

APPENDIX 2

GwE Business Plan 2017-18
Level 2 Gwynedd Primary

1. STANDARDS						
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
1 E1 E2 E4 P SF1 SF2 SF3 SF4 ALA GLA CLA DLA FLA WLA 1.6 1.7 1.8 1.9 1.10	IMPROVE PERFORMANCE PRIMARY SCHOOLS IN	Ensure a more robust approach to support and challenge all schools in Estyn statutory category follow-up or who have been identified as 'high risk'	All schools in ESTYN category to come out of category within the given time frame. High risk schools to make sufficient progress within the given time frame;	Tim Craidd	March 31 st , 2018	£67,500(C1) £28,000 (C3) (datblygu) £10,000 (ADY / UCD) (C3) £12,750 (M13)
		Provide support to improve the performance of boys and/or girls and reducing the gender gap.	The gap between our girls and boys performance reduced to below the national level in Gwynedd (data) <ul style="list-style-type: none"> • CS: (Welsh D5+ a D6+ a PCLI D6+) • CA2 (L5+ Welsh and English) 	Tim Cynradd	Summer 2017 Summer 2018	
		Target pioneer and partner schools to improve outcomes of specific groups of learners – FSM, MAT, Boys performance, Welsh language	Establish 6 LA pioneer / partner groups to co-work to reduce the gap in specific groups' performance by an average of 2% through effective use of SF pedagogical principles.	Tim Cynradd	Start Nov 2017	SF £50,000
		IMPROVING PERFORMANCE OF eFSM PUPILS	Improve the performance of FSM learners in both Foundation Phase and Key Stage 2	The gap between our eFSM pupils and non-FSM learners reduced to below the national level in Gwynedd(data) in both Key Stages. <ul style="list-style-type: none"> • CS: D6+ Welsh and PCLI • CA2: L5+in every subject 	Sharon Williams Steph Cartmell Gwynne Vaughan	Summer 2017 Summer 2018
	IMPROVING PERFORMANCE IN FOUNDATION PHASE	Improve standards across the Foundation Phase, including higher outcomes.	That the performance of Foundation Phase learners achieving the Expected Levels will grow at 1.5, the rate of the rest of Wales. Target (DCS): 91.49%	Sioned Thomas Ruth Price Roberts Steph Cartmell	Summer 2017 Summer 2018	£50,000 (EIG11) £100,000 (M5) 300 days x £500

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
			<p>Language 95.4% Maths 92.7% PCLI: 96.5%</p> <p>That the performance of Foundation Phase learners achieving the Higher Levels will grow at 1.5, the rate of the rest of Wales.</p> <p>Target D6+: Language 45.9% Maths 47.07% PCLI: 74.9%</p>			
	IMPROVING PERFORMANCE IN LANGUAGE AND LITERACY	Improve standards of Literacy across all Primary schools in both Foundation Phase and Key Stage 2.	<p>Standards in Literacy will improve so that pupils achieve standardised scores >85 in national tests at Foundation Phase that is above the National median.</p> <p>Gwynedd performance closer to the expected PYD rank in Welsh and English reading tests (i.e. 4/22)</p> <p>Standards in Literacy will improve so that pupils achieve standardised scores >85 in national tests at KS2 that is above the National median.</p> <p>Standards in Literacy will improve so that at least 18% of all pupils achieve standardised scores >115 in national tests at Foundation Phase.</p> <p>Standards in Literacy will improve so that at least 18% of all pupils achieve standardised scores >115 in national tests at Key Stage 2.</p>	Vicky Lees Eileen Jones Gwennoel Ellis Catrin Ffur Roberts	Summer 2017 Summer 2018	£50,000 (EIG 2) £32,500 (M5)

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	IMPROVING PERFORMANCE IN MATHS AND NUMERACY	Improve standards of Numeracy across all Primary schools in both Foundation Phase and Key Stage 2	<p>Standards in Numeracy will improve so that pupils achieve standardised scores >85 in national tests at Foundation Phase that is above the National median.</p> <p>Standards in Numeracy will improve so that pupils achieve standardised scores >85 in national tests at KS2 that is above the National median.</p> <p>Standards in Numeracy will improve so that at least 18% of all pupils achieve standardised scores >115 in national tests at Foundation Phase.</p> <p>Standards in Numeracy will improve so that at least 18% of all pupils achieve standardised scores >115 in national tests at Key Stage 2.</p>	Manon Davies Gwynne Vaughan Jacquie Chan	Summer 2017 Summer 2018	£50,000 (EIG 2) £32,500 (M5)
	IMPROVING PERFORMANCE IN DIGITAL COMPETENCY	Improve standards of ITC across all Primary schools.	<p>That no school receives unsatisfactory for standards in ICT in ESTYN inspections.</p> <p>That no unexpected school receives adequate for standards in ICT in ESTYN inspections.</p> <p>That 5% of schools have 'excellence' ICT case studies.</p>	Simon Billington Sian Thomas Osian Hughes	March 31 st 2018	£8,000 (M4)
	IMPROVING PERFORMANCE IN SCIENCE	Improve standards of Science across all Primary schools, including the more able.	That in the performance of Science, learners achieving the Expected Levels will grow at 1.5, the rate of the rest of Wales at KS2.	Geraint Evans Richard W	Summer 2017 Summer 2018	£35,000 (M12)

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
			That in the performance of Science, learners achieving the Higher Levels will grow at 1.5, the rate of the rest of Wales at KS2			
	IMPROVING PERFORMANCE OF ALN LEARNERS	Improve the performance of ALN learners in Special Schools, Primary PRU and primary resource centers.	<p>Effective working relationships with ALN teams within the LA. Half-termly meeting taken place with all LA ALN officer. An increase in percentage of ALN learners achieving the expected outcomes at Foundation Phase.</p> <p>An increase in percentage of ALN learners achieving the expected outcomes at FPh.</p> <p>An increase in percentage of ALN learners achieving the expected outcomes at Key Stage 2.</p>	Tim Cynradd Richard Cubie	Summer 2017 Summer 2018	£20,000 (M5)
	IMPROVE PERFORMANCE OF MAT LEARNERS	Improve the performance of the More Able Learners at Key stage 2.	That the performance of Key Stage 2 learners achieving the Higher Levels at both Level 5 and 6 in the core subjects will grow at 1.5, the rate of the rest of Wales.	Stella Gruffydd Dave Edwards Vicky Lees Manon Davies Geraint Evans	Summer 2017 Summer 2018	Funding allocated and noted from within each area.
	Improve Standards in Special Schools	Develop an improvement strategy for the region's Special Schools	Special school improvement strategy in place and implemented.	Richard Cubie	By October 1 st , 2017	No cost See ALN performance

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	IMPROVING ASSESSMENT, TRACKING AND INTERVENTION PROGRAMMES	<p>Ensure:</p> <ul style="list-style-type: none"> robust target setting processes in place. targets with the necessary level of challenge to improve performance. effective tracking processes are operational to allow for early identification of underperformance. regular detailed analyses of assessments and 'live data' which is jointly undertaken by SLT and ML. 	<ul style="list-style-type: none"> Ensure that every schools is prepared to deliver the new curriculum. Ensure that no school receives Ensure that no school receives unsatisfactory in Inspection Areas 3 and 4 during an ESTYN inspection. Ensure that at least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. Ensure that all schools use tracking data purposefully to target the next steps in all pupils' learning. 	<p>Meinir Hughes Jacueline Chan Gwynne Vaughan Dafydd Rhys Iwan Jones Rhys Williams</p>	Spring 2018	£3,000 (EIG 10)
		<p>Programme of training and support on 'What does good assessment look like?' and introducing the <i>Assessment and Evaluation Framework</i> to SLT and ML</p>	<ul style="list-style-type: none"> Teachers are able to conduct evaluation of pupil performance, book scrutiny, internal moderation of levels across school, in line with new Professional standards (devolved roles and empowerment). Most schools have a consistent approach to assessment based upon better knowledge of outcome/level descriptors. Most Schools use assessment of/for learning, feedback stemming from adherence to school policies, AfL, Feedback and assessment effectively and consistently. 20% of Gwynedd schools used to share good practice with target schools. 	<p>Meinir Hughes Jacueline Chan Gwynne Vaughan Dafydd Rhys Iwan Jones Rhys Williams</p>	Spring 2018	£5,000 (EIG 10)
		<p>Ensuring quality standardisation of TA within schools and effective</p>	<ul style="list-style-type: none"> Ensure that every cluster has accessed training which ensure robust effective moderation processes so that there is 	<ul style="list-style-type: none"> All SIAs Dafydd Rhys 	March / April 2018	Core

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
		moderation between clusters [regional and targeted programme] Ensure consistent regional and national teacher assessment in all core subjects	<p>consistency and confidence in the teachers assessments across all key stages.</p> <ul style="list-style-type: none"> 95% of moderation meeting report noting that there are not any obvious flaws in the process and there is consistency across the Authority. 			
		Developing quality standardisation of TA within schools and effective moderation between clusters in Foundation Phase. Ensure consistent regional and national teacher assessment in all Foundation Phase Areas	<ul style="list-style-type: none"> Ensure that every cluster in Gwynedd has carried out an independent moderating activity so that there is consistency and confidence in the teachers assessments at the end of FPh. 	Sioned Thomas	March / April 2018	Core
		Effective tracking at FPh and KS2 [regional and targeted programme]	<ul style="list-style-type: none"> All Gwynedd primary schools have effective tracking and targeting systems. Termly visits/monitoring show improvement in most schools Termly targets and projections show less variation greater level of consistency within and across most schools. Most Schools have robust systems in place to assess how effective and efficient the targeting systems are within the school. 	Osian Hughes All SIAs Jacqueline Chan Identified Schools SIA and Assessment Group	July 2017 September 2017 September 2017 October 2017 November 2017 Spring Term 2018	£5,000 (C1)
		Targeted intervention programmes for FPh and KS2 core subjects [in conjunction with LAs and schools i.e. Headsprout, Izak9	<ul style="list-style-type: none"> 10% of schools have excellence case studies showing evidence of impact on pupil standards. 	Richard Watkins Richard Cubie Stephanie Cartmel Paul Davies	Throughout the year	£40,000 (C1)

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
			<ul style="list-style-type: none"> Every school can access information regarding effective intervention to raise learners performance and standards. 		Monitoring Points 1-4	
		Making effective use of comparative data to drive improvements in standards and quality of provision [regional programme]	<ul style="list-style-type: none"> Ensure that all schools use tracking data purposefully to target the next steps in all pupils' learning. 	GwE Data Team Dafydd Rhys	August 2017 September 2017	£5,000 (C1)
		Develop system to track expenditure of PDG and evaluate impact of interventions on individual learners [regional and targeted programme]	<ul style="list-style-type: none"> All school have had access to PDG tracker and received training. Schools identified in need of further development of tracker and support for implementation put in place. Schools who have fully developed the system used as best practice case studies. 	Sharon Williams Steph Cartmell Gwynne Vaughan	Dec 2017 Dec 2017 March 2018	£15,000 (EIG 6) 30 days x £500
SF		Continue to develop evidence-based projects on measuring impact of curriculum projects	At least one evidence based project involving a pioneer and a group of partners, measuring impact of curriculum in each LA.	Meinir Hughes Jacueline Chan Gwynne Vaughan Dafydd Rhys Iwan Jones Rhys Williams	March 2018	SF £18,000
		Ensure effective use of Baseline Assessment in the Foundation Phase.	All schools received training to ensure that they are able to effectively use baseline assessment in Foundation Phase.	Sioned Thomas	March 2018	Core
	DEVELOPING THE CURRICULUM	Ensuring effective curriculum planning to impact on performance in key indicators [regional and targeted programme - to include auditing and follow-up support]. Continue to research curriculum design skills - SF	<ul style="list-style-type: none"> Ensure that all schools are well prepared to deliver the new curriculum. (SF Tracker) Ensure that no school receives unsatisfactory in Inspection Areas 3 and 4 during an ESTYN inspection. 	Meinir Hughes Vicky Lees Manon Davies Gwenno Jones Andrea Taylor Paul Davies	July 2017 July 2018	£5,000 (C1) +Lit BP

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
			<ul style="list-style-type: none"> Ensure that at least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. 			
SF		Facilitation of regional and local networks for subject / AoLE leads [with specific focus on up-dating, collaborating on developmental issues; sharing best practice]	<ul style="list-style-type: none"> Ensure that all schools are well prepared to deliver the new curriculum Tracker 	Meinir Hughes Vicky Lees Manon Davies Gwenno Jones Andrea Taylor Paul Davies	July 2018	£3,000 (C3) +SF
		Identifying good and excellent practice case studies as part of regional directory within Ysgol GwE [regional and targeted programme]	<ul style="list-style-type: none"> Ensure that 10% of schools showcase best practice case studies in curriculum and assessment, as part of 'Ysgol GwE'. 	Meinir Hughes Vicky Lees Manon Davies Gwenno Jones Andrea Taylor Paul Davies	October 2017	£3,000 (M17)
SF	DEVELOPING PUPIL VOICE WITHIN THE CURRICULUM	Develop pupil voice forums to feed into new AOLE work	<ul style="list-style-type: none"> SF leads will have visited 25% of Pioneer and Partner schools within each LA to meet with school councils and report on findings to schools and GwE SF team 	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands	March 2018	SF
	DEVELOPMENT OF AN EFFECTIVE SKILLS BASED CURRICULUM	Ensure high quality planning for skills development within the FPh curriculum and in line with the FPh pedagogy.	<ul style="list-style-type: none"> At least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. Reduction in the variance of teaching standards seen in the Red and Amber category schools receiving support. 80% of those schools have reduced the variance in teaching standards. 95% of school inspected do not have a recommendation regarding Foundation Phase Planning. 2017/18 Foundation Phase Business Plan is fully implemented in given time frame. 	Sioned Thomas	July 2018	Core

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
		Continue to raise awareness of the Digital Competency Framework and promote cross curricular planning and delivery across all areas of learning within the Foundation Phase	<ul style="list-style-type: none"> • All schools have received information and support from DCF team to fully implement for DCF framework in Foundation Phase. • At least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. • 85% of schools do not have a recommendation regarding DCF Planning. 	Simon Billington Sioned Thomas	July 2018	Core
		Ensure effective developments of literacy, numeracy and ICT skills across all areas of learning and provision within the F Ph.	<ul style="list-style-type: none"> • At least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. • 90% of schools do not have a recommendation regarding literacy planning in FPh. • 90% of schools do not have a recommendation regarding numeracy planning in FPh. 	Sioned Thomas	March 2018	Core
		Ensure high quality planning in English and Welsh Language and Literacy for curriculum delivery in Foundation Phase and Key Stage 2.	<ul style="list-style-type: none"> • At least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. • 90% of schools do not have a recommendation regarding language or literacy planning during ESTYN inspection. • 2017/18 Literacy Business Plan is fully implemented in given time frame. 	Vicky Lees Gwennol Ellis	March 2018	Core
		Ensure high quality planning in Maths and Numeracy for curriculum delivery in Foundation Phase and Key Stage 2.	<ul style="list-style-type: none"> • At least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. • 90% of schools do not have a recommendation regarding maths or 	Manon Davies	March 2018	Core

2. CURRICULUM AND ASSESSMENT

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
			numeracy planning during ESTYN inspection. • 2017/18 Numeracy Business Plan is fully implemented in given time frame.			
		Ensure high quality planning in Science for curriculum delivery in Foundation Phase and Key Stage 2.	• At least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection. • 90% of schools do not have a recommendation regarding Science planning during ESTYN inspection. • 2017/18 Science Business Plan is fully implemented in given time frame.	Geraint Evans Richard Watkins	March 2018	Core

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
1 2 3	To improve leadership in primary schools across the region.	Headteacher Development Programme [regional programme]	<ul style="list-style-type: none"> All Head teachers who have accessed the programme have a Capacity to Improve of at least a B by the end of the year. Positive evaluation received from schools and outside evaluator 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	July 2018	£10,000 (C1)
4 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.10 3.12 3.13 3.15 3.16 3.17	New Head teachers	Supporting new Headteachers and Acting Heads [2yr regional programme]	<ul style="list-style-type: none"> All HT and acting HT have a Capacity to improve of at least a B. Positive evaluation received from schools and outside evaluator. 	Gareth Davies	Rolling over 2017-2018	£5,000 (C1)
E1 E2 P SF1 SF2 SF3 SF4	Aspiring Senior Leaders	Developing Aspiring Senior Leaders [targeted support]	<ul style="list-style-type: none"> Aspiring Leaders package in place. 50 individuals identified and completed the programme. 25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year. Positive evaluation received from schools and outside evaluator. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	July 2018	£20,000 (M3)
	Federated Head teachers	Supporting Headteachers working in federations [soft/hard] or as Executive Leaders [targeted support]	<ul style="list-style-type: none"> Reduction of 50% of federated schools in an ESTYN category. No federated school in Special Measures / Statutory category. 44% of federated schools categorised as 'A' in step 2. 100% of new headteachers of federated schools have attended at least one module of the new head teacher training.3 	Geraint Evans	March 2018	£20,000 (M17)
	Small and Rural School Head teachers	Supporting Headteachers working in small and rural schools. (Hyfforddiant)	<ul style="list-style-type: none"> No small school in Special Measures. / statutory category. 	Geraint Evans	March 2018	Included in above

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
L ALA GLA CLA DLA FLA WLA			<ul style="list-style-type: none"> 44% of small schools categorised as 'A' in step 2. 100% of new headteachers of small schools have attended at least one module of the new head teacher training. 			
		The revised Estyn Inspection Framework – supporting SLT to develop effective practice [regional programme]	<ul style="list-style-type: none"> All schools to have sent at least one representative to workshop. All schools to have SER and SDP aligned to new framework – quality assured by CAs summer 2018. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	Oct 2017	£10,000 (C3)
		Improving strategic planning and development with focus on quality assurance, self-evaluation and improvement planning [targeted support]	<ul style="list-style-type: none"> Targeted support for every red and high risk schools. 50% of Target schools' Capacity to Improve 'C' to have become 'B'. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	Dec 2017	£10,000 (C3)
		Ensuring intelligent accountability – effective practice in supporting and holding middle leaders to account [targeted support]	<ul style="list-style-type: none"> Targeted support for every large primary schools showing robust performance management procedures in almost every school. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	March 2018	£5,000 (C3)
		Embedding an effective distributed leadership model [regional and targeted programme]	<ul style="list-style-type: none"> One school in each LA identified and targeted. Identified school to have effective models in place. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	March 2018	£5,000 (C1)
		Moving your school from good to excellent [targeted support]	<ul style="list-style-type: none"> 30 leading schools have received training on SLO and staff welfare. Positive evaluation received from schools and external appraisers. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	March 2018	£5,000 (C1)

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
		Making effective use of the new leadership standards to improve the performance management [regional targeted programme]	<ul style="list-style-type: none"> All SIAs have been up-skilled on effective use of leadership standards. All schools have received information sharing on new leadership standards. Targeted schools make at least good progress against priority in given time frame. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	March 2018	£5,000 (M3)
		Effective use of school-to-school collaborative practice and peer reviews to further strengthen a self improving system [targeted programme].	<ul style="list-style-type: none"> Identification of innovative collaborative practice as case studies. One in each LA. Every green/yellow school making effective use of case studies to strengthen the self improving system. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	Throughout the year. Review at monitoring points	£5,000 (M3)
		Up-skilling SLT re: effective use of school compliance audit [regional programme]	<ul style="list-style-type: none"> Data showing increased use of compliance audit across the region. 	Ioan Gruffydd	Launch Sept 2017 Nov 2017	£5,000 (M17)
		NPQH Development Programme [regional programme]	<ul style="list-style-type: none"> 75% of NPQH candidates will have been appointed to Headship within 3 years Increased numbers of NPQH participation Increased numbers of NPQH success Increased numbers of attendance at awareness raising 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	Completed May 2018	
		Annual Regional H/T Conference : Sharing Best Practice and Identifying Areas for Further Improvement [regional programme]	<ul style="list-style-type: none"> Regional conference with 300+ schools attended. Positive evaluation received from schools. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	September 2017	£10,000 (M17)
		Deputy / Assistant HT Networks [hub level programme]	<ul style="list-style-type: none"> Termly DHT or AH twilight meetings to disseminate information and aid development taken place across LAs 	David Edwards Mari Philips Euros Davies	Throughout the year	£5,000 (M17)

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
				Tasmine Rhys Williams Gareth Davies		
SF	Middle Leaders	Developing Aspiring Middle Leaders [regional programme] Further developing SF awareness and progress as part of all Middle leadership core training	<ul style="list-style-type: none"> • 100 individuals identified and completed the programme. • 25% of individuals who have partaken have applied for or been promoted to leadership positions by the end of the year. • Positive evaluation received from schools and outside evaluator. 	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies	Throughout the year	£15,000 (M3)
		Support and training in what constitutes effective Learning Walks in Foundation Phase.	<ul style="list-style-type: none"> • Senior leaders from all targeted schools to have received training on effective learning walks. • Senior leader from all targeted schools to have monitored the impact of training. <p>Consistency in approaches across the region</p>	Sioned Thomas Joanne	Dec '17	£10,000 (M17)
		Ensure that effective strategic planning and evaluation including procedures and process are robust and operational in all learning schools (including Key Stage/ Year group and subject planning inc literacy, numeracy and ICT).	<ul style="list-style-type: none"> • Increased number of schools to have effective planning for skills reflected in SDP and SER. 	Dave Edwards	March 2018	Core
		Develop distributed leadership through up skilling and empowering all staff leading in Literacy	<ul style="list-style-type: none"> • Increased number of schools to have effective leadership of literacy reflected in SDP and SER. • Increased knowledge, skills and confidence of literacy leaders, enabling them to lead improvement in their schools, evident through successful implementation of school improvement project, in majority of schools. 	Vickly Lees	March 2018	Core

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
		Develop distributed leadership through up skilling and empowering all staff leading in Numeracy	<ul style="list-style-type: none"> • Increased number of schools to have effective leadership of numeracy reflected in SDP and SER. • Increased knowledge, skills and confidence of numeracy leaders, enabling them to lead improvement in their schools, evident through successful implementation of school improvement project, in majority of schools. 	Manon Davies	March 2018	Core
		Develop distributed leadership through up skilling and empowering all staff leading in ICT	<ul style="list-style-type: none"> • Increased number of schools to have effective leadership of ICT / DCF reflected in SDP and SER. • Increased knowledge, skills and confidence of ICT / DCF leaders, enabling them to lead improvement in their schools, evident through successful implementation of school improvement project, in majority of schools. 	Simon Billington	March 2018	Core
		Develop distributed leadership through up skilling and empowering all staff leading in Science	<ul style="list-style-type: none"> • Increased number of schools to have effective leadership of Science reflected in SDP and SER. • Increased knowledge, skills and confidence of Science leaders, enabling them to lead improvement in their schools, evident through successful implementation of school improvement project, in majority of schools. 	Geraint Evans Richard Watkins Helen Meredith	March 2018	Core
		Continue to develop school to school collaboration the share best practice and provide development opportunities within; <ul style="list-style-type: none"> - Foundation Phase - Literacy - Numeracy 	<ul style="list-style-type: none"> • Impact on standards across the six LAs; increase number of children reaching expected CSI and L5+ in areas noted. • Increase in schools sharing common improvement priorities, working together and sharing their practices. 	Sioned Thomas Vicky Lees Manon Davies Dave Edwards Stella Guffydd Meinir Hughes Jacqueline Chan	March 2018	Core

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
		<ul style="list-style-type: none"> - Leadership - Teaching and Learning - Curriculum and Assessment - Wellbeing - Science - ICT 	Specialist input from Lit/Num/FPh team or commissioned support where appropriate. Evidence of enhance pedagogy and expertise of teachers. <ul style="list-style-type: none"> • Effective cluster moderation practices, leading to consistency in teacher assessments in FPh and KS2. 	Sharon Williams Geraint Evans Simon Billington		
		Further developing SF awareness and progress as part of all Senior leadership core training	See Level 2 Business Plan for Successful Futures	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands		SF
		Support leaders to complete SF dashboard accurately and ensure off track activities are identified and tracked	See Level 2 Business Plan for Successful Futures	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands		SF
		Create and support schools to trial and exemplify new leadership standards	See Level 2 Business Plan for Successful Futures	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands		SF
		Continue to develop change management training as part of all leadership development	See Level 2 Business Plan for Successful Futures	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands		SF
		Developing Aspiring Middle Leaders [regional programme] Further developing SF awareness and progress as part of all Middle leadership core training	See Level 2 Business Plan for Successful Futures	David Edwards Mari Philips Euros Davies Tasmine Rhys Williams Gareth Davies		£15,000 (M3)
		Ensure schools are monitoring the PDG funding as one method of raising aspirations at every level of eFSM and LAC learners.	<ul style="list-style-type: none"> • Framework model implemented within targeted schools and included in SDP/Support Plan. 	Sharon Williams SIA's	September – March 2018	Core

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
			<ul style="list-style-type: none"> • Clear and consistent communication plan – within organisation and stakeholders. • Workshops facilitated by GwE and copies of content programme. 			
	Development of Leadership Roles for Teaching Assistants in GwE Primary schools	Through the national development of the National Pathway for Teaching Assistants, develop and provide regional professional leadership development opportunities for Teaching Assistants so as to develop their role as key members of staff to leading in teaching and learning within schools.	<ul style="list-style-type: none"> • Examples of good practice case studies on effective deployment of teaching assistants as leaders of learning, placed on Ysgol GwE. 	Rhys Howard Hughes Steph Cartmell Enid Williams / Ann Grennet	April 2018	£15,000 (M17)
	IMPROVING GOVERNOR SUPPORT	Supporting the Governing Body to make effective appointments at Headteacher and SLT level [regional programme]	<ul style="list-style-type: none"> • All governing bodies to be successfully supported during Head teacher and SLT appointment. 	Euros Davies Stella Gruffydd Eileen Jones	As appointments occur	Allocated time from each LA core lead
		Effective scrutiny of standards and provision – structures, systems and procedures which need to be established and implemented. [regional and targeted programme]	<ul style="list-style-type: none"> • All governors within Amber and Red schools to have a thorough understanding of what makes an effective Critical Friend. • These schools removed from colour category in given time frame. • Schools currently in SI or SM or where categorisation identifies Governance as an issue to receive specific input. • These schools removed from ESTYN category in expected time frame. 	Euros Davies Stella Gruffydd Eileen Jones	First half term Spring /post categorisation As appropriate	£5,000 (C3)
		Design and implement Governing Body training programme to ensure effective SE and improvement planning [regional and targeted programme]	<ul style="list-style-type: none"> • All governors within Amber and Red schools to have a thorough understanding of what makes an effective SE and SIP. • Schools currently in SI or SM or where categorisation identifies Governance as an issue to receive specific input 	Through regional twilights Wrexham /Flint/Conwy/Denbighs hire P Coackley Gwynedd/Mon- Euros Davies Delivered by SIA	Autumn term post Nov 10th	2,250 C1 £5,000 M17

3. LEADERSHIP

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
		Ensure with LAs that all Governing Bodies throughout the region complete the updated Self Evaluation document or equivalent and are aware of the Compliance Audit.	<ul style="list-style-type: none"> Governors to have a clear understanding of where their strengths and weaknesses are and are able to draw up an action plan to address issues that need attention. 	Delivered by SIA	Autumn term onwards	Admin time £4k
		Develop termly Governors Communication	<ul style="list-style-type: none"> Termly communication to be produced informing governors of latest developments regionally and nationally and to highlight most important messages from Governors Wales. 	Heddwen Roberts	First half term Spring /post categorisation As appropriate	£1500
		Create effective lines of communication between GWE, LA and Governors Wales officers in relation to support for raising standards	<ul style="list-style-type: none"> Feedback leads to targeted provision and better meeting of needs eg SIA to attend north Wales regional 'Government Wales' meeting and to present GwE's offer and receive feedback on support required. 	Euros Davies Paul Coackley		£2500
		Understanding the revised Estyn Inspection Framework – what are the implications for the Governing Body? [regional programme].	<ul style="list-style-type: none"> Governors to have have been fully briefed on the new Estyn Framework and its implications for their school. 	Euros Davies Stella Gruffydd Eileen Jones		£5,000 (C3)

4. WELLBEING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	IMPROVING WELLBEING, BEHAVIOUR AND ATTENDANCE IN PRIMARY SCHOOLS.	Develop the transition guidance for schools to ensure effective primary to secondary with focus on measuring impact of interventions.	<ul style="list-style-type: none"> • Clear and concise targeted guidance on transition support policy / procedure distributed to all schools. 	Sharon Williams Stephanie Cartmel Gwynne Vaughan	March 2018	£5,000 (C3)
		Strengthen partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners and support key elements within SF.	<ul style="list-style-type: none"> • Ysgol GwE bespoke directory of partnership support and provision for all schools and LA's. • A range of multi-agency service level agreements / protocols produced. 	Sharon Williams	March 2018	£15,000 (C3)
		Identify appropriate wellbeing interventions based on data and evidence.	<ul style="list-style-type: none"> • Directory of intervention and provision that is quality assured for schools / LA. • Workshops facilitated across the region. • Training facilitated across the region. • List of all schools / stakeholder attendance and evaluation reports. 	Sharon Williams	March 2018	£5,000 (M17)
		Ensure that wellbeing is incorporated in the planning for pupils 'Social and Personal Development' within the Foundation Phase.	<ul style="list-style-type: none"> • An increase in percentage of pupils achieving the expected and higher outcomes in Social and Personal Development in the Foundation Phase. 	Sharon Williams Sioned Thomas	May 2017 May 2018	Core
		More effective use of data / measures to understand how attainment can be balanced with the learners' personal, social and emotional development.(wellbeing)	<ul style="list-style-type: none"> • All schools have implemented the Health & Wellbeing research survey. • Robust school and local authority data across the region to improve data. • All schools will have access to a bespoke menu of wellbeing measures. 	Sharon Williams	March 2018	Core
		Share good practise via a regional LAC Education & Wellbeing conference, highlighting good practises across the region and key developments within the area of wellbeing.	<ul style="list-style-type: none"> • Evaluation report of Conference • Good practise case studies on Ysgol GwE. 	Sharon Williams LACE co-ordinators	March 2018	Core

4. WELLBEING

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
SF		Develop Health and wellbeing AOLE to engage with a range of stakeholders	<ul style="list-style-type: none"> All schools will have access to a regional wellbeing directory identifying quality assured provision/enrichment and key partners. 	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands	March 2018	SF
SF		Develop understanding of SF climate and ethos as part of learning environments	Refer to SF Business Plan.	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands	March 2018	SF
SF		Promote and support schools to engage with curriculum resources e.g. physical, emotional,	Refer to SF Business Plan.	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands	March 2018	SF

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	Improve the standards of Teaching and Learning in all Primary Schools	<p>Further raise standards of teaching from good to excellent in Primary schools through;</p> <p>Support schools to participate effectively in action research based projects i.e. Shirley Clarke [targeted programme]</p> <p>Target schools to participate in the OLEVI Outstanding teacher programme beginning in Conwy and Denbighshire attended this cross phase provision.</p>	<ul style="list-style-type: none"> An increase of 5% in the percentage of primary schools judged as being good by Estyn for teaching and learning experiences. All teachers to have access to GwE and All-Wales action-based research with proven impact on improving the quality of teaching and learning. 	<p>Stella Gruffydd Paul Davies Catrin Roberts Gwynne Vaughan Mari Phillips Gwenno Jones Iwan Jones</p>	<p>Implement October 2017</p> <p>April 2018</p>	<p>Teaching GwE commission</p>
		<p>Provide support and training to schools to ensure improvements and consistently good teaching in all schools</p> <p>Raise awareness of new teaching standards across the region</p>	<ul style="list-style-type: none"> A reduction in the variance of teaching standards seen in the Red and Amber category schools receiving support. All schools, teachers and support staff are engaging in the new Professional Teaching Standards. 	<p>Stella Gruffydd Paul Davies Catrin Roberts Gwynne Vaughan Mari Philips Gwenno Jones Iwan Jones</p>	<p>April 2018</p> <p>December 2018</p>	<p>£10,000 (C3)</p>
		<p>Reduce variance in teaching standards within primary schools, focus on red/amber schools and targeted individuals in weaker yellow schools through;</p> <p>Identifying teams of excellent / good practitioners in all LAs to support individuals / groups of schools in need of development</p>	<ul style="list-style-type: none"> A reduction in the variance of teaching standards seen in the Red and Amber category schools receiving support. 80% of those schools have reduced the variance in teaching standards. 	<p>Stella Gruffydd Paul Davies Catrin Roberts Gwynne Vaughan Mari Philips Gwenno Jones Iwan Jones</p>	<p>April 2018</p>	<p>£10,000 (EIG 10) + SF</p>
		<p>Develop teachers' and leaders to evaluate and monitor their teaching standards and methods accurately and consistently and plan effectively for further improvements.</p>	<ul style="list-style-type: none"> 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. 	<p>Stella Gruffydd Paul Davies Catrin Roberts Gwynne Vaughan Mari Philips Gwenno Jones</p>	<p>March 2018</p>	<p>Core</p>

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
		<p>Further develop and promote effective use of learning triads / peer observation/ self evaluation - with focus on teaching and learning</p> <p>Increase Individual teachers within schools to become responsible for their own learning and professional development</p> <p>Ensure effective input on effective teaching in GwE middle leader, Literacy Numeracy an IT training.</p>	<ul style="list-style-type: none"> At least 90% of schools accessing the information to inform their practice. 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. 	Iwan Jones		
	Develop schools as learning organisations carrying out effective action research.	<p>Targeted schools selected for participation in the Curee project .</p> <p>Raise schools' awareness of pedagogical principles Improve capacity and capability to develop as learning organisations</p> <p>CA and commissioned schools /individuals with teaching expertise within GwE and across the region to offer training/ guidance on various pedagogical areas:</p>	<ul style="list-style-type: none"> 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. 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. 	Richard Watkins	April 2017 onwards	Pioneer Grant
		Raise awareness of National Teacher workload messages regarding / planning, feedback , assessment - implications for CA and schools	<ul style="list-style-type: none"> All regional schools aware of national messages Consistency in SIAs approach to workload issues when working with schools. 	Stella Gruffydd	CA awareness September 2017 Schools by: November 2018	Core

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	Ensure effective teaching and learning of literacy, numeracy, Foundation Phase and ITC	Develop effective pedagogy and reflective practice in literacy, numeracy, ICT, Sciecne at both key stages for all learners. Develop effective pedagogy and reflective practice in the FPh	<ul style="list-style-type: none"> An increase of 5% in the percentage of primary, secondary and special schools judged as being good and as being excellent by Estyn for teaching and learning experiences. Consistency in messages regarding effective teaching methods from all CA and in all training, support and guidance given to schools . CAs confident and able to measure impact of support and training on individual schools and teachers, with particular focus on teaching. 	Stella Gruffydd Catrin Roberts Gwenno Jones Euros Davies Manon Davies Vicky Lees Osian Hughes Ruth Thackray	Commencing October 2017	£5,000 (C3)
	The role of an effective teaching assistant and their deployment within the classroom [regional and targeted programme]	Through the national development of the National Pathway for Teaching Assistants, develop and provide regional professional development opportunities for Teaching Assistants so as to develop their role as key members of staff to improve teaching and learning within schools.	<ul style="list-style-type: none"> An increase of 5% in the percentage of primary, secondary and special schools judged as being good by Estyn for teaching and learning experiences. No school to unexpectedly be placed into a statutory category by ESTYN or receive a recommendation based around use of support staff. 	Rhys Howard Hughes Steph Cartmell Enid Williams / Ann Grennet	April 2018	£30,000 (EIG 6 + M13)
	Strengthen teaching and learning through development of cross-curricular responsibilities and skills.	To ensure effective teaching of cross curricular responsibilities and skills in literacy, numeracy and ICT at both key stages	<ul style="list-style-type: none"> An increase of 5% in the percentage of primary, secondary and special schools judged as being good by Estyn for teaching and learning experiences. No school to unexpectedly be placed into a statutory category by ESTYN. That there is a reduction of schools receiving a recommendation regarding cross-curricular skills development. 	Vicky Lees Manon Davies Simon Billington	April 2018	Core
SF		Develop enrichment and experiences activities for all learners e.g. Arts Council, EDAU	Refer to SF Business Plan.	Catrin Roberts Jane Borthwick Bethan James Andrea Taylor Claire Rowlands		SF

5. TEACHING

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
5 5.3 P S W ALA GLA CLA DLA FLA WLA		Enable SIA's to refer schools to develop behaviour management strategies linked to working with learners who are eFSM/LAC.	<ul style="list-style-type: none"> • Access to evidence based approaches and research. • Improved outcomes for FSM / LAC learners. • Workshop delivered within the region. 	Sharon Williams Euros Davies	October – March 2018	PDG LAC grant Workshops x 3 £1500.

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
SF2 SF3 SF4 B ALA GLA CLA DLA FLA WLA 6.1 6.2 6.3	Fully implement the revised primary challenge and support programme.	Develop a regional primary strategy and L2 business plan which will be further underpinned by detailed and specific L3 business plans for each priority area.	<ul style="list-style-type: none"> All schools have had full access to the primary and support challenge programme dependant on their support category. Level 2 Business Plans in place for Primary Sector with six LA appendices. All Level 3 Primary plans are in place for each priority area. 	Marc Hughes Ioan Gruffydd G	April 2018 September 30 th , 2017 September 18 th , 2017	No additional cost Core
		Ensure that high quality quarterly monitoring reports are completed within the expected timeframe for all business plans.	<ul style="list-style-type: none"> Fully monitored level 3 business plans presented to primary lead by the agreed dates. Fully monitored level 2 business plans presented to LA and Regional Quality boards by the agreed dates. 	Marc Hughes Ioan Gruffydd G	June 30 th , 2017 September 30 th , 2017 January 31 st , 2018 April 30 th , 2018	Core
		Improve the monitoring, quality assurance and accountability framework for the 6 Core Leads.	<ul style="list-style-type: none"> Clear QA process in place for monitor and quality assure school visit reports, ESTYN reporting and school monitoring visits. An improvement in the quality of SIA report writing. A reduction of reports sent back to SIAs with a need to change (20% reduction over the year) ESTYN information on concerns regarding SIA / LA reports shows an improvement. Less than 5% of reports are deemed as unsatisfactory by ESTYN. 	Marc Hughes Ioan Gruffydd G	August 30 th , 2017 April 18 th , 2018 April 18 th , 2018	Core
		Improve the monitoring, quality assurance and accountability framework for all School Improvement Advisers [SIAs].	<ul style="list-style-type: none"> An improvement in the quality of SIA report writing. A reduction of reports sent back to SIAs with a need to change (20% reduction over the year) 	Marc Hughes Ioan Gruffydd G	March 2018	Core

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
			<ul style="list-style-type: none"> ESTYN information on concerns regarding SIA / LA reports shows an improvement. Less than 5% of reports are deemed as unsatisfactory by ESTYN. 			
		Ensure more effective and timely use of data and supporting evidence from action research to identify areas and strategies for improvement at regional, local authority and individual school level.	<ul style="list-style-type: none"> GwE L2 Business Plans show effective analysis of data to identify priorities. GwE L3 Business Plans show effective analysis of data to identify priorities. Individual school Development Plans show effective analysis of data to identify priorities. No unexpected school receives unsatisfactory for IA5. 	Marc Hughes Ioan Gruffydd G	April 2017 Sept 2017 Sept 2017 April 2018	Core
		Ensure that the regional programme of support : <ul style="list-style-type: none"> provides a high quality and consistent approach across all 6 authorities. enables all schools to receive effective tailored monitoring, support, challenge and intervention according to their specific circumstances/needs and which is clearly articulated in detailed support plans. has the necessary flexibility to allow SIAs to adapt and revise support plans for individual schools where there is concern about the pace and/or quality of progress 	<ul style="list-style-type: none"> No unexpected school falls into a statutory category following an ESTYN inspection. A reduction of 5% in number of schools falling into ESTYN review category during the year. Standards improve in line with targets set in Level 2 and Level 2 LA plans. 	Marc Hughes Ioan Gruffydd G	Throughout the year	Core
	Development and Implementation of GwE Primary Dashboard.	Ensure that leaders, SIAs and LA Officers are effectively supported and empowered in their work by the new 'Information Management System' [school dashboard].	<ul style="list-style-type: none"> Primary dashboard is developed and ready for launch by March 2018. All GwE and LA officers have received training prior to launch. 	Marc Hughes Ioan Gruffydd G	March 2017	Core

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	National Categorisation process is robust and that there is confidence in the system.	Ensure that all schools are correctly defined within the national categorisation model.	<ul style="list-style-type: none"> All schools Capacity to Improve category is validated by National Categorisation Moderation. Nearly all schools support category is validated by National Categorisation Moderation No unexpected school falls into a statutory ESTYN category. 	Marc Hughes Ioan Gruffydd G	Nov 2017	Core
	Ysgol GwE is developed and implemented.	<p>identifying good and excellent practice case studies as part of regional directory within Ysgol GwE.</p> <ul style="list-style-type: none"> - Foundation Phase - Literacy - Numeracy - Boy / Girl performance - Leadership - Assessment - Teaching and Learning - Leadership - Governance <p>Ensure that leaders, SIAs and LA Officers can efficiently access national, regional and local best practice via the new virtual centre 'Ysgol GwE'.</p>	<ul style="list-style-type: none"> At least three good quality case studies in each area noted by launch of primary dashboard. An annual increase of at least 50% in the number of excellent quality assured case studies linked to all areas in the GwE directory. 	Marc Hughes Ioan Gruffydd G All SIAs	March 2018 April 2018+	Core
	That there is a quality and effective Primary bdevelopment programme for the region's schools.	<p>Ensure that effective development programmes [as defined below] are delivered in the key priority areas of :</p> <ul style="list-style-type: none"> • senior leadership • middle leadership • teaching and learning • curriculum planning and assessment • wellbeing 	<ul style="list-style-type: none"> Nearly all programmes in Level 3 business plan are delivered within the given time frame. If programme has not been delivered, reason is valid and noted clearly in monitoring. 	Marc Hughes Portfolio Leads	April 2018	

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	That there is effective collaboration and communication between GwE and LA officers	Apply a consistent model of effective communication and collaboration with LA Officers across the 6 local authorities	<ul style="list-style-type: none"> Local Authority quality board meetings have taken place regularly. Consistent Agenda and Minutes completed in given time frame. 	Marc Hughes Ioan Gruffydd G	September 2017	
		Ensure that LA Officers and members of Local and Regional Quality Boards are : <ul style="list-style-type: none"> supplied with high quality and timely information regarding the progress of all relevant risk schools. supported appropriately where further action is deemed necessary to drive improvements. 	<ul style="list-style-type: none"> Schools at risk of not making progress are noted clearly in RQB minutes. Clear communication regarding schools not making progress in place. No unexpected school to go into ESTYN statutory category or become D / Red capacity to improve. 	Marc Hughes Ioan Gruffydd G	Monitored termly April 2018	Core
	That there is effective Performance Management and staff support processes in place	Ensure that effective annual performance management processes are adopted and that objectives are closely aligned with : <ul style="list-style-type: none"> self-evaluation processes business plan success criteria/outputs the required improvements in individual schools. 	<ul style="list-style-type: none"> All GwE primary staff performance management taken place. All SIA objectives are in line with GwE priorities. Quality Staff development programme in place. Performance review meetings taken place on quarterly basis for all staff. 	Marc Hughes Ioan Gruffydd G Senior SIAs	Oct 2017 Oct 2017 Dec 31 st 2017 Quarterly monitoring dates	Core
		Ensure that effective processes are in place to support the professional development and effectiveness of all SIAs	<ul style="list-style-type: none"> No SIA failing to achieve objective due to lack of training provided. Quality Staff development programme in place for identified areas following PM. 	Marc Hughes Ioan Gruffydd G Senior SIAs	April 2018 Dec 2017	Core