phase.		Secondary Regional Lead	

• Prioritise learning and teaching quality improvement for a range of learner abilities Ensure that leaders at all levels are able to work confidently and explicitly when planning and leading teaching and learning improvements and that effective use is made of peers to support the improvement journey.								

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STRATEGIC OBJECTIVE 3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING

PRIORITY 3.1 - SUPPORTING VULNERABLE LEARNER'S STRATEGY								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Refine the decision making and lines of accountability in regard to evaluation and audit of PDG between schools, LA and Consortia. Strengthen the role of the SIA in supporting schools in evaluating progress of	There are clearly defined lines of accountability within the consortia. There is a stronger focus on the monitoring and evaluating the overall performance of e FSM learners across key portfolio areas both secondary and primary. Updated guidance has been		Performance of eFSM learners across the region has increased in line/or by more than the national average increase in the main indicators. Regional Strategic Group to meet on a termly basis with clear terms of reference.	Awaiting 2019 results. Currently in the process of monitoring and evaluating the effectiveness and impact of PDG of schools across the consortia. Paper will be produced to the Mgt Board in January 2020.		Wellbeing Regional Adviser	May 2019 Sept 2019	PDG

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vulnerable learners and use of PDG. Develop person centre approach to capture the voice of all groups of learners. Page 68	shared with all SIA's and Schools in regard to monitoring of grants. Supporting Improvement 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. Work in progress in regard to the learner voice project with sessions facilitated in 3 LA areas.		Yearly audit of all PDG plans available across the region with impact and successful practice shared through G6. Effective use of summative and formative data to target improvement. 70% of regional cluster / school to school collaboration engaged in roll out evidence based practise.	Data, target setting and tracking are effectively and consistently applied to challenge and support schools via the SIA's and are used more effectively within our evaluative processes to ensure we target the right schools. One page evaluation profile captures learner's voice in regards to the impact of the LAC PDG across the region. The evaluation project undertaken by TAPE will be launched in February 2020.			Dec 2019 April – June 2019	

PRIORITY 3.2 - FURTHER DEVELOP LAC STRATEGY								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Implement the LAC PDG strategy measuring impact & evaluation guidance across the region. Implement a consistent data source for sharing of information in regard to	GwE's business plan model and strategy is fully implemented across the region. The eFSM element of the LAC PDG is incorporated into the regional, LA and key portfolio Business Plans.		Performance of LAC across the region has increased in line/or by more than the national average increase in the main indicators. Clear and robust LAC PDG Support Plan in place and approved by Welsh Government.	Awaiting 2019 results in relation to the CRCS data. We have adopted and implemented Welsh Government's new LAC PDG terms & conditions for the grant funding into our regional PDG		Wellbeing Regional Adviser	April 2019 – March 2020 April 2019	LAC

the LA sharing data on LAC with the consortia. Regularly assess and track the progress of LAC across the region	A revised framework for PDG-LAC, co-produced by representatives of ADEW and the regional PDG-LAC co-ordinators, was issued to Directors of Education in March for implementation from April. The revised framework includes a set of core purposes for the regional PDG-LAC lead coordinators role and will enable national consistency to ensure the best educational outcomes for looked after children across Wales. Monitoring systems are in place in relation to children who are looked after – both via the SIA's and the LACE's and LA's. We are working closely with all the Consortia LAC leads to develop a proposed model of tracking, monitoring current data/key indicators of each LAC. Work is also in progress with LAs and GwE in terms of sharing data on key indicators such as attendance/ Exclusions / ALN / in regards to the achievements of LAC.		Framework model implemented across the region via the grant guidance with robust evaluation guidance / system in place. Clear School / Cluster one page profile in place showing evidence of impact of LAC PDG.	LAC terms and conditions, whilst also ensuring regional and local objectives and priorities are meet. Our focus is to increase the cluster approach and ensure targeted schools/clusters are getting access to the regional funds. We are also working closely with the 6 LAs to ensure clear communication and collaboration in regards to additional support and intervention to show evidence of impact of LAC PDG. To date we have 30 cluster projects.			April 2019 – March 2020 April 2019	

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		PRIORITY 3.3 - WORK WITH LA AND SCHOOLS TO BEST PREPARE FOR ADDITIONAL LEARNING NEEDS TRANSFORMATION						

Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Professional Learning Offer in place delivered by LA and GwE. Share practice that is effective across the region to reduce duplication and workload. Cluster and ALN transformation networks established and supported through SIA support. Clusters all have a supporting action plan that identifies next steps in the reform journey. All local authorities, GwE and linked agencies endorse the regional transformation plan and funding priorities	Professional Learning Offer completed, accepted and in place. Cluster leads and ALN SIA's share practice that is effective across the region through G6. ALN transformation cluster work has been established accross North Wales, providing a consistant approach to supporting school readiness to implement the ALN reform. As a result, all schools have an awareness of the reform, have worked with their cluster to identify joint priorities and submitted a cluster action plan. The model ensures that all schools across the region receive accurate, timely and consistent advice and support as we move towards the end of the transformation journey to implementation.		Professional learning offer supports the understanding and delivery of ALN Transformation. Case studies of practice that is successful available on G6 based on work of clusters and LAs. Professional networks in place for Welsh medium, Specialist centres and cluster based model. All schools engaged in the local cluster model and supported financially through the transformation grant. Transformation plan in place and endorsed by elected members.	Schools will have access to the training throughout the forthcoming academic year. All senior leaders and clusters have identified their own professional learning needs to support the implementation which have fed into the 2019-2020 professional learning offer for ALN transformation. Some studies and resources already shared on G6. All clusters and majority of schools are engaged. Innovative work at cluster level has been successfull including defining universal provision, defining high quality teaching and implementing stratagies to communicate with parents and carers. Information shared with elected members.		Additional Learning Needs Transformation Lead North Wales region	Summer 2019 Autumn 2019 Summer 2019 Autumn 2019 June 2019	ALN Transformation grant allocation

GwE Level 1 Business Plan 2019-20
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STRATEGIC OBJECTIVE 4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM

PRIORITY 4.1 - DEVELOP TRACKING AND ASSESSMENT SYSTEMS								
Actions	**Progress - Quarter 2 (Actions)**	**RAG Q2**	**Progress Measures / Targets 2019-2020**	**Impact - Quarter 2 (Progress Measures / Targets)**	**RAG Q2**	**Responsible**	**Target Date**	**Expenditure profile Q2**
Ensure that all secondary schools have robust strategies and tracking systems in place to measure the impact of with-in school variance. Implement pathfinder project with 27 secondary schools to pilot software that assesses in school variation and share successful practice from findings of action research project. Increase schools' use of the primary tracker and further develop to an on-line system: • Tender bid for development • Training for schools and SIAs on the effective use of the system.	Twenty seven secondary schools are piloting a data management system that focuses on highlighting in-school variance. As in-school variance is four times more significant than school-to-school variance, effectively addressing this issue is central to improving performance across the region. Another smaller pilot programme is running to review and develop schools' awareness and tracking of question level analysis. In primary schools, there is clear focus on tracking pupil progress. • Whole School Tracker - Primary Whole School Tracker has been created from the previous Foundation Phase version. • Data Summary Spreadsheet: Year 2 and Year 6 pupil data summary has been provided		Improvement in 2020 regional performance in Capped 9 indicator at KS4 that is greater than the national average increase. Leaders at all levels have access to richer range of data to track progress and successfully target intervention All school have access to training on the effective use of and analysis of individual pupil progress data using the tracker Most schools are using the system well to provide them with accurate progress measures for individuals and groups of learners	The impact of the data summary and tracking schools can be seen in many schools. This includes: • Schools focusing on individual pupil progress from baseline to end of primary education, by both teachers and school leaders. • Schools focusing on progress of groups of learners. • Better consistency throughout schools in teacher assessment and target setting which leads to a more robust self-evaluation and improvement planning. • Using a variety of ways to interrogate pupil data and present the findings e.g. through graphs and charts Many schools who have adopted the tool as their main progress tracker have been identified by ESTYN as effectively tracking learner progress and used as good practice case studies.		Secondary Assessment and Tracking Lead Primary Assessment and Tracking Lead	Sept. 2020 July 2019 January 2020	Collaborative working

• KS2 and 3 moderation: and science meetings. Throughout the region, there was an agreement on the best-fit levels of most schools. Training has been offered to all schools across the region. By request this training is still ongoing. Confirmation of the number of schools and number of schools for each authority will be confirmed in the next quarter evaluation.		All SIAs are confident to support schools on how to use the tracker effectively with schools.	Training given to nearly all primary SIAs during a team meeting which has increased confidence in using the tracker effectively with schools.		

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PRIORITY 4.2 - DEVELOP ACCOUNTABILITY AND MANAGEMENT SYSTEMS

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
Develop and test the application of iCAM within the GwE G6 user interface and data output system for schools (based on entry of individual child variables at secondary school entry). Develop user guidance for schools, pilot sites and robust evaluation, development of additional aspects of iCAM. Liaise with	GwE is working closely with experts from Warwick and Bangor Universities to develop an individual child attainment model (iCAM) to predict attainment and inform child-driven priorities for secondary schools in Wales. The model will be based on historical data from across Wales and, if successful, would dispense with need for arbitrary between-school comparisons for cohorts		iCAM characteristics established and backed by appropriate academic research evidence. Phase 2 simulation run to model output data System adjusted to assess adjustments necessary for interim and proposed performance measures.	Too early to measure impact.		Secondary Assessment and Tracking Lead	Sept. 2020	Collaborative working / Research and Evaluation

G6 to assess the implications of platform integration. Further support schools and GwE staff to develop effective use of G6 as a self-improvement tool.	of children and instead model expectations about individual children's attainment at KS4. Schools and GwE staff are making improved use of the G6 system. The system provides a structure to capture school improvement processes and priorities and collates quantative evidence of a schools improvement journey. Through regular concise communication between schools and GwE, the system focuses on the transfer of live data to support the progress of current pupils. With increased professional dialogue between the SIA and School, it allows for a quicker response from SIAs to assist Schools with areas that need support.		All GwE staff make effective use of G6 to share successful practice with peers. Robust quality assurance arrangements in place. Almost all schools fully engage with G6 and make effective use of self-improvement to monitor progress against reform journey milestones.	Development of robust QA processes is an ongoing priority. The embedding of the peer Quality Assurance meetings will continue this term leading to increased consistency and sharing of effective practice. Region wide figures for engagement with G6 showed that: • 99% of all primary schools had set their priorities in G6 • 92% of all Secondary Schools had set their priorities in G6. Schools make effective use of the milestones provided in the Curriculum for Wales and Additional Learning needs modules. This allows schools to reflect on their current position with regards to the reform journey and provides clear next steps for their consideration. The system also captures and shares best practice within and between schools.		G6 Lead	March 2020	

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PRIORITY 4.3 - FURTHER DEVELOP ACCOUNTABILITY ARRANGEMENTS AND PROCESSES FOR ROBUST SELF-EVALUATION AND IMPROVEMENT PLANNING								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Support Welsh Government to develop new evaluation and improvement arrangements to replace parts of the current accountability system. Promote and foster the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'. Contribute to the development of a national self-evaluation and improvement 'toolkit' led by Estyn and the OECD.	As part of the national arrangements to develop a revised evaluation and improvement accountability arrangement, Estyn and the OECD have been working with key stakeholders to develop a 'toolkit' with the aim of increasing rigour and consistency in self-evaluation and improvement planning processes whilst promoting and fostering the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'. Key stakeholders, including GwE representation, have been contributing to the discussions and the work programmes of both the stakeholder group and the working group.		Culture and behaviour of key stakeholders in line with expectation of new national accountability framework. Most schools on track with curriculum developments and preparation for the wider reform journey. Increased rigour and consistency in self-evaluation and improvement planning processes.	Too early to measure impact. Schools have been identified to take part in the pilot project.		Assistant Director	April 2019 onwards	Core

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STRATEGIC OBJECTIVE 5: TRANSFORMATIONAL CURRICULUM

PRIORITY 5.1 - PREPARING A TRANSFORMATIONAL CURRICULUM								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Continue to support the development of the draft curriculum through involvement of schools and GwE staff: - Quality Improvement - Innovation - Professional Learning Support Welsh Government consultation period and facilitate all schools and practitioners to attend engagements sessions to develop understanding of Curriculum 2022 and offer informed feedback To continue integrated approach to education reform and support development of curriculum across all aspects to include:	Curriculum for Wales reform work continues with pace across the region, using the structures of cluster networks. All 53 cluster networks continue to meet and Curriculum for Wales reform is a regular agenda item for updates. Supporting Improvement Advisers are in regular attendance in these meetings and are key in allowing clear channels of two-way communication to share and feedback consistent messages. GwE has supported Welsh Government consultation Curriculum for Wales Events. Engagement programme: • Series of workshops aimed at offering as many practitioners as possible to have opportunity to hear firsthand from Pioneers about the new Curriculum.		Full engagement from practitioners across GwE region in informing and contributing to next phase of curriculum development. All schools with access to information on curriculum developments. Schools offering feedback to WG in order to gain better understanding of the new curriculum as part of their preparations. Clear strategies developed across region, clusters and individual schools of supporting curriculum development that focuses on all teaching and learning experiences	Engagement is strong across the region. • In November 2018, 77% of schools across the region stated that they were partly on track or better for the Knowledge & understanding milestone. By November 2019 this figure has risen to 91%. • In November 2018, 69% of schools across the region stated that they were partly on track or better for the Engagement & participation milestone. By November 2019 this figure has risen to 96%. Feedback is clear that at this point, schools feel they are on track with their staff awareness of the information currently available on the curriculum developments, in particular 4 purposes and 12 pedagogical principles.		CfW Lead Whole team to include - Foundation Phase - Teaching and Learning	Ongoing from April 2019 onwards April – July 2019 Ongoing April 2019	Support for Design and Development of the new curriculum WG funded events Support for Design and Development of the new curriculum

Target 5.1

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- Curriculum models to include curriculum design and planning skills - teaching and learning e.g. 12 pedagogical principles, assessment - ALN e.g. strong and inclusive schools / differentiation - Welsh in Education - How schools evaluate progress - Professional learning implications - Change management Continue to support and develop the 3-16 continuum cluster work through ongoing CFW focused work following bid process. SIAs to continue to discuss progress of CFW focused work as part of cluster meetings Across all 6 AOLEs, build on existing and develop regional forums for working and discussing AOLE specifics for models of curriculum within planning for learning within each AOLE	• Sessions aimed at supporting understanding of the Curriculum and ensuring all are aware of how they are able to feedback during this term. • Week beginning 13th May – 6 sessions, lasting 2 hours (one in every Local Authority) aimed at all Headteachers. Messages shared based on commonly developed resources. • Weeks beginning 3rd June/10th June / 17th June – 27 sessions running in 3 locations across the region, 3 sessions per day focusing on 2 AOLEs at a time. Timings for these 2 hour sessions are am, pm and after school for those unable to be released during school day. • Audience registered for events – Headteachers; Senior Leaders; Curriculum leaders; Teachers; Teaching Assistants; Supporting Improvement Advisers; Local Authority colleagues		Increasing understanding of the curriculum and increased number of worked examples and models of curriculum which includes high quality teaching and learning experiences. A high quality professional learning offer that has common core support across reform and flexibility to meet needs of individual schools and clusters. Continued full engagement of all clusters at all levels with consortia curriculum developments in order that all schools are developing the curriculum across the continuum of 3-16. Increased number of schools reporting progress against agreed success criteria to include improved learner outcomes A series of developing and maturing regional forums across all 6 AOLEs in place to support schools and partners in preparing for the new curriculum.	All schools have access to information on curriculum developments. All 53 clusters proposals to develop curriculum awareness are well underway. Success criteria include: Transparent shared objectives to improve learner outcomes; Increased number of staff aware of the new curriculum developments; Increased number of all schools staff working collaboratively; Increased number of opportunities to plan and prepare for the continuum of learning from 3-16; Provide opportunities for teachers to reflect and to be innovative with pedagogical approaches. Supporting Improvement Advisers continue to support this work as the schools work through these plans. GwE's professional offer is broad and comprehensive, offering professional learning opportunities for all school staff. It has been planned with the development of individuals on the classroom floor in mind; whilst also accommodating whole school aspects; supporting clusters of schools, and responding to LA needs. Through the curriculum work, a growing number of clusters have identified and		- Core subject leads - Welsh - Assessment - Peer to peer evaluation Whole team Whole team	 Ongoing Ongoing	 Support for Design and Development of the new curriculum Support for Design and Development of the new curriculum

- Languages, Literacy and Communication - Maths & Numeracy - Science & Technology - Humanities - Health & Wellbeing - Expressive Arts Within each AOLE, consider - Leadership and develop PL opportunities for AOLE leadership - Collaboration and partnership working - Engage with Qualifications Wales for consultation on the future qualifications of the new curriculum	• 2 x 0.5 day sessions for teachers and leaders of small schools, i.e. those teaching one keystage in same class. • Working with LA colleagues to present locally to Governors and Local Members .		Series of guidance and examples of AOLE models available for discussion in schools as part of their preparations and considerations for the new curriculum. Further developed and increased collaborative and partnership working across the region	requested bespoke professional learning to meet their needs. Feedback shows that this collaborative local approach to professional learning is well received and has early signs of positive impact on common language for teaching and learning. The provision is based on the sound knowledge held by Supporting Improvement Advisers of their respective schools, of the needs of specific clusters, the LA's aspirations and national priorities. The principles of Successful Futures are embedded in all training and the four curriculum purposes are always at the forefront of presenters' minds, as they set about planning relevant, up-to-date and			
Continue to provide support to all schools through: - Termly G6 milestones - Regular updates and series of models and guidance to all schools to support 'sense-making' to include examples and models of curriculum Facilitate formal and informal opportunities for	The development of G6 has helped support schools to reflect on their preparation for the ongoing transformation agenda. It also gives clear direction on how GwE will implement a clear and systematic approach to support all schools across the LA in reflecting on their readiness for a new curriculum and supporting schools with their preparation for reform journey.		Nearly all schools reporting to be 'on track' within CFW G6 module. Increased number of schools reporting to be 'on track' within CFW module Planned and purposeful guidance and resources developed to include practical use for school staff	engaging training. Monthly team meetings continue to provide important opportunities for the full team to share updates and develop consistent messaging on an integrated platform across the wider education reform. Further to this, prompt sheets and resources are shared. All resources developed commonly by Pioneers and delivered as part of the engagement events are shared	Whole team to include commns	Ongoing work from April 2019	Support for Design and Development of the new curriculum

				through our G6 system available to all schools in the region.				
Pioneer schools to share their work and experiences through variety of mediums.								

PRIORITY 5.2 - IMPROVE THE QUALITY OF TEACHING, TAKING ACCOUNT OF THE 12 PEDAGOGICAL PRINCIPLES (SUCCESSFUL FUTURES)								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Implement and complete Formative Assessment Regional Action Research Project Tier 2: • Two teachers from 194 schools in the region collaborating as action research teams of 6-8 schools on formative assessment led by GwE and Tier 1 schools (27 schools) Begin to implement Tier 3 (Sept 2019) with the remaining schools in the region. Collaborate as action research teams led by GwE and Tier 1 and 2 schools.	The Formative Assessment Action Research project (GwE and Shirley Clarke) has been operational in the region since October 2017. The project is developing effectively and is implemented in a pattern of tiers, putting pedagogical principles in action in classrooms on the basis of robust evidence. Tier 3 training took place at Venue Cymru, led by Shirley Clarke. 20-09-19. 261 teachers from 140 schools across the region attended and are involved in the project for 2019-20 Tier 2 exhibitions will take place in October where 11 region-wide exhibitions from Tier 3 teachers will have the opportunity to see the impact		All teachers in the project are effectively equipped with research skills and expertise as teaching leaders with a strong awareness of pedagogy. The 12 pedagogy principles are consistently and effectively applied across participating schools in the region. Firm foundations in place for planning and implementing the Welsh Curriculum. Tier 1 and 2 teachers work effectively as learning leaders within and outside their own schools. Tier 2 and 3 schools are undertaking action research confidently in their schools to ensure the quality of the teaching is improved and more consistent.	Significant action research is being undertaken in classrooms across the region. The implementation and impact report of Tier 2 will be available in November – full details of impact will be published at that time. However, initial findings at meetings, a report on data received from Bangor University, and Tier 2 exhibition presentations, suggested positive progress and impact in Tier 2 schools. Teachers' feedback is very positive, with the project demonstrating a positive impact, not only on the quality of teaching in classrooms but on standards in wellbeing and pupils' attitudes to learning.		Teaching and Learning Lead	Tier 2 Sept 2019 Tier 3 Sept. 2020	Assessment for Learning

Implement OTP OLEVI (*Outstanding Teacher Programme*) programmes with specific secondary schools. Support lead school to provide and implement the above programme with up to 12 schools at a time.	of a years work of action research on Tier 2 schools. Summer Term training completed. Feedback to the training was positive. Attendees trained effectively to experiment with teaching in their classes, developing and sharing good practice.		Project measures and questionnaires demonstrate progress and positive impact. Another 12 secondary schools are successfully developing and implementing OTP programme.	The programme aims to develop individuals to be able to lead on developing teaching in their schools, and thus: • Raise standards in teaching from good to excellent • Teaching standards in participating schools are good, at least, with excellent features • Schools are disseminating training successfully, further raising teaching standards in their own schools and in the schools they are training. • Increased ability and capacity in schools/classroom to further improve and sustain progress • Increased capacity across the region in terms of support and school-to-school collaboration			Sept. 2019	

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STRATEGIC OBJECTIVE 6: BUSINESS

PRIORITY 6.1 - UNDERTAKE A BUDGET AND WORKFORCE REVIEW								
Actions	*Progress - Quarter 2 (Actions)*	*RAG Q2*	*Progress Measures / Targets 2019-2020*	*Impact - Quarter 2 (Progress Measures / Targets)*	*RAG Q2*	*Responsible*	*Target Date*	*Expenditure profile Q2*
Review mid-term financial plan ensuring that high	To be implemented Autumn 2019 / Spring 2020.		Mid-term financial plan addresses the challenges that the service will need to address.	To be implemented Autumn 2019 / Spring 2020.		Managing Director	Sept 2020	

levels of delegation to schools is maintained. Undertake an audit of present staff portfotlio of responsibilities. Review present staffing structure. Undertake a review of the value for money of support from the host authority.			New staffing structure will be better placed to deliver the service within the financial constraints Ensure host authority role is agreed and supports the revised direction of the service.				

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GwE Level 1 Business Plan 2019-20
Quarter 2 Monitoring Report (1 July 2019 – 30 September 2019)

Appendix 1

Judgements on progress:

At the end of each quarter, the named owner who is responsible for ensuring the actions and timescales contained within are implemented, are required to provide a quarterly monitoring report for:

    i.   the actions

    ii.   progress measures / targets

    iii. the expenditure profile.

RAG status for the monitoring reports:

Each identified Action and Progress Measure / Target must provide a RAG status as noted below:

GREEN: On track	Action / target has been met or performance is on track to be met.
AMBER: Partly on track	Action / target is in danger of being missed and performance needs to be closely monitored throughout the next quarter.
RED: Off track	Action / target has been or will be missed.
GREY: Pending	Action not scheduled to start.

RAG status for tracking expenditure profile:

GREEN	Expenditure on track.
AMBER	Underspend between 10-15% / Overspend between 10-15%
RED	Underspend over 15% / Overspend over 15%

REPORT TO THE JOINT COMMITTEE

27 November 2019

Report by: **Alwyn Jones, GwE Assistant Director**

Subject: **Welsh in Education - Developing Welsh in Education across the North Wales region**

1.   PURPOSE OF THE REPORT

1.1   To present '*Developing Welsh in Education across the North Wales region'* strategy to the Joint Committee for approval.

2.   BACKGROUND

2.1   This strategy was designed to set a direction for the development of the Welsh language in education in the North Wales region over the next three years, in line with the vision set out in *Cymraeg 2050: A million Welsh speakers (2017)*, Education in Wales: Our national mission, Action Plan 2017-21 (2017) and Welsh in education: Action plan 2017-21 (2017).

This document supports the Welsh Government's aims and objectives in the above policies, which are to take the necessary steps to increase the number of people who can speak Welsh and to increase the number of people who speak the language on a daily basis.

3.   MATTERS FOR CONSIDERATION

3.1   Planning a strategy for the North Wales region presents a considerable challenge, as a significant variation exists within the region in terms of using the Welsh language as a daily medium of learning and communication in schools and their communities. There is a diverse and interesting mix of language and culture in the region, which encompasses Welsh

speakers, Welsh learners and a migrant population. This strategy is intended for all pupils, parents and carers in the region, whatever their background, and it sets an ambitious aim of making the Welsh language a central part of every pupil's life in the region.

This document addresses the new challenge set by the Welsh Government for the education and training system in Wales. The strategy sets out the region's intentions in relation to providing practical support and guidance for pupils, teachers, schools and local authorities along with other partners in education and training.

The expected role of every school will be to:
- develop a clear vision for the Welsh language and promote the development of whole school plans in order to improve the learning experiences and outcomes for all learners, in response to the Welsh Government's strategy *Cymraeg 2050: A million Welsh speakers*
- ensure that they have the appropriate support to produce suitable and robust plans for developing their provision in Welsh
- ensure that there is purposeful planning to provide appropriate opportunities for pupils to develop their Welsh language skills in both formal and informal situations within the four purposes of the new curriculum and the Siarter Iaith Framework
- increase awareness of the requirements of the new Siarter Iaith Framework
- collaborate, learn and exchange information with others through networks and/or school collaboration systems in relation to the Welsh language
- draw up a programme of professional learning to ensure that practitioners are able to continually develop their Welsh language skills, in line with professional expectations

4.   RECOMMENDATIONS

4.1   The Joint Committee is asked to approve the '*Developing Welsh in Education across the North Wales region'* document.

5.0   FINANCIAL IMPLICATIONS

5.1   There are no financial implications arising from this report.

6.0   EQUALITY 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   GwE Management Board.

Also, a series of consultation and planning meetings were held with:

- education sector stakeholders and partners within the region's six local authorities (councillors and LA officers, primary and secondary headteachers, *Mudiad Meithrin*, *Yr Urdd*, *Mentrau Iaith*, Governors, language centres, further education colleges and the North Wales Economic Ambition Board).
- the GwE Welsh Language Strategic Board
- GwE senior officers
- further education colleges and *Coleg Cymraeg Cenedlaethol.*

We are also grateful to the *Urdd* for facilitating input from young people across the region, in first language and second language clubs and forums.

9.0 **APPENDICES**

9.1 Appendix 1 – *Developing Welsh in Education across the North Wales region*

VIEWS OF THE STATUTORY OFFICERS

Monitoring Officer:
Nothing to add from a propriety perspective.

Statutory Finance Officer:
With part 5.1 of the above report confirming that there are no financial implications arising from the item, I have nothing to add to the report in terms of financial propriety.

Welsh in Education

Developing Welsh in Education across the North Wales region 2019-2022

Draft

Working document

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

Version	Date	Amended by

Developing Welsh in Education across the North Wales region
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Contents

Foreword

The education system in Wales is in a period of transition, and the Welsh language is an integral part of these reforms.

This strategy was designed to set a direction for the development of the Welsh language in education in the North Wales region over the next three years, in line with the vision set out in *Cymraeg 2050: A million Welsh speakers (2017)*, Education in Wales: Our national mission, Action Plan 2017-21 (2017) and Welsh in education: Action plan 2017-21 (2017).

This document supports the Welsh Government's aims and objectives in the above policies, which are to take the necessary steps to increase the number of people who can speak Welsh and to increase the number of people who speak the language on a daily basis.

It is recognised that language planning in the North Wales region will always be a challenge due to the varied linguistic landscape. This linguistic demography means that the North Wales region encompasses Welsh speakers, Welsh learners and a migrant population.

Many believe that education is the most powerful language planning tool for creating language users. However, not only does the language need to be transferred in the education system, there is also a need to ensure that all pupils develop sufficient skills in Welsh that enable them to use the language in their everyday lives. In addition, there is a need to create suitable conditions and an environment where the Welsh language and its speakers can flourish beyond our schools.

The publication of this strategy is timely and exciting in light of preparations for the new Curriculum, the professional development of the education workforce and the way in which learners with additional learning needs are supported. In light of the changes to the authorities' Welsh in Education Strategic Plans (WESPs), this strategy will also support and reinforce these plans.

It needs to be ensured that the Welsh language is central to these educational reforms. One of the aims and objectives of the Curriculum is to develop Welsh-medium provision and improve the teaching and learning of Welsh for all learners. This strategy reinforces this vision.

This strategy refers not only to the curriculum and pedagogy but also to enriching experiences in the Welsh language as well as excellence, equity and wellbeing. In order to maintain this vision, this strategy sets a direction for workforce planning and strategic planning to further develop Welsh in education.

Addressing this challenge, whilst building on the success of the North Wales region, will require a vision and an action plan agreed and implemented to the highest standard by all authorities.

The education system in North Wales has a duty to contribute towards creating and increasing the number of fluent and confident Welsh speakers who have a rich cultural and social capital. This strategy will be a language planning tool to create:

- a Wales/region where people can use the Welsh language in their everyday lives;

- a Wales/region with a vibrant culture in which the Welsh language flourishes;

- principled citizens who are able to use the Welsh language naturally in their everyday lives; and

- learners, who learn about identity and culture through languages, to be citizens of Wales and the world.

For the benefit of learners, GwE's Joint-committee welcomes the strategy for developing Welsh in education in the North Wales region.

Foreword

This document addresses the new challenge set by the Welsh Government for the education and training system in Wales. The strategy sets out the region's intentions in relation to providing practical support and guidance for pupils, teachers, schools and local authorities along with other partners in education and training. By doing this, the necessary steps can be taken to support the Government's policy aim over the coming decades of ensuring an increase in the numbers who can speak Welsh and increase the number of people who speak the language on a daily basis.

The content of this document is the result of a series of strategy planning meetings. Consultation and planning meetings were held with:

- education sector stakeholders and partners within the region's six local authorities (councillors and LA officers, primary and secondary headteachers, *Mudiad Meithrin*, *Yr Urdd*, *Mentrau Iaith*, Governors, language centres, further education colleges and the North Wales Economic Ambition Board).
- the GwE Welsh Language Strategic Board
- GwE senior officers
- further education colleges and *Coleg Cymraeg Cenedlaethol.*

We are also grateful to the *Urdd* for facilitating input from young people across the region, in first language and second language clubs and forums.

Planning a strategy for the North Wales region presents a considerable challenge, as a significant variation exists within the region in terms of using the Welsh language as a daily medium of learning and communication in schools and their communities. There is a diverse and interesting mix of language and culture in the region, which encompasses Welsh speakers, Welsh learners and a migrant population. This strategy is intended for all pupils, parents and carers in the region, whatever their background, and it sets an ambitious aim of making the Welsh language a central part of every pupil's life in the region.

Introduction

The main aim of this strategy, in line with Welsh Government's aim of increasing the number of Welsh speakers, is to support the planning process to expand Welsh language provision within the education system in the North Wales region. Over the next few years, each Local Authority in North Wales will work together to implement the objectives set out in each local authority's Welsh in Education Strategic Plan (WESP). The purpose of this strategy is to support and reinforce these plans. Local Authorities will use the information they have about schools to facilitate the strategic planning process and to share effective practice when planning to increase children and young people's use of Welsh.

The Welsh Language Strategic Board was established under the guidance of the GwE Consortium to lead, co-ordinate and manage Welsh in education on a regional basis. The core membership of the Board includes representation from: GwE, Welsh Language Lead Officers from Local Authorities, GwE Advisory Board, GwE's Joint Committee, and schools. The GwE Consortium Management Board will undertake the joint planning across the region. It will then be agreed by a cross-county Joint Committee, which includes the elected members with specific responsibility for education from each Local Authority. The provision will be planned with the intention of making the best possible use of available resources to ensure that the planned language delivery responds to the diverse linguistic needs and situations that exist in the region. It is also intended to work closely with a number of other agencies across the region, that support the work of expanding Welsh language provision.

Background

In July 2017, the Welsh Government published its latest strategy for the Welsh language, *Cymraeg 2050: A million Welsh speakers.* The principal message of this strategy is to set out the Government's policy decision to significantly increase the number of people in Wales who can speak Welsh and use it on a daily basis, in order to reach a million Welsh speakers by 2050. In *Cymraeg 2050: A million Welsh speakers* and *Cymraeg 2050: A million Welsh speakers, Work programme 2017-21,* the Government outlines the practical steps it will take to achieve this goal. As well as securing a million Welsh speakers, the Government clearly states its intention to increase the percentage of the population that speaks Welsh on a daily basis, from **10% currently to 20%** of the population by 2050.

The strategy is ambitious and will require effort and perseverance to implement it. But the vision is one that will inspire and energize everyone who wishes to see the Welsh language and bilingualism flourish. Central to this new vision is our education system. At present, two out of every three children who are considered to be fluent Welsh speakers learn the language within the education system. The numbers doing so will have to increase if we are

to reach the target of a million Welsh speakers by 2050. The challenge will, of course, vary across Wales, especially so in the North Wales region, where some areas have the highest percentage of Welsh speakers in Wales. There is a considerable difference in the numbers of pupils who are taught either through the medium of Welsh or bilingually within schools in the region's counties. Nevertheless, the overall challenge of ensuring an increase in the number of pupils who can speak Welsh, and an increase in the use of the language, will remain the same.

The North Wales region welcomes this challenge set by the Welsh Government to ensure that many more children and young people in the region have an opportunity to become either fluently bilingual, or have a much better command of Welsh. Successful practices already exist within the region and we are well placed to share those practices across all local authorities.

Alongside the targets set by Welsh Government in *Cymraeg 2050,* the document *Education in Wales: Our National Mission* also outlines the plans to develop a new curriculum for every pupil in Wales. This new curriculum will ensure that every pupil benefits from a curriculum of the highest possible standard. All pupils will have the opportunity to enjoy learning and benefit from teaching that inspires them to succeed. All this will take place in an innovative education community where inspiring and effective leadership and management will be a prominent feature of the new curriculum. Developing Welsh-medium provision and improving the teaching and learning of Welsh for all learners are at the heart of these reforms.

Vision

In forming a strategy to develop Welsh language provision within each school's curriculum, our aim is to place the needs of pupils at the heart of the strategy. This will give all pupils in our region the best opportunity to become as fluent as possible in Welsh by the time they leave school. By placing the pupil at the centre of this vision, we underline the advantages for every pupil of being able to speak Welsh and the advantages of being bilingual in a contemporary Wales.

With the child at the centre, the strategy will consider:

- the opportunities available for all pupils to develop their linguistic skills;
- methods of using the new curriculum to promote the process of increasing levels of fluency in both Welsh and English;
- developing the language skills, ability and quality of the education workforce to teach Welsh and through the medium of Welsh;
- developing effective learning approaches that increase all children's levels of confidence

and fluency, and make them comfortable when using both languages;

- creating contexts in schools that give purpose and value to speaking Welsh;
- involving parents and carers in this process of learning and using the Welsh language across the North Wales region; and
- using the best methods of identifying and promoting the advantages of bilingualism and the ability to speak Welsh in training and in the workplace.

In attempting to meet the linguistic needs of young people within the region, all the structures and agencies involved with young people will have to collaborate in supporting this vision. In order to make the experience of being able to speak two or more languages meaningful, aspects of curricular provision will need to be combined with activities outside the educational establishments within the community and in the home. It will therefore be important to include all the elements of children and young people's lives in our strategy.

In drawing up this comprehensive strategy the following principles will also set a sound foundation for our work:

- Recognising and appreciating that the teaching and learning of Welsh is an integral part of Wales' teaching system from the early years through to post-compulsory provision.
- Inclusive planning to ensure that children and young people between 3-19 years old receive the best possible education from organisations that learn and work together continuously.
- Recognising and appreciating the diversity of Welsh speakers and school categories that exist across the region and the different starting points for different areas in developing Welsh in education.
- Establishing joint working between educational establishments with different age ranges and a different medium of education, at local and regional level, in order to enrich linguistic and cultural experiences in Welsh within and beyond the new curriculum.
- Through the new curriculum, all children and young people in Wales will be ambitious and capable learners who can communicate effectively in different forms and settings, and through digital platforms, in both Welsh and English.
- Learning through the medium of Welsh reinforces the process of learning the Welsh language and enables children and young people to develop their confidence to use the language in a wide range of contexts.
- In developing their skills in Welsh and English, children and young people can develop a foundation for learning additional languages, ready to be citizens of Wales and the world.
- All practitioners, leaders and governors develop their Welsh language skills and also their wider understanding of the Welsh language and its historical and cultural context.
- Research into language acquisition, bilingualism and effective Welsh language teaching underpins the best teaching and learning practices.

- Ensure that there is a sufficient number of teachers and teaching assistants to provide Welsh-medium education, and develop the Welsh language skills of school practitioners to improve the teaching and learning of Welsh for all learners.
- Ensure sound progression between the different phases of education, promoting the Welsh language from the *Cylch Meithrin* through to school and then on to the post-compulsory phase, collaborating with the relevant agencies and providers in doing so.

Key objectives and actions

In order to achieve our objectives, we have identified six areas for implementation. These are the areas that will guide our work on Welsh in education over the next three years. The Welsh Language Strategic Board will set a strategic direction to support the Welsh language in order to ensure that the authorities and the region respond to and reflect the Welsh Government's policy direction. The partners of the regional service will develop work plans with clear time-frames in order to achieve these objectives in such a way that meets their own specific requirements.

1 Curriculum, assessment and pedagogy

Our aim is to ensure inspirational teaching and learning so that all pupils in the region can become confident Welsh speakers who are able to use the language in their daily life and appreciate the value of the language.

In order to achieve this we will:

- maintain and improve the Welsh language standards of children and young people across the region
- support the whole education workforce in familiarising itself with the requirements of the new curriculum and developing a curriculum that is suitable for pupils in the context of the education setting, blending the Welsh language and learning through the medium of Welsh into all the themes of the new curriculum
- ensure effective formative and summative methods of assessing and recording progress, that encourage higher quality teaching and learning and match the new curriculum and the methods of introducing and assessing Welsh
- link Welsh and Welsh medium teaching methods with the most innovative teaching and learning approaches, taking advantage of the full breadth of opportunities to communicate and access information through digital and technological means
- identify the most effective methods of language acquisition and develop Welsh language immersion education (which encompasses early, intermediate and late

immersion, including recent arrivals to Welsh-medium education) and ensure a better understanding amongst the education workforce of the most appropriate methods of introducing immersion education, given that pupils in the region come from different backgrounds and cultures

- take advantage of the opportunities presented in the new curriculum to increase the use of technology to teach through the medium of Welsh
- ensure that a Welsh ethos and environment are adopted and implemented in each sector across the region, and that the Siarter Iaith Framework (Language Charter / Cymraeg Campus) is integrated in the four purposes of the new curriculum

2 Enrichment and experiences in the Welsh language

Children and young people need to have broad experiences of connecting with the Welsh language if they are to see Welsh as an everyday language. Therefore, language use practices must be increased from an early age as part of their everyday lives. The new curriculum brings opportunities to place more emphasis on this element.

In order to achieve this we will:

- map out the work of the main agencies and organisations that promote the Welsh language in order to strategically expand opportunities to use the language both inside and outside the teaching setting
- collaborate to provide strategic guidance regionally and locally between education providers and language agencies, pre-school societies and community groups, school, further and higher education, together with bodies that are not educational bodies as such but who offer a range of good experiences for young people in relation to the Welsh language
- ensure that the Siarter Iaith Framework (Siarter Iaith / Cymraeg Campus is integrated into the four purposes of the new curriculum in order to successfully promote the use of Welsh outside the classroom and in the wider community as an effective means of improving confidence and increasing the desire of children and young people of all ages across the region to use the language
- plan and deliver youth work so that learners can take advantage of opportunities to use and develop Welsh language skills outside educational establishments.
- make effective use of the media and social media to direct children and young people and their families to opportunities to use the Welsh language

3 Excellence, equity and wellbeing

For pupils with additional learning needs, the Additional Learning Needs and Education Tribunal (Wales) Act 2018 places duties on responsible bodies within the region. In terms of the Welsh language, it must be ensured that all young people have equal access to the experience of developing their skills in the language, and that full and consistent planning takes place to ensure this.

In order to achieve this we will:

- ensure that practitioners and the wider education workforce can access Welsh language support resources in order to help learners with additional learning needs, those who are most vulnerable and the most talented to fulfil their potential
- assist workers and carers in the field of additional learning needs to ensure that children and young people are aware that they are living in Wales and are part of a Welsh community
- promote effective practice in using the Welsh language across the region, in order to reduce duplication and ensure quality (specifically within the mainstream)

4 Planning the workforce, professional learning and leadership

We must have leaders and practitioners of the highest calibre who have the necessary knowledge and skills to deliver a curriculum through the medium of Welsh and Welsh as a subject, and who continue to learn throughout their career.

In order to achieve this we will:

- use workforce data to establish a robust baseline and to outline the potential for growth in terms of Welsh language provision, based on the data gathered
- ensure collaboration between schools, LAs and GwE, to identify staffing needs and professional learning needs that correspond to the requirements in terms of increasing Welsh-medium education and learning the language more effectively, both formally and informally
- plan and implement a professional learning development plan for all aspects of the education workforce in order to increase and strengthen the skills associated with providing effective education through the medium of Welsh
- in partnership with initial teacher education providers and Welsh Government, increase the number of individuals in the education workforce who are able to teach

through the medium of Welsh and support the use of Welsh in all phases of education between 3 and 19 years of age

- offer more support to the teachers who teach Welsh outside the current Welsh-medium sector, and plan how Welsh-medium provision can be extended in that sector
- ensure that leaders at all levels (e.g. head teachers, management team, governors) support bilingualism and the expectations for the Welsh language within the context of their educational settings. Collaborate with the National Academy for Educational Leadership Wales and the Welsh Government to ensure that leadership programmes include modules for language awareness, language acquisition and understanding bilingualism, as well as increasing Welsh-medium training provision for leaders
- collaborate with initial teacher education providers, the Welsh Government and *Coleg Cymraeg Cenedlaethol* to plan the workforce and attract more bilingual teachers to the teaching profession, providing language training where appropriate.

5 Strategic planning to grow Welsh in education

In order to increase the number of children and young people who are able to use the Welsh language, it will be necessary to plan strategically in order to significantly increase the number who receive Welsh-medium education and those who are improving their Welsh language skills. Our local authorities will be instrumental in ensuring a co-ordinated approach to planning Welsh provision in education, working with a wide range of other local stakeholders.

In order to achieve this we will:

- ensure that Welsh language provision is maintained and strengthened in areas of the region where there are high numbers and percentages of Welsh speakers
- identify the potential to increase Welsh provision across the region and disseminate successful practice in order to increase support for the proposed growth
- ensure that regional strategic plans support and contribute to realising the priorities and targets of each regional authority's Welsh in Education Strategic Plan
- collaborate with key partners to ensure linguistic progression in Areas of Learning and Experience and subjects offered through the medium of Welsh from 3-19 years old
- ensure that resources, expertise and good practice are disseminated across the four education consortia
- integrate the Welsh language into all elements of the reform journey

6 Communication and engagement

Taking action to ensure that all stakeholders are involved in the development of Welsh in education, with the aim of including children and young people, their parents/carers, governors as well as the education workforce to be part of the exciting journey to develop Welsh education and Welsh-medium education within our region.

In order to achieve this we will:

- ensure that there is a clear and effective communication strategy in place to promote the Welsh language in education at all levels
- produce and implement a regional communication plan to promote bilingualism and share information about the educational, cognitive, economic and cultural benefits of being bilingual and multilingual
- work continuously with leaders at all levels to train them how to present the benefits of a Welsh or bilingual curriculum and how to persuade parents and governors of those benefits
- make effective use of the media and social media to raise stakeholders' awareness of Welsh in Education
- raise awareness among the education workforce of: the Reform Journey and Estyn's expectations, the requirements of the standards in relation to the Welsh language, the commitments of the local WESP and the objectives of Welsh Government as laid out in its document *Welsh in education: Action plan 2017-21*

Implementing this strategy

In the North Wales region, we will work in partnership with all stakeholders in the education sector to implement this strategy. The statutory responsibility for Welsh in Education rests with Local Authorities, and each authority's Welsh in Education Strategic Plan (WESP) sets out its priorities and objectives. Local authorities will consult with the regional consortium when developing their WESPs. GwE's primary duty is to fulfil the statutory functions of the six Local Authorities in relation to school effectiveness and school improvement. In this respect, the GwE Regional Consortium will work with the Local Authorities to realise the ambition of each authority's Welsh in Education Strategic Plan (WESP), in line with Government priorities.

Increasing the provision in terms of increasing of the number of pupils taught through the medium of Welsh will not in itself transform the linguistic situation in Wales. In order to ensure the necessary change, GwE's work in partnership with the Local Authorities will ensure that the best possible standards, methods and materials are available in terms of teaching Welsh as a subject and using Welsh as a medium. The region will continue to strongly support the principle of collaboration between schools and across local authorities in order to share expertise, strongly promoting the 'schools as learning organisations' model, in line with the intentions at the heart of the new curriculum in Wales. To reinforce this, it is intended to introduce a system of working within clusters as is already happening with the Curriculum and also with Additional Learning Needs.

Local Authorities

The role of Local Authorities will be to:
- work together to implement the objectives and priorities contained in each local authority's Welsh in Education Strategic Plans (WESP) in accordance with the Government's priorities
- consult with the regional consortium in developing their Welsh in Education Strategic Plans (WESP)
- work with the schools and GwE to ensure that the school has the appropriate support to develop their Welsh provision
- work with the schools and GwE to increase awareness of the Siarter Iaith Framework (Siarter Iaith Charter / Cymraeg Campus) and to support this work
- collaborate with non-statutory providers to ensure that the Welsh language is successfully taught in a meaningful context beyond school from the early years to the post-16 phase.
- manage provision of schools places and accessibility

School plans

The expected role of every school will be to consider carefully, and with ingenuity, how to:

- increase and expand their Welsh language experiences and provision, and
- enable learners to become confident users of Welsh.

There will be close collaboration between individual schools and LEAs in this respect. As part of this planning process, individual schools will:

- develop a clear vision for the Welsh language and promote the development of whole school plans in order to improve the learning experiences and outcomes for all learners, in response to the Welsh Government's strategy *Cymraeg 2050: A million Welsh speakers*
- work with the LA and GwE to ensure that the school has the appropriate support to produce suitable and robust plans for developing their provision in Welsh
- develop the new curriculum and establish a baseline, and subsequently, plan to raise standards and increase the use of Welsh
- ensure that there is purposeful planning to provide appropriate opportunities for pupils to develop their Welsh language skills in both formal and informal situations within the four purposes of the new curriculum and the Siarter Iaith Framework (Siarter Iaith Charter / Cymraeg Campus)
- increase awareness of the requirements of the new Siarter Iaith Framework (Siarter Iaith Charter / Cymraeg Campus) and plan to ensure that specific and specialist support is available to support work in this respect
- collaborate, learn and exchange information with others through networks and/or school collaboration systems in relation to the Welsh language
- draw up a programme of professional learning to ensure that practitioners are able to continually develop their Welsh language skills, in line with professional expectations
- ensure that language training provided in the region has a significant impact on Welsh-medium education within the school. This could be done by looking specifically at the percentage of Welsh-medium provision in schools, the standard of teaching and pupils' linguistic attainment

Support for schools from GwE

The role of GwE will be to:

- maintain and raise standards in Welsh across the region

- In conjunction with LAs, plan, prepare and maintain a strategic programme of professional learning for leaders, teachers and support staff in partnership with local

networks by:

- employing a co-ordinator to deliver the regional strategy for Welsh in education
- promoting the objectives of the Welsh in education Strategic Plans (WESPs)
- working with ITE centres to identify and meet specific local recruiting needs
- introducing a programme of professional learning to develop the Welsh language skills of all practitioners and an effective methodology for Welsh-medium and bilingual teaching
- developing informal use of the language in Welsh-medium and English-medium schools, in line accordance with the Siarter Iaith Framework (Siarter Iaith Charter / Cymraeg Campus)

Support of non-statutory providers

Working with other bodies and agencies that deliver the Welsh language, either in the pre-school phase, post-16 or outside the scope of schools' work, will be essential to ensure that the language is taught in a meaningful context. Therefore, it is intended to:

- work with *Mudiad Meithrin* to identify areas of increasing demand and potential for Welsh-medium education, and thus determine where there is a need to support the provision of new *cylchoedd* and schools
- ensure better progression from the non-statutory early years care and education sector to the Foundation Phase by working with *Mudiad Meithrin*
- ensure better linguistic progression between the statutory education sector and the non-statutory post-16 sector in terms of continuing to learn Welsh and through the medium of Welsh
- establish strong links between schools and post-16 education and training establishments, working closely together to ensure that provision in the post-16 sectors can build on the innovative work undertaken in delivering Welsh in *cylchoedd meithrin* and in schools.

REPORT TO THE JOINT COMMITTEE

27 November 2019

Report by: GwE Managing Director

Subject: Pupil Development Grant for looked after/ former looked after learners

1.0   Purpose of the Report

1.1   To present an update to the Joint Committee on the Pupil Development Grant for looked after/ former looked after learners.

2.0   Background

2.1   The purpose of the Pupil Development Grant funding is to make a lasting impact on outcomes for looked after children or formally looked after children. Overall administration and coordination of the grant resides with GwE.

2.2   The document enclosed outlines the grant guidance for the Pupil Development Grant (PDG) for children who are / who have been looked after across the region. The document is circulated to senior officers, LACE coordinators within the 6 local authorities, schools and senior officers within GwE as well as members of the Regional Strategic group.

3.0   Considerations

3.1   In 2019/20 the grant will continue to be held centrally via the regional education consortia with the support of the regional LAC coordinator. Most of the funding will be implemented

via the cluster model to build capacity and to provide bespoke interventions, both of which need to be based on evidence and impact. A small proportion of the grant can also be used to provide individual bursary's for bespoke education needs of the learners. The grant application form will need to be completed for both elements of funding and clear guidance is provided for schools.

3.2   There is an expectation that clusters and schools will monitor and evaluate the impact of the grant on the educational attainment / wellbeing of the pupils it is supporting. The needs of the cluster / school / individual pupil must be at the centre of any bid and consideration needs to be given as to how the impact can be measured, shared and presented.

3.3   All cluster applications are assessed against clear criteria. The regional group, with LA input, reviews and approves all applications.

4.0   Recommendations

4.1   The Joint Committee is asked to note and approve the content of the report.

5.0   Financial Implications

5.1   There are no financial implications arising from this report. GwE will operate within the current financial resources.

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   Welsh Government, Local Authorities (Children's Services and Education) and GwE Management Board.

9.0   Appendices

9.1   Appendix 1 - Pupil Development Grant for looked after/ former looked after learners guidelines.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

Part 5.1 confirms that there are no financial implications arising from this report as GwE will operate within the resources of the grant, which is £970,600 in 2019/20.

PUPIL DEVELOPMENT GRANT FOR LOOKED AFTER/ FORMER LOOKED AFTER LEARNERS

GwE - Grant Guidance

1. Introduction:

The purpose of the Pupil Development Grant funding is to make a lasting impact on outcomes for looked after children or formally looked after children. Overall administration and coordination of the grant resides with GwE, the Education Consortia for North Wales.

This document will outline the grant guidance for the Pupil Development Grant (PDG) for children who are / who have been looked after across the region. The document will be circulated to senior officers, LACE coordinators within the 6 local authorities, schools and senior officers within GwE as well as members of the Regional Strategic group. This document will not be shared with any organisations or individuals who may become procured contractors for the grant.

2. GwE Vision & Objectives:

The main priority for GwE is to support Local Authorities & Schools to raise the **educational attainments, achievements and engagement** of children who are looked after/formerly looked after across the region by delivering a joined up partnership approach programme that will be:

- Reaching and Accessible to learners
- Engaging & Motivating
- Child/Young Person centred
- Flexible & tailored in terms of support and provision
- Focused on transition and progression
- Driven by joined up regional partnership and collaboration whilst addressing local needs.

3. Guidance:

In 2019/20 the grant will continue to be held centrally via the regional education consortia with the support of the regional LAC coordinator. Most of the funding will be implemented via the cluster model to build capacity and to provide bespoke interventions, both of which need to be based on evidence and impact. A small proportion of the grant can also be used to provide individual bursary's for bespoke education needs of the learners. The grant application form will need to be completed for both elements of funding.

4. Eligibility of Learners:

Eligible learners aged 3-15 who are:

1) **Currently Looked After**
2) **Formerly Looked after that includes - Adoption Order / Special Guardianship Order/Child Arrangement Order/Residence Order**

The grant is applicable for those learners whose originating home authority is within the GwE region. However if educated in maintained settings outside of Wales the individual bursary could be applied for based on evidence and assessment via the LACE coordinator of the home authority.
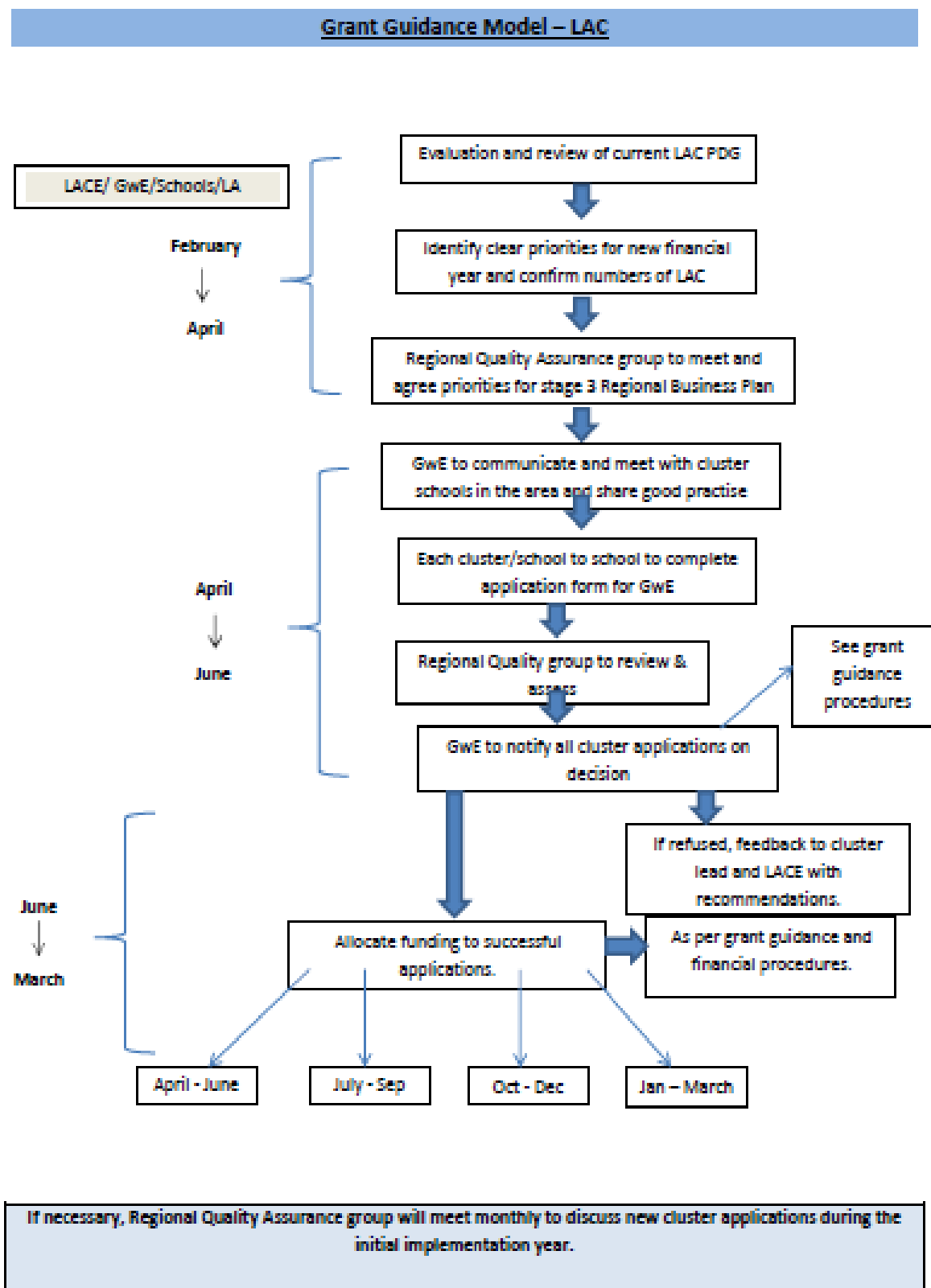
1

5. **Guidance form Welsh Government states** - it will be possible for the regional consortia to develop and implement interventions which have a beneficial impact on **all** children, but the expectation is that they will have a greater potential benefit on children who are or were looked after.

6. **Evaluation & Measuring Impact**

There is an expectation that clusters and schools will monitor and evaluate the impact of the grant on the educational attainment / wellbeing of the pupils it is supporting. The needs of the cluster / school / individual pupil must be at the centre of any bid and consideration needs to be given as to how the impact can be measured, shared and presented.

See additional guidance on Evaluating and Measuring Impact of the grant.

GwE

7.   Application for funding model;

Grant Guidance Model – LAC

| LACE/ GwE/Schools/LA |

February
↓
April

Evaluation and review of current LAC PDG

Identify clear priorities for new financial year and confirm numbers of LAC

Regional Quality Assurance group to meet and agree priorities for stage 3 Regional Business Plan

April
↓
June

GwE to communicate and meet with cluster schools in the area and share good practise

Each cluster/school to school to complete application form for GwE

Regional Quality group to review & assess

See grant guidance procedures

GwE to notify all cluster applications on decision

If refused, feedback to cluster lead and LACE with recommendations.

June
↓
March

Allocate funding to successful applications.

As per grant guidance and financial procedures.

| April - June | July - Sep | Oct - Dec | Jan – March |

If necessary, Regional Quality Assurance group will meet monthly to discuss new cluster applications during the initial implementation year.

GwE

8. Terms and Conditions of the PDG

The regional group, with LA input, will review and approve all applications. All cluster applications will be assessed against the following national and regional criteria.

	No evidence	Satisfactory Evidence	Good Evidence
Criteria	Red	Amber	Green
All applications must show evidence of a cluster approach.			
All applications must show evidence of the <u>additional</u> provisions that are not currently available within statutory provision.			
The grant will **not** be used to sustain or develop statutory roles and /or provision such as designated teacher/LACE Co-coordinator/ALN funding.			
The provision must disproportionately support and benefit the educational attainment of LAC and formally LAC pupils.			
All applications will need to demonstrate sustainability beyond the lifetime of the grant.			
Funding will not be allocated to LA or school clusters unless robust systems and plans are agreed and are consistent with the regional approach.			
Applications must address at least **two** of the following regional objectives and outcomes; R1 -Raising Attainment and Achievement. R2 –Reduce Exclusions. R3–Target Early Intervention with a focus on transition across all the key stages. R4- Increase the knowledge and understanding of all school staff in trauma informed practice and attachment via a whole school approach. R5 –Promote strong and inclusive schools committed to excellence, equity and well - being. R6- Develop and use appropriate diagnostic and tracking systems to look at the achievements of LAC pupils. R7 – Support a Person Centred approach. R8 – Promote, encourage and develop learner voice in all provisions. R9 – Develop family engagements with foster carers and families.			

GwE

9. Application Guidance:

All applications will need to demonstrate the link to the following key funding elements:

Funding Elements	Examples
Bespoke learner support and provision	Any individual learner support / provision must be monitored and evaluated by each cluster: Additional resources could include: • Individual or small group interventions that are currently not available via statutory provision. This can include – additional tuition in key subject areas, play based therapy, equine therapy, behaviour management interventions, family learning interventions, short courses, music, further study support, additional teaching via one to one support in curriculum areas and for national tests, additional qualifications, literacy and numeracy support, social interaction and life skills support, some extra-curricular activities, speech and language interventions, mental health & wellbeing support.
Professional Development & Training	This sections refers to the Teaching and Learning aspects that can include whole school training, groups of staff or /and targeted and key individuals. This element can also include train the trainer aspects and schools supporting other schools. Training can include: • ELSA • Nurture • Trauma Informed Practice • Whole school approaches to Wellbeing • Mindfulness • SAP • Emotion Coaching • Lego Based Therapy • Drawing and Talking • Unearthing and Meditation • Attachment and Trauma aware schools and communities • Family engagement.
Resources	This refers to small pieces of equipment or provision that is required to undertake specific element. Examples of possible options: • Revision guides • Computer software • Licenses for initiatives • Resource pack for carers • Activities/games • Training material • Additional curriculum • Lego

5

GwE

	• Books
Remuneration and Release of Staff	This cannot be used to replace school's/LA statutory roles and duties. Any roles funded via the grant will need to show evidence of sustainability beyond the life of the grant. Possible uses: • Appoint additional staff to build capacity and support key intervention to LAC leaners – Key Worker/Engagement Worker • LAC mentors • Share and develop cluster working in relation to transition • Release from class to undertake duties associated with project • Release of designated teacher to support other schools • Training other staff across the cluster • Visits to schools/clusters to share good practise

What the grant will not fund:

Statutory support and provision – that is existing services or statutory entitlements e.g. LACE Co coordinators role / ALN provision/Social Service provision linked to Corporate Parenting element.

REPORT TO THE JOINT COMMITTEE

27 NOVEMBER 2019

Report by: GwE Managing Director

Subject: GwE review of progress – Steve Munby report

1.0   Purpose of the Report

1.1   To present 'GwE Review of progress' report by Steve Munby to the Joint Committee.

2.0   Background

2.1   In September 2018, Steve Munby – an education consultant on leadership and system reform - reviewed GwE's current practice and direction of travel. The report concluded that:

> *The direction of travel that GwE has adopted is exactly the right one. Much is now in place to move things forward strongly – leadership, clear direction, culture, mission and focus, relationships, credibility with schools and local authorities, systems, quality assurance, data. Above all GwE should hold its nerve and keep doing what it is doing.*

> *I am coming away from these two days feeling positive about the prospects for success in North Wales, in spite of the numerous challenges. The quality of the GwE team is high and the strategies are impressive. The direction of travel is the right one and the team are open to external challenge whilst determined to do the right things for the schools and the children in North Wales.*

2.2   Steve Munby recently re-visited the region to help us further evaluate the service and shape our future direction. A copy of the report is enclosed.

3.0   Considerations

3.1   Since the last review, Steve Munby notes that progress has been made on all nine of the recommendations. In September 2018, GwE was already making strong progress in its agreed direction of travel, but since then, the progress has either been significantly accelerated or has, at the very least, continued steadily.

3.2   The areas of strength were identified as:
*   **Leadership and culture.**   The development of an open and listening culture in GwE is very marked.   Headteachers and other stakeholders speak of GwE's flexibility, openness and responsiveness.
*   **Peer engagement, clusters and peer review.** Significant progress is being made in the development of collective efficacy through school clusters.
*   **Reduced workload and bureaucracy.** The further development of the G6 instrument is having a very positive impact in reducing workload for schools and for SIAs.
*   **Scrutiny** - a move towards scrutiny becoming more workshop-based, more about individual schools and more hands-on, with scrutiny members visiting schools and, indeed, shadowing the work of SIAs.
*   The provision of **differentiated and credible support** that is based on need - more responsive and bespoke approach to meeting the needs of schools and local authorities.
*   GwE plays an important role in helping to provide **coherence** to the various national policies and to help schools to make sense of them at local level.   This is particularly the case for the ALN transformation work and also when it comes to support for the development of the curriculum for Wales.

3.3   There was no aspect of the work investigated where there was no progress, though a number of challenges remain. The challenges/concerns were identified as follows:
*   **Overlap and duplication between GwE and local authorities -** encouraging to see that there is a genuine partnership approach being developed between GwE and local authorities and that the relationship with local authorities is at least as good as it was last year, if not better.
*   **Funding issues** continue to provide a challenge for the region.
*   **Recruitment and retention of leaders and teachers.** This remains a very big issue in many schools, in the secondary sector, smaller schools and especially Welsh medium.

3.4   Steve Munby concludes in his report that:

I am, frankly, deeply encouraged by the progress I have observed a year after my last visit. My expectations have been met and in some cases exceeded.   Now is not the time to lose your nerve but to renew your efforts and to tap into the undoubted excitement and enthusiasm that exists in schools. "This is the best time that I can remember in all my years in education. I really feel that we can move things forward across Wales"

4.0   Recommendation

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

4.2   Determine if there are any aspects of the report that they wish to discuss further at a future meeting.

5.0   Financial Implications / Risks

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.   Consultation Undertaken

8.1.1   Representation of: Headteachers (primary and secondary), Education Portfolio holders, GwE Management Board and GwE staff.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

Section 3.3 of the covering report regarding Steve Munby's review identifies that: *"funding issues continue to provide a challenge for the region".* Of course, GwE's Joint Committee members will already be fully aware, as Steve Munby commented in paragraph 2 on the fourth page of his review, that: *"schools too are struggling … while tight budgets are in place"* and *"local authorities are also under pressure to continue to deliver services."* However, generally, the review's report appears to conclude positively regarding GwE's impact from the limited resources available.

GwE review of progress.   October 2019.

Background and evidence base

I met with a range of senior colleagues from GwE who briefed me on developments since my last review in the Autumn of 2018. In addition, I met with some Supporting Improvement Advisers (SIAs) and with the key officers from GWE who lead on:
- the peer engagement initiatives,
- the support for Curriculum for Wales,
- the Formative Assessment Action Research Project and
- the Additional Learning Needs Transformation Initiative.

I also spoke with:
- a group of headteachers (primary and secondary) from a number of different local authorities in the region;
- the education portfolio holders for two local authorities – who are also the chair and vice-chair of the GWE Joint Committee; and
- chair of the GwE Management Board (one of the Directors of Education - via a telephone call).

In addition, staff from GWE also demonstrated to me the progress made on the G6 tool since last year and also the tracker software which is now used in more than 40% of the schools.

Overall observations.

I was greatly encouraged by my visit. When I reviewed the work of GwE last year, it was already making strong progress in its agreed direction of travel but since then the progress has either been significantly accelerated or has, at the very least, continued steadily. GwE is continuing along its three-stage journey from having a prime focus on challenge and monitoring to a prime focus on supporting improvement towards a main focus on building capacity for a self-improving system.

It was encouraging to hear from the headteachers about the transformation in approach that has happened in GwE in recent years and their strong endorsement of the quality of the support they receive. It was also good to hear the positive feedback from portfolio holders and the director of education who are all absolutely convinced that GwE provides good value for money. SIAs and other GwE colleagues also spoke in very positive terms about the shift in culture in GwE and how they feel more empowered and less isolated.   There was no aspect of the work that I investigated where I was disappointed about progress, though a number of challenges remain.

Grounds for optimism/areas of strength

1. **Leadership and culture.** The development of an open and listening culture in GwE is very marked.   Headteachers and other stakeholders speak of GwE's flexibility, openness and responsiveness.   There is a focus on "*relationships, relationships, relationships*". "*You can't do school improvement without getting the schools on board*."   The culture and the required behaviours are modelled by the leadership team in GwE.   There is a focus on internal staff development and training to help to make sure that staff are engaged in a common vision and an agreed strategy.   "*We are on a journey together and with our schools*".   "*The culture in GwE used to be more top-down but now I feel listened to and that I am helping to shape the future*". Leadership is strategic, thoughtful, reflective, open to challenge and politically astute. "*Arwyn is committed to partnership working*". "*I have learned so much by being on the Leadership Team- the importance of being open, transparent, strategic and learning from each other". "This is a period of massive change but*

I feel confident that there is a coherent strategy going forward and that we are all on the same trajectory"

2. **Peer engagement, clusters and peer review.** Significant progress is being made in the development of collective efficacy through school clusters. An important meeting involving head teachers from across the region on 22 January 2019 gave ownership to the heads to develop the principles for peer review and to agree a way forward for cluster-based work. This has enabled a fascinating trial to take place of two different approaches to peer review which both adhere to those principles: a) The Schools Partnership Programme approach run by Education Development Trust which provides a common structure, values the role of "Improvement Facilitators" and gives flexibility to each school to decide on the focus of the review and b) a more bottom-up localised approach which agrees a common focus for peer review across the cluster. Crucially, a baseline evaluation has been carried out to enable the effectiveness of the two different approaches to be considered over time.

There has also been an important shift in the development of the curriculum clusters, with schools developing their own plans, provided they meet certain criteria. The curriculum clusters have also had some success in the development and training of cluster facilitators which is helping system leadership to go beyond the head teacher. The ALN clusters, too, have made good progress since my visit last year.

The move towards more cluster-based working which builds in peer challenge and support and focuses on improving student outcomes is a very important step. Schools are enthusiastic about this approach. *"We own it but we get helpful support and challenge"*. They do understand that competition between schools for places presents a challenge to effective school to school collaboration, but they also realise that the national move to reduce the high stakes accountability system helps the collaboration to be more based on trust and transparency. Heads regard this move towards a more collaborative approach as very significant: *"We will look back and say 'this is when it shifted'. It is a key moment in time for Wales"*.

The approach from GwE continues to be that schools need to lead this work with help and support from GwE rather than through an imposed top-down approach. But GwE aims to help to develop the culture and to provide the support to make it more likely to be effective so that the move toward peer review is "voluntary but inevitable". In my view they have not yet reached a "tipping point" towards a self-improving system but they are on their way.

3. **Reduced workload and bureaucracy.** This is a very demanding time for educators in Wales, as they attempt to implement the National Mission and shape it to meet their local context. Capacity and workload are, therefore, major concerns. The further development of the G6 instrument is having a very positive impact in reducing workload for schools and for SIAs. There is more work to do on this but with 84% of schools now choosing to use it, the informal evidence is that it is reducing headteacher workload considerably and also enabling SIAs to focus more on discussing ways forward and providing support to the school rather than spending time writing reports. *"I love it. It has saved me hours and hours of work" (head teacher). "The reports used to take me hours to write and I never really knew why I was writing them" (SIA).* It is also encouraging transparency and supporting the distribution of leadership in schools. A win-win for the system. A protocol, how this is used going forward and who has access to the data, will be important. In addition, the new tracker is

helping to focus schools on the progress that groups of students are making and is thus supporting better professional dialogue on what should happen next.

Very effective professional support by performance, finance and data managers and their staff allow school improment staff to work more effectively. Identifying direction of travel and reporting to numerous audiences is made easier through quality information and reports provided by these staff.

4. **Scrutiny.**   During my visit last year I highlighted a concern that the changes in the proposed accountability system with test results no longer aggregated and with Estyn no longer grading schools (except those in special measures) may lead to a problem with the expectations of elected members in their scrutiny role.   This is already proving to be an issue and will need careful handling. However, I am encouraged to see a move towards scrutiny becoming more workshop-based, more about individual schools and more hands-on, with scrutiny members visiting schools and, indeed, shadowing the work of SIAs.

5. The provision of **differentiated and credible support** that is based on need.   When I visited a year ago, GwE was already moving strongly in this direction.   I am encouraged to see that good progress is being made on this, with even more serving secondary headteachers and experienced head teachers acting in the SIA role (thus giving the role enhanced credibility in the eyes of secondary heads), and an even more responsive and bespoke approach to meeting the needs of schools and local authorities.   This focus on the use of practitioners rather than just on the expert at the centre is continuing to develop, with CPD increasingly being led by practitioners and with SIAs increasingly brokering access to good practice in other schools. The headteachers told me that this brokerage of good practice now includes a greater focus on dialogue and follow-up rather than just a one-off visit.

6. GwE plays an important role in helping to provide **coherence** to the various national policies and to help schools to make sense of them at local level.   This is particularly the case for the ALN transformation work and also when it comes to support for the development of the curriculum for Wales, where there is still some current uncertainty in schools as to how much work should be done at this stage and how much should be left to later.   The role that GwE plays as a conduit between government and schools is an important one -helping schools to understand government policy and keeping schools up-to-date with national developments, whilst also giving back constructive feedback to civil servants concerning the challenges on the ground.

Challenges/concerns

1. **Overlap and duplication between GwE and local authorities.**   It is encouraging to see that there is a genuine partnership approach being developed between GwE and local authorities and that the relationship with local authorities is at least as good as it was last year, if not better. Roles are being clarified, relationships are being strengthened and effective ways of working are being developed. *"GwE's role is support and challenge; the local authority's role is accountability and statutory work".*

The work that local authorities do on inclusion, well-being and on ALN does have potential overlap with the work that GwE does already or might do in the future. These overlap issues need further working through.

2. **Funding issues** continue to provide a challenge for the region. Some central GwE staff haven't been replaced and there has been a turnover of SIAs which has made continuity and the building of trust with schools more difficult (though, on the up-side, it has enabled new expertise to be brought into GwE). Schools too are struggling to do all that is expected of them while tight budgets are in place. Local authorities are also under pressure to continue to deliver services. These issues are not overwhelming but they do add additional challenges to be overcome to achieve success across the system.

3. **Recruitment and retention of leaders and teachers.** This remains a very big issue in many schools, in the secondary sector, smaller schools and especially Welsh medium. There are more small schools in North Wales than in other regions. The provision of high quality external support may not be enough to ensure that a challenging school makes progress if the school is struggling to attract quality leaders and subject teachers. The performance of secondary schools at key Stage Four remains an issue for GwE.

Recommendations.

GwE is heading in the right direction and now is not the time to change its fundamental approach or to dilute its strategy. More and more schools are on board, trust is being developed, capacity is being built, clusters are becoming more effective, peer review is about to take off and there is a positivity and enthusiasm that is clear to see. The leadership of GwE is evidently effective.

In the coming year there will need to be an even greater focus on teaching and learning and on the development of a vision for the curriculum that applies the principles of the Curriculum for Wales in the local context. GWE is best placed to lead the way on this, given its emphasis on cluster-based working and on facilitation of an increasingly self-improving system.

It is very encouraging that, in my view, progress has been made on all nine of the recommendations in my past report and I see no reason to amend those nine recommendations a year later. Sometimes the best approach is to continue to do what you have started to do but to do so in more depth and with some nuance. This is such a moment. The recommendations from last year all stand but now I would add the word "continue" to each of them and, in some cases, adapt them slightly.

1. Continue to have a gradual and differentiated approach to leading and supporting change. This will continue to be "messy" and schools' needs will be different. What is needed here is "nuanced leadership". SIAs may sometimes need to be deployed according to their strengths (eg those who are better at more direct intervention work being allocated to those schools requiring more direct intervention).
2. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. Don't lose the "hard-edge" and don't avoid the challenging conversation. But this should be the exception rather than the norm.
3. Continue to look to build on success and to share and disseminate it, through brokerage of school to school support and other ways to expose teachers and leaders to great

practice. The Formative Assessment Action Research Project can play an important part in this, as can the other cluster work. In particular, peer review can help significantly with this and this should, hopefully, come through as an outcome in the evaluations of peer review.

4. Continue to look out for highly talented teachers and leaders, using the cluster work and programmes like aspirant leaders to encourage people to step up. Perhaps consider the use of a talent development framework?

5. Continue to seek to use school-based staff increasingly in professional development. Find more ways to encourage and facilitate great practitioners to lead professional development at school and at cluster level. Consider ways in which this can be built more deeply into the culture of how schools and clusters operate.

6. Continue to focus clusters on transparent objectives based on outcomes for children. Be up-front about this and encourage the sharing of the proposed outcomes with local authorities, with Estyn and with parents. Do all that you can to support and develop "lateral leadership", which is a different skill set from "institutional leadership".

7. Continue to support the development and evaluation of a peer review strategy. Adopt a "test and learn" approach in the coming year

8. Develop greater clarity on the role of "system leader". This links to the "lateral leadership" comment in 6. The time is right for more to be done on this in the coming year as cluster working moves to the next level.

9. Continue to look outward and to welcome challenge from those outside North Wales. The work with Shirley Clarke on formative assessment and with Education Development Trust on peer review, amongst others, shows the value of looking outward but it is important to contextualise things to meet the needs of schools in North Wales, as you are doing with the Formative Assessment Project and the Schools Partnership Programme.

Conclusion

I am, frankly, deeply encouraged by the progress I have observed a year after my last visit. My expectations have been met and in some cases exceeded. Now is not the time to lose your nerve but to renew your efforts and to tap into the undoubted excitement and enthusiasm that exists in schools. *"This is the best time that I can remember in all my years in education. I really feel that we can move things forward across Wales"*

Steve Munby   2 October 2019