Headline Business Plan 2015-2016

V5.0

SUPPORT SCC NATIONAL PROGRAMME

Priority:	Desired outcomes:

Support:
• Schools Challenge Schools:
   o Ysgol Uwchradd Caergybi
   o Ysgol Uwchradd Treffynnon
   o Ysgol Bryn Alyn
   o Ysgol Clywedog
   o Ysgol Rhosnesni
 	
1) Ensure improvement in the short term
2) Ensure sustainable outcomes in the long term
3) Build schools' internal capacity so that they are self-improving schools
	• Improved performance by all 5 schools:
	  short term: schools meet targets in the main indicators as noted in the Individual Improvement Plans
	  long term: challenging targets are set based on 2014 baseline
	• An improvement in leadership on every level
	• The schools' internal capacity has increased and there is a legacy in the school and beyond to ensure improvement at the end of the programme
	• None of the schools are in an Estyn statutory category
	• Every school in YELLOW category or better

Main activities:	**Who? When?**
• Work with the CA-SCS and schools to implement Individual Improvement Plans so as to ensure improvement • Work with the CA-SCS to broker quality support form 'Partners' • Work with WG and the LAs to ensure that the project is implemented effectively and efficiently so as to ensure an improvement in outcomes • Manage SCS budget effectively, ensuring there is an appropriate flow of money between WG, GwE, the LAs and schools	• GwE MT, SCS Officer and CA-SCS - until summer 2016 • Monitoring AIB reports / CA reports – monthly • GwE MT, SCS Officer and CA-SCS – until summer 2016 • Monitor 'Partnership' work – termly • GwE MT, SCS Officer and CA-SCS - until summer 2016 • Business Manager and SCS Officer
Resources:	**Key Milestones 2015-18:** **2015/16:**
• WG SCS grant 2014-15 ('£1,521,500') until summer 2015 • WG SCS grant 2015-16 (to be confirmed) until summer 2016 • SCS Officer (co-ordinating the work of the CA-SCS)	• Results show significant progress when compared to 2014 results • Attainment targets in the main indicators (KS3 and KS4), along with attendance and exclusions (as noted in the Individual Action Plans) are met. • Improved quality of leadership on every level • Improved performance by eFSM pupils **2016/17:** • Results show progress when compared to 2016 results • None of the five schools are in an Estyn statutory category **2017/18:** • Results show progress when compared to 2017 results • Every school in YELLOW category or better

SUPPORT GCSE / WELSH BAC / PISA

Priority:	Desired outcomes:

Support:
• GCSE
• PISA
• Welsh Baccalaureate
 	
1) Improve performance in Welsh, English, Mathematics and Science GCSE (current specifications) - 2015 a 2016
2) Ensure that core subject departments are appropriately prepared for the new GCSE specifications for September 2015 (Welsh, English and Mathematics) and September 2016 (Science).
3) Ensure that schools are appropriately prepared to deliver the revised Welsh Baccalaureate qualification in September 2015
4) Impact teachers' teaching methods in response to the PISA agenda.
	• Attainment (GCSE) in the core subjects rises:
	    o Welsh : from 72.7% in 2014 to 79%+ by 2018
	    o English: from 67.8% in 2014 to 75%+ by 2018
	    o Mathematics: from 63.2% in 2014 to 70%+ by 2018
	    o Science: 72%+ by 2018
	• All schools have received training/attended 'GCSE workshops' in the core subjects
	• KS4 schemes of work revised to meet the requirements of the new GCSE specifications
	• KS3 schemes of work and teaching methods revised in response to the PISA agenda and to prepare pupils for KS4
	• 100% of KS4 pupils follow the Baccalaureate on National or Foundation level
	• Schools are more confident in the delivery of quality experiences
	• 100% of post-16 pupils follow the Baccalaureate on L1 (Foundation), L2 (National) or L3 (Advanced)

Main activities: • Lead Schools continue to develop resources and conduct training/workshops • Target support for individual schools/clusters of schools • Material/resources available to schools on GwE website • Heads of core subjects meet regularly (LA) • BAC Lead Practitioners continue to support schools • BAC Co-ordinators meet regularly • Regional BAC meetings continue • Provide support for Senior Leaders to manage curriculum changes	**Who? When?** • GwE and Lead Schools: until summer 2016 • GwE and Lead Schools: until summer 2016 • GwE and Lead Schools: until summer 2016 • GwE and schools: continuous (GwE facilitating the meetings) • GwE and Lead Practitioners: until summer 2015 • GwE and schools: continuous (GwE facilitating the meetings) • GwE and schools: continuous (GwE facilitating the meetings) • GwE and schools: continuous (GwE facilitating the meetings) • SCA - 2015-2016 • CA to monitor annually during Visit 3
Resources: • 'GCSE 2015/PISA Project' grant (until summer 2016) from WG (£1,264,400) • WG Baccalaureate Grant (to be confirmed)	**Key Milestones 2015-18:** **2015/16:** • Attainment targets in the core subjects met • Every school delivering the new GCSE in Welsh, English and Mathematics • Every Y10 pupil following the 'Welsh Baccalaureate' • At least 56% of post-16 pupils follow the 'Welsh Baccalaureate' **2016/17:** • Attainment targets in the core subjects met • Every school delivering the new GCSE in Science • Every KS4 pupil following the 'Welsh Baccalaureate' • At least 70% of post-16 pupils following the 'Welsh Baccalaureate' • GCSE results for Welsh, English and Mathematics along with the Baccalaureate • Revised performance indicators **2017/18:** • Attainment targets in the core subjects met • GCSE results for Science • Baccalaureate Performance is a Performance Indicator • At least 80% of post-16 pupils follow the 'Welsh Baccalaureate'

REDUCING THE IMPACT OF POVERTY

Priority	Desired Outcomes
Ensure that all schools place an appropriate focus on reducing the impact of poverty on educational attainment and that eFSM pupils achieve their potential.	- GwE's strategy for reducing the impact of poverty will have been jointly constructed and shared with all stakeholders - Through effective self-evaluation and improvement planning specifically related to the performance of eFSM learners, all schools will give a high priority to raising the attainment of this group of learners - Engagement in GwE good practice showcase events, leading to school-based follow-up, leads to greater accountability and enhanced provision - Improved outcomes and attendance, in line with regional and national targets, leads to a reduction of the performance gap between FSM (including LAC pupils) and non-FSM learners - All CAs possess the relevant, effective skills to challenge and support schools to develop and implement SDPs that make the best use of PDG funding and have a positive impact on performance.
Main activities: - Develop a regional strategy in partnership with key stakeholders, which will include clear floor targets for provision and performance. - Challenge Advisers will monitor and challenge schools to ensure that they set appropriate targets for their eFSM and LAC pupils, and that they make effective use of their PDG funding to ensure that there is sufficient support for those learners to achieve their full potential. - Develop a menu of effective training for whole school staff which has been proven to have a positive impact on the attainment of LAC pupils and other vulnerable eFSM learners. - Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice in relation to LAC and eFSM pupils. - Showcase practice which has effectively led to closing the gap at a national GwE conference	**When? Who?** April 2015 – SCA for L,N and CtG to lead At termly monitoring visits 2015/16 – all CAs, overseen by the SCA for the three hubs. Regional responsibility lies with the SCA for L,N and CtG From April 2015 onwards – SCA for L,N and CtG to lead, with a seconded regional LAC co-ordinator From April 2015 onwards. Head of S&B to lead 2 June 2015 - School to School Conference at Venue Cymru, Llandudno
Resources - Challenge Advisers and Senior Challenge Adviser with lead responsibility for reducing the effect of poverty in the region are funded from GwE's core budget - CLS programme - Regionally retained LAC funding - Schools will be encouraged to use their PDG funding to engage with the above activities	**Key Milestones 2015-18** Continued year on year reduction in the attainment gap, in line with regional and national targets **2015/16** Regional strategy developed, shared and implemented First cohort of 8 CLS for excellent practice in 'closing the gap' identified, and actively supporting other schools. GwE's CAs upskilled. All schools' plans have a sharp focus on raising the attainment of eFSM learners. **2016/17** 2 cohorts of CLS actively supporting others; effective practice shared widely across the region Impact of improved SDPs evident in improved outcomes. **2017/2018** 3 cohorts of CLS active Regional strategy reviewed and revised

IMPROVING LITERACY

Priority	Desired Outcomes
Improve the teaching, learning and leadership of literacy in all schools as per Strategic Objective 4 Qualified for Life	• Effective self-evaluation and improvement planning specifically related to literacy • Engagement of literacy leaders in GwE training and good practice showcase events, leading to school-based follow-up, greater accountability and enhanced provision • Good standards of literacy across the curriculum evident in pupils' work • Improved outcomes at end of KS and L2+ in line with regional and national targets and detailed in GwE L&N strategy • Improved outcomes in the National Reading Test (Welsh and English), specifically in the 115+ indicator, and for eFSM pupils (detailed in GwE's L&N Strategy) • All Challenge Advisers possess the relevant effective skills to challenge, monitor and broker support for the above outcomes
Main activities: • Continue to implement and regularly review and revise GwE's regional Literacy Strategy, which has a strong focus on improving the performance of all learners at all phases. • Challenge Advisers will assess the specific literacy needs of red and amber schools, and broker tailored support to address these areas, as outlined in the individual schools' SDP • Deliver training, targeted towards literacy leaders. Generic leadership skills will be supported as part of the leadership development programme. Specialist literacy training will be available from a team of seconded outstanding practitioners. • Deliver a programme of coaching and mentoring of individual literacy leaders and teachers. This will be focussed on targeted (Red and Amber) schools only, prioritising those who have furthest to travel, and will be delivered by a team of seconded outstanding practitioners. • Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice in literacy leadership and pedagogy. Five key areas have been identified in the first instance. (See separate capacity building LNF plan)	**When? Who?** Ongoing since September 2014 – led by the SCA for L, N and CtG. Monitored and reviewed termly by the regional L&N strategic group Ongoing from April 2015 – all CAs, overseen by the three hub SCA, and regional responsibility lies with the SCA for L,N and CtG Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Literacy Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Literacy April 2015 onwards – led by the Head of S&B and the SCA for L,N and CtG
Resources • Funding for the leadership training – venue and providers • GwE's team of seconded practitioners (Associate Partners) – funded from the EIG – to be determined after final agreement of the grant • CLS programme – funded by the additional literacy and numeracy capacity building grant ~£250k	**Key Milestones 2015-18** Continued year-on-year improvements in performance outcomes in line with regional and national targets. **2015/16** First cohort of middle leaders trained (120 in total) across phase and impact identified. Associate Partners to support 40% of schools. 19 CLS identified and active **2016/17** First cohort of aspiring middle leaders and a further cohort of middle leaders trained and impact identified. Associate Partners to support 25% of schools. 30 CLS identified. **2017/2018** Second cohort of aspiring middle leaders trained and impact identified. Associate Partners support 15% of schools. 45 CLS identified and active.

IMPROVING NUMERACY

Priority	Desired Outcomes
Improve the teaching, learning and leadership of numeracy leaders in all schools as per Strategic Objective 4 Qualified for Life	- Effective self-evaluation and improvement planning specifically related to numeracy - Engagement of numeracy leaders in GwE training and good practice showcase events, leading to school-based follow-up, greater accountability and enhanced provision - Good standards of numeracy across the curriculum evident in pupils' work - Improved outcomes at end of KS and L2+ in line with regional and national targets - Improved outcomes in the National Numeracy Test (Procedural and Reasoning), specifically in the 115+ indicator, and for eFSM pupils (Detailed in GwE's L&N Strategy) - All Challenge Advisers possess the relevant effective skills to challenge, monitor and broker support for the above outcomes
Main activities: - Continue to implement and regularly review and revise GwE's regional Numeracy Strategy, which has a strong focus on improving the performance of all learners at all phases. - Challenge Advisers will assess the specific numeracy needs of red and amber schools, and broker tailored support to address these areas, as outlined in the individual schools' SDP - Deliver training, targeted towards numeracy leaders. Generic leadership skills will be supported as part of the leadership development programme. Specialist numeracy training will be available from a team of seconded outstanding practitioners. - Deliver a programme of coaching and mentoring of individual numeracy leaders and teachers. This will be focussed on targeted (Red and Amber) schools only, prioritising those who have furthest to travel, and will be delivered by a team of seconded outstanding practitioners. - Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice in numeracy leadership and pedagogy. Five key areas have been identified in the first instance. (See separate capacity building LNF plan)	**When? Who?** Ongoing since September 2014 – led by the SCA for L,N and CtG. Monitored and reviewed termly by the regional L&N strategic group Ongoing from April 2015 – all CAs, overseen by the three hub SCA, and regional responsibility lies with the SCA for L,N and CtG Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Numeracy Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Numeracy April 2015 onwards – led by the Head of S&B and the SCA for L,N and CtG
Resources - Funding for the leadership training – venue and providers - GwE's team of seconded practitioners (Associate Partners) – funded from the EIG – to be determined after the final agreement of the grant - CLS programme – funded by the additional literacy and numeracy capacity building grant ~£250k	**Key Milestones 2015-18** Continued year-on-year improvements in performance outcomes in line with national and regional targets. **2015/16** First cohort of middle leaders trained (120 in total) across phase and impact identified. Associate Partners to support 40% of schools. 19 CLS identified and active **2016/17** First cohort of aspiring middle leaders and a further cohort of middle leaders trained and impact identified. Associate Partners to support 25% of schools. 30 CLS identified. **2017/2018** Second cohort of aspiring middle leaders trained and impact identified. Associate Partners support 15% of schools. 45 CLS identified and active.

MODERATION OF TEACHER ASSESSMENT

Priority: Moderation of Teacher Assessment	Outcomes	
Ensure there are robust processes in place in every school and cluster to ensure quality, consistency and reliability of teacher assessment	• FPh, KS2 and KS3 outcomes reflect high expectations and reliable and accurate assessment • A thorough and robust process for standardisation and moderation ensures consistency within schools and between schools across the region • Feedback following external verification confirms the reliability of teacher assessment • Outcomes and attainment levels in teacher assessment better match Literacy and Numeracy standardised scores on a school, LA and regional level • Confidence amongst stakeholders that teacher assessment is accurate and reliable	
Main activities:	**When?**	**Who?**
• Provide training and guidance to support assessment, standardisation and moderation in schools and between schools with a focus on making a best fit judgement, the range of work to be considered, learner profile content and best practice in conducting a moderation meeting. Provide exemplary profiles as a benchmark for standards.	• March 2015	• Senior Challenge Adviser with specific responsibility for leading on assessment, lead practitioners, specialist Challenge Advisers and seconded Headteacher
• Ensure that clusters meet to moderate profiles following internal moderation in schools and that a report on the process is prepared, including an attendance list. Challenge Advisers quality assure the meetings.	• April 2015	• Senior Challenge Adviser with specific responsibility for leading on assessment, Challenge Advisers and seconded Headteacher
• Ensure that schools amend their profiles on the basis of the moderation process and apply the outcomes of the moderation process when completing their end of key stage assessments. Challenge Advisers to check.	• April to May 2015	• Senior Challenge Adviser with specific responsibility for leading on assessment, Challenge Advisers
• Provide information for Headteachers about the external verification process	• May 2015	• Senior Challenge Adviser with specific responsibility for leading on assessment
• Analyse data and compare the outcomes/attainment levels in teacher assessment with national test standardised scores. Compare KS2 and KS3 results with the cohort's previous attainment	• September 2015	• Information and Data Manager and Head of Standards Challenge Advisers during Visit 1 • Project leader to determine, lead practitioners
• Establish a project to develop more robust and effective processes for assessment, standardisation and moderation in the Foundation Phase and Welsh second language in KS2/3	• from September 2015 to March 2016	• Senior Challenge Advisers
• Build on the processes established in 2014-15 to ensure that the region's schools and clusters operate in accordance with any new statutory requirements.	• from September 2015	
Resources	**Key Milestones 2015-18**	
Money to release teachers to attend moderation meetings Money to release Lead Practitioners for Foundation Phase and Welsh Second Language project and to produce exemplary profiles Specific budget to be set following decisions regarding the EIG	**2015/16** Every cluster conducts moderation meetings, following the guidance. Positive feedback following external verification and an analysis of the data confirms better consistency **2016/17** Every school meets the statutory requirements. Positive feedback following external verification – any weaknesses previously highlighted have been overcome. **2017/2018** Confidence that teacher assessment is accurate	

IMPROVING TEACHING

Priority	Desired Outcomes
Improving the quality of teaching and its impact on raising standards across all phases and settings	• Qualified For Life main objective met – every child and young person to benefit from excellent teaching and learning • Qualified For Life Objective 1 met – An excellent professional workforce with strong pedagogy based on an understanding of what works in line with the aims of the New Deal for the Education Workforce • Qualified For Life Objective 2 met – A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills • All Challenge Advisers possess the relevant effective skills to challenge, monitor and broker support for the above outcomes • Teaching judged to be good or better across all schools.
Main activities: See main activities in: • Improving Literacy • Improving Numeracy • Reducing the Impact of Poverty • Improving Leadership • Support GCSE/Welsh Bac/PISA • Moderation of teacher assessment • Developing School to School Collaboration • Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice regarding teaching and learning	**When? Who?** See timescales and responsibilities in individual plans CLS development from April 2015 onwards
Resources • Funding for the leadership training – venue and providers • CLS programme • See the individual headline business plans as noted above • Funding to be identified from EIG once allocation confirmed	**Key Milestones 2015-18** **2015/16** • Qualified For Life main objective is a priority within all schools across the Gwe region – 'every child and young person to benefit from excellent teaching and learning' **2016/17** • Support from CLS has a positive impact on Qualified For Life Objective 2 **2017/2018** • Schools are in a strong position to implement the agreed changes resulting from the Donaldson Review • Teaching judged to be good or better across all schools.

IMPROVING LEADERSHIP

Priority	Desired Outcomes	
Improving Leadership	• All school practitioners, at all levels across the GwE region, possess the relevant effective leadership skills • The distributed leadership mindset is established in all schools across the region so as to strengthen the capacity for robust and rapid intervention causing most concern. • Relevant effective leadership development is an entitlement for all practitioners in all schools across the GwE region • All Challenge Advisers possess the relevant effective leadership skills • The aims in Qualified for Life are fully met for all learners in all settings.	

Main activities:	When?	Who?
• The 'GwE Leadership Development Programme' (GLDP) to provide effective development for: • **HLTAs – (operational)** • **Aspiring Middle Leaders** • **Middle Leaders – (MLDP - March – July 2015)** • **Senior Leaders** • **Newly appointed Headteachers – (operational)** • **Experienced Headteachers – (ELDP - May 2015)** • **Executive Headteachers – (developmental stage)** • **Effective Coaching Skills Development Programme – (ECDP)** • Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. Co-leading schools will be identified for their excellent standards and practice regarding leadership development • Develop the effective use of the Individual Leadership Review (ILR) and the National Leadership Standards • Take into consideration the direction of travel noted by the NLDB	March - July 2015 – GwE's Middle Leadership Development Programme (MLDP) – Group 1 April 2015 – GwE's Effective Coaching Skills Development Programme – (ECDP) – for Challenge Advisers May 2015 – GwE's Effective Leadership Development Programme (ELDP) September 2015 – GwE's Middle Leadership Development Programme – Group 2 CLS development from April 2015 onwards	Head of Support and Brokerage acting as strategic project manager with delivery undertaken by a combination of GwE staff, schools and externally commissioned providers as appropriate

Resources	Key Milestones 2015-18
• Funding for the leadership training – venue and provider • CLS programme • Funding to be identified from EIG once allocation confirmed	**2015/16** First and second cohort of middle leaders participated in the relevant development programme (120 in total) First cohort of Senior Leaders participated in the relevant development programme (24 in total) CLS identified and active in developing leadership across the region All Challenge Advisers participated in the relevant development programme **2016/17** The full GLDP will be available on the GwE website for all schools across the GwE region **2017/2018** Extend the GLDP according to the needs identified.

IMPROVING SCHOOL TO SCHOOL COLLABORATION

Priority	Desired Outcomes
Developing School to School Collaboration	• The 'Self Improving School System' (SISS) mindset is established in all schools across the GwE region • All school practitioners, at all levels across the GwE region, to regard themselves as part of a self-improving school system • Effective school to school collaboration is operational and has a positive impact on standards in all schools across the GwE region • Qualified For Life - Strategic Objective 4 met

Main activities:	When?	Who?
• GwE's School to School Collaboration Strategy shared with all schools across the GwE region • Funding allocated to all schools in order to promote and develop effective collaboration • Develop the role of the Challenge Adviser - supporting / facilitating / monitoring / evaluating • Good / effective practice to be highlighted via the GwE website • Broker the establishment of Cross-Authority Collaboration in order to encourage a wide variety of collaboration themes • Broker the establishment of Co-leading schools (CLS). CLS will be identified for their excellent standards and practice regarding specific key areas (as noted in the School to School Strategy) • GwE's National Showcase Conference – 2 June - with Professor Mel Ainscow • Create a sustainable self-improving system with GwE acting as a mediating layer / facilitator	Nov - Dec 2015 April – July 2015 Feb 2015 April 2015 onwards June 2015 September 2015 onwards	Head of Support and Brokerage acting as strategic project manager with delivery undertaken by a combination of GwE staff, schools and externally commissioned providers as appropriate

Resources	Key Milestones 2015-18
£500,000 revenue budget currently allocated towards: • Funding allocation to all schools • Cross-Authority Collaboration • CLS Collaboration • School to School Conference	**2015/16** A collaboration mindset of sharing good / excellent practice established amongst schools across the GwE region **2016/17** The sharing of good / excellent practice amongst schools and the role of the CLS established and having a positive impact in the majority of schools across the region **2017/2018** A self-improving system with GwE acting as a mediating layer / facilitator operational across the region

SPECIALIST HR SUPPORT

Priority	Desired Outcomes	
Develop HR services to provide consistent high quality advice and support to school leaders, leading to improved capacity and the development of a self-improving school system, thereby contributing to Qualified for Life Strategic Objective 4.	• Regional employment policies to ensure consistency of advice and practice • Agreed regional procedures to manage staff attendance, performance management and capability • The implementation of the agreed policies and procedures lead to improved performance outcomes for learners.	

Main activities:	When?	Who?
• Training and support for performance management is currently being provided to HTs and Chairs across the region, co-ordinated by the Regional HR (Education) Network.	• April 2014 to March 2015	• Regional HR (Education) network
• The network referred to above is currently ensuring high quality and consistent advice for HTs (and Governors) with regard to capability procedures.	• April 2014 – March 2015	• Regional HR (Education) network
• Regional HR (Education) network to identify and agree a forward work programme to address existing inconsistencies between current policies and procedures	• April 2015 to July 2015	• Regional HR (Education) network / Nominated ADEW Director
• Implement the work programme to develop regional policies and procedures, including consultation with stakeholders.	• September 2015 to July 2016	• Regional HR (Education) network / Nominated ADEW Director
• Further develop existing links between GwE and the regional union representatives to include the regional HR (Education) network	• September 2015 to July 2016	• Regional HR (Education) network / Nominated ADEW Director
• To devise and implement a communications strategy and training programme	• September 2016 to March 2017	• Regional HR (Education) network / Nominated ADEW Director

Resources	Key Milestones 2015-18
Within existing LA resource	**2015/16** HR (Education) network meets regularly, work programme identified and implemented. Relevant documentation completed. Effective trade union relationships in place across the region. **2016/17** Training programme delivered with positive feedback from schools and stakeholders. **2017/2018** New policies and procedures being implemented effectively and consistently across the region.

FOUNDATION PHASE

Priority	Desired Outcomes
To maintain a high level of performance and improve consistency in the quality of provision in FPh settings across the region.	• Foundation Phase outcomes are above national average. • National training package for planning and assessment implemented consistently. • Consistent regional methodology in place for the delegation of EIG grant funding to schools. • All schools working towards/achieving the required staffing ratios • All non-maintained settings receiving high quality teaching input.

Main activities:	When?	Who?
• Maintain the employment of appropriately qualified Foundation Phase training and support officers.	April 2015 onwards	LAs/GwE
• Audit training needs – and provide training opportunities for Foundation Phase staff in response.	April 2015 – July 2015	Regional FPh Network
• Appoint Regional Strategic FPh Adviser	In place for April 2016	LAs/GwE
• Agree a formula for consistent delegation of funding to schools.	In place for April 2016	Regional Finance and Resources Network
• Deliver mandatory training for schools including support for the implementation of the national baseline assessment and Foundation Phase profile.	September 2015 onwards	Regional FPh Network
• Provide support and development for the staff in funded non-maintained settings, in line with national requirements for 10% QTS input.	September 2015 onwards	Regional FPh Network
• Strengthen communication and accountability by regular reporting to the GwE Management Board	April 2015 onwards	Regional FPh Network

Resources	Key Milestones 2015-18
Funding to be identified from EIG once allocation confirmed	**2015/16** Moderated FPh outcomes are above national average. Training audit complete and comprehensive training programme in place. Agreed programme of training and support in place for non-maintained settings. **2016/17** Moderated FPh outcomes continue to improve. Agreed regional funding delegation formula in place. Regional Strategic FPh Adviser in post **2017/2018** Moderated FPh outcomes continue to improve.

GOVERNOR SUPPORT AND TRAINING

Priority	Desired Outcomes	
To ensure consistent high quality training and support opportunities for Governing Bodies in order that they are best equipped to fulfil their duties, in particular as 'critical friends' of their school.	• Governors feel adequately informed and supported to fulfil their duties. • Governors feel a sense of collective moral responsibility, resulting in their being supportive of school-to-school work. • Governors are keen to contribute their skills in support of schools other than their own. • A database of high quality individual governors who are able and willing to be deployed as Additional Governors to schools where LAs are using their powers of intervention.	

Main activities:	When?	Who?
• All schools currently have access to Governor support services, whose work is coordinated via the regional Governor Support Officers (GSO) Network.	• Up to March 2015	• Individual LAs
• Mandatory training for Governors is being delivered across all LAs, with some of that training being delivered on a cross-authority basis. The mandatory training is supplemented by additional bespoke training in response to identified need within each LA.	• Up to March 2015	• Individual LAs
• All aspects of mandatory training to be available via e-Learning modules (bilingual) across the region.	• April 2015	• GSO Network
• Appoint a project manager to work with the existing network of Governor Support Officers.	• summer term 2015	• GwE / LAs
• Audit the current situation with regard to the effectiveness of the challenge offered by GBs across the region.	• autumn term 2015	• Project Manager / GwE Challenge Advisers / GSO Network
• Identify best practice within the region and beyond.	• April – December 2015	• Project Manager
• Devise and implement an appropriate training and support programme, taking into consideration the outcomes of the current WG review of Governors Wales, to include the production of a 'Best Practice Toolkit' to be issued to all GBs	• January 2016 onwards	• A combination of existing staff with relevant expertise and external delivery as appropriate, including the use of identified exemplar GBs.
• Strengthen communication links between existing Governor networks, e.g. Chairs of Governors, LA Appointed Governors, to inform bespoke training and support for specific categories of Governor, as part of	• autumn term 2016	• GwE Challenge Advisers / Consultants

the overall training and support programme.		
• Strengthen communication and accountability by regular reporting to the GwE Management Board	• April 2015 onwards	• Project Manager
• Assess the impact of the training and support programme and repeat the above cycle.	• autumn 2016 onwards	• Project Manager

Resources	**Key Milestones 2015 - 18**
Approximately £10,000 in total - from constituent Local Authorities in order to commission a project manager to routinely audit Governor support and training within Local Authorities.	**2015/16** Project Manager appointed Audit completed. Training and Support Programme planned and delivered. **2016/17** Impact of Training and Support programme assessed. Revised programme delivered. **2017/18** Impact of Training and Support programme assessed. Revised programme delivered.

WELSH IN EDUCATION GRANT & WELSH IN EDUCATION STRATEGIC PLAN

Priority	Desired Outcomes	
To raise standards in Welsh 1st Language and Welsh 2nd Language across the region.	• Improved performance in Welsh 1st Language outcomes across the phases. • Improved performance in Welsh 2nd Language outcomes across the phases. • Increase in number of learners accessing Welsh-medium education. • Improved transfer rate of learners within Welsh-medium education between the phases. [All of the above to be in accordance with the detailed targets in the individual LA statutory Welsh in Education Strategic Plans, as approved by WG.]	
Main activities:	**When?**	**Who?**
• Identify a member of the GwE Senior Leadership Team to be a member of the Regional Language and Capacity Building Network	• April 2015	• GwE MD

• Identify good practice with regard to:
  o planning documentation
  o training and support opportunities for school based staff
  o strategies for meeting increased demand for Welsh-medium education
	• summer term 2015	• Regional Language and Capacity Building Network / Nominated ADEW Director

• Devise and implement a training and support programme to share good practice across the region	• September 2015 onwards	• Regional Network / Athrawon Bro
• Assess the impact of the training and support programme	• summer term 2016	• GwE Challenge Advisers / Regional Network
• Strengthen communication and accountability by regular reporting to the GwE Management Board	• September 2015 onwards	• Regional Network / Nominated ADEW Director
Resources	**Key Milestones 2015-18**	
Existing	**2015/16** Member of GwE SLT identified Good practice identified Training and support programme implemented **2016/17** Impact of training and support programme assessed **2017/2018** Cycle repeated	

14 – 19 LEARNING PATHWAYS OFFER

Priority	Desired Outcomes	
To secure access for learners to an appropriate range of learning opportunities, in accordance with the Learning and Skills Measure	• Strategic overview of the regional 14-19 offer, including allocation of resources to programmes in line with Welsh Government priorities. • Regional Network Development Plan (RNDP) approved by WG to include: o assurance that school and provider provision is aligned to deliver the expected outcomes; o working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers; o securing equality of access to the development opportunities.	

Main activities:	When?	Who?
• Identify a member of the GwE Senior Leadership Team be a member of the Regional Language and Capacity Building Network	• April 2015	• GwE MD
• Agree a Regional Network Development Plan (RNDP) for implementation within existing budgetary constraints.	• April 2015	• Regional Network
• Monitor the successful implementation of the RNDP.	• April 2015 – March 2016	• Regional Network
• Strengthen communication and accountability by regular reporting to the GwE Management Board	• March 2016	• Regional Coordinator
• Evaluate the impact of the RNDP to inform future iterations.	• April 2016	• Regional Network

Resources	Key Milestones 2015-18
£2.4m from the EIG	**2015/16** Member of GwE SLT identified RNDP approved by WG Evaluation of RNDP completed **2016/17** Planning and evaluation cycle repeated **2017/2018** Planning and evaluation cycle repeated

REGIONAL ICT STRATEGY

Priority	Desired Outcomes	

To improve digital literacy skills for all learners.	• A regional ICT Strategy which secures consistency and quality of provision for:
	     o school ICT self-evaluation;
	     o leadership and planning of ICT for learning;
	     o safeguarding / internet safety;
	     o emerging technologies;
	     o virtual learning environments;
	     o pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).	

Main activities:	When?	Who?
• Produce a Regional ICT strategy, which is set within the context of school-to-school support and delivery of the LNF, whilst acknowledging the potential for changes arising from the recent Donaldson Report.	• April – July 2015	Regional ICT Network
• Implement the Regional ICT Strategy.	• September 2015 – July 2016	Regional ICT Network
• Assess the impact of the strategy on learner outcomes across the region.	• autumn term 2016	GwE Challenge Advisers
• Review progress and make amendments to the strategy as appropriate.	• spring term 2016	Regional ICT Network
• Repeat the above cycle.	• autumn 2017	Regional ICT Network

Resources	Key Milestones 2015-18
Funding to be identified from EIG once allocation confirmed	**2015/16** Regional ICT Strategy in place **2016/17** Impact of strategy assessed **2017/2018** Revised strategy implemented