

1. Standards

Blaenoriaethau / Priorities	Cynllun Gweithredu / Actions	Targed Perfformiad / Allbwn Outputs and success criteria	Swyddog Cyfrifol/ Responsible	Dyddiad targed / Target Date	Ffynh. gyllid (cyfeirnod) / Finance Res. (ref)	Monitro Ch 2 - Cynllun Gweithredu Quarter 2 Monitoring - Action Plan	RAG Ch2 / Q2	Monitro Ch2- Targed Perfformiad / Allbwn Quarter 2 Monitoring - Outputs and success criteria	RAG Ch2 / Q2	Tracio proffil gwariant Ch2 / Tracking expenditure profile Q2
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.	Foundation Phase – improve the performance in foundation phase.	Improvements in standards at the end of the FP across the region.	Marc B Hughes	Jun-18	EIG13 (Foundation Phase - Support Programme)	This year's results in the Foundation Phase shows a national decrease when compared to previous years. The main reason for this is the fact that new outcomes from the FP Assessment Framework have been used in language and mathematics. Many teachers are under the impression that there are higher expectations to achieve an Outcome and this is one factor that has led to fewer pupils achieving Outcome 5. Nearly all schools supported are addressing actions identified by FP SIAs that's impacting positively of provision. The majority of schools with a downward trend and performance being significantly lower than targets have been identified and receive support from the FPh SIAs.	Ar drac / On track	The national decrease in the results is reflected in the region's results. GwE anticipated this and has focused on improving provision in the Nursery and Reception classes, which will provide a robust base for achieving higher outcomes by the time the pupils reach the end of the Key Stage. Although performance regionally has fallen, the decrease is below the national dip at the expected outcome (O5+) with exception to LLC(W). On the higher than expected outcome (O6+), the regional decrease is considerably below the national dip across all areas . Generally, outcome 6+ performance continues to be strong. Schools have responded well to the various foundation phase training workshops and network meetings for SMT, teachers and support staff. This is evidenced by how schools have raised the level of challenge to meet the new requirements of outcome 6.	Rhannol ar drac / Partly on track	Gwariant ar drac / Expenditure on track
	Maintain good standards in Key Stage 2 and improve the performance of Conwy Local Authority.	Maintain good standards in other local Authorities. Improve the percentage of pupils achieving the CSI.	Marc B Hughes	Jun-18	M5 (Primary Oracy Plan)	The region's KS2 results are strong. This year's performance at the expected level is in mostly line with last year's results and continues to be above the national average for the CSI. The one exception is that Welsh language performance at the expected level is slightly down. One factor could be that more learners were assessed through Welsh as a first language than ever before. However, the percentage of learners achieving the expected levels in Welsh as a second language increased again for the fifth year. At the higher levels, performance continues to be strong in all subjects. Second language Welsh results made a notable improvement. The variance between boys and girls performance reduced this year and is now below the national average. FSM learners maintained previous year's results with the exception being Welsh Language where less FSM pupils achieved to gain the expected levels. However, the highest ever number of FSM pupils were assessed through the Welsh language. Comparing this year's end of Key Stage 2 data with end of Foundation Phase data from 2014, the region's matched pupils on average made above expected progress in Welsh, English and Mathematics.	Ar drac / On track	<ul style="list-style-type: none"> Key Stage 2 performance continues to be strong at both the expected and higher levels. An increased percentage of learners assessed in Welsh as a second language achieved at both expected and higher levels. Schools have responded well to the various Literacy, Numeracy and Teaching and Learning training programmes provided. This is evidenced by consistently strong performance in all core subjects. This year's KS2 cohort made above expected progress in Welsh, English and Mathematics during their time in KS2. 	Ar drac / On track	Gwariant ar drac / Expenditure on track

<p>Improve standards at KS4:</p> <ul style="list-style-type: none"> Improve standards in core subjects at KS4. 	<p>Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase.</p> <p>The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%.</p> <p>55% of schools performing in line with or above modelled outcome for L2+.</p> <p>Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent by 1.5 the rate of the national increase.</p> <p>All schools have good support plans with a focus on raising standards at KS4.</p>	Elfyn V Jones	Aug-18	Core	<p>Following the changes in 2016-17 there remains significant volatility in GCSE outcomes. Significant changes to the pattern and numbers of pupils sitting exams in the Summer 2018 has had an impact on results as demonstrated in the proportion of grades across all subjects in the A+ to C range in Wales - decreasing by 1.2pp to 61.6%.</p> <p>There has been significant change to grade boundaries since the Summer of 2017 and November 2017 compared to the Summer of 2018, particularly at C grade in English and mathematics. This has made it difficult for schools to ensure accurate projections and target setting and to effectively target intervention strategies for borderline pupils. Initial analysis suggests that schools data has been significantly influenced by registration decision. It is difficult to draw any accurate conclusions at this stage owing to the major changes in curriculum and grade boundaries. The indicators most impacted by the above mentioned changes has been the L2+ and core subjects.</p>	Rhannol ar drac / Partly on track	<ul style="list-style-type: none"> In Welsh, there was an increase of +0.5% on the 2017 figure with the 2018 performance at 71.1%. The majority of schools in the region have crossed a 70%+ threshold on the Level 2 indicator. In English, most schools who received intensive support from the GwE English team have seen an increase in their performance from last year. High quality CPD delivered this year has been praised by Heads of Departments and Head teachers. Heads of Department have received a wealth of high quality training to support them in their role. 30 schools [55.5%] have improved on their Mathematics performance of 2017, with 7 schools [12.9%] seeing a significant increase in their percentage points; 31 schools [57.4%] improved their Mathematics Numeracy performance of 2017 with 7 schools [12.9%] significantly improving their percentage points whilst 32 [59.2%] schools improved on their 2017 performance for the best grade, with 6 schools [1.1%] having seen a significant increase in their percentage points. 62.8% of pupils in the region achieved at least one GCSE in Science at L2. Intervention and support from the GwE Science ensured an 11.8% increase in the performance from the end of year 10 when only 51% of pupils were on track to achieve at least one L2 GCSE in Science. All 54 schools made improvements from the end of year 10 results, and 12 schools (22%) increased their results by 20% and above. 	Rhannol ar drac / Partly on track	Gwariant ar drac / Expenditure on track
Improve the performance of FSM learners, especially in English Language	The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI	Elfyn V Jones / Marc B Hughes	Aug-18	Core / EIG13 (Foundation Phase - Support Programme)	KS4 - Performance of eFSM pupils [760 regional pupils of whom 163 are SEN pupils] improved to 27.6% [+0.7%] in the main indicator [+0.8% nationally] and the gap with non-FSM closed by a further 2.3% to 30.2% [32.3% nationally].	Rhannol ar drac / Partly on track	KS4 - Of the 597 eFSM pupils who were not SEN, 33.0% were successful in the L2+ indicator [an increase of 1.0% from 2017]. L2 performance of eFSM pupils also improved in the Capped 9, Mathematics and Maths Numeracy indicators, whilst their performance in English dipped by 1.0% to 35.4%. FP - Comparisons of Foundation Phase outcomes with previous year are not measured on a comparable basis. 2018 performance - 83.2%.	Rhannol ar drac / Partly on track	Gwariant ar drac / Expenditure on track
Improve performance in English language.	An improvement in English language KS4 results by 1.5 the rate of the national increase.	Gaynor Murphy	Aug-18	EIG15	14 schools improved on their 2017 performance. Of the 7 schools in red support category, 5 improved on 2017 performance. Intensive support issues to small number of schools has had a positive impact considering current climate. Item level data scrutinized and support responded to needs- eg: teaching oracy. Exam weaknesses addressed in October forum meeting and standardisation training delivered to all HOE. Regional tracking system developed and being used by majority of school .	Rhannol ar drac / Partly on track	Performance in GCSE English Language decreased this year regionally from 61.6 (2017) to 56.2% A* to C. Issues with the changes to WJEC grade boundaries and access to early entry opportunities have impacted on performance in English Language across the region. This needs further investigation. Performance in the writing sections of both papers remains an issue across Wales. The average score for the writing sections is approximately half marks for both the quality and accuracy of students' writing.	Ddim ar drac / Off track	Gwariant ar drac / Expenditure on track
Improve performance in maths and numeracy	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	Aug-18	EIG15	Overall, the results for the best grade across the counties have remained constant, with the attainment for Numeracy being stronger overall in our schools across the region. There is a positive picture generally, but some schools are of concern - especially where the difference between mathematics and numeracy maths is significant, or where there is a significant difference between their performance and their 2017 results.	Ar drac / On track	<ul style="list-style-type: none"> 30 schools [55.5%] have improved on their Mathematics performance of 2017, with 7 schools [12.9%] seeing a significant increase in their percentage points. 31 schools [57.4%] have improved their Mathematics Numeracy performance of 2017 with 7 schools [12.9%] significantly improving their percentage points. 32 [59.2%] schools have improved on their performance for the best grade on 2017 results, with 6 schools [1.1%] having seen a significant increase in their percentage points. Departments that work effectively to share best practice across the region. 	Ar drac / On track	Gwariant ar drac / Expenditure on track
Improve performance of groups of learners: • FSM • Boys • MAT	Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4	Elfyn V Jones / Marc B Hughes	Aug-18	M35 (MAT)	KS4 - Performance of eFSM pupils [760 regional pupils of whom 163 are SEN pupils] also improved to 27.6% [+0.7%] in the main indicator [+0.8% nationally] and the gap with non-FSM closed by a further 2.3% to 30.2% [32.3% nationally]. In English, performance at Level 6+ saw the most significant increase of 2.7% and reflects the regional focus on challenging more able learners at KS3.	Rhannol ar drac / Partly on track	KS4 - Of the 597 eFSM pupils who were not SEN, 33.0% were successful in the L2+ indicator [an increase of 1.0% from 2017]. L2 performance of eFSM pupils also improved in the Capped 9, Mathematics and Maths Numeracy indicators, whilst their performance in English dipped by 1.0% to 35.4%. Improving the performance of eFSM and groups of learners within individual LAs and school settings. continues to be a priority.	Rhannol ar drac / Partly on track	Gwariant ar drac / Expenditure on track

**2. CURRICULUM AND ASSESSMENT:
EO1 - Developing a high-quality education profession.**

EO4 - Robust assessment, evaluation and accountability arrangements supporting a self-improving system

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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	Improve the provision, curriculum planning and assessment in the Foundation Phase.	All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.	Marc B Hughes	Summer Term 2018	EIG13 (Foundation Phase - Support Programme)	Training workshops delivered for SMT, teachers and TAs- Numerical Reasoning in Nursery/ Reception, Baseline Assessment , Training for teachers new to the FPh and 'Effective us of IT/DCF to develop oracy and creative writing skills'. Focus of workshops has been on developing key skills across all areas of learning and provision within effective FPh pedagogy and assessing pupils through observation and small data . All workshops have been very well attended and feedback has been positive. Resource packs have been uploaded on G6 and HWB . SIAs will monitor impact on provision and outcomes through school visits (Learning Walks and talking to pupils).	Ar drac / On track	Too early to measure impact upon provision and outcomes. SIAs will be discussing accuracy of baseline assessment and individual pupil progress within the FPh during Autumn Term visit.	Rhannol ar drac / Partly on track	Gwariant ar drac / Expenditure on track
	Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2019	M17 (Broadening the impact and depth of joint working)	Pisa Tests will commence in the coming weeks, all schools in the sample have received support visits. Curriculum groups are facilitating self evaluation , schools are completing their SER.	Rhannol ar drac / Partly on track	SIA will need to monitor robustness and accuracy of KA3 evaluations, as a result actions cannot be evaluated. Schols in PISA sample reported a highly effective conference.	Rhannol ar drac / Partly on track	Tanwariant rhwng 10-15% / Underspend between 10-15%
	Improve the quality of assessment, tracking and intervention programmes across the secondary schools.	Leaders at all levels make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets for L2+ and that 60% are within 2%. No school to receive an unsatisfactory in Inspection Areas 3 and 4 during Estyn inspection.	Paul Mathews-Jones	Sep-18	Core / EIG5 (Regional Priorities)	Academic research has been commissioned from the University of Warwick, Bangor University and WISERD into the creation of a multi-level analysis tool. Support has been requested from Welsh Government and a review of the Scottish Government analysis system was undertaken in July 2018 on a visit to Edinburgh. A visit evaluation has been submitted to SLT. Project framework has been agreed and data sharing protocols discussed and established.	Ar drac / On track		Ar y gweill / Pending	Gwariant ar drac / Expenditure on track
	Improve provision at A Level	An improvement in A and AS results in line with targets set and to be above national averages on key indicators.	Martyn Froggett	Apr-19	M30 (A Level)	The model of delivery for Key Stage 5 varies within authorities and across the region. Provision is delivered by either individual schools, 6th form colleges, further education colleges or schools (and colleges) collaborating within the consortium. There was a fall in the number of entries at A2 in the region in 2018 of 434 on 2017 (4563 in total), reflective of a smaller school population. Unverified data suggest that the regional performance at A Level is below the national average (schools' data only).	Rhannol ar drac / Partly on track	Initial scrutiny of outcomes (WJEC only) suggests broadly : • an increase at A2 but not as big an increase as across Wales in general - we are regionally ahead of Wales at A*-E but behind on other measures (A*-C, A*-A). At A2 level, the gap between GwE schools and the rest of Wales is smaller than it was in 2017. • the % of pupils achieving three A*/A grades increased across the region but not by as much as the national increase. • the % of pupils achieving three A*-C grades improved across the region. • data on performance in the Skills Challenge Certificate is not yet available. • information via the new Post-16 Performance measures, including value-added data for all schools will be released later in the year. Consortium value-added information, derived from unvalidated data presented to ALPs, suggests encouraging progress across the region. • at AS level outcomes increased at all grade boundaries (A*/A, A*-B, A*-C and A*-E) in comparison to 2017. Although performance is below that of Wales as a whole at all boundaries above A*-C the rate of increase across the region was higher than that across Wales as a whole (A*/A grades rose by 2.6% against a national increase of 1.3%, for example).	Ar drac / On track	Gwariant ar drac / Expenditure on track

	Deliver on Curriculum for Wales - Raise awareness of the Four Purposes within CfW and development of the Areas of Learning and Experience as part of curriculum reform	All schools are on track to deliver the new curriculum. Effective skills based curriculum in place in 85% of schools from the present baseline of 81%.	Ruth Thackery	Continuous	M22 (Pioneer Grant)	The CfW team continues to work with, and support all schools across the region, to develop the new curriculum and subsequent professional learning. Regular updates on curriculum reviews are given to the Supporting Improvement Advisers, for further dissemination with schools. Priorities and courses of action in order to raise standards are identified in Curriculum for Wales plans, where appropriate. Members of the Primary, Secondary and Curriculum teams collaborate, where appropriate, to meet those priorities. Cluster leads have started on their work and are in contact with the CfW team as regards planning and cluster engagement. The CfW team monitors and supports clusters as the work progresses. All cluster leads have received training on recent developments to share with all schools in the cluster.	Ar drac / On track	GwE's CfW Team is also working alongside Agile Change and ERW to develop a Change Management support pack for all SIAs and schools. Some new heads and interim heads have had training on Change Management as part of their cluster training. There will be opportunity for everybody to receive training via the training pack, webinar and face-to-face training.	Ar drac / On track	Gwariant ar drac / Expenditure on track
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3. LEADERSHIP:

EO2 - Inspirational leaders working collaboratively to raise standards

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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.	Further, develop and improve the quality of senior leadership across the region.	85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes. 50% reduction in the number of schools placed in Statutory Estyn Categories. No school to be unexpectedly placed in Estyn Statutory Category. 50% reduction in the number of schools going into Estyn Review. 50% reduction in the number of schools awarded grade D in stage 2 of the categorisation process. Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.	Pam McClean / David Edwards	Continuous	M31 / M32 (Leadership - Professional Networks & New Headteachers)	GwE is providing a range of programmes from aspiring senior leaders through to experienced Headteachers in line with the National Career Development Pathway. The development programmes promote school to school collaboration with effective practitioners from schools co-delivering sessions with GwE staff. This further develops the notion of developing a self-improving system across North Wales. Meetings have been held with lead representatives from each of the Local Authorities in the GwE Region to establish the exact provision with regard to that provided by GwE and that provided by each LA for new Headteachers and Acting Headteachers. All Local authorities have provided GwE with details of newly appointed and acting headteachers. A central database has been collated of all newly appointed and acting Headteachers. By mid October a coach had been allocated for each newly appointed and acting headteacher. A National Programme will commence in November, with a National Conference in Swansea. Notification of NPQH information sessions were issued to schools in July 2018. Arrangements for applying for NPQH were also advertised in the GwE Bulletins. A high response led to 69 applications being received, with a range of applicants from primary, secondary, special, PRUs and GwE staff.	Ar drac / On track	Suitable candidates have received relevant communication and have applied by the deadline.	Ar drac / On track	Gwariant ar drac / Expenditure on track
	Further develop and improve the quality of middle leadership across the region.	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes	Ian Kelly	Continuous	M3 (Leadership)	The MLDP was advertised through the GwE professional offer and Bulletin. SIAs encouraged their link schools to identify potential candidates for the programme. The GwE Leadership Group monitored uptake for the programme and targeted secondary and Welsh medium primary schools, from which there had been a low number of applicants. By mid September there were a total of 61 English medium applicants and 23 Welsh medium applicants. Cohort 8 commenced on 8th October, with a second day on 9th. Cohort 9 commenced on 16th October, with a second day on 17th. The GwE Leadership Team updated the information sent to candidates to ensure the monitoring role of the SIA is highlighted.	Ar drac / On track	To early to measure impact.	Ar y gweill / Pending	Gwariant ar drac / Expenditure on track

Support SLT to effectively deliver on Curriculum for Wales.	All schools across the region are on track for delivery of Curriculum for Wales	Ruth Thackray	Continuous	M22 (Pioneer grant)	Within the Curriculum for Wales strategy, there are clear links with the current Primary and Secondary teams. Regular updates on curriculum reviews are given to the Supporting Improvement Advisers, for further dissemination with schools. Priorities and courses of action in order to raise standards are identified in Curriculum for Wales plans, where appropriate. Members of the Primary, Secondary and Curriculum teams collaborate, where appropriate, to meet those priorities.	Ar drac / On track	GwE continues to support SLTs, with the team boasting a range of experience. One of the team's key roles is to work with, and support all schools across the region, to develop the new curriculum and subsequent professional learning.	Ar drac / On track	Gwariant ar drac / Expenditure on track
Improve quality of departmental leadership in secondary core subjects. • English • Welsh • Mathematics • Science	85% of core subject departments have good or better Quality Assurance and accountability processes. Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets and that 60% are within 2% in core subjects.	Gaynor Murphy Catrin Jones Dafydd Gwyn Nicola Jones	Continuous	M12 (NNEST)	All HoD across all cores subjects are given guidance and support on key aspects within regional and local networks. Schools visits provide leadership support. Core subject tracking system being used to identify middle leaders in need of support. This will need input from individual school SIAs. The support for each department are articulated within individual support plans. Clear action plan and business plan in place	Rhannol ar drac / Partly on track	To early to measure impact.	Ar y gweill / Pending	Gwariant ar drac / Expenditure on track
Develop Aspiring Headteachers / Senior Leaders	Aspiring Leaders programme 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 on impact of programme on individuals.	Ian Kelly	Continuous	M3 (Leadership)	The AHDP was advertised in the GwE Professional Offer and Bwletin. Interested experienced middle leaders were invited to apply for the programme. There was a total of 34 English Medium applicants for the programme, which commenced on 15th October. The Welsh medium cohort also commenced on 15th October.	Ar drac / On track	1st session successful and all delegates are correctly selected. Evaluations show 90% approval ratings	Ar drac / On track	Gwariant ar drac / Expenditure on track

4. WELLBEING

EO3 - Strong and inclusive schools committed to excellence, equity and well-being

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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.	Develop and Implement an overarching strategy for Wellbeing across the region.	Strategy implemented across the region. Effective collaborative approach to deliver an overarching national agenda with clear roles and responsibilities of all partnerships. Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners. Most schools make effective use of the pupil development grant.	Sharon Williams	November – December 2018.	LAC / PDG	Further discussion to be held with GwE Management Board. Clear action plan and business plan in place.	Rhannol ar drac / Partly on track	Individual PDG meetings with identified schools in Wrexham / Flintshire to discuss the roll out of the PDG strategy and level of support required. Meetings held with SIA's to discuss support level of schools and action plan. Analysis of the initial summative GCSE results for 2018 across the region to identify schools / LA requiring additional support. Identified schools to develop good practise case studies. Pilot literacy project intervention in progress targeting 3 secondary schools in Wrexham and working with the SIA for English. SIA's completed the key questions in regard to gathering evidence of PDG impact and use in all the schools. Information recorded on G6 by schools. Audit completed to monitor if schools are publishing the PDG expenditure and use on school /GwE website. Action plan has been produced in terms of next steps.	Ar drac / On track	Gwariant ar drac / Expenditure on track

5. TEACHING

EO1 - Developing a high-quality education profession

<i>Blaenoriaethau / Priorities</i>	<i>Cynllun Gweithredu / Actions</i>	<i>Targed Perfformiad / Allbwn Outputs and success criteria</i>	<i>Swyddog Cyfrifol/ Responsible</i>	<i>Dyddiad targed / Target Date</i>	<i>Ffynh. gyllid (cyfeirnod) / Finance Res. (ref)</i>	<i>Monitro Ch 2 - Cynllun Gweithredu Quarter 2 Monitoring - Action Plan</i>	<i>RAG Ch2 / Q2</i>	<i>Monitro Ch2- Targed Perfformiad / Allbwn Quarter 2 Monitoring - Outputs and success criteria</i>	<i>RAG Ch2 / Q2</i>	<i>Tracio proffil gwariant Ch2 / Tracking expenditure profile Q2</i>
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	Improve and strengthen the role of leaders in leading the teaching and learning.	All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools. Effective teaching in place in 85% of schools from the present baseline of 81%. Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region. An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.	Stella Gruffydd / Bethan James	Nov-18	M40 (AfL)	Regional workshops have taken place to train school leaders to use the Teaching and Learning continuum effectively. 150 schools across the region took part in these workshops. All HoD across all cores subjects are given guidance and support on leading the teaching and learning within regional and local networks. Further training arranged for November.	Ar drac / On track	To early to measure impact.	Ar y gweill / Pending	Gwariant ar drac / Expenditure on track
	Improve the quality of teaching and the experiences for learners	High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed). Standards of teaching participating in the Formative Assessment and Pedagogy Project - led by Shirley Clarke Action research teams schools - consistently good or better, with participating individuals in tier 1 demonstrating excellent practice. Estyn reports on any participating schools confirming this. Positive impact on pupil standards at expected and higher level.	Stella Gruffydd / Bethan James	Nov-18	M40 (AfL)	There is effective joint working between the region and the well-known education practitioner, Shirley Clarke. 27 schools have been selected across the region to work together as research teams led by Shirley Clarke. Tier 1 schools have successfully completed their work. Day 2 with Shirley Clarke took place on June 14 and 15. 201 Tier 2 schools have been selected through a robust process. Information has been communicated with the schools regarding events and training in the Autumn term. Tier 1 schools further developing excellent practice. Review Day 2 on 11/12 October. Extend to 2 days for both teams to have input from CfW team. A team of SIAs formed and are supporting schools in 2018-19. Individuals from Tier 1 schools are effective learning leaders in their schools and beyond.	Ar drac / On track	Tier 1 prepared for their leadership role in 2018-19. Dates in place for activity between Tier 1 and Tier 2 schools during the year. Preparations in place for the showcase dates - 15/16 November.	Ar drac / On track	Gorwariant rhwng 10-15% / Overspend between 10-15%

6. Business

<i>Blaenoriaethau / Priorities</i>	<i>Cynllun Gweithredu / Actions</i>	<i>Targed Perfformiad / Allbwn Outputs and success criteria</i>	<i>Swyddog Cyfrifol/ Responsible</i>	<i>Dyddiad targed / Target Date</i>	<i>Ffynh. gyllid (cyfeirnod) / Finance Res. (ref)</i>	<i>Monitro Ch 2 - Cynllun Gweithredu Quarter 2 Monitoring - Action Plan</i>	<i>RAG Ch2 / Q2</i>	<i>Monitro Ch2- Targed Perfformiad / Allbwn Quarter 2 Monitoring - Outputs and success criteria</i>	<i>RAG Ch2 / Q2</i>	<i>Tracio proffil gwariant Ch2 / Tracking expenditure profile Q2</i>
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BUSINESS – to ensure that GwE has strong governance and effective business and operational support that provides value for money.	<p>Fully embed the G6 across the region and continue to develop the effective use of the system to facilitate collaboration and the sharing of successful practice.</p>	<p>Effective and timely use of information across all levels of implementation.</p> <p>Wider range of data and live information on progress on hand for SIAs, LA Officers and schools</p>	Llyr G Jones	Jun-18	M36 (G6)	<p>Effective programme of refresher and update training provided for both GwE users and school based users in the Autumn Term 2018. Collaborative priorities now active for all schools. Work completed to ensure that ALN Wales module is available for all school from September 2018. Stakeholder and SDP project group identified. ALN Module released for all schools from September 2018. Module "Y Gymraeg" will be available from January 2019. In system notifications and guidance documents are made available for all users in the system. Region wide suregeries have provided support and training for schools and gwe staff. Feedback from existing forums such as primary and Secondary Stakeholder groups as well as Gwe user teams have led to developments within the system. In excess of twenty two new case studies identified and are currently being quality assured. These if successful will be published for all schools in November. These include incorporating video evidence.</p>	Ar drac / On track	<p>Use of the system needs to embed fully in order for impact on service performance management to be measured. Consistent programme of communication in place. A G6 stakeholder group planned to meet in November 2018. An additional 22 case studies will be QA by November</p>	Ar drac / On track	Gwariant ar drac / Expenditure on track
	<p>Undertake an organisational health survey</p>	<p>Aim for top quartile performance in organisational health index.</p>	Susan O Jones	Mar-19	Core		Ar y gweill / Pending		Ar y gweill / Pending	
	<p>Establish GwE as a Learning organisation working in partnership with WG and OECD</p>	<p>Show year on year progress against the 7 dimensions of Learning Organisation model</p>	Rhys H Hughes	Continuous	Core	<p>GwE is continuing to work with the OECD on developing the Consortia and LA as learning organisations. Any lessons learned from this work are shared with other regions, and internationally, as we are attempting to develop further as a vibrant and healthy organisation.</p> <p>Professional Learning Schools have been working on developing various pilot studies. This includes working with the OECD on the 7 dimensions of Schools as Learning Organisations, the Professional Learning Offer for Digital Learning and also on trialling the Professional Teaching Standards.</p> <p>GwE continues to work with Schools as Learning Organisation and share experiences of working with Professional Teaching and Leadership standards</p> <p>All GwE staff have received initial training in raising awareness of schools as learning organisations. All staff have received SLO good practice presentation from successful schools at the National SIA Conference.</p> <p>50 schools have been identified as SLO and are now 'champions' for the up-skilling of all schools in North Wales. SIAs leading on this for GwE have received case studies from over 40 schools that will be collated to exemplify good practice to the SIAs.</p>	Ar drac / On track	<p>There is a good awareness by SIAs. The awareness of schools is developing well, with the region's LO schools demonstrating good practice. Guidance for SIA will continue.</p>	Ar drac / On track	Gwariant ar drac / Expenditure on track
	<p>Continue to develop the working relationship and develop opportunities for action research for schools across the region.</p>	<p>To support evaluation of existing interventions and facilitate on-going research aimed at improving standards and wellbeing outcomes for current and future pupils.</p>	Rhys H Hughes	Continuous	M21 (Research and evaluation)	<p>GwE is continuing to develop the working relationship and is developing opportunities for action research for schools across the region.</p> <p>The "Collaborative Institute for Education Research, Evidence and Impact (CIEREI)" between GwE and Bangor University means that two establishments are working together to look at establishing effective evaluation systems within our establishment. The collaboration involves looking at developing action research in terms of wellbeing elements, and also researching into effective leadership elements.</p> <p>Bangor University and GwE are also working effectively on promoting evidence-based strategies, to improve outcomes for example the NorthWORTS-SP project with Bangor University's Schools of Psychology and Education.</p>	Ar drac / On track	<p>GwE has collaborated closely with CIEREI to provide effective support on developing research practice for a range of schools and specific Advisers across the region. Collaboration has successfully mapped out research and methods and evidence. Practitioners have used this 'map' to enrich their approaches to literacy across the curriculum, STEM subjects, improve feedback and increase the level of challenge in lessons.</p>	Ar drac / On track	Gwariant ar drac / Expenditure on track