



Tuag at Ragoriaeth
Towards Excellence

PRIMARY SCHOOL IMPROVEMENT STRATEGY

2017-2020

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

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

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

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

Introduction and supporting contextual information

The Vision

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

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

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

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

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

- **develop as effective learning organisations:** by providing focused and supportive challenge, our fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. Schools need to improve themselves as learning organisations for the sake of the learners in their care - it is the role of the regional service to ensure that this happens effectively and consistently
- **confidently develop and deliver the transformational curriculum and assessment arrangements:** by providing a network of effectively collaborating establishments, led and supported by our pioneer schools, we will ensure that curricular provision is appropriate to every learner in every classroom. Planning in response to

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

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

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

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

Despite several areas of strength, which include [based on 2016 data];

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

there are specific concerns with regard to the following [based on 2016 data]:

- GwE's performance at Foundation Phase
- The gender gap at Key Stage 2
- The inconsistency in performance across local authorities at both Foundation Phase and Key Stage 2
- The number of schools progressing to Green support category and capacity to improve A.

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

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

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

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

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

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

Developing our self-improving system for primary schools

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

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

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

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

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

Our approach will ensure that:

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

Developing Collegiality

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

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

Developing a Value for Money Framework

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

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

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

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

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

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

GwE Business Plan 2017-18

Implementation of a revised *Primary Challenge and Support Programme*

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

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

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

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

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

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

1	Improve self-evaluation, improvement planning, performance management and business support.
1.1	Implement a strengthened service and individual performance management model to improve accountability and line management at all levels whilst ensuring that Performance Management is closely aligned to self-evaluation and service business plan priorities and outcomes [see <i>Annexe 1</i>].
1.2	Strengthen business planning systems and processes and develop detailed L1, L2 and L3 business plans which clearly demonstrate how we address our key priorities. For 2017-2019 these will include: <ul style="list-style-type: none"> • Standards: to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen. • Curriculum and assessment: to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. • Leadership: to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

	<ul style="list-style-type: none"> Wellbeing: create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential. Teaching: to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount. Business : to ensure that GwE has strong governance and effective business and operational support that provides value for money.
1.3	<p>For all business plans:</p> <ul style="list-style-type: none"> quantify both the inputs and the outputs more precisely in order to provide a meaningful framework for assessing value for money. clearly identify resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This will facilitate better monitoring of the business plan delivery and provide key value for money information. establish a supplementary set of performance indicators that will measure overall performance and organisational health.
1.4	Include detailed timescales and targets for senior officers and elected members to closely monitor progress against priorities.
1.5	Enhance capacity and further strengthen the business support within the corporate governance structure.
2	Develop a high quality service which is applied consistently across the region
2.1	<p>Adopt an approach to school improvement which is underpinned by the need to ensure that all schools, irrespective of geographical location within the region, can access:</p> <ul style="list-style-type: none"> high quality challenge and support and systematic monitoring to ensure that continuous improvements are made and that areas for further required support are identified and addressed effectively. high quality guidance and professional development opportunities to support them on their improvement journey. effective networks and strategic forums which facilitate close collaboration and partnership working. continuous support and encouragement as they address expectations within <i>Curriculum for Wales</i> and as they develop and transform into effective learning organisations.
2.2	Abolished the hub approach to school support and establish a regional team with greater flexibility for the deployment of expertise.
2.3	Appoint a Primary Lead with the necessary experience to lead the Primary team and to increase accountability on all levels.
2.4	Appoint a Primary Core Leads for each authority. Core Leads will work in tandem with local authority officers to quality assure the support programme and will regularly report on progress and on any further action required where progress in individual schools is a cause for concern. Ensuring that the authority has early access to quality information about the progress of its schools will be paramount to their work. The appointments will also further improve the accountability to local scrutiny. All Core Leads will be line managed by the Primary Core Lead and will meet on a regular basis to update on progress.
2.5	Ensure that all Core Leads and Link Supporting Improvement Advisers have relevant, recent and successful experience of senior leadership and / or school improvement.
2.6	Ensure that all Core Leads implement effective processes and systems to monitor and hold Supporting Improvement Advisers [SIAs] accountable for pace of progress and improvement against individual school priorities.
2.7	<p>Ensure that all SIAs:</p> <ul style="list-style-type: none"> implement effective processes and systems to support and monitor progress in their link schools make effective and timely use of data and supporting evidence to identify where further support needs to be targeted in link schools correctly identify and define their link schools within the national categorisation model.
2.8	In collaboration with the authorities, establish regional and local standards and quality boards. The local boards will report to the Education Department's Management Team on progress and will respond to

	any enquiries arising from scrutiny carried out by elected members. The outcomes of local scrutiny in the 6 authorities will then be cascaded to the GwE Joint Committee, who will consider action and progress on a regional level.
2.9	Collaborate with the local authorities to establish accelerated improvement boards in all statutory category or high risk schools to monitor progress against priorities. Membership includes the Headteacher, the link GwE adviser, the Education Officer and representation from the Governing Body. Progress reports are be presented to local and regional boards.
2.10	Establish a distributed leadership model within the primary team, where all members take lead responsibility for planning, delivering and monitoring progress on specific aspects or areas for improvement. The areas identified for development in 2017-18 include : Foundation Phase; senior and middle leadership; curriculum planning; assessment, tracking and intervention; teaching and learning; role of the governing body; ALN and inclusion; welfare, behaviour and attendance; raising standards in literacy and numeracy [see Annexe 2].
2.11	Ensure effective deployment Supporting Improvement advisors who offer support for literacy and numeracy development within primary schools.
2.12	Ensure that all SIAs are confident in their understanding of the <i>Curriculum for Wales</i> agenda and can effectively lead, challenge and support schools with awareness and understanding; evaluation and planning; engagement and participation so that by 2018: <ul style="list-style-type: none"> • all schools have access to draft Curriculum materials in collaboration with Pioneer Schools • all staff to have equal access to a range of quality professional development
2.13	Ensure that all SIAs are informed and confident in their understanding of the 7 action-oriented dimensions and their underlying elements which schools need to aspire to as they transform themselves into ' <i>learning organisations</i> '. By 2018 all SIAs should be able to effectively lead, challenge and support schools to: <ul style="list-style-type: none"> • develop and share a vision, centred on the learning of all students • create and support continuous learning opportunities among all staff • establish a culture of inquiry, innovation and exploration • embed systems for collecting and exchanging knowledge and learning • learn with and from external environment and larger learning systems • model and grow learning leadership
2.14	Ensure that all SIAs are informed and confident in their understanding of what contributes to within school variation within the primary sector and effectively lead, challenge and support schools to address: <ul style="list-style-type: none"> • variability in the effectiveness of teachers and using standardised procedures as a way of driving out variation within a school. • variability of teacher assessment procedures within a school that leads to poor tracking and lack of appropriate intervention. • any lack of appropriate continuing professional development. • weak school management that finds it hard to confront the issue and to develop mechanisms to learn from best practice. • constraints that make it difficult to create skill sharing systems within and across schools
2.15	Ensure that an enhanced programme of support is available to all schools to improve the quality of senior leadership.
2.16	Ensure that an enhanced programme of support is available to all schools to improve the quality of middle leadership.
2.17	Ensure that an enhanced programme of support is available to all schools to further develop the quality of teaching and learning. Guidance and support for teachers will focus on: <ul style="list-style-type: none"> • encouraging teachers to be more open to challenge and innovation. • encouraging teachers to take responsibility and accountability for the aspiration, attainment and outcomes of all pupils. • enhancing opportunities to share their good practice, knowledge and skills both within their own school and with the wider teaching community. • ensuring high quality induction and mentoring for Newly Qualified Teachers. • providing targeted support to raise achievement in literacy and numeracy, both explicitly and across the Curriculum.

	<ul style="list-style-type: none"> • providing targeted support to raise standards in Digital Competency and ICT. • reducing variation in performance and quality within schools.
2.18	<p>Ensure that an enhanced programme of guidance is available to all schools to develop the wellbeing of pupils and that all SIAs are informed and confident in their understanding of how to support leaders to:</p> <ul style="list-style-type: none"> • promote wellbeing through prevention, early identification and provision of appropriate services. • improve the wellbeing and educational outcomes of vulnerable learners, including looked after children and eFSM pupils to bring them into line with the overall achievement of all children. • To strengthen links with Local Authority ALN, attendance, inclusion and wellbeing officers so as to share information that will lead to improved provision for vulnerable learners.
2.19	<p>Ensure that red and amber schools, receive a GwE Support Programme to underpin their own improvement plan. All support plans will clearly define the nature and intensity of the assistance and support to be provided over the year and will be agreed and shared with leaders, governors and link officers from the authorities. Yellow and Green category schools will have access to generic support as noted in the business plan. This should also be defined within the school's own improvement plan.</p>
2.20	<p>Establish an Information Management System to improve the use of live data and information to monitor progress and to target resources by schools, GwE and the local authorities.</p>
2.21	<p>Establish a virtual <i>best practice</i> school [Ysgol GwE] to model expectations and to share quality assured resources with key stakeholders [including governors].</p>
3	Develop a more robust self-improving system
3.1	<p>Ensure the regional approach to a self-improving system embraces the principles of quality and equality; accountability at the most sophisticated level; subsidiarity; evidence-based practice; innovation, creativity and ambition; collaboration and partnership.</p>
3.2	<p>Ensure effective use of the National professional teaching and leadership standards to drive innovation, collaboration, research and professional development with a recognition that we are all leaders across the range of stakeholders are leaders of learning.</p>
3.3	<p>Continue to build capacity for a sustainable self-improving system by developing senior and middle leaders from schools across the regional so that they can be effectively deployed and utilised for fixed-periods to work intensively with coasting and under-performing schools. The experience, in turn, will also develop and enhance their own knowledge and skill base, thus creating an enhanced nucleus of effective leaders within the school system.</p>
3.4	<p>Ensure effective commissioning of successful schools/leaders/departments/teachers to deliver high quality guidance and support to other regional schools</p>
3.5	<p>Facilitate the use of research and evaluation to promote effective practice and to further encourage schools as they develop and transform into effective learning organisations.</p>
3.6	<p>Ensure that we more effectively match national initiatives to the needs of schools and groups of schools.</p>

Defining the expectations for respective roles within school improvement

The Role of the Primary School Improvement Team

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

The Role of the Core Lead

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

The Role of the Supporting Improvement Adviser [SIA]

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

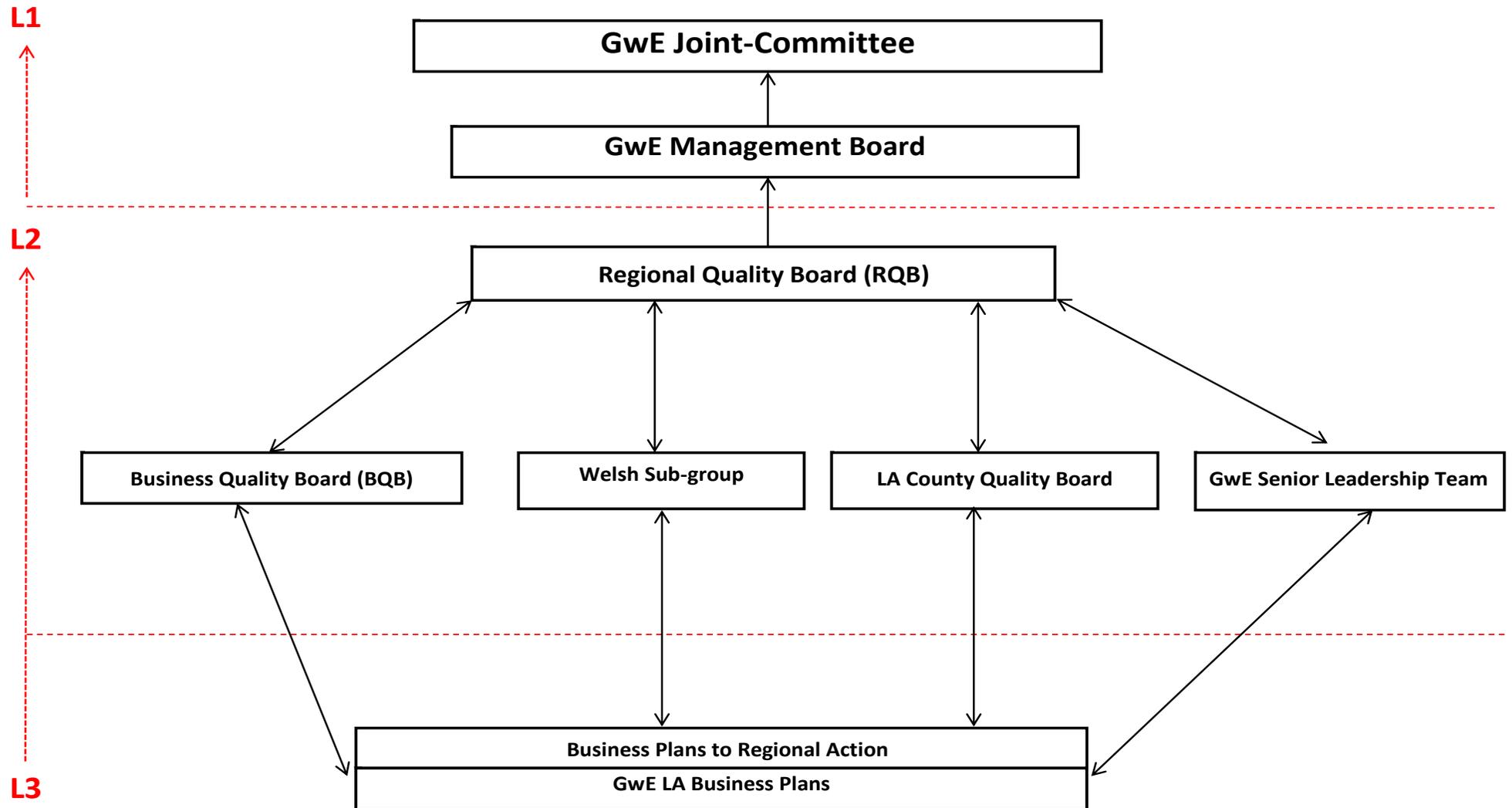
- ensure that link schools categorised as red and amber have a comprehensive and appropriate Support Plan and that any additional expertise that may be required for individual schools is commissioned and defined within the annual Support Plan.
- ensure that they have a planned calendar of action for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

The Role of School Leaders

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

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

Appendix 1: Performance Management Business Planning Framework Accountability



Appendix 2 : Structure of GwE Primary and Secondary Team

Managing Director
Arwyn Thomas

Assistant Director	Assistant Director
Rhys H. Hughes	Alwyn Jones

Senior Primary Lead
Elfyn V Jones

Senior Secondary Lead
Marc B. Hughes

Senior Successful Futures Lead
Ruth Thackery

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

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

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

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

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

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

1. STANDARDS

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

2. CURRICULUM AND ASSESSMENT

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

3. LEADERSHIP

- 3.1 We will have reduced the number of schools in an Estyn statutory category by 50% (from 17 (32.7%) in August 2017 – provisional data).
- 3.2 No school will be in Special Measures.
- 3.3 We will have increased participation amongst our target audience in our leadership programmes by 50%, and overall satisfaction with the programme will increase from 85% – 90% to 95%.
- 3.4 50% of teachers completing the Middle Leadership Development Programme will have been promoted within 3 years.
- 3.5 75% of NPQH candidates will have been appointed to Headship within 3 years.
- 3.6 Leadership in the primary sector judged by Estyn to be at least good, will increase 5% (from 75% to 80% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.7 No unsatisfactory leadership in the primary sector.
- 3.8 No primary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 primary schools i.e. 1.4% in 2016-17).
- 3.9 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the primary sector will increase by 50% from 102 (28%) to 153 (42%).
- 3.10 All schools will have good or better self-evaluation processes and improvement plans.

4. WELLBEING

- 4.1 At least 85% of schools receive good or excellent in Inspection areas 2 & 4.
- 4.2 All schools comply with the current legislative duty and statutory safeguarding policies and procedures.
- 4.3 All schools have fully embedded wellbeing in current and future planning of the curriculum to ensure that the provision for all learners meet the wellbeing agenda in Successful Futures.
- 4.4 60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.
- 4.5 No PRUs will be in an Estyn statutory category.
- 4.6 No children who are looked after (LAC) to have permanent exclusion within the region.
- 4.7 All schools across the region to use tracking data purposefully (attendance and behaviour) to target pupils learning and wellbeing and monitor outcomes to improve the overall educational attainment of disadvantaged learners.
- 4.8 All schools to implement the secondary Health and Wellbeing Schools Network research survey. The data will support GwE to develop a regional baseline to measure wellbeing indicators across six key areas and identify LAs/Schools who require targeted support and interventions.
- 4.9 All schools have access to appropriate screening toolkits that enable the evaluation of the individual wellbeing of learners with ALN.
- 4.10 All schools have access to a range of wellbeing evaluation and impact measurement tools to measure the progress that learners make in learning and wellbeing from their individual starting points.
- 4.11 All schools to have appropriate methods of ensuring learner voice, participation and developing family engagement to improve the achievement and wellbeing of learners.
- 4.12 Most learners have a robust transition pathway plan to ensure post 16 progression and reducing the number of NEET aged 16 to 6% across the region.

5. TEACHING

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

6. BUSINESS

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