

Complete Agenda



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Meeting

GWE JOINT COMMITTEE

Date and Time

10.30 am, WEDNESDAY, 20TH MARCH, 2024

Location

Virtual Meeting - Zoom

Contact Point

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(DISTRIBUTED 14/03/24)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor Dafydd Roberts	Isle of Anglesey County Council
Councillor Gill German	Denbighshire County Council
Councillor Julie Fallon	Conwy County Borough Council
Councillor Mared Eastwood	Flintshire County Council
Councillor Phil Wynn	Wrexham County Borough Council
Beca Brown	Cyngor Gwynedd

Co-opted Non-voting Members

Manon Williams	Primary Schools Representative
Paul Smith	Secondary Schools Representative
Noel Fitzgerald	Special Schools Representative
Alison Fisher	Governor Representative
Jennie Downes	Church in Wales Representative

Non-voting Officers

Marc Berw Hughes	Isle of Anglesey County Council
Dr Lowri Brown	Conwy County Borough Council
Claire Homard	Flintshire County Council
Karen Evans	Wrexham County Borough Council
Geraint Davies	Denbighshire County Council
Gwern ap Rhisiart	Cyngor Gwynedd

Officers in Attendance

Graham Boase	Denbighshire County Council
Arwyn Thomas	GwE Managing Director
Alwyn Jones	GwE Assistant Director
Bethan Eleri Roberts	
Dewi Morgan	Host Authority
Sion Huws	Host Authority

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 - 10

The Chair shall propose that the minutes of the previous meeting of this Committee held on 6 December, 2023 be signed as the true record (attached).

5. GWE BUDGET 2023/2024 - 3RD QUARTER REVIEW

11 - 15

To update Joint Committee members on the latest financial review of GwE's budget for the 2023/24 financial year.

6. GWE REGIONAL BUSINESS PLAN 2023/2024 - QUARTER 3 MONITORING

16 - 65

To present the Quarter 3 Monitoring Report - GwE Regional Business Plan 2023-2024 to the Joint Committee.

7. THE FUTURE OF SCHOOL IMPROVEMENT IN NORTH WALES

66 - 82

To allow members of the Joint Committee to make informed decisions about the future of school improvement in North Wales.

8. GWE BUDGET 2024/2025 (BASE BUDGET)

83 - 88

To consider the report and adopt the base budget for 2024/25 as presented in Appendix 1

9. CALENDAR OF MEETINGS FOR 2024-25

89 - 91

To ask the Joint Committee to agree on a calendar of meetings for the coming year.

GWE JOINT COMMITTEE - 06/12/2023

Present:

Councillors: Julie Fallon (Chairperson) (Conwy County Borough Council); Beca Brown (Cyngor Gwynedd); Dafydd Roberts (Anglesey County Council); Gill German (Denbighshire County Council); Mared Eastwood (Flintshire County Council) and Phil Wynn (Wrexham County Borough Council).

Co-opted non-voting Members: Dylan Davies (Secondary Schools' Representative)

Non-voting Officers: Marc Berw Hughes (Anglesey County Council); Clare Scanlon (Conwy Borough County Council) and Debbie Anne Jones (Cyngor Gwynedd).

Officers present:

GwE - Arwyn Thomas (Managing Director); Alwyn Jones (Assistant Director); Bethan Roberts (Performance Management Manager) and Meleri H Roberts (Translator).

Cyngor Gwynedd (the Host Authority) - Dewi Morgan (Head of Finance Department); Siôn Huws (Propriety and Elections Manager); Gwion Jones (Senior Accountant) and Ffion Elain Evans (Democracy Services Officer).

Present for items 5 & 6: Yvonne Thomas (Audit Wales)

At the beginning of the meeting the Chairperson, on behalf of the Joint-Committee, expressed condolences to Clare Homard in her recent bereavement. It was also noted that Garem Jackson, the former Gwynedd Head of Education, has left. He was thanked for his support over the years and best wishes were conveyed for the future.

1. APOLOGIES

Apologies were received from Dr Lowri Brown (Conwy County Borough Council), Claire Homard (Flintshire County Council) and Geraint Davies (Denbighshire County Council).

2. DECLARATION OF PERSONAL INTEREST

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

3. URGENT MATTERS

No urgent matters were raised.

4. MINUTES OF THE LAST MEETING

It was confirmed that the minutes of the last meeting held on 12 July 2023 are correct.

5. AUDIT WALES - GwE AUDIT PLAN 2023

The report was presented, noting that the Audit Plan and the accounts are not usually presented in the same meeting, but as the last Joint Committee meeting was postponed the Audit Plan is presented in this meeting. It was explained that the plan looks slightly different to those prepared by Audit Wales in the past, and that this is due to changes in international auditing standards. The Joint Committee was reminded that not one audit can provide absolute assurance that the statement of accounts is accurate and that auditors adopt a concept of materiality.

It was noted that due to the changes to international auditing standards auditors now have to do much more work on the risks, and attention was drawn to the risks discussed in the report. It was explained that the risk of management override is present in all entities and is therefore present in all audit plans in Wales, and that the auditors have no reason to believe that this is occurring in the GwE accounts. It was noted that the second risk is also general in nature and is therefore included in the majority of audit plans. In addition, it was explained that the third risk has been included due to amendments made to 22/23 accounts in the context of accounting treatment of grant funding.

Attention was drawn to the fee raised for the work undertaken, noting it is approximately 15% higher than last year's fee due to inflation and changes in audit arrangements.

One member asked about the pension fund and whether GwE is in a situation to withdraw money from the fund. In response, it was confirmed that the fund is a separate entity to any of the authorities and the Joint Committee, and that it is revalued every 3 years. It was explained that the most recent revaluation occurred in April 2023, and as the funding level of the Gwynedd Pension Fund is healthy the contributions of employees were reduced overall. It was confirmed that withdrawal of funds is not part of Gwynedd Pension Fund policy and that contributions are reduced instead.

DECISION

To accept and approve the 2023 Audit Plan

6. JOINT COMMITTEE FINAL ACCOUNTS FOR THE YEAR ENDING 31 MARCH 2023 AND RELEVANT AUDIT

The report was presented, noting that Audit Wales intends to issue an unqualified audit opinion on the accounts this year. Following this, GwE is required to prepare a letter of representation on what is noted in the report. The Chair of the Joint Committee and the Finance Officer are required to sign the letter of representation and present it to the auditors.

One correction noted in the auditors' report was highlighted. It was explained that an unusual and unprecedented situation had arisen when the draft accounts were presented back in July. It was noted that it was a technical and unprecedented situation and that there was no clear guidance on how to deal with such a situation. As a result, the finance officers contacted Audit Wales for guidance, but it took some time for the auditors to decide on the right course of action. It was therefore explained that the amendment arises from different advice received at a later date on

how to deal with the matter, and that it has now been resolved.

Reference was made to paragraph six in the report, which notes that work has not been completed. It was confirmed that the work has now been completed and that there are no other matters arising. The fact that there were no other matters arising is a very good reflection of the arrangements in place to prepare the accounts, it was explained.

The teams in both Audit Wales and Cyngor Gwynedd Finance Department were thanked for their hard work and co-operation. The accounts are a source of pride it was added, and they provide assurance to members that priorities are in the right place and that money is used appropriately.

DECISION

To accept and note the report on behalf of the Auditor General for Wales, approve the 2022/23 accounts and authorise the Chair to sign the letter of representation on behalf of the Joint Committee.

7. GwE BUDGET 2023/2024 - REVIEW UP TO THE END OF SEPTEMBER 2023

The report was presented, explaining that it is a forecast for the current financial year and that a net overspend of £36,614 is foreseen by the end of the 2023/24 financial year. It was noted that 'employees' is the main overspend headline, and that the current staffing structure of the service is currently under review. There are currently posts which have not yet been filled in the service and this will go some of the way to reduce the expenditure, but it is likely that the savings will have to come from the staffing structure.

Attention was drawn to the underspend against the travel budget, and it was noted that this is the first complete financial year where staff travel is more on a par with that before the pandemic. It was noted it would be beneficial to consider whether the new way of working is leading to a reduction in travel costs in the long term and that it would be a matter to review in the future.

It was explained that GwE has an underspend fund as a result of underspend in previous years, and the recommendation would be to use this fund to finance the overspend at the end of the financial year.

During the subsequent discussion, the GwE Managing Director proposed that a Task and Finish Group be formed to consider the various options for the next financial year. He suggested that the group could report back on the various options to the Joint Committee, giving the Joint Committee an opportunity to discuss which option would be best in moving forward.

DECISION

- a) To accept and approve the report.**
- b) To form a Task and Finish group to look at the financial options for the 2024/25 financial year.**

8. GwE BUSINESS PLAN 2023/2024 - QUARTER 1 & 2 MONITORING REPORT

The GwE Managing Director presented the report, noting it is appropriate that the business plan follows the budget reports as the careful planning that takes place when producing the business plan is integrated into the budgetary requirements. The focus in this meeting was on 'Objective 1 - School Improvement', and it was explained there has been a culture change in GwE over the last 5/6 years. He noted this is now coming to fruition, and that the service has a close relationship with school staff in order to be able to identify priorities.

He went on to explain that the inspection cycle for the six authorities has come to an end, and that the school improvement aspect has come out strong. It was explained there are no recommendations on how the school improvement service may be improved. As a result, this positive nature needs to continue it was noted, and that information arising from the findings of the Task and Finish Group needs to inform the next step.

Recognition was given to the fact there has been pressure in recent times on regulatory duties but that reports are consistently positive. This means there is external assurance that GwE is proceeding in the right direction and that the collaboration is unhindered. This is key to the success of the service it was emphasised.

During the subsequent discussion, members made the following comments:

- Thanks were given for the report and there was praise for the support and all the work undertaken by the service.
- There was a request for all the feedback received across the region to be shared with the Joint Committee, as it is important to see how schools are feeling across the region in order to be able to compare with schools within individual authorities.
- There was concern about the review of salary grades, even though there was no reference to this in neither the report nor the Business Plan. In response, it was explained that GwE as a service is looking for consistency and fairness and that it is likely there must be a restructure in order to ensure there is an appropriate structure in place in moving forward. It was noted that this is a discussion to be raised with the Task and Finish Group, which would be looking at the financial situation in its entirety.

DECISION

To accept and approve the report.

9. REVIEW OF RISK REGISTER

The risk register was presented, explaining it is a live document that is reviewed on a regular basis and presented to the Joint Committee annually, and when new risks are identified and there is a need for the Joint Committee to be aware of them. It was explained that the risk level has been maximised with some risks. It was noted that one risk for individual members and the Joint Committee is how to ensure the appropriate school level support with a shrinking budget and fewer people to undertake that work. The need to consider how to get the model right was noted and

to ensure balance in terms of what the budget can do. It was added that individual risks can lead to a compound risk to the good reputation of individual councils, the Joint Committee and schools.

This document is a live document and it would need to be revisited, especially in the context of the Task and Finish Group as the impact of any decisions must be considered.

During the subsequent discussion, members made the following comments:

- It was noted there will be an increase in the number of Estyn inspections next year, and concern was expressed about all the time used to inform different inspectors. There is a need for a more balanced inspection calendar it was said, so as to avoid duplication, and a focus on improving services rather than informing inspectors.
- The Joint Committee Chair explained that she has asked the Minister for Education to hold a meeting with all local authority Education Cabinet members to discuss the budget. She suggested that members could ask about the increase in Estyn inspections in the meeting.
- Attention was drawn to the fact that there is a page missing in the English version of the report and a request was made for said page.

DECISION

To accept the latest amendments to the Risk Register.

10. GWE PROFESSIONAL LEARNING SUPPORT

The report was presented, noting that the Professional Learning Offer is provided on three tiers:

1. The generic offer of professional learning programmes or the training that is available to everyone across the region.
2. The professional learning support that promotes collaboration in primary clusters and the secondary alliances, as well as the professional learning networks supporting secondary, primary and special schools.
3. The specific professional learning offer that is available to all schools individually in their support plan.

It was highlighted that professional learning support is different and separate to school improvement work. It was explained that the generic professional learning offer is broad and comprehensive and that it arises from the most common priorities in regional schools. It was suggested that it could be argued that the offer is too broad, but the service serves approximately 12,000 teaching staff and an effort is made to ensure there is something to suit everyone.

The need to ensure that messages regarding training are clear was noted, and the need for collaboration and support for teachers and practitioners. It was explained that, in turn, teachers need to commit to implementing what they learn and that training sessions are a good opportunity for teachers to work together and share good practice.

During the subsequent discussion, members made the following comments:

- Members noted they are comfortable and satisfied with the provision overall.
- There was concern that it is noted in the report there are no financial implications arising from the offer, as it is impossible to produce something commercial without investing money and human resources.
- In relation to this, the importance of looking beyond schools was noted, in the context of generating an income as schools are already under immense financial pressure.

DECISION

To accept and approve the content of the report and the plans to develop and evolve the Professional Learning Offer in the future.

11. ESTYN CONSULTATION ON FUTURE INSPECTION ARRANGEMENTS FOR LOCAL GOVERNMENT EDUCATION SERVICES AND SCHOOL IMPROVEMENT SERVICES

The report was presented, explaining that Estyn is introducing new inspection arrangements for education providers in Wales from September 2024 onwards. It was noted that Estyn has undertaken a consultation to gather the views of individuals and organisations on how best to develop guidance and inspection approaches from 2024 onwards. It was explained that a response was formulated on behalf of the Joint Committee on 27 November, and that it is presented today so that the content may be formally noted.

DECISION

To formally note the response of the Joint Committee to the Estyn consultation.

The meeting started at 10.30am and concluded at 11.35am.



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MEETING	GwE Joint Committee
DATE	20 March 2024
TITLE	GwE Budget 2023/24 Review up to the end of December 2023
PURPOSE	<ul style="list-style-type: none"> • To update Joint Committee members on the latest financial review of GwE’s budget for the 2023/24 financial year. • The report focuses on the significant financial varaiances, with Appendix 1 containing the full financial information.
RECCOMENDATION	To accept the report.
AUTHOR	GwE Managing Director and Gwynedd Council Head of Finance.

1. CONCLUSION

- 1.1 Based on expenditure and income up to the end of December 2023 and estimates based on management explanations, this review forecasts a net overspend of £59,531 by the end of the 2023/24 financial year.
- 1.2 The following section of this report explains the reasons behind the main variations predicted.

2. FINANCIAL VARIANCES

2.1 **Employees:**

December 2023: overspend £46,173 September 2023: overspend £51,984

As mentioned in the review up to the end of September, a savings target of £102,112 had been set for GwE this year, additionally an increase in rent costs of £13,125 could be seen following GwE renting more office space in the Penrallt office, Caernarfon. The decision was made to make a cut the staffing budget in year in order to meet these savings. The Employees heading therefore shows and overspend, but that overspend is reduced as a result of staff turnover, mainly through two permanent positions that have not been filled.

2.2 **Travel:**

December 2023: underspend (£16,495) September 2023: under (£15,370)

No substantive change to what was reported in the review to the end of September. With new ways of working developed during the Covid period, we anticipate that this will lead to permanent underspending against the budget.

2.3 **Supplies & Services:**

December 2023: overspend £22,738 September 2023: neutral

An overspend is anticipated on this heading by the end of the financial year. I.T equipment replacement costs have hit GwE this year, an element of the underspend fund has been allocated to this purpose, with GwE contributing an amount to the fund annually.

3. UNDERSPEND FUND

3.1 At the beginning of the 2023/24 financial year, the fund totalled £298,632.

3.2 The fund total at the end of 2023/24 is estimated at £239,102 having financed the overerspend anticipated above.

APPENDICES

Appendix 1: GwE Budget 2023/24 – Review up to the end of December 2023.

OPINION OF STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective

Statutory Finance Officer:

Co-author of the report

GwE JOINT COMMITTEE - NORTH WALES COUNCILS - Budget Review 2023/24 : Review up to the end of September 2023

	Budget Review up to the end of September £	Adjustments £	Budget Review up to the end of December £	Estimated Expenditure £	Over / (Under) Spend Net up to end of September £
Expenditure					
Employees					
Salaries					
- Management, Brokerage, Standards and Administration	880,986	115,237	996,223	896,419	(99,803)
- Supporting Improvement Advisers	4,205,354	(133,888)	4,071,466	4,164,431	92,964
- Staff on Secondment	296,944	(26,327)	270,617	270,617	0
- Transferred against 'Specific Projects'	(2,051,145)	23,614	(2,027,531)	(1,973,590)	53,942
Training, advertising and other employee costs	47,384		47,384	46,454	(930)
Building					
Rent (includes services)	205,880		205,880	212,108	6,228
'Specific Projects' usage of offices recharge	(65,458)		(65,458)	(65,458)	0
Travel					
Travel Costs	152,722	373	153,095	136,600	(16,495)
Supplies and Services					
Furniture, equipment, printing, postage, telephone, room hire etc	81,199	18,354	99,553	122,291	22,738
Information Technology (contribution to renewal fund)	18,354	(18,354)	0	0	0
Audit Fees	12,744		12,744	12,744	0
Commissioning	321,211	350	321,561	321,561	0
Gwynedd Council Host Authority Support Service Costs					
Legal	6,371		6,371	6,371	0
Human Resources	10,924		10,924	10,924	0
Finance	47,237		47,237	47,237	0
Information Technology	52,245		52,245	52,245	0
National Model Commitments	469,948		469,948	469,948	0
Specific Projects					
Regional Consortia School Improvement Grant	9,856,982	102,614	9,959,596	9,959,596	0
Pupil Deprivation Grant - Looked After Children	1,145,400		1,145,400	1,145,400	0
Pupil Deprivation Grant - Strategic Advisor	100,000		100,000	101,529	1,529
Pupil Deprivation Grant - Consortia Led Funding	186,067		186,067	185,426	(641)
Newly Qualified Teachers (NQT)	658,964	226,152	885,116	885,116	0
Informal use of Welsh program (ages 3-18)	207,720		207,720	207,720	0
Ein Llais Ni – Oracy Scheme	210,900	(52,527)	158,373	158,373	0
Taith Project	0	31,056	31,056	31,056	0
Total Expenditure	17,058,932	286,654	17,345,586	17,405,117	59,531

	Budget Review up to the end of September £	Adjustments £	Budget Review up to the end of December £	Estimated Income £	Over / (Under) Spend Net up to end of September £
Income					
Core Service Contributions					
- Isle of Anglesey County Council (22/23: 10.14% - 23/24: 10.09%)	(443,336)		(443,336)	(443,336)	0
- Cyngor Gwynedd (22/23: 17.59% - 23/24: 17.53%)	(770,232)		(770,232)	(770,232)	0
- Conwy County Borough Council (22/23: 15.26% - 23/24: 15.17%)	(666,666)		(666,666)	(666,666)	0
- Denbighshire County Council (22/23: 15.48% - 23/24: 15.51%)	(681,484)		(681,484)	(681,484)	0
- Flintshire County Council (22/23: 22.67% - 23/24: 22.79%)	(1,001,422)		(1,001,422)	(1,001,422)	0
- Wrexham County Borough Council (22/23: 18.86% - 23/24: 18.91%)	(831,077)		(831,077)	(831,077)	0
Specific Projects					
Regional Consortia School Improvement Grant	(9,848,461)	(101,714)	(9,950,175)	(9,950,175)	0
Pupil Deprivation Grant - Looked After Children	(1,145,400)		(1,145,400)	(1,145,400)	0
Pupil Deprivation Grant - Strategic Advisor	(100,000)		(100,000)	(100,000)	0
Pupil Deprivation Grant - Consortia Led Funding	(186,067)		(186,067)	(186,067)	0
Newly Qualified Teachers (NQT)	(658,964)	118,152	(540,812)	(540,812)	0
Informal use of Welsh program (ages 3-18)	(207,720)		(207,720)	(207,720)	0
Ein Llais Ni – Oracy Scheme	(210,900)	52,527	(158,373)	(158,373)	0
Taith Project	0	(31,056)	(31,056)	(31,056)	0
Income from Secondments	(296,944)	26,327	(270,617)	(270,617)	0
Other Income	(10,260)	(6,586)	(16,846)	(16,846)	0
Contribution from reserves (NQT)	0	(344,304)	(344,304)	(344,304)	0
Total Income	(17,058,932)	(286,654)	(17,345,586)	(17,345,586)	0
Total Income over Expenditure	0	0	0	59,531	59,531
Memorandum -					
The General Fund					
					(298,632)
					59,531
					0
					(239,102)



REPORT TO THE JOINT COMMITTEE

20 MARCH 2024

Report by: Arwyn Thomas, GwE Managing Director

Subject: GwE Regional Business Plan 2023-2024 - Quarter 3 Monitoring Report

1.0 Purpose of the Report

1.1 To present the Quarter 3 Monitoring Report - GwE Regional Business Plan 2023-2024 to the Joint Committee.

2.0 Background

2.1 The Business Plan sets out our vision, values and behaviours and the priority areas for improvement across the region.

2.2 The regional priorities and areas for improvement are strongly embedded in the findings of internal self-evaluation processes, external reviews of current practice and direction of travel and consultation with Headteachers and Local Authorities. Our priorities are a combination of improving provision, leadership and outcomes in schools, along with realising the Reform Journey and the Curriculum for Wales.

2.3 Progress against the Regional Business Plan is reported to the Joint Committee. Attached is the monitoring report for quarter 3.

3.0 Considerations

3.1 The Managing Director and Chair of the Management Board have responsibility for delivering the Regional Plan, as accountable officers. The Joint Committee is ultimately accountable for delivering the plan.

3.2 The GwE Business Planning Framework ensures clarity and strategic harmony in achieving priorities locally, regionally and nationally. Throughout the year, reports pertaining to our priority streams in the Business Plan will be informed through our governance groups.

3.3 These priorities are supported by detailed service plans, which note the support and provision available to all schools in the region. How and when each priority will be achieved is outlined, and expectations set in terms of next steps in realising the reform journey. In addition, each Local Authority has a detailed business plan which has been agreed by the Head of Service and the Core Adviser.

4.0 Recommendations

4.1 The Joint Committee is asked to approve and accept the monitoring report for quarter 3.

5.0 Financial Implications

5.1 There are no financial implications arising from this report. GwE will operate within 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 Consultation with GwE Management Board and Joint Committee.

9.0 Appendices

9.1 Appendix 1 - Quarter 3 monitoring report

Appendix 2 - Regional Data Quarter 3

OPINION OF STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

I am satisfied that implementing the decision sought will not create a new spending commitment. I have no further comments from the perspective of financial propriety.



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**GwE Business Plan
2023-2024
Quarter 3
Progress Report**



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CONTENT

1. GwE Regional Business Plan 2023 - 2024

- Regional priorities and provision contributing to local authority priorities:
Progress report for Quarter 3

2. Appendix: Regional Data

REGIONAL PRIORITIES & PROVISION 2023 - 2024

Progress report for Quarter 3

OBJECTIVE 1 – SCHOOL IMPROVEMENT

Priorities:

- 1.1 - Ensure all schools are supported to evaluate accurately and deliver robust improvement plans effectively.**
- 1.2 - Supporting leadership working collaboratively to promote high standards and aspirations for all.**
- 1.3 - Support leadership in schools to become familiar and ready to implement the new school improvement guidance.**
- 1.4 - Strengthening multi agency approaches to schools causing concern.**
- 1.5 - Strengthening partnership working with Local Authorities.**

SCHOOL IMPROVEMENT

Self-evaluation and improvement planning

Improve the quality of leadership, teaching and learning and provision.

Strengthening multi agency and ‘team around the school’ approaches to schools causing concern

Strengthen partnership working with Local Authorities

Link Supporting Improvement Advisors (SIAs) continue to support schools with their self-evaluation and improvement planning processes. This work builds on the workshops delivered to head teachers and SLT members. Feedback from schools continues to be positive with many noting that it has deepened their understanding of requirements and expectations of the new School Improvement Guidance (SIG). However, there remains some inconsistencies in the quality of improvement planning and specifically around the sharpness of the wording of priorities and expected outcomes. Where requested by schools, SIAs are supporting leaders to address these inconsistencies.

Support Plans are operational in the majority of schools. However, Action Short of Strike (ASOS) restrictions has led to non-engagement by a minority of primary schools.

Nearly all schools are engaging with an extensive range of evaluation processes, and in most schools evaluative judgements are thorough and based on sound knowledge of pupil progress and draw on extensive qualitative and quantitative information. Additional support continues to be targeted to schools where concerns remain about robustness of processes and accuracy of findings.

The vast majority of Link SIAs are included in scrutiny exercises with their schools. ASOS restrictions has meant that a minority of primary schools have not invited their Link SIA to participate.

Link SIA engagement and network/forum agendas continue to focus on ensuring that school-based evaluation processes have an increased central focus on learner progress and standards. This area remains a key focus of SIA engagement and it also forms the central pillar of cluster/alliance collaboration.

Link SIAs are undertaking visits to evaluate impact and progress in 4 key areas: Leadership, Teaching, Curriculum and Provision and Standards and Progress. These reports feed into the LA Annual Progress Report which will be shared with scrutiny. For a minority of primary schools, reports cannot be completed because of ASOS restrictions.

Many schools continue to make effective use of peer engagement in their self-evaluation processes. This offers valuable opportunities for challenging the veracity and accuracy of scrutiny findings. However, progress has been slow in a few clusters/alliances. All clusters/alliances are working with their Link SIAs on action plans with specific focus on collaboration around ensuring a common understanding of standards and progress. All clusters/alliances are expected to showcase successful practice in the regional conference at Venue Cymru during June 2024.

A Task and Finish Group of regional headteachers and GwE staff have developed guidance and exemplar materials for schools regarding the requirement to publish a summary of self-evaluation findings, progress against prior School Improvement Plan (SIP) priorities, high-level improvement priorities for the forthcoming year and the external support the school will access to achieve those priorities. Four virtual twilight sessions have been delivered with recordings made available to those schools who were unable to attend. This area will remain a key focus of SIA engagement for the next two terms.

2023-24 operational guidance for Core Leads (CL) and Link SIAs has been shared and discussed with team members to ensure greater consistency in approaches and quality of work. All Core Leads are actively involved in the quality assurance processes and a GwE Quality Assurance Sub-group has been established to ensure rigour and consistency in approaches. In addition, a sample of Link SIAs have been invited to share aspects of their work with the GwE SLT.

Processes and systems around supporting Schools Causing Concern (SCC) and for early identification of schools which are on a downward trajectory, have been strengthened. Revised templates for CL reporting to Level 1 and Level 2 LA quality groups are operational. Local Authority officers, who form part of the LA/GwE Task Group, noted that the reporting template has led to sharper discussions around identified concerns and on agreeing next steps.

The current profile for each sector identifies: 9 schools in statutory category [3 secondary / 6 primary]; another 13 schools causing concern [0 secondary / 13 primary] and 44 schools which are kept under review [23 secondary / 21 primary].

Collaboration through primary cluster and secondary alliance working.

Cluster and alliance working is a strength across the GwE region. One of the main elements this year is a focus on supporting school leadership in preparation for the requirements of the School Improvement Guidance: Framework for Evaluation, Improvement and Accountability (SIF) that will become statutory in September 2024. This has been an opportunity for GwE to work together with schools to refine and align several processes, and work towards reducing workload on all levels in the system.

The focus of this year's work programme is to ensure there are robust and purposeful systems and procedures in place in acknowledgement of expectations as set out in the SIF. Part of the requirements of the SIF is the need for school leadership to demonstrate leadership across the system and how this is achieved. The funding has been distributed to clusters and alliances and used to:

1. Further strengthen the quality of leadership across the system
2. Develop the skills of leaders and further enhance processes and systems for effective self-evaluation, improvement planning and measuring impact.
3. Further promote effective collaboration, that includes peer review, at an alliance and cluster level to meet the requirements of the SIF.
4. Promote Professional Learning - for example, clusters to identify schools or activities to share successful practice within and beyond the cluster.

OBJECTIVE 2- CURRICULUM & ASSESSMENT

Priorities:

2.1 - Realising Curriculum for Wales

2.2 - Assessment, progression and accountability

CURRICULUM DEVELOPMENT & NETWORKS (CfW)

Support with schools' and PRUs' understanding and approaches in terms of the CfW, and through an ongoing cycle of curriculum review under the CfW.

Support with CfW development in schools and PRUs to ensure that all practitioners have the relevant information and skills to effectively realise the CfW in their setting.

Curriculum for Wales is a significant programme of reform with effective teaching and learning and realising the Four Purposes central to its success. GwE has ensured that all curriculum support aligns to the expectations and

principles within Welsh Government's Journey to 2022 and the updated Curriculum for Wales framework. In line with the implementation of the new Curriculum for Wales, all schools and settings have been supported to meet the new statutory requirements within the expected timeline. It is imperative that the work of reforming the curriculum, and particularly direct engagement between secondary and primary schools, continues to support learner transition.

Regional CfW Networks

To facilitate professional dialogue, GwE provided an infrastructure for Curriculum for Wales networks. Under regular guidance and feedback from Professor Graham Donaldson, schools developed and shared effective practice to unpack the potential of the six Areas of Learning and Experiences (AoLEs) and whole school curriculum design and assessment. The regional service has effectively supported leaders in preparation for The Reform Journey and Curriculum for Wales and has been flexible in its provision to meet schools' various needs during the pandemic. The profession had an infrastructure across the region to share and discuss emerging practice within the new Curriculum for Wales. The regional networks shared the fruits of their labour with all schools via GwE Support Centre providing an opportunity for practitioners to disseminate regional messaging and share local practice. Led by the networks, effective webinars have been held for all school leaders on curriculum design, assessment and progression and planning principles. Schools have noted that the presentations have boosted their confidence to develop their high-level Curriculum Design to include their vision, principles and to incorporate the four purposes. All schools have accessed these workshops either via a live recording or through subsequent discussions with the Link Supporting Improvement Adviser.

An event was held on 22/06/2023 to celebrate emerging practice across the education system for regional school leaders, staff and other stakeholders. Members of the Regional CfW Network and other stakeholders held joint workshops and stalls to share practice and there were also speeches by guest speakers. This event was an opportunity to celebrate and share practice so that practitioners may contribute to best emerging practice within the system and across the Region and develop a better understanding of how to effectively realise the CfW.

A number of attendees noted that they had benefited greatly from the wide range of what was on offer. Also, people had benefited from the informal networking and the opportunities to exchange experiences and resources. There was positive feedback from attendees and constructive comments for further development. Nearly all of those who responded have identified next steps following the event. Most of the comments noted that they will adapt/refine what they are already doing in schools as they have learned more or had inspiration from ideas in the various sessions. The workshops proved to be a popular approach. Practitioners appreciated seeing examples from schools to develop their own ideas based on the presentations, taking into account their approaches in the future.

It is intended to evolve and revise this structure which will ensure that we facilitate and develop Professional Learning Networks that meet the demand and needs in schools in order to encourage collaboration, information sharing, and successful practices among educators and staff. It is intended to continue the annual conference to share emerging practice and highlight effective and successful work.

GwE also provides support for the new curriculum on three levels:

1. Bespoke support for individual schools.
2. Localised support through clusters, alliances and networks.
3. Universal regional Professional Learning offer.

Cross-regional CfW Networks

All Regional AoLE SIA groups have held a training day in October/November 2023, with the intention of holding a follow-up session in June/July 2024. Feedback from these sessions is positive overall:

- 94% agree/strongly agree that sessions have met requirements.
- 87% note they would recommend this Professional Learning to others.
- 85% note that the session/sessions have provided them with new information and skills to assist in leading further improvements.

Each AoLE group also meet at least every half term and the National Professional Learning group facilitates these meetings. The meetings are also an opportunity to share successful practice from the different Regions across Wales.

Nearly all of those who have attended a session/sessions have identified next steps in order to further develop their provision.

EXPRESSIVE ARTS

Ensure support for the principles and practice of curriculum design.

Practitioners have access to a wide range of resources and presentations on the GwE website to ensure they have the relevant knowledge and skills to effectively realise the Expressive Arts AOLE in their setting for example:

- Unpacking the Discipline Specific Considerations
- Progression across the disciplines
- Emerging Practice in the Expressive Arts
- Emerging Practice-Expressive Arts and other AOLEs

Further documents and evidence of emerging practice of the above have been uploaded to the Expressive Arts section on GwE Website for all practitioners to access.

Nearly all practitioners who will have accessed the resources will have sound knowledge, skills, and possible experiences to realise the Expressive Arts AOLE in their own settings. They will also have developed confidence to deliver the Expressive Arts through a multidisciplinary approach.

Five Secondary Practitioners and 3 Secondary Special Schools Practitioners have been identified and approached to be members of two small Expressive Arts working party. A meeting has been held with the Secondary Practitioners to outline the brief of the collaboration and funding sent to each school. They are all in the process of sending relevant documents and evidence of emerging practice of the above as an ongoing process to upload on to the GwE website for all practitioners across the region to access.

Establish Expressive Arts Networks at the request of schools/clusters/alliances/SIAs/Core Leads.

Two meetings were held in the Autumn Term - 27/11/23 Welsh-medium and 28/11/23 English-medium. Those who attended received information about key messages, resources, made links with outside agencies (Arts Council Wales) and had the opportunity to collaborate, discuss and share emerging practice.

HEALTH AND WELL-BEING

Support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting.

Bespoke support is delivered to schools across the region giving support for either whole school well-being or Health and Well-being AOLE curriculum.

The Supporting Improvement Advisers work with their link schools to ensure that all schools understand and undertake their duties, with a particular focus on preparing for the Health and Well-being Area of Learning and Experience in Curriculum for Wales. New Networks to support collaboration, training and support, sharing key messages and good practice are also being established.

A Well-being Leads Network and Health & Well-being Leads Network took place in November. Moving forward, each network will have a specific focus identified which will be based upon findings from questionnaires at national, regional and local priorities.

A Health and Well-being newsletter has been created and circulated across all schools in the region and Local Authority staff who are responsible for Health and Well-being. Positive feedback was received for the Autumn Term newsletter. The Spring Term newsletter will be circulated in February to all schools and LA staff who are responsible for Health and Well-being.

Task and Finish group 'Assessment for Progression in Health and Well-being' – a second meeting has taken place focusing on whole school assessment emphasising Health and Well-being AOLE. This created discussion and further requests for School-to-School collaboration.

Supporting Vulnerable Learners Resource Case Studies – visits have taken place to the secondary schools enrolled, with first steps completed ready to record the journey as a podcast in March. The final written report will include how impact will be measured.

HUMANITIES

Support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting.

A questionnaire for secondary Humanities teachers was developed to gather information about how schools are responding to the new Curriculum for Wales. The questionnaire also identified good practice and teachers' professional learning needs as we prepared for the Secondary Humanities Conference on 19 November 2023.

As of 31 December 2023, we have received 40 responses from teachers across the 6 local authorities. The teachers were responsible for teaching Geography, History and RVE. 90% of the responses came from teachers who were responsible for planning and teaching a Y7 curriculum for the Humanities or for a Humanities discipline. The main messages are as follows:

- Business studies and social studies are included in Y7 planning in 38% of schools.
- 45% of schools provide an integrated Humanities curriculum to Y7 pupils, 40% teach disciplinary lessons and 15% provide a combination of disciplinary and integrated lessons.
- Many are confident that the 4 Purposes, the statements of what matters in the humanities and the descriptions of learning are influencing their planning.
- A few teachers noted that they had been involved in local discussions on the Humanities, e.g., book looks, transition days, preliminary talks.
- Currently, the majority of Humanities teachers think that their disciplinary planning and provision of valuable learning experiences are working well.
- The majority of teachers have not received any professional learning to support their planning in the Humanities, and would like further support, e.g., planning for progression in the Humanities, seeing examples of schemes of work, working with external partners.
- From the questionnaire, 6 schools provided examples of their emerging practice at the Humanities Conference 16th November 2023.

Humanities Curriculum for Wales Conference for Secondary Teachers 16 November 2023

The conference was an opportunity for teachers to hear keynote speakers taking about Cynffin and Diversity, to listen to the emerging practice from 6 schools in the region and an opportunity to network in both LA and disciplines.

Market Place activity: 10 external partners attended the event. Teachers were provided with an opportunity to discuss how these agencies could work with schools to enhance the curriculum offer.

30 of the region's secondary schools were represented at the conference.

22 of the 33 attendees completed a L1 evaluation form:

- 100% said the conference was good or very good.

Attendees commented positively on

- The quality of the presentations
- The opportunity to share ideas with colleagues.
- Hearing from teachers sharing their experiences.

Schools were asked to contribute to a Humanities Digital Network. There are currently 36 teachers involved in the Humanities Digital network.

LANGUAGES, LITERACY AND COMMUNICATION (LLC)

ENGLISH AND LITERACY

Support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting.

Primary and Secondary/Welsh, English, MFL - collaboration/transition

- **Cariad@ddarllen / Reading for Pleasure (RfP)** – Ongoing network following on from 3-day RfP programme, Spring 2023. First return event: On 5 December, 23 schools attended, some with multiple attendees. 17 questionnaires were returned, 8 of which are from returning schools giving L2 detail of the progress and impact of their work since Spring term 2023. Welsh-medium and English-medium schools attended and

shared effective practice. Multiple new enquiries have been made to attend the next network meeting on 13 March from both sectors and language mediums.

- **Cross-regional LLC PL offer** - 4 Schools participated in Cross-regional national presentations – they shared updated Planning for Progression presentations, originally given in the GwE Marketplace event in June 2023, across the LLC AOLE (21.11.23).

Primary:

Bespoke support for schools: All referrals for bespoke support for schools causing concern / who have specific provision improvements to be made in literacy and English have been met, with either support completed or continuing.

Professional Learning and collaborations:

- **Science and Technology (with cross-curricular skills)** – 3-day cross curricular skills through Science & Technology event cohort 1 – Literacy SIA collaboratively participated in Day 1, alongside numeracy and digital colleagues. This is designed to embed literacy skills in context to enable progression in subject based learning.
- **Digital Literacy** - 3-day literacy and digital skills event cohort 1 – Literacy SIA collaboratively participated in Day 1, alongside secondary and digital colleagues. This is designed to extend and improve contextual literacy and digital skills, targeting both digital and literacy leads.
- **Shirley Clarke AFL for Writing ages 8-11**– single event to support further Assessment for Learning and writing developments for learners in classrooms for ages 8-11.
- **Open PL events in schools:** focusing on **Basic Literacy skills** in context and the **Reading for Pleasure** journey. 26 schools attended.

Secondary:

- **Bespoke support for schools:** All referrals for bespoke support for schools causing concern / who have specific provision improvements to be made in literacy and English have been met, with either support completed or continuing. The team has supported schools who required individual support for English and Literacy.
- **Heads of English 13.11.23** - A regional network was held which was attended by 33 schools. Shirley Clarke launched our focus on Formative Assessment which followed on from the guest speaking in the network in June – the feedback from the session was positive. 78% awarded a score of 5/5 for the Professional Learning (PL). 19% awarded a score of 4/5. There have been bespoke follow up support for some schools. A local follow-up will take place in February when schools will be given the option to develop a task and finish group to combine the sessions and develop sharable resources.
- **Literacy Leads 17.10.23** – A regional network session was held for English-medium secondary schools attended by 20 schools. The focus of the session was on strategy development, progression of skills and developing working parties. 77% of attendees awarded the PL 5/5 in their evaluations.
- 23% of attendees awarded the PL 4/5 in their evaluations. All attendees expressed that they found the PL useful, and all selected a feature of the PL to inform the next steps that they would implement within their schools, based upon the literacy strand that the school has prioritised as their initial focus for literacy skill development. A monitoring of impact session for this will take place in January.

WELSH AND LITERACY

Leadership

During Quarter 3:

- A GwE Welsh language Leaders' Network Meeting was held for leaders in Welsh-medium and dual language schools.
- A GwE Welsh language Leaders' Network Meeting for English-medium schools was held for leaders in English-medium schools.
- During and following the above network meetings, it was arranged for leaders to meet on an Alliance basis during Quarter 4. Leaders will determine the focus of these meetings (in consultation with the SIA for Welsh)

with the emphasis on developing the professional dialogue between Welsh language leaders across the region to develop a joint understanding of progression.

- Welsh departments in English-medium secondary schools have been supporting each other in a Supporting Schools Network, and the work of this network will continue during Quarter 4.
- Teams and Google Classroom digital platforms have been used - 'GwE - Y Gymraeg - Uwchradd' and 'GwE - Y Gymraeg YCS - Uwchradd YCS' - to share resources and continue to remind leaders of the main messages following the above regional meetings (with members occasionally contributing to these platforms).
- The digital newsletter 'O'r Stordy', which is the Welsh language newsletter, has been used to share information and messages following the above meetings and inform Headteachers and leaders of planned events. Two versions of the 'O'r Stordy' newsletter were shared during Quarter 3, one for Welsh-medium and dual language schools and another with the content adapted for English-medium schools, and it is bilingual. It is intended to share different versions of the digital newsletter 'O'r Stordy' during Quarter 4 also.

Effective realisation of the Curriculum for Wales

During Quarter 3:

- There was collaboration with one Welsh language Lead on sessions for a cross-regional national event sharing successful practice when planning for introducing the cross-linguistic skill of mediation and principles of progression in Welsh within the LLC AoLE. This event was held during Quarter 3 and sessions and resources were shared in the [Professional Learning section of the Curriculum for Wales on the Welsh Education Consortia website](#).
- There was collaboration with Welsh language Leaders in two regional schools on promoting 'Ein Llais Ni' speaking and listening skills when preparing learners for GCSE Literature Unit 3 (Visual Literature). Leaders gave presentations during a regional network meeting and the resources shared via the ['Ein Llais Ni - Dewch i ni drafod - Llunyddiaeth'](#) website. This website will be developed further during Quarter 4.
- The above resources were also shared cross-regionally and will be included on a website of original resources produced by schools across Wales to support teachers with the changes to the GCSE Literature Unit 3 specification (Visual Literature). The resources on this cross-regional website will be shared with Welsh language Leaders to be piloted during Quarter 4.
- Training has been held for 'Ein Llais Ni' (English-medium schools) Phase 2 lead schools, collaborating with Phase 2 secondary schools on producing case studies and adapting the resources on the 'Ein Llais Ni' website to specifically promote Welsh speaking and listening skills within 'the Welsh language in English-medium schools' descriptions of learning. This collaboration will continue during Quarter 4.
- There has been collaboration with 'Ein Llais Ni' Project Officers to conduct training for a cluster of primary and secondary schools to promote the professional dialogue across sectors and foster a joint understanding of progression in speaking and listening skills across the continuum. The collaboration with this cluster will continue during Quarter 4.
- Welsh language Leaders (Welsh-medium, dual language and English-medium schools) were invited to attend Shirley Clarke training on formative assessment arranged for regional English Leaders. Important messages arising from this training will be shared in the next regional meeting of Welsh language Leaders.
- Four regional secondary schools (Welsh-medium, dual language and English-medium) that were part of the 'CfW Designing for languages' project last year (arranged in collaboration with the SIA for International Languages) have continued to work with the SIA for International Languages and SIA for Welsh to refine the design of a curriculum for Welsh within the LLC AoLE, to be shared regionally and nationally in due course. This collaboration will continue during Quarter 4.
- The Welsh Department of 3 secondary schools (Welsh-medium, dual language and English-medium schools) have collaborated with Careers Wales to produce original resources to promote Welsh and bilingualism skills in a Careers Fair in their schools following the 'Literacy in the Workplace' project. There will be an opportunity to evaluate these resources and the success of the Careers Fair during Quarter 4, introducing opportunities for other regional schools to incorporate the cross-curricular theme 'careers and work-related experiences' into their curriculum design for Welsh within the LLC AoLE.

Cross-curricular literacy

During Quarter 3:

- a GwE Literacy Co-ordinators Network Meeting (Welsh-medium and dual language schools) has been held.
- the Welsh side of the '6 Step Strategy - Literacy' was built and populated to make it a bilingual website of original resources to assist leaders to develop the '6 Step Strategy' successfully in terms of the Welsh language in their schools.
- an interactive digital resource was created and piloted to assist Literacy Co-ordinators to map provision to target Literacy skills across the curriculum.
- a meeting of the Literacy Co-ordinators working group has been held, which is part of the 'Cau'r Bwlch Darllen' project, to share successful practice and the training delivered after attending Alex Quigley's course 'Closing the Reading Gap'. It is intended to give the co-ordinators a regional platform to share this successful practice in promoting cross-curricular higher order reading skills through a series of digital workshops on promoting higher order reading skills during Quarter 4.
- training entitled 'Cyfuno Sgiliau Digidol a Llythrennedd' (Combining Digital and Literacy Skills) was arranged. There was collaboration with the SIAs for Digital Competence and English on a series of training days for practitioners to address progression in literacy when planning an activity to develop digital skills. Attention was given to promoting speaking and listening skills and reading skills alongside progression in digital skills over the course of two days of training held during Quarter 3.

Developing the Welsh language

During Quarter 3:

- there was collaboration with 3 regional secondary schools (English-medium and dual language) on a strategy to develop the Welsh language in their schools alongside the [Resource to support self-evaluation of the Welsh language \(Hwb\)](#), which is part of the 'National evaluation and improvement resource'. This collaboration will continue during Quarter 4, with work to be shared regionally in due course.
- 'Language Charter Activities Forum' meetings were attended during Quarter 3 in order to be 'in the loop' with how Language Charter and Cymraeg Campus awards will be accredited in the future. We will continue to work with lead schools during Quarter 4 in order to exemplify successful practice in developing Welsh successfully in English-medium schools alongside national developments.

INTERNATIONAL LANGUAGES (IL) / MFL

Ensure that all schools and PRUs support the learners and the Global Futures (GF) action plan by reflecting the importance of International Languages in Curriculum for Wales as part of their offer to all learners.

GwE continues to promote initiatives and events to raise the profile and importance of IL through Newsletters, GwE bulletin, emails, social media etc. The Global Futures Team have offered support to schools in promoting languages for options at KS4 and KS5 and events are booked for students at KS3 and KS4 in December and February. Documents have been created for schools with good uptake to share strategies with other schools through a common digital document. GwE liaised and agreed details with Business Language Champion to offer language days for year 9 learners on 12 & 13 December 2023. Practical and linked to the world of work, it is hoped to raise motivation and uptake at KS4 and KS5. 91 year 9 pupils from 8 secondary schools used their language and integral skills to work efficiently as a team to design, build, promote and sell their very own music festival. All pupils were fully engaged and made excellent use of their knowledge and skills in French, German and Spanish and achieves truly astounding results. Individual students and full team were awarded prizes. The two days were successful, with 95% of the students wishing to take part in another such enterprise day. The student survey clearly outlines the positive impact of such learning experiences on their perception of languages and their use in the real world. The majority of the 90 pupils value the importance of international languages and more students are now considering opting for a language at GCSE, following the event. More details about the events and a survey analysis is available for more insight.

EDL (European day of Languages 26/9/23) events and ideas to raise interest and awareness of importance of languages has been shared with all schools and schools celebrated the day/week with various events.

Information is shared with GwE Core Leads and SIAs regularly and discussions are held in relation to the best ways to communicate and engage with the wider audience. All primary schools are aware of the core messages around

the place of IL in the curriculum with new primary schools engaging in GF GwE offer and support. This has resulted in staff being more confident in planning and delivering curriculum for IL in practice.

GwE continues to liaise and to collaborate with CaBan ITE programme director to support the development of IL within the new programme from September 2023 with the principles and methodology of Teaching and Learning IL to be integrated in the new ITE programme at primary level. The Caban ITE has been amended to include elements of IL teaching and learning in their BA and PGCE programmes from September 2024.

Work is continuing to provide our practitioners with the skills, knowledge and experiences to plan and deliver international languages provision. GwE continues to provide support for primary and secondary schools across the regions to prepare for the Curriculum for Wales ensuring school to school support and responding to schools/cluster request for specific support to develop IL provision. Bespoke support has been provided to a number of schools: to ensure that staff are supported to deliver purposeful and effective teaching and learning for IL. School to school support continues to be provided throughout the region when requested.

Ensure that all schools and PRUs support the learners and the Global Futures (GF) action plan by planning for international languages based on the aims and actions set out in the agreed Global Futures Action Plan

GwE continues to provide opportunities to develop practice and messages around the importance of multilingualism through cluster work, liaison with Headteachers, Core leads and SIAs, links to useful resources and other various platforms. Links to useful resources, research and useful toolkits are shared in Newsletters.

Support was given to the LLC Regional network with preparations for the GwE Market place on 22/6/2023. Examples from schools engaging with Global Futures and where practice is innovative and responding well to CfW vision were shared and well-received.

Sanako Connect: Secondary – following an information evening and presentation of offer and expectations, 15 secondary schools agreed to exploring using Sanako Connect (Web-based language teaching hub for schools) and to share their experience. Training sessions were delivered live. Recordings of training sessions and initial user guide were shared. Schools are engaging well in the programme and optional surgery sessions are available and accessed if needed. Bespoke supplementary support and training has been provided on demand which has been very effective in encouraging other staff to use Sanako in their practice and to keep momentum. This has resulted in a number of schools trialling innovative pedagogy using technology, evaluate and share practice and impact. The 15 pilot schools continue to experiment and develop their practice with Sanako to best fit school context, learners and workload.

Schools have completed a first rapid review questionnaire in July to monitor progress and to help them identify next steps and to inform further support. Results were shared and discussed with Sanako support team. Training and support sessions for the autumn were designed to best respond to the survey analysis and provide schools with the relevant information and help.

Primary Rapid review (Audit 1): 50 responses in first half-term.

This initial response shows a positive outlook to introducing IL with most schools welcoming the reform. The majority of schools are still at very early stages of their journey and require more support to develop this aspect further. Many highlight a positive impact on learners. This picture reflects the conversations with teachers and schools. Survey to be sent again to schools in the new year.

Training session 2 was held on 25/9/23 which was very well attended and effective. A range of practice is taking place and new ideas and resources to develop further were shared. Recording of the meeting has been shared to all pilot schools for reference, share with staff and/or catch up.

Welsh and English departments have been invited to participate in the project to encourage collaboration and aligning approaches in developing oracy skills within LLC. Training session with specific Welsh and English resources will take place in October. 7 schools have expressed an interest.

IL Network meetings

The GF Team have liaised, organised and led the planned events to date successfully. All Leads continue to support schools and clusters on request. Network meetings were organised and held in November per sector.

Secondary: attendees' feedback during the meeting was very positive with practitioners noting they felt supported in their practice and understanding of marking and feedback. They contributed to discussions to inform further agenda to meetings. All attendees would like further meetings.

Primary forum meetings: attendees' feedback at the meetings shows that attendees welcome the meetings and would like further such meetings. Impact: share of good practice, reassurance in own practice and ideas to develop further, better understanding of IL requirements and expectations in primary, sharing of resources, networking and support.

Professional Learning offer for 2023-2024

GwE continues to provide schools with opportunities to develop their practice and expertise through training days, webinars or on-line courses. The GF Team, primary and secondary, have met to agree on the Professional Learning offer for 2023-2024. Various webinars/training have been held, namely:

- Creating Across Languages - project development: Creative writing approach and work with international poets via Zoe Skoulding project (Secondary). A workshop was held in May for 15 schools (16 teachers attended). Feedback was overwhelmingly positive. The event involved workshops led by Prof Zoë Skoulding, a poet and translator from Bangor University, and the interdisciplinary UK-Chilean artist collective montenegrofisher, Dr Jérôme Melançon, a poet from the University of Regina in the bilingual Canadian province of Saskatchewan, UK-based Chilean poet and researcher Dr Andrés Anwandter. Following this workshop, another workshop was held for 30 students Led by Zoe Skoulding and montenegrofisher focusing on creative multilingualism in the context of the natural world. Work is continuing to promote project and help create opportunities to explore with schools offering new opportunities for learners to explore and use their languages creatively and through enriching experiences.
- 17/07/23 Pupil event: Creative multilingualism in the context of the natural world. Church Island- Menai Bridge. 30 pupils (2 schools) engaged in the 2 outdoors workshops. Montenegrofisher: exploring languages and sounds of the shoreline. Zoe Skoulding: exploring languages of trees, using a French poem in English translation. Teachers and pupils' engagement and feedback was very positive. There is a clear appetite for such opportunities. This has resulted in a number of schools developing and offering innovative teaching and planning approaches within LLC with pupils engaging in enriching creative activities.
- 18/04/23: An integrated plurilingual approach to Language Learning (IPA): Research-based Classroom Practices' Dr Caterina Sugrañes Ernest (FPCEE-Blanquerna, University Ramon Llull), Dr Maria González-Davies (FPCEE-Blanquerna, University Ramon Llull).
- 29/06/23: Mark Burns "Challenge for all".
- Upskilling Power language on-line courses for primary school practitioners' beginners in Spanish/ French. Interest and applications continues to grow: 56 teachers to date.
- Primary resources: Power Language subscription and support: 148 schools have been provided with the fully funded three year subscription since March 2022.
- Primary: Follow-up from Power Language Day. Eight primary schools were provided with link to partner schools in Spain.
- Sharing events offer: 2/3 events - including CfW GwE Marketplace and Regional Network. From October 2023, GwE IL Google website is accessible to all schools. Emerging practices shared as support and exemplifications of current practice in schools.
- Funded Immersion training week in France or Spain: Taith grant application successful: 1 week immersion language and cultural training which will result in a number of teachers from primary and secondary upskilled to teach IL. Arrangements and organisation are in progress. 30 teachers have been recruited from both sectors. This will result in a number of teachers from primary and secondary upskilled to teach IL and developing confidence and expertise in the teaching and learning of IL. They will also develop international links within own settings and internationalisation of GwE region and disseminate across the region to further the development of practice, confidence and provision for IL within LLC and across sectors.

- Continue to promote institute events and support schools in engaging with these: i.e. TE Anthea Bell Prize competition, Institut francais: Pop video/Joutes oratoires; Goethe Institute offer.
- International links exchange with partner schools
- Let's take Languages Days - Bangor University
- Many bespoke or regional events and opportunities are also developed through active collaboration with partners and language-promoting institutes and promoted.
- Wales- Brittany partnership: Following meetings with our French counterparts at the Académie de Rennes (Brittany), primary and secondary schools have been offered the possibility to apply for a partnership with a school in either of the 4 departments of the French region. Full information has been forwarded to all schools. Registration is in progress.
- Wales- Malaga partnership - Following-up from Power Language training day last year all primary schools interested in a potential partnership with Spain were provided with links to a specific partner school in the Malaga area
- MFL Mentoring: 21 schools engaging in different aspects of the scheme. Some schools not being able to participate previously were given priority. Develop positive attitudes towards language learning, importance of languages and raise student aspirations.
- 14 primary teachers attended the Cerdd Iaith on-line training- primary course for French, German, Spanish.
- Shirley Clarke: AfL strategies to monitor and support learner progress. MFL teachers were invited to attend. The session was very useful and relevant to their needs. A follow up discussion opportunity was carried out during the MFL network meetings.

Many bespoke or regional events and opportunities are also developed through active collaboration with partners and language-promoting institutes and promoted. All opportunities are advertised via the various communication channels (newsletters, Bulletin, emails, network meetings, Lead schools).

Evidence-based practices are shared with schools and plurilingualism approaches are being developed further in schools. Connections and planning across the LLC and across sectors is developing and improving.

Emerging practices are shared and celebrated, and staff and schools have the opportunity to reflect and review own practice. This provides opportunities for staff and schools to collaborate, share and develop quality of Teaching and Learning, identify needs and agree on best support.

The Articulated Assessment Transfer Tasks (AATT) of curriculum planning

AATT project development - in collaboration with Professor Jennifer Eddy (Associate Professor and Program Director of World Language Education at Queens College, City University of New York, USA). Project schools and GwE are developing and collating all relevant documents and information to submit for publication. In order to develop further the practice around the AATT design processes and to give teachers the opportunity to collaborate, design and implement new exemplars, a new working party has been established consisting of 6 schools /7 practitioners. This will develop a deepened understanding of planning backwards to apply to further work.

Primary resources: Power Language subscription and support.

142 schools are currently provided with the fully funded subscription. The offer for a one-year subscription remains open as new schools still apply. A number of primary schools are accessing and using the Power Language resources effectively to suit their setting and context with staff more confident and proficient in the teaching and learning of IL.

MATHEMATICS AND NUMERACY

To provide support for Leaders of Mathematics & Numeracy, enabling them to drive their own improvement journey.

Primary and Secondary

Bespoke support has continued for regional schools deemed 'at risk' or in ESTYN category. This has resulted in improved leadership of Mathematics and Numeracy and a greater understanding of how developing a strategic whole school numeracy plan supports numeracy across the curriculum. Repeated, regular visits/meetings with schools have involved training staff, developing a numeracy strategy, collaboratively supporting them in planning

and assessing learner progress, how to track and use this to move learners forward and inform their provision, monitoring the impact of activities to date and identifying and sharing resources pertinent to school/learner needs within the setting as they implement and move towards Curriculum for Wales reform.

Primary

Spring term Numeracy meetings have been arranged with a specific focus on supporting leaders to develop numeracy provision and ensure continuity and progression within their schools.

Secondary

Heads of Maths local network meetings

46 Heads of Mathematics attended the local networks, which resulted in Mathematics leaders gaining a better understanding and confidence in what it means to effectively analyse GCSE results and use this to inform planning, strengthening their understanding of effective self-evaluation and improvement planning, and strengthening their understanding of progression and assessments within CfW. Meetings also included opportunities for Mathematics leaders to share ideas and good/emerging practices in relation to their CfW developments. 100% of attendees evaluated the meetings as useful or very useful on the feedback form (83% of attendees stating very useful, 17% stating useful).

Numeracy Leaders local network meetings

44 Numeracy leaders attended the local networks, which resulted in Numeracy Leaders gaining a better understanding of how to make effective use of the personalised assessments and strengthening their understanding of planning strategically for Numeracy. Numeracy Leaders shared their progress with planning strategically and gained further ideas & support for their next steps. 100% of attendees evaluated the meetings as useful or very useful on the feedback form (81% of attendees stating very useful, 19% stating useful).

To improve and enhance the teaching and learning of Mathematics.

Primary and Secondary

Bespoke requests from school to support teachers/ mathematics departments with teaching and learning have been delivered by the team. This has resulted in teachers/mathematics departments being given bespoke training on understanding mathematical pedagogical approaches including developing proficiencies, differentiation, and effective questioning.

Primary and Secondary SIA's have provided bespoke cluster support upon requests, to develop effective transition by ensuring a shared understanding between schools of the learning continuum within the Mathematics and Numeracy AoLE.

Plans for a regional Primary/Secondary Mathematics workshop have been finalised. The workshop is taking place on 1 February. The objectives of the workshop are to promote collaboration across the continuum, develop effective pedagogy and ensure clear consistent messages are shared regionally. 235 practitioners across all sectors have registered to attend the workshop.

Secondary

Bespoke requests from schools to support individual teachers have been delivered by the team, with support continuing. Teachers are trialling strategies which is leading to more effective planning.

Day 1 of the 'Mathematics Education Innovation' programme ran in September 2023, with 29 attendees from across the region. Day 2 of the programme, as well as the 3 online sessions, ran during Quarter 3. The objectives of the programme were to develop teachers' confidence and competence with the subject content, up to, and including intermediate tier GCSE, learn more about the principles of effective pedagogy in mathematics teaching, apply these principles in the classroom with practical strategies and resources, provide opportunities for reflection upon creating effective and engaging environments for learning mathematics. When asked on the evaluation form how valuable the programme has been, 100% of attendees rated the 'face to face' full days as 4 or 5 out of 5, with 68% rating the days 5 out of 5. The online sessions have not seemed to have been as effective, with 60% of attendees having rated

these as 4 or 5 out of 5, and 40% rating the sessions 3 out of 5. Reason given for not being as effective was mainly the difficulty of discussing and collaborating on an online platform.

Primary

Clusters of regional schools have received bespoke cluster support on the content of the new Mathematics and Numeracy AOLE with a specific focus on developing an understanding of the 5 mathematical proficiencies. Nearly all evaluations note that these professional development sessions have been valuable.

To improve and enhance the teaching and learning of numeracy across the curriculum (as a cross curricular skill)

Primary

Mathematics and Numeracy SIA has provided bespoke support to teachers/numeracy leads in the development of numeracy across the curriculum, following requests from school SIAs. Support has focused upon ensuring curriculum design allows for real life and authentic application of numeracy and to support learners access to the wider curriculum. SIA has supported numeracy leads with quality assurance procedures to identify strengths and specific areas for improvement, resulting in increased confidence and understanding to lead whole school effectively.

Mathematics and Numeracy SIA has met with primary schools to support the regional dissemination of effective practice with regards to numeracy across the curriculum.

The first day of the three-day programme for teachers (8-11) focusing on the development of cross curricular skills within the Science and Technology AOLE has been delivered in both Welsh and English. The evaluations from the first day of the programme note 98% of the delegates believed the first day of the programme to be valuable to support the development of Science and Technology AOLE and cross-curricular skills in their own class/ settings.

Due to demand across the region for this programme, a second cohort will be following the three-day programme from Spring 2024 onwards. (Welsh and English-medium)

Primary Mathematics and Numeracy SIA has started to plan a two-day programme for teachers focusing on the development of numeracy skills within the Humanities AOLE. Workshops will be delivered in both Welsh and English regionally in Spring 2024.

Following SIA requests, clusters of regional schools have received bespoke cluster support on the content of the new Mathematics and Numeracy AoLE with a specific focus on developing numeracy across the curriculum. Nearly all evaluations note that these professional development sessions have been valuable.

Secondary

Within the bespoke support provided to school leaders, SIAs have supported the development of Numeracy across the curriculum by collaborating with other key departments/teachers to plan authentic, effective, and appropriate Numeracy related activities in their subjects. SIAs have supported Numeracy leaders with quality assurance procedures to identify strengths and specific areas for improvement, which has strengthened the confidence and understanding of Numeracy leaders of effective self-evaluation and improvement planning.

SCIENCE AND TECHNOLOGY

SCIENCE

Curriculum & Assessment

Science & Technology Network Meetings

Termly regional network meetings and training are provided for leaders and teachers of the Science and Technology AoLE with clear guidance on:

- curriculum design
- planning
- cross-curricular and integral skills
- cross-cutting themes
- assessment
- progression

In Q1, three Heads of Science & Technology Network meetings took place representing all 6 local authorities and were well attended (74 teachers). In Q3, two Heads of Science network meetings took place in November 2023, and were attended by leaders from 36 schools.

The meetings reviewed examples of emerging practice in schools and focused on:

1. Developing leadership skills, including effective Self-Evaluation, planning for improvement and curriculum planning
2. Developing an understanding of progression within the Science curriculum
3. Developing and understanding of planning for progression of cross-curricular skills in science (numeracy focus)
4. Facilitated opportunities for professional dialogue on progression between leaders from different schools.
5. Developing Integral Skills through project-based learning
6. Co-construction of a science & technology context/project approach to learning
7. Collaboration between leaders in identifying authentic contexts for learning within Science and Technology
8. Supporting teachers to effectively use AI to enhance provision.
9. Developing Coding across the AOLE

Feedback from the evaluation forms was positive and several schools have purchased the crumble kits or are using the microbit kits following the training and are embedding digital technologies into their curriculum etc. Further meetings are being planned for Q4 (March):

- 2 x Science
- 1 x Technology
- 2 x Coding and Developing WMS 6 for Science & Technology

Curriculum for Wales Development - Video Diaries

Video Diaries - Sharing stories & presentations from schools.

Share the stories of regional schools' science & technology departments experiences in developing units and themes for curriculum for Wales via the creation of video diaries/presentations, which can be shared online via the GwE website and at network meetings. Schools have been approached to share their CfW emerging practice.

Curriculum for Wales Development – Integral Skills & Learner Efficacy - Project based learning.

Work is continuing to research and develop understanding of the importance of project-based learning and enquiry approaches to the development of integral skills and learner efficacy – e.g., school XP learning expeditions, F1 in schools, CREST Awards Project based learning was a feature of the network meetings in Q1. More examples will be available to teachers in network meetings.

Developing cross-curricular skills within the Science & Technology AOLE

Collaboration with the GwE Literacy and Numeracy SIAs has begun to ensure that skill development is appropriate for each progression step.

Coding workshops using Crumble and Microbit with additional support from Technocamps have been delivered in the Science & Technology network meetings in Q1,2 and 3. There will be a continued focus on this in 2024. The meetings were well received with some teachers reporting that they were more confident with using Crumble and Microbit microcontrollers in class.

Online Learning – TANIO

Resources continue to be developed and updated for students and teachers on the TANIO website. Impact captured via the following:

- PPTs, HTMLs, Flash Cards for the separate sciences developed and uploaded onto the TANIO website.
- Resources can be accessed by mobile devices.
- Resource use monitored via cookies and hit counts – Google Analytics

Research driven professional learning for Science & Technology teachers.

In Q3 GwE Science subject SIAs worked with cross-Wales consortia to provide online professional learning

guidance on developing the curriculum for Wales. This guidance was used to inform part of the content of November 2023 network meetings.

Due to the need to provide support for teachers/leaders of Technology, professional learning will be delivered for technology teachers on 13 March 2024 (Q4). This will be open to all secondary and through schools and will include a focus on:

- The importance and relevance of Technology/D&T teaching and learning within CfW
- The evolution and development of Technology/D&T teaching practices to support learner needs and progression.
- Exploring ways to work alongside (or with) science and computer science which supports progression equally across all disciplines.
- How to use the statements of What Matter for Science and Technology to build a purposeful curriculum.
- Examining resources which will support you in building your school-based curriculum for technology/science and technology.

Support for non-specialists teaching science and technology.

GwE continue to provide bespoke support via teacher experts and GwE subject SIAs to individual classroom teachers and leaders where requested. This includes support for non-specialists to develop confidence and pedagogy in unfamiliar science and technology curriculum areas at GCSE and A Level. All requests have been responded to by GwE team.

Professional Learning, Training & Support

Provide professional learning and bespoke support and guidance to schools to help them plan and teach WJEC A Levels and GCSEs in Science & Technology - this is available to individual schools / departments upon request.

Coaching & Mentoring – developing middle leaders

Training for Prospective Heads of Science – GwE continues to provide coaching and mentoring / professional learning and bespoke support and guidance for new or aspiring Heads of Science where requested.

Training opportunities have been advertised in the professional offer and in the science newsletter. All requests from schools / link SIAs have been actioned in-house by the GwE team without the need for externally commissioned support.

Science Action Research Project for practitioners of the 3-8 age group.

Support 12 pilot schools to make effective use of research.

Collaboration and professional learning took place led by Kathy Schofield (PSTT fellow) and GwE 3 – 8 Team on 26/09/23 for practitioners of the 3-8 age group. 21 out of 24 invited schools attended. A follow up session has been arranged for those schools who did not attend due to ESTYN inspections. Kathy Schofield has begun to visit invited schools across the region to support improving provision and case study examples.

DIGITAL

Developing the mandatory cross-curricular skills and coding and digital skills

A series of resources was launched during Quarter 2 to support digital work, which focus on pupil progress from progression step 1 to progression step 5. These resources are known as progression maps, and the intention is that practitioners use them to take considerations into account in relation to learner progress as they plan and prepare tasks. These resources can also be used to monitor, review and evaluate digital work as they provide a framework that can be used to review pupil progress. These resources have been used extensively during Quarter 3. They were used in all professional learning sessions to ensure that skills progression is central. More resources were produced during Quarter 3. There are now 10 resources live on the site, and 4 additional resources have been created and are awaiting upload. The response to these resources has been extremely positive, with many practitioners noting on feedback forms following professional learning sessions that the resources will be beneficial in the medium/long term in terms of implementing the training.

The digital facilitators programme continues to develop. Meetings were held with the digital facilitator of each cluster during Quarter 3 in order to ensure that the work is developing. The majority of clusters are implementing

a growth point plan, which focuses on specific aspects of provision/digital standards. All clusters will produce an impact report at the end of the year, to report on their progress against the objectives of their plans. Learning walks were held in 8 schools to review progress against cluster plans and to find effective practice to be shared further.

The professional learning offer is now operational with a number of proposed sessions and development programmes. Fourteen events were held during Quarter 3. Each was held in both Welsh and English. Feedback received following these sessions is very positive, with a number of practitioners noting they enjoy the sessions and that they are useful in terms of developing skills and confidence when planning digital experiences across the curriculum. We have also responded to a number of requests for professional learning during INSET sessions.

The collaboration with Bangor University continues. The University is in the process of conducting an audit on the impact of digital technology on the region's learners. It will be based on two key questions:

- a) How does support from the Local Authorities and the regional service support schools to improve their provision?
- b) How does digital technology have an impact on learner standards, and on the standard of teaching and learning in schools?

The questionnaire has been shared and the response window closed in December. The level of responses was good and nearly 200 responses were received. This is approximately 48% of the region's schools. The University will go on to interview a sample of the schools that responded in order to obtain more information. Findings will be presented to GwE and the local authorities at the end of the financial year.

EDUCATION CONTINUUM 3 TO 16

TRANSITION

Support schools, PRUs, clusters and alliances across and beyond the 3-16 continuum to improve transition through: Improving curriculum provision, collaboration and standards of progression, improving transition for vulnerable learners, undertaking curriculum design and implementation, including developing and embedding learning progression.

The GwE team have been upskilled in the requirements of transition planning and the statutory content of transition plans. Relevant resources have been shared with SIAs and schools, including information on the requirements of transition plans. Schools have shared relevant plans.

All clusters have plans for transition, however, many clusters regionally are in need of further support in ensuring their transition plans are up to date with all requirements of the curriculum for Wales and reflect these requirements fully. These clusters are being supported by their SIAs and further professional learning is in place. An exemplar transition plan which meets the statutory requirements under the curriculum for Wales has been created and sent to all SIAs for clusters which require this.

Universal and bespoke professional learning has taken place during the autumn term 2023 to include collaboration and professional dialogue between clusters to ensure clarity and consistency in self-evaluation, and support schools and clusters to further embed and develop successful practice in ensuring 3-16 progression, commencing on 20/10/23, with 4 sessions which were held regionally in different locations. These included sharing of key messages, up to date mandatory guidance and sharing of successful practice from local clusters to exemplify key messages.

During the regional curriculum for Wales conference in June 2023, successful practice on developing 3-16 transition was shared from 2 clusters and one special school. Key messages included the importance of focusing upon pupils and their progress and targets, and what each individual pupil can achieve, and the central importance of collaboration, collective accountability and positive relationships to support these pupils to achieve.

Identified clusters continue to progress well within the Pedagogy Transition Project. Successful practice has been shared across 12 clusters including staff at a variety of levels which has enabled further strategies to be implemented across the region within the cluster schools. Further sharing has taken place during the autumn term 2023, following this the project will be widened to include more clusters. There is a planned sharing of impact event for the regional curriculum for Wales conference on June 6th, 2024.

Planned next steps will be to continue to improve pedagogy across clusters and facilitate sharing from these clusters more widely across the region. This was requested following feedback at the autumn term transition meetings.

Next steps are planned in line with WG mandatory guidance, and the business plan has been updated to reflect these to ensure that the link to mandatory collaboration and SIG is clear through universal professional learning to support head teachers to develop a shared understanding of progression. There is a road map resource which is currently being developed to support this.

ASSESSMENT (PRIMARY)

Gain a better understanding of the purpose and use of assessment information to inform learning and teaching, as well as wider self-evaluation and improvement, and reporting to parents.

Workshops on the 3 Purposes of Assessment in the CfW for primary schools have been held to support schools to gain a better understanding of the purpose and use of assessment information to inform learning and teaching, as well as wider self-evaluation and improvement. The workshops focused on:

- Supporting individual learners on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice.

At the invitation of the clusters, two further whole cluster sessions were held, based on presentations made in previous training sessions across the region.

Bespoke support on assessment processes and /or identifying, capturing and reflecting of pupil progress for individual schools has been delivered across the region. Also, formative assessment sessions in various clusters.

Example assessment plan and policy that meets the requirements of the new CfW has been shared directly with all schools who attended the Summer and Autumn 2023 training and is available to all schools via the 6 Core Leads.

GwE continue to share examples of good practice across the region.

ASSESSMENT (SECONDARY)

A power point resource has been prepared and shared with all the secondary SIA team, on supporting schools to understand the obligations for enabling Professional dialogues to support an understanding of progression. This has been prepared and delivered to the team and then refined following feedback. It has then been used by Core Leads in all authorities, to ensure Heads understand their statutory obligations and have prompts, explanations and proformas to help them develop their approach, their plan and their use of the dialogues to inform self-evaluation and improvement planning. This is leading to leaders developing a good understanding of the legal obligation around Professional Dialogue, its important links to self-evaluation and improvement planning, and to impactful support in planning for this.

Resources have been prepared and shared with the team, to use with schools to discuss planning, progression and assessment. These have been, for example, used for Inset days with all staff, to develop an understanding of the importance of planning for progression and assessment. The impact has been evaluated at Level one, to show a good level of staff engagement with the messages.

A resource on Design to Reporting the CfW has been prepared, aimed at school leaders. The resource is to be used by SIAs and Core Leads at individual school level or with alliances, so they are fully supported with the content and links between vision, planning, design, progression, assessment and reporting to parents. This is starting to be used in January 2024. The impact of this will be seen in how well Heads and other leaders use the resource to reflect on their current position and plan the next stages in the improvement.

A resource has been created and shared with the secondary team to support them in discussing the requirements for Reporting to Parents with their schools and authorities. This has been widely used across the region. The impact of this can be seen in the number of reports to parents that are compliant with the statutory expectations.

OBJECTIVE 3 – DEVELOPING HIGH-QUALITY TEACHING AND LEARNING

Priority:

3.1 - Improve Teaching

CONTRIBUTION OF AOLE AND SUBJECT NETWORKS TO IMPROVE TEACHING

Improving Teaching and Learning

Facilitate relevant universal professional learning offer or commissioned and bespoke targeted support.

Commissioned by GwE, Mark Burns, the author of 'Teaching Backwards' provided a valuable insight into how to design and deliver effective lessons that engage and inspire pupils at a workshop on 29/06/2023. The workshop focused explicitly on the careful sequencing of the curriculum to ensure progression in learning. Mark's idea of 'backwards design' has proven to have a significant impact on student achievement and motivation over the years. The workshop focused on teaching backwards, starting with the end goal in mind. The training offered a practical, hands-on approach for staff to further their attitudes, skills and habits of excellence both for themselves and for their learners. Discussions are ongoing with him for a follow up workshop concentrating on differentiation and level of challenge. Further professional learning opportunities will be facilitated during the next academic year to develop:

- planning for progression
- differentiation (making learning accessible)
- increasing the level of challenge

Following the summer workshop, some schools have organised INSET days with Mark Burns to support their PL further.

Establish a Teaching and Learning Network for Secondary Teaching & Learning leads to ensure that best practices are being developed and to support each other to develop a consistent pedagogical approach.

The first Network meeting was held on 21/09/2023 focusing on Metacognition and Leadership. 41 out of 54 schools attended. Since the first meeting, there have been numerous requests from the Teaching & Learning Leads for our training resources for the to be used with staff in their own school. Feedback from meeting was positive and a Teaching & Learning Team has been established to communicate messages and support with fortnightly "drop in" sessions. The first newsletter has been emailed to all Heads, Teaching & Learning Leads, SIAs and Subject SIAs. The priority for the next Network meeting will be a session on effective questioning. This was a priority that was identified following the first Network meeting, along with effective feedback.

A second Network meeting took place on 17/11/2023 focusing on Feedback and Questioning. 37 out of 54 schools attended the meeting. Feedback from meeting was positive.

Following contact via Link SIAs and as outlined in Support Plans, bespoke support has been facilitated for identified schools.

In preparation for the next Network meeting, Teaching & Learning Leads have been asked to share what impact the network has had thus far.

RESEARCH AND EVALUATION (RESEARCH AND ENQUIRY) (RILL)

Remote Instruction of Language and Literacy (RILL)

Phase 2 funding of RILL is provided by Welsh Government over two years as follows: May 2022 to May 2023; and May 2023 to May 2024. In 2022-23, Project 1 in this phase aimed to expand RILL to provide a 15-week tech-based language and literacy Welsh programme to disadvantaged children (i.e., non-Welsh-at-home, low SES and ability) and to test its effectiveness in improving Welsh language and reading skills.

During the autumn term 2022 RILL focused on developing 30 new Welsh and English lessons and offering in-person training to schools to implement the programme. We created a new website that information and support materials for schools, teachers, and parents. In October 2022 we recruited 28 schools and 39 teachers to receive RILL Cymraeg training and a further 60 schools from across Wales to receive RILL training in the spring and summer terms 2023.

We have also developed a battery of online assessments to capture impact data for RILL. Over 250 children enrolled on the RILL Cymraeg program have since been tested. Half of these children are now undergoing the RILL lessons twice weekly with their teacher or TA and were tested again in the summer term 2023. The second half of these children will begin the RILL lessons in September 2023. We recruited a further 60 schools from across Wales to receive RILL training in the spring and summer term 2023.

In the Spring term 2023 we have focused on supporting schools participating in the evaluation of RILL and amending the lessons in response to feedback from these schools. Additionally, we have started creating whole class materials to complement the existing RILL lessons. During the summer term we organised a co-creating workshop in which headteachers, teachers and TAs provided feedback on the draft whole-class materials as well as offer their own ideas for new activities. We will now combine this information to create the whole class materials over the summer months. These educators also participated in a focus group reflecting on their experience on the project.

In total, 53 schools have been trained in RILL Cymraeg for Project 1: 43 in North Wales and 11 in Ceredigion. We are also in contact with consortia across Wales with the aim of organising at least one training day in each region. In the summer term 2023 training sessions were organised in Bangor, as well as southeast and south-central Wales. Project 2 will focus on expanding RILL to the whole-class level and testing the effects of complementary, whole-class instruction on all children's literacy skills. We will commence in September 2023 and an invitation will be issued for 10 schools (20 teachers) to participate in the training for RILL English version.

By October 2023, 92 schools have been trained in RILL Cymraeg for Project 1: 47 in North Wales and 45 in other regions as part of our contract with Welsh Government to deliver training in each region. In the summer term 2023 training sessions were organised in Bangor, as well as Wrexham, Powys, Pembrokeshire, southeast and south-central Wales. Project 2 will focus on expanding RILL to the whole-class level and testing the effects of complementary, whole-class instruction on all children's literacy skills. In September 2023 ten schools (20 teachers) were recruited to participate in the training for RILL English version.

By January 2024, we have completed the 'whole class materials' (Project 2). These are now being proofed by a translator before being piloted in 5 primary schools already taking part in the project. Early analysis of the data from Project 1 shows that pupils completing RILL made educationally significant gains in Welsh Vocabulary Knowledge, and Welsh and English Reading fluency. The gains in Welsh vocabulary were particularly large. There are 13 schools now completing the RILL English version with a further 6 due to begin completing it by the end of February. An evaluation of the initial RILL programme delivered remotely in English during the pandemic has been published in Reading and Writing: <https://doi.org/10.1007/s11145-023-10502-7>

Improving fluency in Oral Reading (iFOR)

Since 2018, GwE has been working collaboratively with researchers from the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University to create a suite of evidence-informed reading fluency interventions: Repeated Reading (RR), and High Frequency Words fluency (HFW). This project will focus on the roll out of our updated English and Welsh language RR intervention materials with schools. We plan to work with schools to evaluate the impact of the updated RR intervention following an 8-week intervention period in the spring term 2024.

All schools will receive access to training and RR intervention resources in English and Welsh. The research team will work with staff to identify target learners and plan for the intervention in the spring term 2024. The research team will help schools gather pupil progress data and evaluate the impact of the RR intervention. We began recruiting schools in June 2023 and will confirm participants in September 2023.

We began recruiting approximately 10 schools (approx. 100-150 learners) ready for a spring term 2024 start. In December 2023 we recruited 10 schools to the study. Pre-test data collection will commence week beginning 8 January and continue throughout the month. All schools were provided with access to the RR training and intervention resources in English and Welsh, in December 2023. Schools have also been invited to a training/Q&A session on 10 January 2024. The RR implementation phase will begin on 29 January for 8-weeks. During the 8-week implementation phase, all participating schools will receive three implementation support visits in which a trained

research officer (RO) will support the lead teacher in the successful implementation of the RR intervention. During one of the visits, the RO will also observe a teacher-learner RR session and provide feedback to the teacher.

Inclusive Teaching of Early Numeracy (i-TEN) in mainstream primary schools.

The i-TEN programme is adapted from Mathematics Recovery (MR). MR is a comprehensive evidence-informed programme for teaching numeracy to younger learners struggling with early mathematics skills. In this project we aim to work with schools to evaluate i-TEN with disadvantaged children in mainstream settings to provide an inclusive approach to early numeracy teaching and learning.

This is a collaborative project between GwE and the University of Warwick, and also contains a strong element of numeracy CPD for teachers as follows:

- In the first phase we will train staff in interested schools to use and evaluate the impact of the first three developmental stages for learners in Foundation Learning classes.

During the Autumn Term, 2023, researchers from the University of Warwick have developed lesson plans for the fourth and fifth developmental stages of MR. The main adaptations from the original MR plans have included: breaking down the original teaching steps further into smaller steps, ensuring the verbal instructions for students are clear, succinct and accessible; and providing extra ideas for generalisation opportunities and to support struggling learners. This development has included regular meetings with the developers of the plans for the first three developmental stages to ensure consistency throughout the plans. To support these adaptations, Claire Jupe (University of Warwick) has attended courses including the Cross-Regional Professional Learning AoLE Mathematics and Numeracy session in December looking at the Curriculum for Wales and a MR masterclass. The next step (scheduled for Spring Term 2024) is to share these plans with a group of teachers to gain initial feedback and incorporate this into the plans before implementation in school. An ethics application is currently being drafted (for submission in January 2024) for a feasibility study to pilot the use of these plans in a primary school in North Wales with 10-20 KS2 children in the Spring and Summer Terms of 2024. The study will involve an initial training session for school staff and regular support sessions to contribute to their ongoing numeracy CPD and enable them to deliver the intervention as intended.

Interviews were held on 18 July 2023 and a PhD research student was appointed.

- In the second phase we are interested in working with schools to co-develop the lesson plans for the fourth and fifth developmental stage of MR in KS2 settings.
- We will also work with Welsh language settings to help the research team to create bilingual MR programme materials.

Developing and Evaluating Mainstream Spelling Instruction (DEMSI)

The Science of Reading (SoR) approach describes key reading and related skills that are critical for readers of all ability. In this project we plan to evaluate how the SoR approach may be applied to spelling instruction in mainstream classroom settings. Here, we propose a two-phase study in developing and evaluating mainstream spelling instruction for early writers. First, this DEMSI project seeks to understand the landscape of current spelling instructional practices for early writers (7-year-old children) in North Wales via a regional survey. Second, we plan to pilot a model to help train teachers to adapt and improve their own spelling provision to ensure it aligns with the SoR. This is a collaborative project between GwE and Leeds Trinity University.

We aim to examine the feasibility and effectiveness of co-creation workshops to implement a SoR spelling curriculum in North Wales. We will evaluate if a co-created SoR-adapted spelling curriculum be implemented successfully by classroom teachers, and, does a co-created SoR-adapted spelling curriculum improve learner outcomes. We plan to develop a series of four one-day workshops for Year 2 and Year 3 teachers alongside an experienced teacher familiar with the SoR. The workshops will focus on background SoR research, co-developing the curriculum, and assessing spelling progress.

We have created and shared the spelling questionnaire via the GwE Bulletin in July 2023 as part of Phase 1. The questionnaire will be promoted again in September 2023, and we have recruited ten primary schools to participate in the first stage of Phase 2. At the end of Phase 2 (summer term 2023), we plan to invite ten primary schools from the remaining LAs to receive feedback from project outcomes.

By January 2024, Phase 2 is underway, and 11 schools have been recruited and they have completed the administration and assessment of baseline testing ($N \sim 400$ pupils). We have delivered a four-day workshop to five of the schools (11 teachers). All schools are now currently being visited individually to discuss their current spelling provision and receive support. Monthly drop-ins are underway.

PEDAGOGY AND LEARNING DESIGN

Improve teaching.

A National Pedagogy Project has been developed to

- facilitate conversation, collaboration and enquiry in order to support exploration and reflection on the pedagogical principles.
- help shape the ongoing vision for learning as we realise Curriculum for Wales and support learners in realising the four purposes of Curriculum for Wales

This involves exploring the 'why' and 'how' as well as the 'what' of teaching and engages us in reflecting on the full range of interactions and relationships that lead to learning. There are 3 key elements to the work of the pedagogy project:

- sharing practice and reflection – easily accessible, timely and relevant opportunities and resources that support professional engagement, dialogue and reflection.
- deepening understanding – exploring innovative practice through professional learning and enquiry in an evidence-informed way.
- research development – developing academic research at national level to underpin our system-wide understanding of pedagogy.

The importance of collaboration and sharing has come to the fore during the coronavirus (COVID-19) pandemic and practitioners need to continue to learn from each other within and across regions in Wales. Collaborative activity between universities, regional consortia and schools will support the development of research-informed resources that will deepen our conversations and promote professional enquiry.

Talk Pedagogy Research Project (2023-26) – Year 1 (2023-24)

This project has been commissioned, and funded, by Welsh Government for three years from 2023. Interviews took place in the spring term 2023 to appoint a PhD research student from Bangor University to carry out the work, and a secondary teacher was appointed which will start the work in September 2023. The first task will be to focus on the following research question in the autumn and spring term 2023-24:

- *What are the views and perspectives of HEI academics, consortia colleagues and teachers in how we develop collaborative close to practice research for enabling teachers to become evidence-informed?*

The new PhD research student started work on 01/09/2023. In 2023-24 the student is focussing on two key research questions (informed by Welsh Government) as follows:

1. How is the term 'pedagogy' used in education publications in Wales? The student has completed a content analysis of key government, consortia, Estyn and other stakeholder publications and is currently evaluating these data into emerging findings. Initial results have been shared with Welsh Government.
2. How can we more clearly define some of the key terminology and nomenclature associated with Curriculum for Wales? The student has started the process of setting up a Delphi study to use key stakeholders and experts to help identify and improve the definitions, and understanding of, more contentious terminology.

Towards 2024

Plans are in place to work in collaboration with 8-11 age range teachers to further strengthen and support self-evaluation and school improvement towards realising the Curriculum for Wales through evaluating and developing current Curriculum approaches, Pedagogy and Progression.

Meetings have been held with Headteachers in November 2023 along with Professional Learning events 'Developing high quality teaching and learning'. A review day will be held on 18 March 2024. All materials are available bilingually

and a handbook will be available in the March 2024 event. Content includes review of actions completed, Principles of Progression- Learner Effectiveness and new impact cycle.

The Level 1 evaluation forms completed for the November 2023 event concluded that overall, there is very positive feedback to the training. Practitioners gain understanding of the connection between pedagogy and progression. They are also developing a better understanding of progression and impact, supported with practical strategies and activities that can be taken back to school. The ideas and resources recommended and share help with teaching and learning giving a clear structure on the impact of teaching to take back to school embed.

Welsh Curriculum Learning Design

Meetings have been held with Regional Leads to discuss the Learning Design Project for this year. This will support the Schools Partnership Project Collaboration. Schools have been identified to participate in the 5-day project. The first meeting will be held 10/1/2024.

REALISING POTENTIAL – CHALLENGE FOR ALL (MAT)

Increase understanding of ways to support the Realising Potential/MAT (RP/MAT) agenda in schools.

There is continued representation at the cross-consortia Group on MAT and Realising Potential. Through ensuring a secondary and a primary focus on MAT and Challenge, we can offer better support across schools.

A Resource has been prepared and shared with the GwE team and uploaded to the support resources for GwE, on what the current MAT/RP agenda is. This ensures Core Leads and SIAs are able to inform all schools of the resources that are available on the Welsh Consortia Website, the new MAT strategy and other offers from the cross consortia Group, such as webinars and podcasts.

GwE have organised, structured and recorded a podcast with the educationalist Mark Burns, on how to best support aspirations for all pupils through planning for challenging and engaging educational experiences. In conversation with GwE SIA, Mark shares a range of approaches and ideas for teaching and assessing progress. This is now shared with all regions of Wales as a valuable Resource for teaching.

A Revision PowerPoint resource has been updated for all secondary SIAs, to use with staff or directly with students, in preparing for external assessments. This provides contextualisation of the MAT learner's characteristics and many proactive ideas for student revision.

Planning is taking place for 4 webinars to be delivered on MAT and RP topics plus follow-up regional workshops to maximise the messaging, the first being in November, around a MAT strategy.

GwE SIAs have attended SEREN meetings to ensure that key messages can be passed to the GwE team regarding the work of the network, and that GwE can contribute to the organisation of the SEREN programme,

A national webinar on developing a MAT strategy was delivered in December 2023 as part of the Realising Potential professional learning programme. Feedback from schools and Welsh Government has been positive and recording and presentation available for wider schools to access. GwE SIAs were fully involved in writing and delivering this resource.

5 regional primary schools have signed up for collaborative action research project to explore approaches to ensure more pupils realise their potential and increase their aspirations in learning. Initial planning meeting January 2024.

Training event for regional schools is planned for summer term to share key messages from Realising Potential professional learning programme. Presentation from Mark Burns on how schools can provide challenge and opportunities for schools to share good practice.

3-8 EDUCATION

To provide bespoke support for schools causing concern, enabling them to drive their own improvement journey

Most schools receiving bespoke support are addressing actions identified by 3-8 SIAs. They have effectively implemented actions to improve the quality of provision and pupil outcomes reducing in-school variance and ensuring greater consistency in the teaching and learning across the region. Support has also ensured a deeper

understanding of the principles and pedagogy that aligns with the 3-8 pedagogy within Enabling Learning and CfW framework.

Deliver high quality network meetings/cluster support/workshops.

Cluster support has been delivered across the region focusing on specific aspects of Enabling Learning, CfW pedagogy and AOLES. It is too early to measure impact upon provision and outcomes. Impact includes:

- Consistency of messages for schools regarding teaching and learning
- Increase practitioners' confidence in their knowledge and understanding of the developmental pathways, AOLES and the aspects to consider when designing the curriculum for this age group.
- Practitioners using a blend of developmentally appropriate pedagogical approaches that responds to learner needs (including emotional and social).

Regional workshops have been delivered for teachers and TAs new to the 3-8 age group focusing on the principles of Enabling Learning and AOLES within this age group and effective pedagogy. Those who attended have a secure knowledge and understanding of the three enablers within Enabling Learning, pedagogy and the curriculum to transfer into classroom practice.

Regional 3-8 Autumn term Network Meetings - focus on the development of digital skills. This has enabled practitioners to develop a better understanding of how to plan progression in digital skills within a developmentally appropriate pedagogy.

Regional Workshops delivered for SMT, Teachers and TAs on developing various reading strategies. This has enabled practitioners to develop their understanding of effective reading strategies to be used within the classroom.

All workshops, Networks and training sessions have been very well attended and feedback has been very positive. Resources available on GwE's Support Centre and within Google Classrooms enabling practitioners to collaborate and share ideas regionally.

POST 16

Support schools in monitoring the progress of post-16 students.

A full ALPs regional review of 2022/23 examination outcomes took place in November 2023. A session was held with ALPs educational consultant to discuss and analyse data. Group reports for all three joint LAs have been produced, analysed, and distributed with main messages highlighted. ALPs Connect training was held on 16/11/2023.

Support Post-16 Leaders in schools to provide strong and effective direction in all aspects of their role.

A second session of post-16 LDP has been held. All post-16 leaders have been offered the opportunity to attend the post-16 cross-regional Professional Learning event. Nine GwE schools attended Session 2.

Provide support to improve teaching and learning of A Levels and the Advanced Welsh Baccalaureate in school Sixth Forms.

The Advanced WBQ subject network has met on two occasions; this has resulted in 3 schools taking the lead to share their delivery plans and WAGOLL for the Challenge tasks. The creation of a Teams space has also facilitated the sharing of resources. The 15 attendees all report that this opportunity to network has been extremely beneficial. Further sessions are planned for the Spring term.

Learner transition – PL programme support schools to access and make best use of resources to support learner transition. Resources available and is also on National agenda.

VESPA resources – in operation in 4 schools. 10 GwE schools attended Vespa Effective Revision strategies 09/11/2023.

Initial Teacher Education (ITE)

Develop a national early career support package to support teachers in the first 4-years of their teaching careers in collaboration with ITE and Masters providers and Welsh Government (WG).

Further align ITE and early career teaching

Collaboration with Bangor University: GwE is part of the Steering Board of the RILL programme and promotes the work regionally and nationally. As a result, there is very sound awareness of the developments. Beneficial discussions are ongoing regarding the provision for AGA students. All Welsh and English-medium students were invited to attend the 'Ein Llais Ni' conference – this was very well received and attended by students. Recognition of the role of a language mentor in a school that has been part of the original 'Ein Llais Ni' project through the partnership with CaBan in an Estyn report - [Support for Welsh in Initial Teacher Education: How initial teacher education partnerships support student teachers to improve their Welsh language skills, including teaching through the medium of Welsh | Estyn \(gov.wales\)](#). Collaboration on the 'Ein Llais Ni' program continues with Professor Enlli Thomas. A joint working agreement has been shared and the support method needs to be confirmed.

Progress continues with accrediting new ITE ALN programmes. New WG accreditation criteria have been published which include a recognition for the need for ALN pathways due to stakeholder pressure from the GwE region. Programmes are currently being co-constructed with special school and mainstream ALN partners across the region. Applications to the new pathways will open in February 2023, pending accreditation (programmes are due to commence in September 2024, including a one-year employment-based pathway). Weekly steering group meetings take place; there are termly wider stakeholder group meetings.

Current mainstream programmes (BA Primary, PGCE Primary, PGCE secondary – range of subjects) have been monitored by the EWC in December 2023 during a 2-day visit to both the university and to regional schools. There was full compliance and strong and positive feedback provided by the EWC. All recommendations identified were part of current improvement actions and plans. These included continuing to build upon and jointly quality assure fixed networks of schools. Further shared QAQE processes continue. Student pass rate this year has been high. Student satisfaction has been higher than in previous years. All areas of improvement are planned through the self-evaluation into the Improvement Plan for 2023-24. Student recruitment has been considerably higher this year than in the previous 2 years.

Continued partnership working is strengthening ITE provision, including shared professional learning such as regional curriculum for Wales marketplace 22/06/23 and on-going GwE CaBan lectures. Visit from Minister for Education and Welsh Language took place on 18/05/23, to launch a national recruitment video and take questions from students. Speakers included the Vice Chancellor, GwE Managing Director, Head of School and ITE Director. Shared programme construction includes research-linked work on Cymraeg, and on modern languages in a primary setting. GwE staff continue to contribute sessions to the CaBan on-campus taught programmes, for example, in October 2023, three members of the GwE team led sessions to BA students on curriculum design within the curriculum for Wales and in December and January 2024 two GwE SIAs have delivered sessions to students on all programmes on Humanities and Religion, Values and Ethics. New students have settled well into their programmes; a member of the GwE team met them as part of their induction in their first week.

Applications to Open University Programmes have been supported for 2023-25 - numbers of applicants within the region are increasing. Initial applications to the OU PGCE for September 23 have increased and GwE has a forecast of 28 students for the programme, up from 21 last year. This includes 12 students who have been offered places on the training through the medium of Welsh which represents almost a third of all applications across Wales. Recruitment is currently projected to be just as strong for September 2024, now schools have been recruited to the OU partnership to support this increase. The OU's support from GwE within schools is very strong. New areas of subsidised study have been agreed for applications for these are currently open.

Highly effective NQT moderation has taken place in July 2023, including regional (with all LAs present) and national moderation – this has been thorough and robust. Very positive feedback was provided to the GwE region and six profiles from the GwE region were moderated with all judgements being confirmed by representatives of the national panel. NQT support has been strong in 2022-23. Areas of improvement for 2023-24 have been identified and actioned. A full professional learning offer has continued, including an innovative and very well received special schools' workshop on 09/06/23. Feedback data from this workshop has been analysed – this showed particularly strong feedback for all sessions, particularly (9+/10) Effective Use of Support Staff, IDPs, Nurture and Well-being, Behaviour, Communication and Sensory Needs. Feedback from the survey has been used to plan future professional learning for 2023-24.

There are continued very effective regional LA representatives' meetings. September 2023 NQTs are now receiving support through the national professional learning programme, initial modules have been completed in the autumn term and regional NQTs now have access to the local offer, which includes many up to date and relevant sessions to improve teaching and learning and for the NQTs to network and share practice and experiences in their informative year. Current planned sessions include: improving literacy, numeracy and digital skills, supporting well-being and embedding formative assessment. The initial session on managing challenging behaviour was very well attended and received on 17/01/24. All NQTs who are placed in GwE schools have been assigned a mentor within school and an external mentor to support and evaluate their progress. There is a strong regional team in place from September across all LAs who support NQTs and are drawn together to ensure consistency through regular half termly regional meetings, the next meeting will take place on 02/02/24.

OBJECTIVE 4 - LEADERSHIP

Priorities:

4.1 – Implement Regional and National Leadership Programmes

LEADERSHIP PROGRAMMES

Facilitate the delivery of all elements of the leadership development pathway, offering a range of national programmes for middle, senior and experienced leaders.

Middle Leadership Development programme (MLDP) and Senior Leadership Development Programme (SLDP) 2022-23 cohorts have completed the programme. Feedback during the presentation sessions was extremely positive with SIA chairs praising the quality and caliber of participants and their presentations. Face-to-face delivery enabled presenters to provide more bespoke support and guidance to participants on an individual level, as well as opportunities for networking and sharing of good practice. Participants who were unable to attend Module 5 will be given the opportunity to make their presentations in the Spring term.

The content continues to be updated to ensure it is relevant, incorporating current changes in education for all programmes.

The location of the MLDP/SLDP programmes access a range of venues that are rotated to ensure fair geographical accessibility.

For all programmes, participants have been encouraged to access the Professional Learning Passport (PLP) and have been guided on its use. Participants are encouraged to use the resource to record and reflect on their progress across the leadership pathway. The use of the PLP needs embedding further and will be promoted among the 23-24 cohort. Participants have the freedom to use the resource according to their needs in line with the principles of the programme.

The National Professional Qualification for Headship (NPQH) endorsement processes have been paused. GwE staff are part of the working group and are currently co-constructing the new NPQH programme for its relaunch in Autumn 2024.

Two assessment centre opportunities remain for those who have attended the Aspiring Headteachers Programme. Local Authorities have also been invited to nominate existing acting Heads, who are eligible for an assessment-only route to the qualification in May.

The New and Acting Headteacher Programme has been restructured to facilitate better representation and provide opportunities for leaders across all authorities to network effectively. As a result, regional modules will now be combined for face-to-face delivery.

The Experienced Headteacher Programme has been paused while the NPQH is co-constructed.

The co-construction of the System Leadership development programme has been paused while decisions regarding the NPQH are prioritised.

Practitioners across MLDP and SLDP participants for 2023-24 will be supported by an effective network of facilitators, school-based mentors, leadership coaches, headteachers and SIAs. The regional business team will facilitate this support.

The programmes have been reviewed and refined to ensure participants understand their role in a self-improving system, through the principles of delivering a Leadership Experience Task and sessions based on the cycle of improvement and the new framework for evaluation, improvement and accountability.

All forthcoming participants in the 23-24 cohorts have been encouraged where appropriate to aspire to the next level on the leadership pathway.

All practitioners have gained an enhanced knowledge of the leadership standards and how those standards can support their professional development.

Those that have demonstrated the necessary evidence, knowledge and experience of whole school leadership have been endorsed following completion of the Aspiring Headteachers Development Programme. They will now move onto the next stage in readying evidence for headship in the NPQH Assessment Centre in February 2024, with a further opportunity in May for those who have not yet met the standards. Participants have been briefed accordingly.

Cohorts for MLDP and SLDP have now been set.

HLTA – TALP

Support the professional development of teaching assistants.

National evaluation forms have now been used for each programme, based on the Kirkpatrick model.

The new Induction programme was launched nationally on 6 November 2023. The national Communication Department has created new materials to advertise the revised programme and shared the information with the GwE Communication team. The training is advertised in the Bulletin, on Google Classroom for Teaching Assistants and in the GwE Offer. Teaching assistants who have registered for the programme are invited to attend a half-day session every term on TEAMS for support to complete each module. Feedback was very positive. All teaching assistants who completed the modules noted that the content is appropriate to their needs and their level of skills, and that they have gained new information and skills to develop them in their role. All teaching assistants also noted they would recommend the training to others.

Following national review of the format and content of the Practising Teaching Assistants' programme in line with Welsh Government priorities, the new programme has been used with clusters of schools. Five clusters have now completed the training, 4 clusters have started the training and 2 other clusters have committed to deliver the training this year thus far. Nearly all noted they have gained new information and skills to develop them in their role while all noted the content is appropriate to their needs and their level of skills, and that they would recommend the training to others.

Twenty-five teaching assistants completed Cylch 6 of the Aspiring HLTA programme, and 20 teaching assistants gained their HLTA status in December 2023. Thirty-five applications have been received for Cylch 7 of the Aspiring HLTA programme, and 30 commenced the programme in October.

Thirty teaching assistants have been accepted for the Aspiring HLTA (Cylch 8) programme, and they will commence the programme in February 2024.

A mandatory refresher session was held for assessors prior to undertaking Cylch 5 and 6 assessments, upskilling and empowering HLTAs and teachers who are guiding and supporting colleagues in their settings.

Cylch 5 assessments have been completed for candidates with 34 meeting the national standards for HLTA status, i.e., 100% of candidates. Cylch 6 assessments have been completed for candidates with 20 meeting the national standards for HLTA status, i.e., 100% of candidates. Robust regional and national moderation sessions have been held for quality assurance purposes, and it was noted that the overall standard of reflections is higher than previous

years due to the standard of discussions and face-to-face professional interactions during the programme. Feedback in initial evaluation forms and following the assessment process is very positive, with nearly all participants stating that they either 'agree' or 'strongly agree' with the statements.

A school has been commissioned to host OLEVI training ' Outstanding Teaching Assistants'. Five Session 1s have been held in the school with 10 teaching assistants attending. Teaching assistants' school mentors were invited to session 5, to hear the teaching assistants present their work. All teaching assistants who attended the training said that it would have a moderate or significant impact on their practice in the future, and their comments were very positive.

The Miles Dyslexia Centre, Bangor University has been commissioned to deliver Dyslexia training to 15 assistants, leading to an Accredited Dyslexia Practitioner Status. Training will be delivered during the autumn and spring terms. One whole day and 6 half-day sessions have already been delivered.

Two special schools have been commissioned to hold sharing effective practice sessions with mainstream assistants. The sessions will focus on Autism, behaviour, communication methods and sensory learning. A session was held for 59 teaching assistants in a specific cluster on 8/1/2024 where a school shared effective practice regarding Autism Acceptance and Self-regulation and Positive Behaviour. Nearly all teaching assistants noted the training would have a moderate or significant impact on their practice. In terms of future training, most said they would like to receive more training on ALN and Interventions, with a minority saying they would like training on behaviour.

Termly network for assistants and senior assistants - the first session was held on TEAMS on 7 November, 3.30-4.00pm. There was a presentation on the Professional Standards for Assisting Teaching, and assistants were asked what they would wish to include in future networks. The next session will be delivered by members of the GwE digital team.

COACHING AND MENTORING

Continue to develop and embed a coaching and mentoring culture throughout the Welsh education system which provides a toolkit to assist in improving standards of education in Wales.

A National Programme was delivered during the summer term through the medium of Welsh and English for SLT members, ALN Co-ordinators and HLTAs.

An email has been sent to all attendees who have received training in the GwE region over the last two and a half years asking them to complete a questionnaire in order to collect information on the true impact of the training.

Information about the level 3 qualification has been shared following the national sessions and information about level 5 and 7 qualifications has been shared with schools and GwE staff.

Early discussions have taken place to identify schools for a project collaborating with 3 Secondary schools, 3 primary schools and 1 Special School.

GOVERNOR SUPPORT

Work with local authorities to ensure that governing bodies are prepared to implement the WG School improvement guidance: framework for evaluation, improvement and accountability.

High quality professional learning opportunities and support for governing bodies has been provided on topics including self-evaluation, data and information, curriculum for Wales, planning for improvement, Schools as Learning Organisations and guidance on effective governing bodies.

Support has been provided for school governing bodies in making appointments at senior level. Furthermore, governing bodies have been supported with the performance management process of headteachers.

Support has been provided for local authorities to ensure that governing bodies have support in self-evaluation and development planning, including pre-inspection support for Governors on Estyn's expectations prior to and during inspection. Furthermore, bespoke support has been provided to governing bodies of schools in Estyn review and statutory categories where relevant.

Support has been provided to facilitate effective communication and information-sharing between GwE, LA and GSO. All stakeholders benefit from shared information.

GwE was represented at the regional and National Governors Support Officers (GSO) meetings:

- GSO ADEW group meeting 08/06/23 and 26/10/23
- GSO North Wales meeting 14/06/23 and 09/11/23
- National GSO group on 09/11/23.

Support has been provided for all the 6 LAs of the region in their provision of training for governing bodies to support school improvement. Further support and guidance for governors of the six LAs will be required in the lead up to the introduction of the SIF in September 2024 and WG governor competency framework.

Programmes of support were agreed in advance with the GSOs of all 6 LAs, including a bespoke provision for each LA for the academic year 2023-24. This is an improvement on previous years when support programmes were negotiated and agreed as the school year progressed. This improved planning has enabled the GSOs to publish their programmes in advance and encourage governors to attend. The number attending has increased in comparison with 2022-23.

SCHOOLS & SERVICE AS LEARNING ORGANISATIONS

Support ongoing Schools as Learning Organisations (SLO) implementation and the wider transition to a learning education system.

Support the development of the workforce within the context of schools as learning organisations.

GwE have engaged in cross consortia SLO meetings along with WG representatives. Ongoing dialogue is being held with these partners in relation to the SLO National Strategy Action Plan and against the following identified aims.

- Schools and settings development plans are informed by self-critical use of self-evaluation, enquiry and the SLO survey. Schools consistently challenge themselves to improve as learning organisations
- All education professionals are able to access well designed professional learning that includes a blend of approaches and opportunities for reflection, enquiry and collaboration for learning.

To promote the SLO model and encourage engagement with the SLO survey a GwE team member delivered the first of a series of professional learning sessions across the region to raise workforce awareness in relation to SLO.

This included;

- How the SLO enables schools to meet the school improvement guidance
- Preparation for Estyn's inspecting the future 24-30
- Governance and the new accountability framework
- Professional learning and distributed leadership
- Academic and evidence-based research to inform pedagogy.
- The culture of trust and thinking together
- The use of technology and time to inform self-evaluation, professional development and drive school improvement.
- Introduction to the SLO questionnaire and its use to inform strategy.
- Opportunity to explore and complete the SLO questionnaire.

Further sessions will be held and linked to Professional Learning for leaders related to the School Improvement Guidance during the Spring /Summer Terms. The Professional Learning sessions will include case studies from schools in each county with proven successful practice and provide practical exemplars of practice. This will enable Headteachers and senior leaders to identify how their existing practice meets aspects of the SLO model, facilitates School self-improvement and informs strategic School improvement.

Presentations have also been scheduled to promote SLO with the Chair of Governors and to Educational Portfolio Leads for each Local Authority across the region. These sessions will place the SLO model in context with the current educational landscape and inform a broader range of stakeholders with the intention of raising awareness and engagement numbers.

SCHOOL PARTNERSHIP PROGRAMME

Promote and oversee school-to-school collaboration and cluster working.

Provide the Education Development Trust (EDT) Schools Partnership Programme (SPP) across the region's schools. This is a three-year programme to support school leaders with peer evaluation and peer support.

For the last 5 years there has been agreement with Headteachers on regional principles for peer engagement. A model of peer review and improvement planning was agreed (the 'Schools Partnership Programme' [SPP]), approved by the Management Board and Joint Committee.

All GwE SIAs have received continuous training and support with peer review, facilitation, mentoring and coaching. By the end of December 2023, 29 SIAs have been trained as peer reviewers and improvement facilitators as part of the SPP. All new staff members have received SPP refresher training.

Initially, 13 SIAs were trained during October 2021 to deliver the programme, and following a programme of observing training during April 2022 the first SPP training programme entirely facilitated by GwE staff was delivered to cohort 3b during May 2022. By the end of December 2023, 20 additional SIAs have received training to deliver the programme. This means that 33 SIAs can now deliver the SPP programme successfully. Following this increased capacity to deliver the programme, initial training was delivered to 90 schools in cohort 3C by a team of GwE facilitators.

By the end of December 2023, 46 clusters / alliances (255 schools) have received SPP training and they have already undertaken peer review, or are preparing to undertake peer review work. 329 Headteachers / senior leaders have been trained as peer reviewers across the region. 290 senior leaders / middle leaders and proficient teachers have been trained as 'improvement facilitators'. This has enabled leaders and teachers to benefit from professional education of a high standard and it will contribute to improving leadership capacity across the region. The first 3 tiers of schools involved in the programme have received extended training for their improvement facilitators and training to develop collaborative leadership by December 2023, with the focus on developing increased and effective use of research in their improvement workshops. In addition, opportunities were provided across the region for schools and partnerships to scale up their capacity to implement the programme by training additional improvement facilitators.

The programme will be aligned to work on developing a new curriculum to support schools and clusters to evaluate their progress towards the reform journey. To this end a series of reflection questions with a focus on the reform journey have been created in alignment with the peer process, and schools receiving the training are signposted to the curriculum prompts that are part of the National Resource for Evaluation and Improvement.

In January 2023, schools and clusters not already involved in the programme were invited to express an interest in participating in SPP training as part of cohort 4. A total of 43 schools expressed an interest. Therefore, by the end of December 2023, more than half of the region's schools have received the initial training and are now starting, or have started, their peer review and improvement planning work.

As part of our partnership with the Education Development Trust initial questionnaires have been shared with all schools involved in the SPP. Analysis of responses by an EDT researcher shows that 77% of Headteachers state their experience of the programme is good or excellent, while 100% of teachers state their partnership with other schools is strong or very strong following the programme. Four clusters / alliances have been identified to take part in comprehensive interviews with the researcher, which will lead to developing case studies to further scrutinise the impact of the programme in 2023-24.

The region's agreement with the Education Development Trust draws to a close at the end of December 2023. A senior EDT researcher will continue with the task of evaluating the impact of the Programme. In line with the original agreement the SPP regional lead and a few GwE facilitators have scrutinised the training and adapted it to respond directly to the requirements of WG School Improvement Guidance. Regional schools that have not received SPP training thus far will receive this new content as part of regional provision for the Guidance in 2024.

OBJECTIVE 5 – A POSITIVE EDUCATION EXPERIENCE FOR EVERYONE

Priorities:

5.1 - Support staff in their well-being and resilience.

5.2 - Support schools to ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.

5.3 - Support schools to provide equity for all by tackling disadvantage and to have strong relationships with parents/carers and their communities.

Pupil Development Grant (PDG) / Looked After Children (LAC)

Support the continued delivery of professional learning to support disadvantaged and vulnerable learners.

GwE continues to provide Trauma Informed Schools (TIS) Training across the region to support disadvantaged and vulnerable learners. TIS diploma GwE 14 and 15 finished at the end of the quarter and GwE 16 on-line has commenced which is now training an additional 24 practitioners. Through the training, schools will have an awareness and understanding of Trauma Informed practice and how it can support vulnerable and disadvantaged learners.

The new PDG/LAC-PDG guidance has been shared with SIAs to support their work in school and conversations around the use of PDG and PDG-LAC grants. As part of the SIA visits there is an increased focus on how schools support all their vulnerable learners and how the school monitors the progress the learners make.

A member of the GwE team attends termly meetings with Looked After Children Education Co-ordinators, Early Entitlement and Pupil Referral Units (PRU) and Education Other Than At School (EOTAS) leads. This ensures that everybody knows what each is offering and will help prevent duplication of work and Professional Learning offers. It will also support evaluating the impact of the work that is being carried out and the impact of school plans for their PDG-LAC spend and how that is captured. Meetings with LACEs are being arranged to review PDG-LAC spend.

The cluster model of working with PDG-LAC is enabling clusters to be more creative with how the grant is used to support pupils across the catchment area.

Bangor University are beginning a trial of the Coping on-line parenting strategy that works with the carers of looked after children and school. An initial questionnaire has gone out to schools for parents to respond to. This will support parents with developing their parenting skills in a variety of ways.

Continue the implementation of Raising Attainment in Disadvantaged Youngsters (RADY) across the region.

RADY (Raising Achievement for Disadvantaged Youngsters) is presented by GwE, in partnership with its creators Challenging Education. This long-term programme is designed to support schools to address the impact of disadvantage on their learners through an 'equity not equality' approach. An initial RADY online meeting has taken place and is part of GwE's commitment to the National Priority for Health, Well-being and Equity.

The principles and approaches of RADY will suit all learners. The RADY principles are focussed on 'doing something different' by:

- Raising Awareness of Disadvantaged Youngsters
- Raising Aspirations of Disadvantaged Learners
- Raising Expectations of Disadvantaged Youngsters

There is a tiered approach to participating in the RADY programme. The programme is a long-term commitment and schools should not expect to see impact on outcomes for disadvantaged learners immediately. However, schools will swiftly see impact on learner and staff behaviours, understanding some of the consequences of disadvantage on learners, and on perceptions and relationships. This then contributes to changing cultures in schools which in turn impacts on learner outcomes. Fourteen schools have signed up for the first phase of the RADY roll-out, working with Senior leaders to embed a system of high-quality teaching and learning and expectation. The schools participating are seeing early signs of improvement with an approach that weaves

vulnerable pupils through school development and improvement. During the Spring and Summer term there is a need to measure the impact of the support on the quality of the provision and on the pupils' well-being. This information will be gathered through school visits and the impact will be recorded within the next and final Health and Well-being Business Plan monitoring reports.

Teaching and Learning to Support Vulnerable and Disadvantaged Learners (SVL)

The Welsh Government supporting vulnerable learners Resource has been launched. This programme is open to staff from Schools and Local Authorities in North Wales. The programme focuses on 'How do you deliver classroom-based equity for Disadvantaged and Vulnerable Learners?'. Commissioned by the Consortia, for the exclusive use of all schools and settings in Wales, Supporting Vulnerable and Disadvantaged Learners Through Effective Teaching Learning, is a bespoke, comprehensive professional support programme, drawing together evidence-based strategies that will help practitioners enhance and embed effective classroom practice. Following the launch of the materials in February, Mike Gershon delivered 3 sessions in May 2023 giving Senior Leaders a guided tour through the programme.

The benefits of the programme have been identified as follows:

- Support vulnerable and disadvantaged learners by developing and enhancing teaching and learning.
- Keep teaching and learning at the top of the agenda.
- Inspire teachers to think critically and creatively about their practice.
- Give teachers the tools they can use to develop their practice.
- Facilitate and sustain innovative practice within classrooms.

All materials are available via www.supportingvulnerablelearners.cymru and are fully bilingual. A video has been created to promote the SVL Resource, this has just been launched and will be shared across Wales on social media platforms and bulletins.

Seven schools are currently trialling this resource as part of their school development planning. They have had the opportunity to discuss these with the Resource creator, guiding them on the most effective way of using the resource. The 7 schools will be creating a video case study to share nationally.

WORKFORCE WELL-BEING (GwE AND SCHOOLS)

To support well-being for school staff across the region

The well-being of our children and our workforce continues to be a priority, and doing all we can to support the well-being of our school staff, children and young people across the region. Head teachers appreciate the input of the Link Supporting Improvement Advisers in terms of providing guidance and support for schools and clusters to develop their provision. Almost all Heads noted that facilitating cluster meetings has been instrumental in sharing ideas and good practice. It was also noted that these meetings have had a positive impact on their mental health and well-being.

To support the well-being of senior leaders in schools - To provide 'Reflective Spaces', individual and group meetings for senior leaders as needed.

Sessions of 'Reflective Spaces' have been organised for schools and is continuing to have a positive impact across the region as we continue to see a demand for this kind of support. The session is facilitated through break out rooms with a specific reflection and listening model to follow. This allows colleagues the safety of a structure to follow, whilst also allowing them to listen and reflect with their peers.

STRATEGY TO SUPPORT PARENTS / CARERS

Improve parental engagement.

The Local Authorities and GwE have provided a range of high-quality guidance and resources to support schools to improve parental engagement and have worked with Mike Gershon to facilitate parental access to quality materials so that they also can support their children. 'Helping your Child to Learn' (HYCTL) and 'Helping your Teen to Learn' (HYTTL) materials, and the 'Revise with Mike' resource have been very well-received. The range of revision strategies has also impacted on teachers' classroom floor practices as they prepare learners for end of year examinations. A regional group has been established with representation from GwE and each LA to lead, manage and co-ordinate the field of supporting parents and carers with their child's learning.

Family engagement resources have been created by a small Group of 5 Teaching Assistants (TAs). These resources consist of 4 x 1-to-1.5-hour sessions that can be delivered by TAs with parents and their children in school. They

are based on the Mike Gershon 'Help Your Child to Learn' resources. The packs are designed to be picked up and used with only a small amount of preparation. A meeting was arranged for November to develop a case study from the schools who have created the Resource. The schools who developed the resource and will be invited to share the resources their experiences in Network meetings. The Group are now considering how to make the pack more accessible to parents. They are working on a set of audio files with a QR code to make them even more accessible for all parents.

A case study has been written by a school who have increased family engagement through the work of the family engagement officer. Their practice has been identified as excellent and this will be promoted through GwE, but also shared with the National Equity Group and TIS UK.

A network to support Family engagement workers is in the process of being arranged. This will be to share good practice and to have time to discuss any common issues and suggest training for future events.

Bangor University are beginning a trial of the Coping on-line parenting strategy that works with the carers of looked after children and school. An initial questionnaire has gone out to schools for parents to respond to. This will support parents with developing their parenting skills in a variety of ways.

Investors in Families is being promoted in the region as a tool to support the development of Community Focused Schools and how this supports the most vulnerable pupils. A meeting with CFS leads for each LA is planned. An existing network of Family Engagement workers is in place. We will be meeting with them shortly to see how we can support in promoting their work and developing a Professional Learning Community with them.

A National programme on developing a poverty strategy is being devised by the National Equity Group, to be delivered to Senior leaders across the region. This will include a parental engagement element.

OBJECTIVE 6 – CYMRAEG BELONGS TO US ALL

Priorities:

6.1 - Support schools to plan purposefully in order to support and develop learners' skills and literacy in Welsh in the context of the Curriculum for Wales.

6.2 - Promote the learning of the Welsh language and develop the linguistic skills of the workforce.

6.3 - Develop the informal use of Welsh through the 'Siarter Iaith' and 'Cymraeg Campus'

WELSH IN EDUCATION

Assist schools to undertake purposeful planning to support and develop learners' Welsh skills in the context of the Curriculum for Wales.

PL support for SIAs and schools - a summary of the support has been produced and shared with the SIAs. National collaboration has led to a model of provision in the form of national programmes, with a programme for leaders of English-medium primary schools promoted regionally. The National Resource to support self-evaluation of Welsh is part of support sessions for leaders and fits into the NR:EI. Nationally, the sections identified for PL programmes are being populated and there is a clear and purposeful direction in place for further developments - [Consortia website overview](#),

Work is underway to produce guidance for SIAs outlining specific lines of enquiry to support Welsh language development in schools. School priorities in 2023-24 that pertain to Welsh have been thoroughly addressed and ensure that provision and support to implement improvement have been planned either via the LA or the SIA for Welsh and Literacy. Discussions between Core Leads and LA Officers have taken place. 'Ein Llais Ni' Project Officers have targeted schools and clusters that prioritise Welsh oracy and are part of the dialogue with the relevant SIA.

Cross-regional working groups - the working groups continue to populate the cross-regional website. There is an agreement with Welsh Government that the website will be launched in April. Lines of development in the future are being investigated, for example, developing national PL guidance and support for writing for

Welsh-medium schools. Meetings are held with Local Authority officers to share the national direction - officers are part of English-medium and Welsh-medium schools' working groups.

PL Offer for Welsh - has been drawn up and is available to schools:

- 'Ein Llais Ni' conference held for over 100 practitioners and school leaders across the region. Practitioners who are following the Sabbatical Welsh in a Year course and 46 Welsh-medium and English-medium ITE students from Bangor University were also invited.
- Networks for secondary literacy co-ordinators and Welsh leaders are held on a termly basis.
- A termly cariad@ddarllen network has been held (5/12/2023) and there was valuable feedback following the morning session. The SIA for Welsh and Literacy has been invited to support schools and provide guidance on engaging parents in the process of promoting reading.
- A three-day programme combining digital and literacy skills across the curriculum is operational - Day 1 was held on 9 November.

Sharing successful practice - an open morning to share Headteacher vision in English-medium primary schools has been very successful. A L1 evaluation form has been distributed and very positive responses have been received. There was a score of 5* on all responses with very encouraging comments, for example, *I came away with lots of ideas; being able to see the school environment; being able to see the staff's expectations of the children in terms of speaking Welsh; being able to see the small steps taken to embed Welsh in school life; hearing Brian and Laura's background and how they worked gradually but persistently to get to where they are now.*

Welsh in the Bulletin - there is a specific section in the Bulletin to promote support, information and provision for all aspects of the Welsh language, and it is populated continuously. This is leading to increased awareness of the provision available to develop the language. National provision is also promoted.

Cluster plans - plans have been approved by nearly all authorities.

Collaboration with Bangor University - a member of the GwE team sits on the RILL Steering Group and is promoting the work regionally and nationally. A very strong awareness of developments is ensured.

Promote the learning of Welsh and develop the language skills of the workforce.

Information for practitioners regarding strengthening their Welsh language skills or information about Sabbatical Scheme Welsh courses is an ongoing item in the Bulletin. Fourteen participants (maximum number) are following the Welsh in a Year course in 2023-24.

At least 14 GwE staff are undertaking various courses to develop their Welsh speaking skills. Seven are continuing with the Intermediate course and attended the University's Summer School in July. Colleagues have joined some of the lessons for informal discussion sessions. There are 6 staff members on the Access course, and 1 will join the *Gloywi Carlam* course for busy teachers in October.

Develop informal use of the Welsh language - 'Siarter Iaith' and 'Cymraeg Campus'.

National meetings are held on a regular basis, led by Welsh Government, to formulate national implementation guidance. A draft copy to initiate further discussions has been shared, giving stakeholders an opportunity to give their views and offer suggestions for further amendment.

EIN LLAIS NI

Ein Llais Ni

The purpose of 'Ein Llais Ni' is to highlight the importance of oracy in the school curriculum in the context of the Welsh language (across the entire age range) and to suggest ideas for strategies that schools/teachers can develop to encourage and promote the speaking and listening skills of learners. The work has been developed in collaboration with schools across the north Wales region and Bangor University, with Professor Enlli Thomas (Deputy Assistant Vice Chancellor – Welsh Language), an international expert on promoting oracy skills and bilingual teaching strategies, leading the practical research. The Ein Llais Ni website is publicly available.

The Project Officers have produced a newsletter to promote the support that is available. There is a Professional Learning programme in place and a planned school support structure. This includes networks and support for clusters and individual schools. Project Officers also promote the website and successful approaches to teaching oracy in various forums, for example, language co-ordinator meetings, cluster INSET sessions.

Links have been re-established with original project schools to discuss progress and how they could showcase their work on the website in the 'examples from schools' section. Estyn has recognised the work of 'Ein Llais Ni' through the work of a teacher who discusses language pedagogy in his role as Language Mentor as part of the CaBan partnership in ITE training.

A map of the website has been produced to assist with using the resource and highlight which sections are relevant to various audiences.

The **Planning** section has been further enhanced to include 4-step guidance for teachers, which guides them through the process of planning a prominent place for teaching oracy in the classroom. It is a convenient and categorised way for practitioners to select appropriate strategies to develop specific aspects, and aspects relevant to learners in the 3-8 age group are highlighted. This helps practitioners to be more purposeful when selecting strategies that develop their learners' specific skills. Additional supporting resources have been created so that practitioners can have quick access to resources that facilitate the process of implementing strategies. Examples from schools are added, which model effective use of strategies or convey the programme in action.

The Leading section has been further adapted based on 7 elements that can lead to successful implementation. In order to support these elements, clear guidance has been produced to illustrate courses of action and possible outcomes for developing each element in turn. Leaders are encouraged to evaluate each element in turn so that a current reflection of the school is a basis for further development and implementation - a self-evaluation resource has been developed to support this. The action steps for **implementing the programme, developing it and evaluation and improvement** give leaders a clear line of development, and link directly to sections of the website that can offer further support.

A Professional Learning section has been added to the website (autumn term 2023) with support packs produced to support schools to:

- Understand the 'Ein Llais Ni' programme - introduction and purpose of the resource.
- Develop the climate and conditions for progress in learners' oracy skills.

Other developments include:

- A PL support pack giving an overview of the programme and its intentions is available for leaders, SIAs and practitioners who are prioritising Welsh oracy.
- The Professional Learning section of the website is starting to develop and includes support packs to accompany website content, and lead practitioners through the process of implementing the programme effectively.
- A series of workshops, due to be held during the spring term 2024, to promote the programme and the Professional Learning that is available. The aim of these workshops is to increase the number of schools that commit and share what is available on the website to support teachers and leaders.
- Project Officers have mapped out the current schools and their commitment and progress, and identified schools to be targeted. This is leading to a deeper understanding of the needs of schools and highlights examples of successful practice to be shared more widely.
- The October 2023 conference was an opportunity to extend the programme to more schools. 100 teachers, Headteachers and authority officers attended, and feedback was complimentary. In addition, 46 students from Bangor University attended the conference. Among the comments there was praise for strategies presented by the 'Ein Llais Ni' team and the guest speaker, Richard Hull. Many have stated they intend to pilot and incorporate oracy strategies following the conference.
- A follow-up network has been held on 20.11.23 with 12 schools registering. Feedback was very positive with all attendees noting that it had been a very useful network.
- In addition to the network, meetings were arranged with individual schools to implement 'Ein Llais Ni'. Arrangements are in place for the spring term to see the impact of implementation and gather effective practice for further modelling and website enhancement purposes.

- 'Ein Llais Ni' is part of the regional and national Professional Learning offer for Welsh and is available to Welsh-medium and dual language primary and secondary schools.
- The Project Team is promoting the self-evaluation and improvement planning tool in order to be able to support schools to evaluate progress when implementing the programme.
- Project Officers have provided training on various aspects of developing oracy skills at the request of SIAs, either to clusters or via the GwE Professional Learning Offer. Feedback following these sessions was very positive, with all practitioners noting that the training was useful or very useful.
- Support packs to accompany the training are available for schools to use.
- Differentiated support for subject teachers/primary and secondary/non-specialists is available as part of the provision to support teachers in the following ways:
 - plan and hold INSET for STEM teachers on the importance of developing pupils' oracy in subjects beyond Welsh and introduce 'Ein Llais Ni' strategies for specific STEM tasks.
 - hold a staff meeting to look at schemes of work and identify opportunities to incorporate oracy tasks to enhance the STEM subject in question.
 - present ideas on how to develop 'Ein Llais Ni' strategies across the whole school and how to adapt it to work in STEM subjects during a network.
- SDP priority adapted to a booklet of action steps that align to the 7 elements of developing oracy effectively. Very close link between the KP model and the self-evaluation resource.

24 October conference

Feedback from conference attendees notes appreciation of the oracy strategies presented during the day by the guest speaker and the signposting to the 'Ein Llais Ni' website. Many have noted that the next steps will be to trial oracy strategies and share the information with the rest of the teaching staff. The Project Officers have arranged a series of networks for 2023-24 to promote the work and support teachers across sectors. Dates and focus of Networks have been shared in the Conference on 24/10/23.

Work continues with measuring impact and gathering effective practice from a wide range of schools, including examples of oracy tasks to be shared on the 'Ein Llais Ni' website. Among the examples will be a video showing 'Ein Llais Ni' in action in a primary school over half a term and sharing supporting resources such as word mats on the website.

The Steering Group continues to meet every quarter. Membership of the Board has been amended to reflect the direction of the next part of the project.

There is cross-regional collaboration on various workstreams - one element of this is oracy and agreement that 'Ein Llais Ni' is a valuable resource to be shared nationally.

Eight workshops have been arranged across the region for January and February 2024. A workshop is to be held in each authority to introduce 'Ein Llais Ni' to schools that have not yet been part of the programme.

Sub-project 1: extend the support to develop speaking and listening skills in Welsh-medium and dual language schools.

Lead schools have been appointed following analysis of the case studies received, and they meet on a regular basis to ensure that effective models of the various elements of the website are prepared and shared. Structure of collaborating groups:

Group 1:

- 4 teachers who are teaching the 3-8 age group.
- 3 teachers who are teaching the 8-11 age group.
- 3 teachers who are teaching the 11+ age group.

Group 2:

- 6 teachers (cross-sector) working together to develop examples to promote oracy and digital skills.

Group 3:

- Two clusters working together to develop a joint understanding of effective pedagogy, share developments and discuss pupil progress in a professional dialogue between primary and secondary schools.

A network session was held on 20/11/23 to encourage new schools to join the project. Feedback was very positive with every teacher seeing value in developing oracy. All teachers are trialling the strategies demonstrated on the day. The Project Officers are supporting the lead teachers as they prepare and share the impact of their work to model successful practice. They have visited schools to offer support to lead teachers and set dates for submitting examples of good practice. These examples will appear on the website, to populate the 'Examples from Schools' section.

Highlighting the support available via the Professional Learning Offer for Welsh has led to raising the profile of the work among SIAs and schools across the region. Many SIAs have been in touch to arrange support for individual schools and clusters.

The Project Officers have mapped out the schools that have prioritised Welsh or Welsh oracy in 2023-24 in order to promote the work further. Many of the schools have been contacted to arrange support and further collaboration. Three additional schools and two clusters of primary-secondary schools have received individual support.

Workshops to promote the support available to develop 'Ein Llais Ni' in Welsh-medium primary schools - an opportunity to share information about the website, supporting resources and practical strategies.

'Ein Llais Ni' is a heading within the GwE Professional Learning Offer and is available to all Welsh-medium and dual language primary schools. Support is available through attending a conference, a network and on an individual school and cluster basis (lead and practitioner). There is PL and supporting resources on the website for a variety of audiences, for example leaders, teachers, learners. A [Document](#) provides guidance for leaders and practitioners on the strategic process for implementing 'Ein Llais Ni' and embedding it effectively as part of the supporting resources available on the website.

Sub-project 2: support to develop speaking and listening skills in English-medium schools.

The overview graphic has been adapted to include '7. Linguistic progression' for ELIN in English-medium schools (adding this element to supporting documents). It is intended to include this element when introducing the programme to English-medium schools, placing the emphasis on the importance of developing knowledge about learners' progression in speaking and listening skills as they move along the continuum in schools, especially in the transition phase between primary and secondary school. This element will be a core part of lead schools' contribution in moving forward, and their findings and evidence of progress will be reflected in schools' finalised case studies in due course. Individual lead schools have been trialling specific strategies with their learners, adapting them if necessary. A list of these strategies has been compiled ('The Top 20') following presentations from lead schools on their baseline case studies. Schools will agree on which of the above strategies ('The Top 20') to target in order to evaluate their impact *across sectors*. Trialling the same strategy in the primary and secondary will enable schools to develop a joint understanding of progression, as well as facilitate a discussion on the *linguistic progression* and how strategies will develop as pupils' confidence and linguistic skills increase. Several of the supporting resources on the current website have been adapted and translated, placing the emphasis on promoting Welsh speaking and listening skills in English-medium schools.

The task of producing a map of the website for English-medium schools has started. Resources to be translated have been selected, resources to be adapted earmarked and lead schools targeted to produce some specific supporting resources.

During Training Day 2 on 6 October 2023 there were presentations to accompany the baseline case study of each lead school.

The work of the project was promoted in the [GwE Welsh language Leaders' Network Meeting for English-medium schools](#) held on 16 November 2023. There were discussions on developing a joint understanding of progression

when planning tasks to promote speaking and listening skills, and leaders were encouraged to browse the professional learning resources on the website. Examples were shared of resources on the current website that have been adapted to promote Welsh speaking and listening skills in English-medium schools, explaining that work on adapting and translating resources on the current website is ongoing.

Sub-project 3: collaborate with Bangor University / CaBan to strengthen the link with ITE.

Co-construct the intentions with Bangor University in order to support associate teachers. The Project Officer has met with the University to arrange 'Ein Llais Ni' training for associate Welsh-medium teachers on 21/12/23 - there is a support plan and training in place.

APPENDIX 2: Regional Data



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GwE Business Plan 2023 - 2024 Appendix 2: Regional Data



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2023 - 2024 BUSINESS PLAN

REGIONAL PRIORITIES & PROVISION 2023 - 2024

Regional Data - Quarter 3

OBJECTIVE 1 – SCHOOL IMPROVEMENT

SCHOOL IMPROVEMENT

Regional data:

The current profile for each sector identifies:

- 7 schools in statutory category [3 secondary / 4 primary]
- 19 schools causing concern [3 secondary / 16 primary]
- 27 schools where specific concerns have been identified [9 secondary / 18 primary]
- 52 schools which are kept under review [14 secondary / 38 primary].

OBJECTIVE 2- CURRICULUM & ASSESSMENT

DEVELOPING THE CURRICULUM AND NETWORKS (CfW)

Regional data:

Number of GwE practitioners registered on the following National sessions:

- Assessment Session 1 = 22
- Assessment Session 2 = 42

AoLE sessions:

- Language and Literacy = 6
- Mathematics and Numeracy = 11
- Science and Technology = 9
- Expressive Arts = 15
- Humanities = 15
- Health and Well-being = 36

- **TOTAL = 156**

EXPRESSIVE ARTS

Regional data:

- Expressive Arts Networks meetings 27/11/23 & 28/11/23: 11

HEALTH AND WELL-BEING

Regional data:

- Well-being Leads First Network on-line meeting on 28/11/23: 24

- Health & Well-being Leads First Network on-line meeting on 29/11/23: 22
- Play to Learn: 22

HUMANITIES

Regional data:

- Humanities Curriculum for Wales Conference for Secondary Teachers 16/11/23: 30

LANGUAGES, LITERACY AND COMMUNICATION

ENGLISH AND LITERACY

Regional data:

- Support for Primary (8-11): 129
- Support for Secondary: 46

WELSH AND LITERACY

Regional data:

- Network Meetings - Leadership: 36
- Effective realisation of the Curriculum for Wales event: 15
- Cross-curricular Literacy Network: 14
- Developing the Welsh language: 4

INTERNATIONAL LANGUAGES / MFL

Regional data:

- Power Language up-skilling course registrations: 30 schools / 39 teachers
- Power Language – subscription: 142 schools
- OU 2023-2024 TELT Course: 7
- Cerdd Iaith 19/10/23 + 15/11/23: 14 schools, 14 teachers
- Sanako Project: 7 schools
- School to school support – support plan: 4 schools
- MFL Mentoring Recruitment 2023-24: 21 schools.
- Immersion training 2024 - 24 registered schools
- Wales-Brittany Partnership: 16 primary schools & 4 secondary schools
- BLC Year 9 Event: 8 schools, 91 learners
- AATT Working Group 23-24: 6/7 schools / 7/8 teachers.

- Network Meetings November 2023 - Secondary sector: 22 schools
- Forum Meetings November 2023 - Primary Sector: 16 schools
- BLC Year 10 event 6.2.24 – schools registered: 9.

MATHEMATICS AND NUMERACY

Regional data:

	Number of schools	Number of visits
Primary Individual subject school support	13	24
Cluster support (PRIMARY)	36 schools (9 Clusters)	12
Science and Technology/Numeracy ENG/WELSH COHORT 1	50	56 (attendees)
Secondary Individual school support	30	49
Secondary MEI course Day 2	26	27 (attendees)
Secondary 'Effective use of manipulatives' programme day 1	41	41 (attendees)
Secondary Heads of Maths local network meetings	46	46 (attendees)
Secondary Numeracy Leaders local network meetings	44	44 (attendees)

SCIENCE AND TECHNOLOGY

SCIENCE

Regional data:

- Bespoke School Support: 46
- Primary Science: 21, 3- 8 Practitioners attended Workshop led by Kathy Schofield.

DIGITAL

Regional data:

- 90% of the region's clusters are engaging with the digital facilitators programme.
- Number of clusters invited to the 'catch up' session for new clusters or clusters that have yet to commence the work: 11

EDUCATION CONTINUUM 3 TO 16

TRANSITION

Regional data:

- Pedagogy transition project: 12 clusters across all 6 LAs
- Attendance at Transition workshops in Curriculum for Wales marketplace showcase, 22/06/23: 61 across all 6 LAs
- Cluster visits by SIAs – continuous across region
- Attendance at transition workshops: 159

ASSESSMENT

- All schools across the region have access to example assessment plan and policy.

OBJECTIVE 3 – DEVELOPING HIGH-QUALITY TEACHING AND LEARNING

CONTRIBUTION OF AOLE AND SUBJECT NETWORKS TO IMPROVE TEACHING

Regional data:

- Second Teaching and Learning Network for Secondary T&L Leads held on 17/11/2023: 37.

RESEARCH AND EVALUATION (RESEARCH AND ENQUIRY) (RILL)

Regional data:

- Remote Instruction of Language and Literacy (RILL) – Phase 3 (Projects 1 and 2): 39
- Improving fluency in Oral Reading (iFOR): 9
- Inclusive Teaching of Early Numeracy (i-TEN) in mainstream primary schools: TBC
- Developing and Evaluating Mainstream Spelling Instruction (DEMSI): 61 TBC

PEDAGOGY AND LEARNING DESIGN

Regional data:

- Towards 2024 = 23 primary schools
- Welsh Curriculum Learning Design = 3 schools

3-8 EDUCATION

Regional data:

- Schools that have received bespoke 3-8 support = 72
- Bespoke 3-8 Cluster Support = 9

- Training for practitioners new to 3–8 (English only) = 53
- Regional reading training = 439
- Autumn Term 3-8 Network = 284

POST 16

Regional data:

- Session 2 Post 16 LDP attendance: 8 GwE Ho6
- VESPA Strategies: 10 GwE
- Advanced WBQ network: 15 attendees
- ALPs PL session: 9 GwE attendees

ITE

Regional data:

- Special Schools NQT workshop 09/06/23: 18+ attendances
- CaBan stand at CfW marketplace: 600+ attendances.
- CaBan ALN ITE stakeholder meeting: 48

OBJECTIVE 4 - LEADERSHIP

LEADERSHIP PROGRAMMES

Regional data:

1. Middle Leadership Development Programme	127
2. Senior Leaders Development Programme	117
3. New and Acting Headteacher Development Programme	34

HLTA – TALP

Regional data:

Newly appointed teaching assistants

	2023-24
Regional	29

Practising teaching assistants

Regional	203
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Aspiring HLTA (Cylch 6)

Regional	25
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Aspiring HLTA (Cylch 7)

Regional	30
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HLTA Status assessments (Cylch 5)

Regional	34
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HLTA Status assessments (Cylch 6)

Regional	20
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HLTA assessors

Regional	25
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Outstanding Teaching Assistants

Regional	10
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Dyslexia Training

Regional	14
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ALN - sharing effective practice.

Regional	77
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SCHOOLS & SERVICE AS LEARNING ORGANISATIONS**Regional data:**

- Increase in engagement of GwE users since September.
Sep – Oct = 24
Sep – Dec = 51
- Increase in numbers of Schools engaging.
Sep – Oct = 8
Sep – Dec = 10
- Increase in number of newly engaged schools.
Sep – Oct = 4
Sep – Dec = 6
- Number of schools who completed the survey in 22/23 repeating the questionnaire in 23/24
Sep – Dec = 4
- Non repeat schools 23/24
Sep – Dec = 15

SCHOOLS PARTNERSHIP PROGRAMME**Regional data:**

- Number of schools/clusters in the programme: 255 / 46
- Number of Peer Reviewers trained: 329
- Number of Improvement Facilitators trained: 290

OBJECTIVE 5 – A POSITIVE EDUCATION EXPERIENCE FOR EVERYONE

PDG / LAC

Regional data:

- TIS Diploma GwE 14 and 15, and GwE 16 on-line now training an additional 24 practitioners.
- Raising Attainment of Disadvantaged Youngsters (RADY): 14 schools have signed up.
- Supporting Vulnerable Learners: 7 schools trialling the project

OBJECTIVE 6 – CYMRAEG BELONGS TO US ALL

WELSH IN EDUCATION (PL / SIARTER IAITH / CYMRAEG CAMPUS) EIN LLAIS NI

Regional data:

- 'Ein Llais Ni' Conference: 162
- 'Ein Llais Ni' cluster or individual support for Welsh-medium schools: 13
- 'Ein Llais Ni' project for English-medium schools: 8
- cariad@ddarllen network: 23



REPORT TO THE JOINT COMMITTEE

20 MARCH 2024

Report by: Arwyn Thomas, GwE Managing Director

Subject: The future of school improvement in North Wales

1.0 Purpose of the Report

1.1 Allow members of the Joint Committee to make informed decisions about the future of school improvement in North Wales.

2.0 Background

2.1 On December 18th, 2023, Jeremy Miles, Minister for Education and Welsh Language halted the Middle Tier Review accepting the interim findings as final.

2.2 On December 19th, 2023, the Welsh Government rationalised pre-16 education grants that were allocated to Local Authorities and Regional Consortia into the Local Authority Education Grant (LAEG).

2.3 On January 31st, 2024, Jeremy Miles, Minister for Education and Welsh Language published a written statement: [The next stage in the review of school improvement - the roles and responsibilities of education partners in Wales.](#)

3.0 Considerations

3.1 Clarification is needed around key milestones:

- Impact assessment of cuts on current staffing.
- Detail required around the 3 tiers described in the Ministerial Statement:
 1. Supporting school-to-school working at a local level

2. Supporting school-to-school collaboration and networking across local authorities and at national level

3. Supporting school improvement at national level

- Identification of new partnerships.
- Process of ratifying new partnerships.
- Developing new structures for school improvement.

3.2 Risks

- Welsh Government do not currently have a detailed plan of how the future school improvement service should look like.
- Delays in decision making from Welsh Government and Local Authorities.
- Lack of clarity on national direction putting pressure on local budgets.
- Staff morale, wellbeing and motivation.
- Timelines for Local Authorities to establish new partnerships and the staff appointment process need to be carefully aligned.
- Pressure on Host Authority.
- Significant cost of redundancies.
- Schools' engagement with school improvement in the short term.
- Team configuration - reduction in secondments and redundancies could cause an imbalance in the support for different sectors.
- Quality and impartiality of legal and HR advice.

3.3 It is unlikely that Welsh Government will fund any transition from current school improvement arrangements to the new. Are Lead Members confident that reducing economies of scale and working in smaller partnerships will improve on current provision?

4.0 Recommendations

4.1 The Joint Committee is asked to note the report and consider the risk implications for 2024-25 and beyond.

5.0 Financial Implications

5.1 It is unclear how much this significant change in policy will cost in difficult budgetary times.

- 5.2 The formulae for distributing funding to schools shows that Welsh medium/bilingual schools are losing out significantly compared to the current financial year (2023-24).
- 5.3 The Terms and Conditions for how schools will be required to spend grants from the reform pot is unclear. This could lead to funding been spent elsewhere.
- 5.4 Potentially significant redundancy costs.
- 5.5 Unclear of the closing down liabilities for current arrangements for Local Authorities and set up costs for any new partnerships.
- 5.6 The regional school improvement funding contribution from the Local Authorities is the lowest since the inception of GwE. This is far lower than in other regions.
- 5.7 Whilst potentially losing economies of scale, the partnerships could be building their school improvement services from a very low resource base.
- 5.8 The cost to release school staff to address the recommendations proposed regarding supporting school to school working at a local level is unknown.

6.0 Equalities Impact

- 6.1 No assessment has been undertaken to assess the potential impact of these changes on areas such as the Welsh Language, equality, workload, finance.

7.0 Personnel Implications

- 7.1 GwE staff moral and motivation is extremely low.
- 7.2 There is no clarity regarding alternative job options for school improvement staff post March 2025.
- 7.3 Redundancies will be required to meet the significant cut to the core budget from Local Authorities and significant reductions in grants which are now held by the Local Authorities.
- 7.4 Reduction in secondments and redundancies will affect team configuration and cause an imbalance in the support for different sectors.

8.0 Consultation Undertaken

8.1 No formal consultation carried out by Welsh Government.

9.0 Appendices

9.1 Appendix 1 – UCAC Letter to the Chair of the Children, Young People and Education Committee, Welsh Parliament

9.2 Appendix 2 - Letter to Chair of GwE Joint Committee from Prospect members

9.3 Appendix 3 – Letter from Chair of Children, Young People and Education Committee, Welsh Parliament, to the Minister for Education and Welsh Language - Follow up from general scrutiny session

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

Clearly, changes in the arrangements for providing the school improvement service will have a financial impact, but without full clarity on the future strategy, it is difficult at this point to predict in detail what these financial implications will be. A large part of the impact will need to be considered at individual authority level but I will be working closely with GwE officers over the next months, to assess and mitigate any impact on the service provided by GwE.

This document provides a translation of correspondence received from Undeb Cenedlaethol Athrawon Cymru (UCAC)



www.ucac.cymru

Jayne Bryant MS
Chair of the Children, Young People and Education Committee
Welsh Parliament

Via e-mail.

22 February 2024

Dear Jayne Bryant,

I am writing to you as the General Secretary of Undeb Cenedlaethol Athrawon Cymru (UCAC; the National Union of Teachers of Wales), a union that represents and supports not only teachers and school leaders, but also school improvement service officers.

As you know, the statement published on 31 January by Jeremy Miles, Minister for Education and the Welsh Language, refers to the new arrangements that will be implemented in relation to school improvement. As part of those arrangements, there is an expectation that local authorities will be expected to establish a partnership with at least one other authority, signifying a move away from the wider regional support model.

Those members who work for the consortia are extremely frustrated and disappointed, as there has been no formal consultation with them, as individuals, regarding any possible changes, any more than there has been with classroom teachers, which is also very surprising. Furthermore, our members were given no prior indication that such a far-reaching statement was going to be released publicly on the afternoon in question. Indeed, as many were working with schools that afternoon, they were informed of the intention to eliminate the consortia by teachers and school leaders. We feel that this is entirely unacceptable, and it has caused mental distress among several of our members.

Given that this is a fundamental change to the education system in Wales, we request that you call in and scrutinise the Ministerial Statement in order to:

- Establish that the review has complied with the requirements of the terms of reference.
- Understand the methodology and the accuracy of the evidence collected.
- Understand the rationale for changing the timelines of the review halfway through the process.
- Understand the implications of the recommendations.
- Establish how confident we can be that the proposed arrangements will provide better support for schools.
- Establish whether a change impact assessment process was undertaken to include areas such as the Welsh language, equality, workload, funding etc.
- Explore how much this significant change in policy will cost in a challenging budgetary period, as there is no financial information available. This should include costs associated with redundancies and shutting down existing local authority arrangements, and set-up costs related to any new arrangements. It should also include the financial cost of releasing school staff to address the first recommendation.
- Try to understand the difference between the opinions expressed in the findings of the Chief Inspector in this year's Annual Report, and those expressed in the findings of the Middle Tier Review, particularly regarding schools' ability to self-evaluate and plan effectively for improvement.
- Understand the available evidence base that could instil confidence in the committee that schools are in the best position to self-regulate their own improvement.
- Evaluate the additional workload on schools, and headteachers in particular, in terms of implementing the first recommendation regarding school-to-school collaboration and improvement;

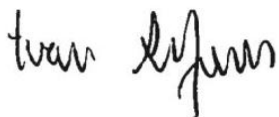
- Understand how local authorities will be able to fulfil their statutory responsibilities as the work of supporting school improvement is supported at a national level.

I'm sure that you realise that this is a difficult, uncertain and complicated time for our members who work within the regional services. It is therefore vital that we ensure fairness for them by considering all of the implications stemming from these changes.

As you can imagine, we are also keen for you to ensure that any new models that are established provide full support to all schools, whatever their language of education and wherever they are. And that support should be as good as, if not better than, what is being offered at the moment, especially in relation to the resilience and effectiveness of the support provided to schools, leaders and teachers, who provide services through the medium of Welsh.

I look forward to receiving your response.

Sincerely,



Ioan Rhys Jones,

General Secretary.

Copied for information: Members of the
Children, Young People and Education
Committee; Committee Clerk

To: Julie Fallon
Chair of GwE Joint Committee
From: Prospect Members

xx/03/2024

Dear Julie,

As you know, the statement issued by Jeremy Miles, Minister for Education and the Welsh Language, on the 31st of January 2024, refers to new arrangements that are to be implemented in relation to school improvement. This statement was released into the public domain alongside the letter to the Minister from Professor Dylan Jones to *“share these messages transparently with the sector”*.

The Minister announced the next phase of the review which essentially requires exploration of how school to school collaboration and cross LA working may occur in a move away from the current wider regional model.

This is a far-reaching statement, the importance of which cannot be underestimated. The language and assertions made within Prof Dylan Jones letter are strong, making direct reference to *“concerns about quality of support”*. This represents a direct evaluation of the performance of our workforce in GwE, and it is not one that we accept, or that we believe should have been placed in the public domain in this way.

Whilst members recognise that education and school improvement is necessarily an evolving process, indeed many of us have been through various cycles of change, we do not believe this to be an example of positive change management by the Minister. We question both the motivations and methodology of the ‘Middle Tier’ review and the subsequent communication of its findings.

We believe in fact, that the statement from the Minister has left the system in disarray. Having had their work publicly judged, our members are left unsure about their future, made even worse given the current information vacuum. However, we greatly value and acknowledge the fact that you have demonstrated support for GwE as Chair of the Joint Committee.

Our members within the regional consortia are particularly frustrated and disappointed that there has been no formal consultation with stakeholders about the recommendations. We do note however, that Phase 2 of the review should involve consultation with regional consortia, and we would welcome your continued support in ensuring that our opinions, expertise, and knowledge are heard in full.

We would like to bring your attention to the following areas and ask that these influence your own knowledge base, your discussions and subsequent decision making:

1) The Review Process and Next Steps

- As members we question whether the original Terms of Reference of the review have been adhered to particularly related to the methodology and veracity of evidence gathered.
- Furthermore, given the fact that the timelines of the review were changed mid-stream, we question how the time-contracted Phase 1 of the review process can have resulted in such far-reaching and publicly released recommendations.

- As members and school improvement experts, we ourselves are seeking to understand the true and complete implications of the recommendations and we encourage you to do the same. A surface interpretation of the recommendations without expert support will likely lead to a series of actions which are not in keeping with school improvement or potentially, will threaten the progress of our learners.
- We believe the information vacuum that all stakeholders find themselves in, including schools, Local Authorities, Elected Members, Chief Executives, alike, to be unacceptable. Not only is there a significant wellbeing and morale issue for the GwE workforce but also for Headteachers who find themselves potentially facing significant changes with regards to support and school improvement.
- The publication of a set of recommendations without a clear roadmap outlining how to fulfil them is unacceptable. We ask you to consider most carefully the full consequences of any decision making without being in receipt of the full context and details. Whilst the workforce is in favour of co-construction and collaboration as part of an evolution of support, the current lack of information points to potential chaos, disruption, and an interruption of support at a most critical time of education in Wales.
- In summary, we ask you to consider how confident we can be that proposed arrangements will provide better support for schools.

2) *Cost/benefit and other impact assessment matters*

- Clearly it will be necessary to undertake a full cost/benefit analysis. We ask stakeholders to consider how much this significant change in policy will cost in difficult budgetary times both in terms of transitioning towards any new arrangements and then operating within new arrangements. In addition to school improvement support we would ask that you also consider the financial cost to release school staff to address the proposed recommendation relating to school to school collaboration.
- We would also ask you to evaluate the extra workload on schools and Headteachers in particular, to implement any activities requiring collaboration, joint working, or school to school improvement. We would also draw your attention to formal roles and responsibilities of school leaders and how these would be impacted under any new arrangements; there is potential for an even greater weight of responsibility and/or accountability to sit with a Headteacher if they are to be formally endorsing, verifying, or providing support to another school's improvement.
- A further impact assessment should be undertaken to assess the potential impact of these changes on areas such as the Welsh Language and Equality.

3) *Statutory responsibilities of Local Authorities*

- Having a complete understanding of how the statutory responsibilities of the Local Authorities are to be fulfilled is critical. This is particularly relevant when considering the Minister's proposal in his written statement on how school improvement can best be supported at three levels. We are unclear how a school improvement model based on "*supporting school to school working at a local level*" will allow Local Authorities to fulfil their statutory function.
- The Minister also refers to "*supporting school improvement at national level*". Again, it is unclear how this will impact on the statutory responsibilities of Local Authorities.

- We believe that clarity on the two points above is critical before Local Authorities can move forward and plan any new arrangement for school improvement.

Please be assured that our workforce has the best interests of learners at its heart. We are committed to school improvement and will continue whilst we can, to support schools and learners in North Wales with compassion and to the best of our ability in extremely difficult circumstances.

We look forward to hearing the views of the GwE Joint Committee on these points.

Yours faithfully,

Jeremy Miles MS

Minister for Education and Welsh Language

6 March 2024

Follow up from general scrutiny session

Dear Jeremy,

Thank you for giving evidence to us on 28 February 2024. At the meeting you agreed to:

- Provide further information on the attainment gap between pupils eligible for free school meals and other pupils, including why you believe the data published by the Welsh Government cannot be used to make comparisons between years;
- Look further at the Seren Network data in relation to those pupils who may not continue on the programme, to identify if there are any trends in relation to their subsequent performance and engagement with their learning;
- Provide further information on how take up of Welsh A-Level can be encouraged and increased, in particular in relation to the teaching and the content of the syllabus;
- Provide information on the research undertaken, and guidance issued, regarding how schools could provide digital, remote teaching and learning should the need for this arise again in the future;
- Confirm when you anticipate issuing the strengthened guidance on Learner Travel.
- Consider further how the work of the Attendance Taskforce can be reported back to the Senedd and / or Committee;
- Share the e-sgol participation data; and
- Share, when available, Public Health Wales' work on the whole-school approach.

You referred to the "granular detail" the Welsh Government has about performance of the school system in Wales and that you had decided to publish this on an annual basis. Could you confirm whether you were referring to the aggregated data you published in November on pupils' personalised assessments and that equivalent versions of this is what will be published annually?

As we have indicated, we are likely to do work looking at school standards in the future. The scrutiny session was helpful in starting to help shape our thinking on this potential strand of work. As part of this preparatory work, we have invited Professor Dylan E Jones to talk to us about his work as part of the ongoing review into roles and responsibilities of education partners in Wales and delivery of school improvement arrangements. He has confirmed he will be attending.

I am enclosing letters we have received from UCAC and Prospect, highlighting their concerns in particular on how the recent announcement was made regarding the next stage of Professor Jones' review.

Throughout all our recent work, there have been very clear messages from both schools and local authorities that they do not have capacity to take on any additional work. In this context, we would welcome your views on how any changes to current regional working will take into account these broader capacity and resourcing issues. Also, for those areas where regional working is the preference of schools and local authorities, will they be able to continue with arrangements, if they are shown to be working effectively?

It would be helpful if we could have your response before the session with Professor Jones, we would therefore appreciate your response no later than April 10. While acknowledging that this is less time than usual to respond, we feel it would be helpful to have this information ahead of the session with Professor Jones. If you envisage any issues with this timeframe, please let us know.

Yours sincerely,



Jayne Bryant MS
Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English

Enclosure: Letter from UCAC

Letter from Prospect

This document provides a translation of correspondence received from Undeb Cenedlaethol Athrawon Cymru (UCAC)



www.ucac.cymru

Jayne Bryant MS
Chair of the Children, Young People and Education Committee
Welsh Parliament

Via e-mail.

22 February 2024

Dear Jayne Bryant,

I am writing to you as the General Secretary of Undeb Cenedlaethol Athrawon Cymru (UCAC; the National Union of Teachers of Wales), a union that represents and supports not only teachers and school leaders, but also school improvement service officers.

As you know, the statement published on 31 January by Jeremy Miles, Minister for Education and the Welsh Language, refers to the new arrangements that will be implemented in relation to school improvement. As part of those arrangements, there is an expectation that local authorities will be expected to establish a partnership with at least one other authority, signifying a move away from the wider regional support model.

Those members who work for the consortia are extremely frustrated and disappointed, as there has been no formal consultation with them, as individuals, regarding any possible changes, any more than there has been with classroom teachers, which is also very surprising. Furthermore, our members were given no prior indication that such a far-reaching statement was going to be released publicly on the afternoon in question. Indeed, as many were working with schools that afternoon, they were informed of the intention to eliminate the consortia by teachers and school leaders. We feel that this is entirely unacceptable, and it has caused mental distress among several of our members.

Given that this is a fundamental change to the education system in Wales, we request that you call in and scrutinise the Ministerial Statement in order to:

- Establish that the review has complied with the requirements of the terms of reference.
- Understand the methodology and the accuracy of the evidence collected.
- Understand the rationale for changing the timelines of the review halfway through the process.
- Understand the implications of the recommendations.
- Establish how confident we can be that the proposed arrangements will provide better support for schools.
- Establish whether a change impact assessment process was undertaken to include areas such as the Welsh language, equality, workload, funding etc.
- Explore how much this significant change in policy will cost in a challenging budgetary period, as there is no financial information available. This should include costs associated with redundancies and shutting down existing local authority arrangements, and set-up costs related to any new arrangements. It should also include the financial cost of releasing school staff to address the first recommendation.
- Try to understand the difference between the opinions expressed in the findings of the Chief Inspector in this year's Annual Report, and those expressed in the findings of the Middle Tier Review, particularly regarding schools' ability to self-evaluate and plan effectively for improvement.
- Understand the available evidence base that could instil confidence in the committee that schools are in the best position to self-regulate their own improvement.
- Evaluate the additional workload on schools, and headteachers in particular, in terms of implementing the first recommendation regarding school-to-school collaboration and improvement;

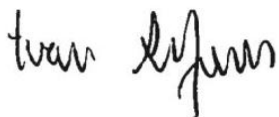
- Understand how local authorities will be able to fulfil their statutory responsibilities as the work of supporting school improvement is supported at a national level.

I'm sure that you realise that this is a difficult, uncertain and complicated time for our members who work within the regional services. It is therefore vital that we ensure fairness for them by considering all of the implications stemming from these changes.

As you can imagine, we are also keen for you to ensure that any new models that are established provide full support to all schools, whatever their language of education and wherever they are. And that support should be as good as, if not better than, what is being offered at the moment, especially in relation to the resilience and effectiveness of the support provided to schools, leaders and teachers, who provide services through the medium of Welsh.

I look forward to receiving your response.

Sincerely,



Ioan Rhys Jones,

General Secretary.

Copied for information: Members of the
Children, Young People and Education
Committee; Committee Clerk



04 March 2024

To: Jayne Bryant MS
Chair of Children, Young People and Education Committee
Jayne.Bryant@senedd.wales

Dear Jayne,

As you know, the statement issued by Jeremy Miles, Minister for Education and the Welsh Language, on the 31st of January, refers to new arrangements that are to be implemented in relation to school improvement. This statement was released into the public domain alongside the letter to the Minister from Professor Dylan Jones in order to “share these messages transparently with the sector”.

The Minister announced the next phase of the review which essentially requires exploration of how school to school collaboration and cross LA working may occur in a move away from the current wider regional model.

This is a far-reaching statement, the importance of which cannot be underestimated. The language and assertions made within Prof Dylan Jones letter are strong, making direct reference to “concerns about quality of support”. This represents a direct evaluation of the performance of our workforce in GwE, and it is not one that we accept, and it is also not one that we believe should have been placed in the public domain in this way.

Whilst members recognise that education and school improvement is necessarily an evolving process, indeed many of us have been through various cycles of change, this is not an example of positive change management by the Minister. We question both the motivations and methodology of the ‘Middle Tier’ review and the subsequent communication of its findings.

We believe that the statement from the Minister has left the system in disarray. Having had their work publicly judged, our members are left unsure about their future, made even worse given the current information vacuum.

Our members within the regional consortia are particularly frustrated and disappointed that there has been no formal consultation with stakeholders about the recommendations. In addition, there was no advance indication that such a far-reaching statement was to be released publicly on the afternoon in question. In fact, many of our members were working within schools that afternoon and they were informed of the intention to move away from the regional model through teachers and school leaders. This is completely unacceptable and extremely unprofessional and has caused severe distress to many of them.

As a result, we are asking you to call in and scrutinise the Ministerial Statement to:

- Establish that the original Terms of Reference of the review have been adhered to.
- Understand the methodology and veracity of the evidence gathered.
- Understand the rationale for changing the timelines of the review mid-way through.
- Understand the implication of the recommendations.
- Investigate how confident we can be that proposed arrangements will provide better support for schools.
- Find out if an impact assessment has been undertaken to assess the potential impact of these changes on areas such as the Welsh Language, equality, work load, finance etc.
- Investigate how much this significant change in policy will cost in difficult budgetary times as there is no financial information available – this should include staff redundancy costs and closing down liabilities for current arrangements for LAs and set up costs for any new arrangements. This should also include the financial cost to release school staff to address the recommendations proposed.
- Seek to understand the contradictions in the Chief Inspector finding in this year’s Annual Report and findings of the Middle Tier Review, especially around schools’ ability to self-evaluate and effectively plan for improvement.
- Seek clarity on the rationale to accelerate the findings of this review which seems to date back to mid-December (rather than the March 2024 date initially agreed for publication).
- Evaluate the extra workload on schools and Headteachers in particular to implement the first recommendation regarding collaboration, joint working and school to school improvement.
- Understand how the third recommendation will allow Local Authorities to undertake their statutory responsibilities.
- Seek clarification and understand the veracity of the evidence base used to give the committee confidence that schools are best placed to self-regulate their own improvement.

Our members would like you to robustly scrutinise the evidence base so that you can be confident that any changes that are recommended will result in a sustainable school improvement model which will be cost efficient and improve on the current arrangements.

We can assure you that our workforce has the best interests of learners at its heart. We are committed to school improvement. We are committed to supporting schools and learners; working collaboratively and with compassion in support of the National Mission. We will not however have our professionalism, expertise, experience, and commitment cast aside in such a careless manner.

Yours Sincerely

Adam Flanders & Jane Lancaster
Prospect Officers Education & Childrens services.



MEETING	GwE Joint Committee
DATE	20 March 2024
TITLE	Base Budget 2024/25
PURPOSE	Present to the Joint Committee : <ul style="list-style-type: none"> • GwE Basic Budget 2024/25 (Appendix 1) • Authorities Financial Contributions (Appendix 2)
RECOMMENDATION	Adopt the base budget for 2024/25 as presented in Appendix 1.
AUTHOR	Gwynedd Council's Head of Finance

1. Base Budget ("stand still" and 10% Savings Target)

- 1.1 The budget has been adjusted to reflect the decision by the Welsh Government to change the method of distributing the Education grants in 2024/25 (see 2.1).
- 1.2 A 10% savings target from the authorities has been included in the base budget ("stand still" and 10% savings target).
- 1.3 The authorities' financial contributions are shown in Appendix 2.

2. Welsh Government Grants funding method 2024/25

- 2.1 There has been a recent decision to amalgamate the main Education grants under one heading, the Local Authority Education Grant (LAEG), with a view to simplifying the process, and having consistent distribution basis across Wales. From 2024/25 onwards the grant will be paid to the councils / schools directly, and not to the regional consortia, with the requirements and risks of the grant now the responsibility of the individual Councils.
- 2.2 To ensure that schools and authorities across north Wales continue to be offered equivalent levels of support and service, there will be a move towards a commissioning arrangement, whereby North Wales authorities will purchase the current service (such as Professional Learning and Curriculum Development support) from GwE, and this being over and above the core service GwE provides.
- 2.3 Each individual Council has assessed and decided on the level of work to be commissioned, and that will have an impact on the level of service that will be provided to each authority. It also means that there are some headings that are no longer under the responsibility of GwE e.g. the Looked After Children (LAC) element within the Pupil Development Grant (PDG).

See table below for grant reduction / commissioning income:

	2023/24	2024/25	Variation
A - Curriculum & Assessment Support	2,235,318	1,080,618	-1,154,700
B - Professional Learning & Leadership	2,245,928	2,543,461	297,533
C - Modern Foreign Languages	176,006		-176,006
D - Other teaching & learning PL (Literacy & Numeracy; Digital)	239,308		-239,308
E - Coding & Digital Skills	66,981		-66,981
G - Remote Instruction of Language & Literacy	145,000		-145,000
I - Education Improvement Grant / Standards Grant Safonau	1,081,638	835,102	-246,536
Total	6,190,179	4,459,181	-1,730,998

2.4 The process Wales Government has followed has resulted in a reduction in grant allocation to North Wales compared to the previous basis. This has reduced the financial resource available to contribute to the consortia.

2.6 These adjustments, together with the cut identified in 3.1, result in a reduction in GwE's gross expenditure, which stood at £17.4m in 2023/24, to £8.46m in 2024/25, and the new budget is shown in Appendix 1.

3. Savings Target

3.1 The attached budget reflects a decision by the Authorities to reduce their contribution to the core service by 10%, and therefore to implement a cut in 2024/25 of £392k, as well as not to add inflation in full.

3.2 Taking into account inflation estimates on all GwE expenditure for 2024/25, and as Education grants are not inflated annually, this means a cut in real terms of an additional £345k to the core funding cut above, totalling £737k.

3.3 The cut has been considered in establishing the 2024/25 budget, by reviewing staffing levels, and other expenditure headings. The balanced budget presented in Appendix 1, is funded from core contributions and commissioning income from the Authorities.

4. General Fund

- 4.1 The report 'GwE Budget 2023/24 - 3rd Quarter Review' (a previous item on the agenda) estimates that there will be about £239,101 in the general fund on 31/03/2024, equivalent to 1.4% of current GwE turnover in 2023/24.

Appendices:

Appendix 1 - GwE Basic Budget for 2024/25

Appendix 2 - Local Authority Contributions 2024/25

VIEWS OF STATUTORY OFFICERS

The Monitoring Officer:

Nothing to add from a proprietary perspective

The Statutory Finance Officer:

Author of the report

GwE JOINT COMMITTEE - NORTH WALES COUNCILS - GwE BUDGET 2024-25

	Budget 2024/25 £
<u>Expenditure</u>	
Employees	
Salaries and Seconded Staff	6,875,002
Training and other employee costs	50,606
Building - Rent (includes services)	219,880
Travel - Travel Costs	163,107
Supplies and Services	
Furniture, equipment, printing, postage, telephone, room hire etc	86,721
Information Technology (contribution to renewal fund)	19,602
Audit Fees	13,611
Funding for schools that are causing concern	437,776
Gwynedd Council Host Authority Support Service Costs	
Legal	6,804
Human Resources	11,667
Finance	50,449
Information Technology	55,798
National Model Commitments	469,948
Total Expenditure	8,460,971
<u>Income</u>	
Core Service Contributions	
- Isle of Anglesey County Council (23/24: 10.09% - 24/25: 10.04%)	(401,942)
- Cyngor Gwynedd (23/24: 17.53% - 24/25: 17.55%)	(702,451)
- Conwy County Borough Council (23/24: 15.17% - 24/25: 15.24%)	(609,921)
- Denbighshire County Council (23/24: 15.51% - 24/25: 15.62%)	(624,967)
- Flintshire County Council (23/24: 22.79% - 24/25: 22.71%)	(908,701)
- Wrexham County Borough Council (23/24: 18.91% - 24/25: 18.84%)	(753,808)
Services Commissioned by the Authorities	
- Isle of Anglesey County Council (12.94%)	(577,040)
- Cyngor Gwynedd (18.17%)	(810,757)
- Conwy County Borough Council (14.84%)	(661,581)
- Denbighshire County Council (13.33%)	(594,209)
- Flintshire County Council (21.47%)	(957,397)
- Wrexham County Borough Council (19.25%)	(858,197)
Total Income	(8,460,971)
Total Income over Expenditure	0

Atodiad 2 / Appendix 2

		Craidd/Core			Arall / Other			
I'w ariannu gan <i>Funded by</i>		Cyllideb	Targed Arbedion	Addasiadau canran cyfraniad <i>Contribution proportion adjustment</i>	Is-gyfanswm	Addasiad Model Cenedlaethol	Cyllideb	
		<i>Budget</i>	<i>Savings Target</i>		<i>Sub-total</i>	<i>National Model adjustment</i>	<i>Budget</i>	
		2023/24	10.00%		2024/25		2024/25	
		£	£	£	£	£	£	%
Ynys Môn	<i>Isle of Anglesey</i>	395,923	-39,592	-1,591	354,740	47,202	401,942	10.04%
Gwynedd	<i>Gwynedd</i>	687,858	-68,786	888	619,960	82,491	702,451	17.55%
Conwy	<i>Conwy</i>	595,368	-59,537	2,464	538,295	71,626	609,921	15.24%
Dinbych	<i>Denbighshire</i>	608,601	-60,860	3,833	551,574	73,393	624,967	15.62%
Fflint	<i>Flintshire</i>	894,323	-89,432	-2,903	801,988	106,713	908,701	22.71%
Wrecsam	<i>Wrexham</i>	742,196	-74,220	-2,691	665,285	88,523	753,808	18.84%
Cyfanswm	Total	3,924,269	-392,427	0	3,531,842	469,948	4,001,790	100%



REPORT TO THE JOINT COMMITTEE

20 March 2024

Report by: Arwyn Thomas - GwE Managing Director

Subject: Calendar of Meetings for 2024-25

1.0 Purpose of the Report

1.1. Ask the Joint Committee to agree on a calendar of meetings for the coming year.

2.0 Background

2.1 The Joint Committee will meet as necessary to meet the needs of the Service in line with the timescale, on condition that a minimum of three meetings are held per year, with one of them being the annual general meeting. The location of the meetings will be agreed by the Joint Committee.

2.2. In Appendix 1, a (draft) timetable of meetings is proposed for adoption.

3.0 Considerations

3.1 It is proposed that the meetings be held virtually.

4.0 Recommendations

4.1 The Joint Committee is asked to:

4.1.1. Approve the calendar of meetings as set out in Appendix 1.

4.1.2 Authorise the Chair to make amendments to the calendar, if required.

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 Consultation took place with the six North Wales Local Authorities in order to avoid any clash with Council meetings.

9.0 Appendices

Appendix 1: Proposed meetings of GwE Joint Committee 2024/2025.

OPINION OF STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

I support the decision sought. In relation to financial matters, the proposed dates for the relevant meetings allow GwE to comply with statutory timetables wherever possible.

Appendix 1: Proposed meetings of GwE Joint Committee 2024/2025

MEETING	DATE	TIME	LOCATION
GwE Joint Committee	22/05/2024	10.30 a.m	Virtually on Zoom
GwE Joint Committee	10/07/2024	10.30 a.m	Virtually on Zoom
GwE Joint Committee	02/10/2024	10.30 a.m	Virtually on Zoom
GwE Joint Committee	27/11/2024	10.30 a.m	Virtually on Zoom
GwE Joint Committee	19/02/2025	10.30 a.m	Virtually on Zoom
GwE Joint Committee	21/05/2025	10.30 a.m	Virtually on Zoom
GwE Joint Committee	09/07/2025	10.30 a.m	Virtually on Zoom