

GwE Business Plan 2019-20

Quarter 2 Monitoring Report



GwE Level 1 Business Plan 2019-20
Quarter 2 Monitoring Report (1 July 2019 – 30 September 2019)

STRATEGIC OBJECTIVE 1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

PRIORITY 1.1 - SUPPORT SCHOOLS TO IMPROVE PERFORMANCE IN THE SECONDARY SECTOR								
Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
<p>Ensure that actions with all schools lead to:</p> <ul style="list-style-type: none"> Improvement in the quality of teaching; Improvement in learning and well-being; A specific Support Plan which targets leadership and support to reduce any variance in the learning experiences of learners. <p>Ensure that core subject SIAs prioritise the need to work with middle leadership to reduce any variance within departments.</p>	<p>All secondary schools have access to a generic and bespoke programme of support. As a result, every secondary school has an agreed programme of support that helps deliver the identified priorities within a school's improvement plan.</p> <p>Secondary schools have access to specialist support in all core subjects across the region. A comprehensive strategy is in place for improving standards in English, mathematics, science and Welsh across the region.</p> <p>The Core Subject Supporting Improvement Advisers work in close collaboration with link School Improvement Advisers and the secondary Core Lead to challenge and support underperforming secondary school departments.</p> <p>In addition to the bespoke support delivered for secondary</p>		<p>Standards across a range of indicators show increase which is higher than the national increase.</p> <p>Support Plans in all schools endorse the level and nature of the support that is targeted to reduce variance.</p> <p>Better consistency in terms of quality of learner experience across a range of abilities.</p> <p>Leaders on all levels operate more robustly and purposefully when tracking progress and scrutinizing actions across departments.</p> <p>Leaders and departments have access to successful practices and are supported to implement these practices in their individual schools.</p>	<p>GwE and the local authorities have an overall good track record in effectively supporting schools and specifically those causing concern. All secondary schools have a bespoke 'Support Plan' which ensures that GwE support is closely aligned with their SDP priorities. This allows for more effective deployment of resource, regional expertise and best practice. The plans clearly defines how school improvement resources ensure targeted improvements in key priority areas.</p> <p>High challenge and support is targeted in a timely and effective approach leading, in most instances, to an acceleration of the improvement journey in the identified schools, and, where relevant, their removal from Estyn follow-up category.</p> <p>A support programme has been put in place between secondary schools for Core Subjects via local networks</p>		<p>Core Leads and link Supporting Improvement Advisers</p> <p>Subject Supporting Improvement Advisers</p>	<p>April 2019 onwards</p> <p>April 2019 onwards</p>	Core

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	schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums.			<p>for Heads of Department ensuring access to successful practices.</p> <p>The 'Wave' system has been used effectively to review levels of support.</p> <p>Item level data from all schools has been collated and used to inform planning at departmental level. In addition, 27 secondary schools are trialing 4Matrix system/software where data is used to target ISV. Schools will report on impact during Autumn Term.</p>				
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PRIORITY 1.2 - CYMRAEG 2050 – A MILLION WELSH SPEAKERS

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
<p>Ensure effective strategic planning for the growth of Welsh in Education through the Regional Welsh Strategic Board.</p> <p>Develop and deliver a programme of professional learning to ensure that staff have the Welsh language skills and expertise in Welsh-language and Welsh-medium teaching, based on evidence and best practice.</p>	<p>Regional Welsh Strategic Board last met early May. Further discussions to take place at GwE Management Board in November.</p> <p>Regional response to the WESP consultation has been submitted.</p> <p>Training Directory has been created and ready to share with clusters.</p> <p>Promotion of the Sabbatical courses through the GwE</p>		<p>Effective strategic plan for the growth of Welsh in Education in place and operational.</p> <p>Improved provision of Welsh and engagement with high-quality professional learning will improve the quality of Welsh Language pedagogy.</p> <p>Increased numbers of school staff receiving training at the appropriate level to improve their Welsh Language skills.</p>	<p>"Developing Welsh in Education across the North Wales region 2019-22" has been completed – awaiting approval of Management Board.</p> <p>14 teachers (English medium, primary) have registered for the 2019-20 Welsh in a year sabbatical course. 14 TAs have registered for the higher course September – October 2019. In the process of planning a follow-up course for those who attended the 2018-19 course.</p>		Regional Welsh Strategic Board	<p>July 2019</p> <p>April 2019 onwards</p>	Welsh – Professional Development

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Deliver opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity by promoting enrichment and experiences through the Welsh Charter / new National Framework.	bulletin and the Las continues. The new cluster model will ensure that funding (if needed) will be available for every cluster to access Welsh language skills training. The cluster model is ready for implementation across the region – specific funding linked with this.		Increased enrichment opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity. Schools are effectively collaborating and working in clusters to improve Welsh Language provision and share effective practice and resources in preparation for the delivery of the new curriculum.	The Cluster model will ensure that every school will have access to funding by providing a Cluster Plan e.g. in order to promote the informal use of the Welsh language and developing the Welsh language skills of the workforce. This should promote progression and continuation between primary and secondary schools. Welsh language will have a page similar to ALN Wales on G6 with milestones and an opportunity to share successful practice.			Sept. 2019	Welsh Language Use Framework
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PRIORITY 1.3 - WORK WITH BANGOR AND CHESTER UNIVERSITY TO DEVELOP HIGH QUALITY ITE PROVISION THROUGH THE CABAN PARTNERSHIP

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
Prepare thoroughly to meet the requirements of the EWC Accreditation Visit Support module development and Mentor Programme. Ensure GwE staff are trained to support quality assurance of partnership schools. Ensure GwE contribution to programme delivery and quality assurance.	GwE has supported the successful Accreditation of BA / PGCE programmes and has worked with CaBan and regional schools to co-construct modules. GwE ITE lead continues to attend meetings to begin to evaluate programme and develop reaccreditation. Relevant SIAs to provide specialist input in to module delivery. SIAs and GwE SLT to be updated on CaBan development and impact.		EWC recognises progress made towards accreditation conditions (November 2018). All modules in place and shared with partner schools. CaBan partner schools to include ITE as school priority in G6. GwE /CaBan to ensure quality of all partner schools. CaBan partnership schools work with HEIs and GwE to provide high quality provision and up to date training for new Associate Teachers (ATs).	Successful Accreditation of programmes with EWC (April 2019). Course Modules developed and now in place. Lead Schools identified and successfully trained on module delivery, 'school based days' and programme structure. Network schools identified and action plan for mentor training submitted.		GwE ITE Lead	March 2019 July 2019 May 2019 Sept 2019 – ongoing	ITE

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STRATEGIC OBJECTIVE 2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS

PRIORITY 2.1 - PROVIDE DEVELOPMENT PROGRAMMES ACROSS THE WORK FORCE TO ENSURE HIGH QUALITY LEADERSHIP

<i>Actions</i>	<i>Progress - Quarter 2 (Actions)</i>	<i>RAG Q2</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 2 (Progress Measures / Targets)</i>	<i>RAG Q2</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q2</i>
<p>Continue to develop and deliver the Middle Leadership Development Programme (MLDP) in order to establish a national MLDP to be presented to NAEL for endorsement.</p> <p>Continue to develop and deliver the regional Aspiring Headteacher Development Programme (AHDP) in order to:</p> <p>1) ensure quality professional learning opportunities for future leaders across the region;</p> <p>2) establish a national AHDP / NPQH Development Programme to be presented to NAEL for endorsement.</p>	<p>The MLDP has continued as planned. Presentation Day to be held at Conwy Business Centre on 02/10/19 for the next cohort. Two GwE representatives has participated in the co-construction of a National Programme, which will commence in the autumn term (delivered regionally).</p> <p>The Aspiring Headteacher Programme continued as planned. Presentation Day to be held at Conwy Business Centre on 03/10/19.</p> <p>The Cross Regional Development Group is currently co-constructing a National Aspiring Headteacher Development Programme leading to NPQH, which is due to commence during Spring Term 2020. Briefing meetings for interested teachers will be held during the autumn term.</p>		<p>A wider range of Professional Learning opportunities available to a range of leaders in order to develop present and future leaders.</p> <p>Improvement in the number of high-quality applicants for leadership posts across schools and settings:</p> <ul style="list-style-type: none"> 60 individuals successfully applying to / and attending the new National Middle Leadership Development Programme (30 Welsh cohort / 30 English cohort) 60 individuals successfully applying to / and attending cohort 5 of the programme (30 Welsh cohort / 30 English cohort) 	<p>GwE continues to provide consistent, equitable and high-quality development programmes at each stage of the leadership professional learning development pathway, from middle leadership through to experienced Headteachers.</p> <p>136 participants from across the region have enrolled on the Middle Leadership Development Programme (2 English medium cohorts and 1 Welsh medium cohort). A WG grant has funded additional places (2 more cohorts) specifically for ALNCOs from across the region.</p> <p>74 participants from across the region have commenced the Aspiring Headteacher Development Programme.</p>		Leadership Programmes Lead	<p>April 2019 onwards</p> <p>Design June 2019. Start date – Sept 2019</p> <p>June 2019</p>	Future Leadership / New and Acting Heads

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<p>Evaluate and review the current NPQH Development Programme. Key findings to influence the development of a new national NPQH Development Programme to be presented to NAEL for endorsement</p> <p>Continue to provide the professional learning offered through the national New / Acting Headteacher Development Programme that has been endorsed by NAEL and accredited by Yr Athrofa and Bangor University.</p> <p>Deliver the professional learning offered through the national Experienced Headteacher Development Programme that has been endorsed by NAEL and accredited by 'Yr Athrofa' and Bangor University.</p>	<p>NPQH - Arrangements in place for the effective running of this programme for this term. All candidates have been awarded a 'leadership coach' who will start working with them from 14/10/19. All 'leadership coach' will receive training in October. National date scheduled for 15/10/19.</p> <p>New and Acting Headteacher Development Programme - The National Programme has been executed as planned. Regional meetings of LA Leads have aimed at ensuring less county to county variance. The National Development Day will be held in Wrexham on 16/10/19.</p> <p>Experienced Head teachers- two GwE colleagues have represented the region during the co-construction of a National Development Programme for experienced Headteachers. Headteacher groups have been updated by Core Leads during regional Headteacher Federation Meetings.</p>		<ul style="list-style-type: none"> • 50 individuals successfully applying to / and attending the new National NPQH Development Programme • 80% of candidates successful in achieving the NPQH status • Number of individuals that attend the programme will depend on appointments in the Local Authorities • 25 individuals successfully applying to / and attending the new National Experienced Headteacher Development Programme 	<p>NPQH - 58 applicants have been accepted on this year's programme.</p> <p>The criteria for NPQH candidates have been thoroughly discussed with members of the regional leadership group.</p> <p>All New and Acting Headteachers from across the GwE have been invited to The National Development Day. The participants will receive presentations from the Managing Director of GwE and the Director of the Leadership Academy.</p> <p>Applications for the Experienced Headteacher Development Programme are currently being received from headteachers from across the region. The candidates will be participating in a 360 degree evaluation in November and the first residential event will be held in January 2020.</p>		<p>Leadership Programmes Lead</p>	<p>Nov. 2019</p> <p>May 2019</p> <p>Ongoing</p> <p>Sept. 2019 onwards</p>	<p>Future Leadership / New and Acting Heads</p>
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PRIORITY 2.2 - SUPPORT SECONDARY SCHOOLS TO IMPROVE MIDDLE LEADERSHIP PERFORMANCE

<i>Actions</i>	<i>Progress - Quarter 2 (Actions)</i>	<i>RAG Q2</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 2 (Progress Measures / Targets)</i>	<i>RAG Q2</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q2</i>
Target individuals specifically to attend these programmes. Support Plans in all schools identify which aspects of middle leadership need specific attention leading middle leadership to reduce variance within their departments, particularly teaching and learning quality.	Initial discussions with schools regarding the level of support. The support schemes will be finalised early in the autumn. Schools have been identified to participate in the Peer Engagement programme. Written correspondence and information shared with schools. Training with EDT has commenced. Dates have been set by some clusters for developing collaboration. Middle leaders are encouraged to be part of the model.		Individuals successfully targeted and engaging fully with the programmes. Leadership skills of individuals are strengthened. Quality of actions taken leads to improvements in teaching and learning.	Too soon to measure impact. Some leaders have already been targeted to attend specific development programmes.		Middle Leadership Lead	Sept. 2019 onwards April 2019 onwards	Future Leadership

PRIORITY 2.3 - DEVELOP PEER ENGAGEMENT MODEL AND PROCESSES WITH SCHOOLS TO ENSURE ROBUST SELF-EVALUATION AND IMPROVEMENT PLANNING AT ALL LEVELS

<i>Actions</i>	<i>Progress - Quarter 2 (Actions)</i>	<i>RAG Q2</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 2 (Progress Measures / Targets)</i>	<i>RAG Q2</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q2</i>
Develop and implement peer engagement models across the region.	GwE and the six regional local authorities are working in partnership with schools to establish a regional peer engagement model which fully		A regional pathfinder project is in place with a minimum of 100 schools contributing to the work.	Expressions of interest received from 290 regional schools [working as 41 clusters].		Assistant Director / Primary Regional Lead /	May 2019 onwards	Collaborative working

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<p>Work with stakeholders to revise improvement and accountability arrangements and procedures to ensure that they:</p> <ul style="list-style-type: none"> • Meet national requirements and expectations. • Support the new curriculum developments. • Are robust, fair, cohesive and transparent. • Encourage leaders to shoulder more accountability for improvement in their own schools and in peer engagement schools <p>Support leaders to ensure that all members of staff are enabled to contribute effectively and purposefully to evaluation and improvement arrangements.</p> <p>Ensure that improvement planning and evaluation procedures in all schools:</p> <ul style="list-style-type: none"> • Include peer engagement 	<p>reflects the principles and values that have been identified by Head teachers, and also learn from good practice nationally and beyond.</p> <p>Developing multi-level and multi-tiered peer-engagement, forged and owned by the schools themselves, will also allow establishments to adopt an integrated approach to the national reform journey. The integrated approach will be effectively supported by the local authorities and GwE.</p> <p>The model will be used to underpin a rigorous cycle of continuous development and improvement, and will be an integral part of school improvement in moving to a self-improving system, whilst also supporting those schools that are causing concern.</p>		<p>Local improvement and accountability procedures meet national requirements and expectations.</p> <p>Evaluation procedures are more consistent and robust across and within schools.</p> <p>Leaders at all levels take ownership of accountability for improvement within their own schools and in peer schools.</p> <p>Improvement planning and evaluation procedures in all schools:</p> <ul style="list-style-type: none"> • Include peer engagement activities; • Focus specifically on the quality of learning and teaching experiences for a range of learners. <p>Robust monitoring programme in place to evaluate the impact of the pathfinder project.</p>	<p>60 schools [working as 10 clusters] will pilot a regional SPP programme whilst 175 schools [working as 28 clusters] will develop a local model.</p> <p>Improvement Facilitator and Peer Reviewer training (Groups 1 to 4) in the autumn term (September – October), and an introduction day to the heads participating in the project. Further training to be undertaken in the spring term.</p> <p>A full evaluation will be undertaken at the end of the pilot phase.</p>		<p>Secondary Regional Lead</p>		
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<ul style="list-style-type: none"> Prioritise learning and teaching quality improvement for a range of learner abilities <p>Ensure that leaders at all levels are able to work confidently and explicitly when planning and leading teaching and learning improvements and that effective use is made of peers to support the improvement journey.</p>							
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STRATEGIC OBJECTIVE 3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING

PRIORITY 3.1 - SUPPORTING VULNERABLE LEARNER'S STRATEGY								
Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
<p>Refine the decision making and lines of accountability in regard to evaluation and audit of PDG between schools, LA and Consortia.</p> <p>Strengthen the role of the SIA in supporting schools in evaluating progress of</p>	<p>There are clearly defined lines of accountability within the consortia. There is a stronger focus on the monitoring and evaluating the overall performance of e FSM learners across key portfolio areas both secondary and primary. Updated guidance has been</p>		<p>Performance of eFSM learners across the region has increased in line/or by more than the national average increase in the main indicators.</p> <p>Regional Strategic Group to meet on a termly basis with clear terms of reference.</p>	<p>Awaiting 2019 results.</p> <p>Currently in the process of monitoring and evaluating the effectiveness and impact of PDG of schools across the consortia. Paper will be produced to the Mgt Board in January 2020.</p>		<p>Wellbeing Regional Adviser</p>	<p>May 2019</p> <p>Sept 2019</p>	<p>PDG</p>

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vulnerable learners and use of PDG. Develop person centre approach to capture the voice of all groups of learners.	shared with all SIA's and Schools in regard to monitoring of grants. Supporting Improvement Advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes. Work in progress in regard to the learner voice project with sessions facilitated in 3 LA areas.		Yearly audit of all PDG plans available across the region with impact and successful practice shared through G6. Effective use of summative and formative data to target improvement. 70% of regional cluster / school to school collaboration engaged in roll out evidence based practise.	Data, target setting and tracking are effectively and consistently applied to challenge and support schools via the SIA's and are used more effectively within our evaluative processes to ensure we target the right schools. One page evaluation profile captures learner's voice in regards to the impact of the LAC PDG across the region. The evaluation project undertaken by TAPE will be launched in February 2020.			Dec 2019 April – June 2019	
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PRIORITY 3.2 - FURTHER DEVELOP LAC STRATEGY

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
Implement the LAC PDG strategy measuring impact & evaluation guidance across the region. Implement a consistent data source for sharing of information in regard to	GwE's business plan model and strategy is fully implemented across the region. The eFSM element of the LAC PDG is incorporated into the regional, LA and key portfolio Business Plans.		Performance of LAC across the region has increased in line/or by more than the national average increase in the main indicators. Clear and robust LAC PDG Support Plan in place and approved by Welsh Government.	Awaiting 2019 results in relation to the CRCS data. We have adopted and implemented Welsh Government's new LAC PDG terms & conditions for the grant funding into our regional PDG		Wellbeing Regional Adviser	April 2019 – March 2020 April 2019	LAC

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<p>the LA sharing data on LAC with the consortia.</p> <p>Regularly assess and track the progress of LAC across the region</p>	<p>A revised framework for PDG-LAC, co-produced by representatives of ADEW and the regional PDG-LAC co-ordinators, was issued to Directors of Education in March for implementation from April. The revised framework includes a set of core purposes for the regional PDG-LAC lead coordinators role and will enable national consistency to ensure the best educational outcomes for looked after children across Wales.</p> <p>Monitoring systems are in place in relation to children who are looked after – both via the SIA's and the LACE's and LA's. We are working closely with all the Consortia LAC leads to develop a proposed model of tracking, monitoring current data/key indicators of each LAC.</p> <p>Work is also in progress with LAs and GwE in terms of sharing data on key indicators such as attendance/ Exclusions / ALN / in regards to the achievements of LAC.</p>		<p>Framework model implemented across the region via the grant guidance with robust evaluation guidance / system in place.</p> <p>Clear School / Cluster one page profile in place showing evidence of impact of LAC PDG.</p>	<p>LAC terms and conditions, whilst also ensuring regional and local objectives and priorities are meet.</p> <p>Our focus is to increase the cluster approach and ensure targeted schools/clusters are getting access to the regional funds. We are also working closely with the 6 LAs to ensure clear communication and collaboration in regards to additional support and intervention to show evidence of impact of LAC PDG.</p> <p>To date we have 30 cluster projects.</p>		<p>April 2019 – March 2020</p> <p>April 2019</p>	
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PRIORITY 3.3 - WORK WITH LA AND SCHOOLS TO BEST PREPARE FOR ADDITIONAL LEARNING NEEDS TRANSFORMATION

Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
<p>Professional Learning Offer in place delivered by LA and GwE.</p> <p>Share practice that is effective across the region to reduce duplication and workload.</p> <p>Cluster and ALN transformation networks established and supported through SIA support.</p> <p>Clusters all have a supporting action plan that identifies next steps in the reform journey.</p> <p>All local authorities, GwE and linked agencies endorse the regional transformation plan and funding priorities</p>	<p>Professional Learning Offer completed, accepted and in place.</p> <p>Cluster leads and ALN SIA's share practice that is effective across the region through G6.</p> <p>ALN transformation cluster work has been established accross North Wales, providing a consistant approach to supporting school readiness to implement the ALN reform. As a result, all schools have an awareness of the reform, have worked with their cluster to identify joint priorities and submitted a cluster action plan. The model ensures that all schools across the region receive accurate, timely and consistent advice and support as we move towards the end of the transformation journey to implementation.</p>		<p>Professional learning offer supports the understanding and delivery of ALN Transformation.</p> <p>Case studies of practice that is successful available on G6 based on work of clusters and LAs.</p> <p>Professional networks in place for Welsh medium, Specialist centres and cluster based model.</p> <p>All schools engaged in the local cluster model and supported financially through the transformation grant.</p> <p>Transformation plan in place and endorsed by elected members.</p>	<p>Schools will have access to the training throughout the forthcoming academic year. All senior leaders and clusters have identified their own professional learning needs to support the implementation which have fed into the 2019-2020 professional learning offer for ALN transformation.</p> <p>Some studies and resources already shared on G6.</p> <p>All clusters and majority of schools are engaged. Innovative work at cluster level has been successfull including defining universal provision, defining high quality teaching and implementing stratagies to communicate with parents and carers.</p> <p>Information shared with elected members.</p>		<p>Additional Learning Needs Transformation Lead North Wales region</p>	<p>Summer 2019</p> <p>Autumn 2019</p> <p>Summer 2019</p> <p>Autumn 2019</p> <p>June 2019</p>	<p>ALN Transformation grant allocation</p>

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STRATEGIC OBJECTIVE 4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM

PRIORITY 4.1 - DEVELOP TRACKING AND ASSESSMENT SYSTEMS								
Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
<p>Ensure that all secondary schools have robust strategies and tracking systems in place to measure the impact of with-in school variance.</p> <p>Implement pathfinder project with 27 secondary schools to pilot software that assesses in school variation and share successful practice from findings of action research project.</p> <p>Increase schools' use of the primary tracker and further develop to an on-line system:</p> <ul style="list-style-type: none"> • Tender bid for development • Training for schools and SIAs on the effective use of the system. 	<p>Twenty seven secondary schools are piloting a data management system that focuses on highlighting in-school variance. As in-school variance is four times more significant than school-to-school variance, effectively addressing this issue is central to improving performance across the region. Another smaller pilot programme is running to review and develop schools' awareness and tracking of question level analysis.</p> <p>In primary schools, there is clear focus on tracking pupil progress.</p> <ul style="list-style-type: none"> • Whole School Tracker - Primary Whole School Tracker has been created from the previous Foundation Phase version. • Data Summary Spreadsheet: Year 2 and Year 6 pupil data summary has been provided 		<p>Improvement in 2020 regional performance in Capped 9 indicator at KS4 that is greater than the national average increase.</p> <p>Leaders at all levels have access to richer range of data to track progress and successfully target intervention</p> <p>All school have access to training on the effective use of and analysis of individual pupil progress data using the tracker</p> <p>Most schools are using the system well to provide them with accurate progress measures for individuals and groups of learners</p>	<p>The impact of the data summary and tracking schools can be seen in many schools. This includes:</p> <ul style="list-style-type: none"> • Schools focusing on individual pupil progress from baseline to end of primary education, by both teachers and school leaders. • Schools focusing on progress of groups of learners. • Better consistency throughout schools in teacher assessment and target setting which leads to a more robust self-evaluation and improvement planning. • Using a variety of ways to interrogate pupil data and present the findings e.g. through graphs and charts <p>Many schools who have adopted the tool as their main progress tracker have been identified by ESTYN as effectively tracking learner progress and used as good practice case studies.</p>		<p>Secondary Assessment and Tracking Lead</p> <p>Primary Assessment and Tracking Lead</p>	<p>Sept. 2020</p> <p>July 2019</p> <p>January 2020</p>	Collaborative working

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	<ul style="list-style-type: none"> KS2 and 3 moderation: and science meetings. Throughout the region, there was an agreement on the best-fit levels of most schools. <p>Training has been offered to all schools across the region. By request this training is still ongoing. Confirmation of the number of schools and number of schools for each authority will be confirmed in the next quarter evaluation.</p>		All SIAs are confident to support schools on how to use the tracker effectively with schools.	Training given to nearly all primary SIAs during a team meeting which has increased confidence in using the tracker effectively with schools.				
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PRIORITY 4.2 - DEVELOP ACCOUNTABILITY AND MANAGEMENT SYSTEMS

<i>Actions</i>	<i>Progress - Quarter 2 (Actions)</i>	<i>RAG Q2</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 2 (Progress Measures / Targets)</i>	<i>RAG Q2</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q2</i>
<p>Develop and test the application of iCAM within the GwE G6 user interface and data output system for schools (based on entry of individual child variables at secondary school entry).</p> <p>Develop user guidance for schools, pilot sites and robust evaluation, development of additional aspects of iCAM. Liaise with</p>	GwE is working closely with experts from Warwick and Bangor Universities to develop an individual child attainment model (iCAM) to predict attainment and inform child-driven priorities for secondary schools in Wales. The model will be based on historical data from across Wales and, if successful, would dispense with need for arbitrary between-school comparisons for cohorts		<p>iCAM characteristics established and backed by appropriate academic research evidence.</p> <p>Phase 2 simulation run to model output data</p> <p>System adjusted to assess adjustments necessary for interim and proposed performance measures.</p>	Too early to measure impact.		Secondary Assessment and Tracking Lead	Sept. 2020	Collaborative working / Research and Evaluation

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G6 to assess the implications of platform integration.	of children and instead model expectations about individual children's attainment at KS4.							
Further support schools and GwE staff to develop effective use of G6 as a self-improvement tool.	Schools and GwE staff are making improved use of the G6 system. The system provides a structure to capture school improvement processes and priorities and collates quantitative evidence of a schools improvement journey.		All GwE staff make effective use of G6 to share successful practice with peers. Robust quality assurance arrangements in place.	Development of robust QA processes is an ongoing priority. The embedding of the peer Quality Assurance meetings will continue this term leading to increased consistency and sharing of effective practice.		G6 Lead	March 2020	
	Through regular concise communication between schools and GwE, the system focuses on the transfer of live data to support the progress of current pupils. With increased professional dialogue between the SIA and School, it allows for a quicker response from SIAs to assist Schools with areas that need support.		Almost all schools fully engage with G6 and make effective use of self-improvement to monitor progress against reform journey milestones.	<p>Region wide figures for engagement with G6 showed that:</p> <ul style="list-style-type: none"> • 99% of all primary schools had set their priorities in G6 • 92% of all Secondary Schools had set their priorities in G6. <p>Schools make effective use of the milestones provided in the Curriculum for Wales and Additional Learning needs modules. This allows schools to reflect on their current position with regards to the reform journey and provides clear next steps for their consideration. The system also captures and shares best practice within and between schools.</p>				

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PRIORITY 4.3 - FURTHER DEVELOP ACCOUNTABILITY ARRANGEMENTS AND PROCESSES FOR ROBUST SELF-EVALUATION AND IMPROVEMENT PLANNING								
<i>Actions</i>	<i>Progress - Quarter 2 (Actions)</i>	<i>RAG Q2</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 2 (Progress Measures / Targets)</i>	<i>RAG Q2</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q2</i>
<p>Support Welsh Government to develop new evaluation and improvement arrangements to replace parts of the current accountability system.</p> <p>Promote and foster the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'.</p> <p>Contribute to the development of a national self-evaluation and improvement 'toolkit' led by Estyn and the OECD.</p>	<p>As part of the national arrangements to develop a revised evaluation and improvement accountability arrangement, Estyn and the OECD have been working with key stakeholders to develop a 'toolkit' with the aim of increasing rigour and consistency in self-evaluation and improvement planning processes whilst promoting and fostering the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'.</p> <p>Key stakeholders, including GwE representation, have been contributing to the discussions and the work programmes of both the stakeholder group and the working group.</p>		<p>Culture and behaviour of key stakeholders in line with expectation of new national accountability framework. Most schools on track with curriculum developments and preparation for the wider reform journey.</p> <p>Increased rigour and consistency in self-evaluation and improvement planning processes.</p>	<p>Too early to measure impact.</p> <p>Schools have been identified to take part in the pilot project.</p>		Assistant Director	April 2019 onwards	Core

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STRATEGIC OBJECTIVE 5: TRANSFORMATIONAL CURRICULUM

PRIORITY 5.1 - PREPARING A TRANSFORMATIONAL CURRICULUM								
Actions	Progress - Quarter 2 (Actions)	RAG Q2	Progress Measures / Targets 2019-2020	Impact - Quarter 2 (Progress Measures / Targets)	RAG Q2	Responsible	Target Date	Expenditure profile Q2
<p>Continue to support the development of the draft curriculum through involvement of schools and GwE staff:</p> <ul style="list-style-type: none"> - Quality Improvement - Innovation - Professional Learning <p>Support Welsh Government consultation period and facilitate all schools and practitioners to attend engagements sessions to develop understanding of Curriculum 2022 and offer informed feedback</p> <p>To continue integrated approach to education reform and support development of curriculum across all aspects to include:</p>	<p>Curriculum for Wales reform work continues with pace across the region, using the structures of cluster networks. All 53 cluster networks continue to meet and Curriculum for Wales reform is a regular agenda item for updates. Supporting Improvement Advisers are in regular attendance in these meetings and are key in allowing clear channels of two-way communication to share and feedback consistent messages.</p> <p>GwE has supported Welsh Government consultation Curriculum for Wales Events. Engagement programme:</p> <ul style="list-style-type: none"> • Series of workshops aimed at offering as many practitioners as possible to have opportunity to hear firsthand from Pioneers about the new Curriculum. 		<p>Full engagement from practitioners across GwE region in informing and contributing to next phase of curriculum development.</p> <p>All schools with access to information on curriculum developments.</p> <p>Schools offering feedback to WG in order to gain better understanding of the new curriculum as part of their preparations.</p> <p>Clear strategies developed across region, clusters and individual schools of supporting curriculum development that focuses on all teaching and learning experiences</p>	<p>Engagement is strong across the region.</p> <ul style="list-style-type: none"> • In November 2018, 77% of schools across the region stated that they were partly on track or better for the Knowledge & understanding milestone. By November 2019 this figure has risen to 91%. • In November 2018, 69% of schools across the region stated that they were partly on track or better for the Engagement & participation milestone. By November 2019 this figure has risen to 96%. <p>Feedback is clear that at this point, schools feel they are on track with their staff awareness of the information currently available on the curriculum developments, in particular 4 purposes and 12 pedagogical principles.</p>		<p>CfW Lead</p> <p>Whole team to include</p> <ul style="list-style-type: none"> - Foundation Phase - Teaching and Learning 	<p>Ongoing from April 2019 onwards</p> <p>April – July 2019</p> <p>Ongoing April 2019</p>	<p>Support for Design and Development of the new curriculum</p> <p>WG funded events</p> <p>Support for Design and Development of the new curriculum</p>

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<ul style="list-style-type: none"> - Curriculum models to include curriculum design and planning skills - teaching and learning e.g. 12 pedagogical principles, assessment - ALN e.g. strong and inclusive schools / differentiation - Welsh in Education - How schools evaluate progress - Professional learning implications - Change management <p>Continue to support and develop the 3-16 continuum cluster work through ongoing CFW focused work following bid process. SIAs to continue to discuss progress of CFW focused work as part of cluster meetings</p> <p>Across all 6 AOEs, build on existing and develop regional forums for working and discussing AOE specifics for models of curriculum within planning for learning within each AOE</p>	<ul style="list-style-type: none"> • Sessions aimed at supporting understanding of the Curriculum and ensuring all are aware of how they are able to feedback during this term. • Week beginning 13th May – 6 sessions, lasting 2 hours (one in every Local Authority) aimed at all Headteachers. Messages shared based on commonly developed resources. • Weeks beginning 3rd June/10th June / 17th June – 27 sessions running in 3 locations across the region, 3 sessions per day focusing on 2 AOEs at a time. Timings for these 2 hour sessions are am, pm and after school for those unable to be released during school day. • Audience registered for events – Headteachers; Senior Leaders; Curriculum leaders; Teachers; Teaching Assistants; Supporting Improvement Advisers; Local Authority colleagues 		<p>Increasing understanding of the curriculum and increased number of worked examples and models of curriculum which includes high quality teaching and learning experiences.</p> <p>A high quality professional learning offer that has common core support across reform and flexibility to meet needs of individual schools and clusters. Continued full engagement of all clusters at all levels with consortia curriculum developments in order that all schools are developing the curriculum across the continuum of 3-16.</p> <p>Increased number of schools reporting progress against agreed success criteria to include improved learner outcomes</p> <p>A series of developing and maturing regional forums across all 6 AOEs in place to support schools and partners in preparing for the new curriculum.</p>	<p>All schools have access to information on curriculum developments.</p> <p>All 53 clusters proposals to develop curriculum awareness are well underway. Success criteria include: Transparent shared objectives to improve learner outcomes; Increased number of staff aware of the new curriculum developments; Increased number of all schools staff working collaboratively; Increased number of opportunities to plan and prepare for the continuum of learning from 3-16; Provide opportunities for teachers to reflect and to be innovative with pedagogical approaches. Supporting Improvement Advisers continue to support this work as the schools work through these plans.</p> <p>GwE's professional offer is broad and comprehensive, offering professional learning opportunities for all school staff. It has been planned with the development of individuals on the classroom floor in mind; whilst also accommodating whole school aspects; supporting clusters of schools, and responding to LA needs. Through the curriculum work, a growing number of clusters have identified and</p>		<ul style="list-style-type: none"> - Core subject leads - Welsh - Assessment - Peer to peer evaluation <p>Whole team</p> <p>Whole team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Support for Design and Development of the new curriculum</p> <p>Support for Design and Development of the new curriculum</p>
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<ul style="list-style-type: none"> - Languages, Literacy and Communication - Maths & Numeracy - Science & Technology - Humanities - Health & Wellbeing - Expressive Arts <p>Within each AOLE, consider</p> <ul style="list-style-type: none"> - Leadership and develop PL opportunities for AOLE leadership - Collaboration and partnership working - Engage with Qualifications Wales for consultation on the future qualifications of the new curriculum <p>Continue to provide support to all schools through:</p> <ul style="list-style-type: none"> - Termly G6 milestones - Regular updates and series of models and guidance to all schools to support 'sense-making' to include examples and models of curriculum <p>Facilitate formal and informal opportunities for</p>	<ul style="list-style-type: none"> • 2 x 0.5 day sessions for teachers and leaders of small schools, i.e. those teaching one keystage in same class. • Working with LA colleagues to present locally to Governors and Local Members. <p>The development of G6 has helped support schools to reflect on their preparation for the ongoing transformation agenda. It also gives clear direction on how GwE will implement a clear and systematic approach to support all schools across the LA in reflecting on their readiness for a new curriculum and supporting schools with their preparation for reform journey.</p>		<p>Series of guidance and examples of AOLE models available for discussion in schools as part of their preparations and considerations for the new curriculum.</p> <p>Further developed and increased collaborative and partnership working across the region</p> <p>Nearly all schools reporting to be 'on track' within CFW G6 module.</p> <p>Increased number of schools reporting to be 'on track' within CFW module</p> <p>Planned and purposeful guidance and resources developed to include practical use for school staff</p>	<p>requested bespoke professional learning to meet their needs. Feedback shows that this collaborative local approach to professional learning is well received and has early signs of positive impact on common language for teaching and learning.</p> <p>The provision is based on the sound knowledge held by Supporting Improvement Advisers of their respective schools, of the needs of specific clusters, the LA's aspirations and national priorities.</p> <p>The principles of Successful Futures are embedded in all training and the four curriculum purposes are always at the forefront of presenters' minds, as they set about planning relevant, up-to-date and engaging training. Monthly team meetings continue to provide important opportunities for the full team to share updates and develop consistent messaging on an integrated platform across the wider education reform. Further to this, prompt sheets and resources are shared.</p> <p>All resources developed commonly by Pioneers and delivered as part of the engagement events are shared</p>		<p>Whole team to include commns</p>	<p>Ongoing work from April 2019</p>	<p>Support for Design and Development of the new curriculum</p>
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Pioneer schools to share their work and experiences through variety of mediums.				through our G6 system available to all schools in the region.				
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PRIORITY 5.2 - IMPROVE THE QUALITY OF TEACHING, TAKING ACCOUNT OF THE 12 PEDAGOGICAL PRINCIPLES (SUCCESSFUL FUTURES)

<i>Actions</i>	<i>Progress - Quarter 2 (Actions)</i>	<i>RAG Q2</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 2 (Progress Measures / Targets)</i>	<i>RAG Q2</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q2</i>
<p>Implement and complete Formative Assessment Regional Action Research Project Tier 2:</p> <ul style="list-style-type: none"> Two teachers from 194 schools in the region collaborating as action research teams of 6-8 schools on formative assessment led by GwE and Tier 1 schools (27 schools) <p>Begin to implement Tier 3 (Sept 2019) with the remaining schools in the region. Collaborate as action research teams led by GwE and Tier 1 and 2 schools.</p>	<p>The Formative Assessment Action Research project (GwE and Shirley Clarke) has been operational in the region since October 2017. The project is developing effectively and is implemented in a pattern of tiers, putting pedagogical principles in action in classrooms on the basis of robust evidence.</p> <p>Tier 3 training took place at Venue Cymru, led by Shirley Clarke. 20-09-19. 261 teachers from 140 schools across the region attended and are involved in the project for 2019-20</p> <p>Tier 2 exhibitions will take place in October where 11 region-wide exhibitions from Tier 3 teachers will have the opportunity to see the impact</p>		<p>All teachers in the project are effectively equipped with research skills and expertise as teaching leaders with a strong awareness of pedagogy.</p> <p>The 12 pedagogy principles are consistently and effectively applied across participating schools in the region. Firm foundations in place for planning and implementing the Welsh Curriculum.</p> <p>Tier 1 and 2 teachers work effectively as learning leaders within and outside their own schools. Tier 2 and 3 schools are undertaking action research confidently in their schools to ensure the quality of the teaching is improved and more consistent.</p>	<p>Significant action research is being undertaken in classrooms across the region.</p> <p>The implementation and impact report of Tier 2 will be available in November – full details of impact will be published at that time. However, initial findings at meetings, a report on data received from Bangor University, and Tier 2 exhibition presentations, suggested positive progress and impact in Tier 2 schools.</p> <p>Teachers' feedback is very positive, with the project demonstrating a positive impact, not only on the quality of teaching in classrooms but on standards in wellbeing and pupils' attitudes to learning.</p>		Teaching and Learning Lead	<p>Tier 2 Sept 2019</p> <p>Tier 3 Sept. 2020</p>	Assessment for Learning

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Implement OTP OLEVI (<i>Outstanding Teacher Programme</i>) programmes with specific secondary schools. Support lead school to provide and implement the above programme with up to 12 schools at a time.	of a years work of action research on Tier 2 schools. Summer Term training completed. Feedback to the training was positive. Attendees trained effectively to experiment with teaching in their classes, developing and sharing good practice.		Project measures and questionnaires demonstrate progress and positive impact. Another 12 secondary schools are successfully developing and implementing OTP programme.	The programme aims to develop individuals to be able to lead on developing teaching in their schools, and thus: <ul style="list-style-type: none"> • Raise standards in teaching from good to excellent • Teaching standards in participating schools are good, at least, with excellent features • Schools are disseminating training successfully, further raising teaching standards in their own schools and in the schools they are training. • Increased ability and capacity in schools/classroom to further improve and sustain progress • Increased capacity across the region in terms of support and school-to-school collaboration 			Sept. 2019	
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STRATEGIC OBJECTIVE 6: BUSINESS

PRIORITY 6.1 - UNDERTAKE A BUDGET AND WORKFORCE REVIEW								
<i>Actions</i>	<i>Progress - Quarter 2 (Actions)</i>	<i>RAG Q2</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 2 (Progress Measures / Targets)</i>	<i>RAG Q2</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q2</i>
Review mid-term financial plan ensuring that high	To be implemented Autumn 2019 / Spring 2020.		Mid-term financial plan addresses the challenges that the service will need to address.	To be implemented Autumn 2019 / Spring 2020.		Managing Director	Sept 2020	

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<p>levels of delegation to schools is maintained.</p> <p>Undertake an audit of present staff portfolio of responsibilities. Review present staffing structure.</p> <p>Undertake a review of the value for money of support from the host authority.</p>			<p>New staffing structure will be better placed to deliver the service within the financial constraints</p> <p>Ensure host authority role is agreed and supports the revised direction of the service.</p>					
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Appendix 1

Judgements on progress:

At the end of each quarter, the named owner who is responsible for ensuring the actions and timescales contained within are implemented, are required to provide a quarterly monitoring report for:

- i. the actions
- ii. progress measures / targets
- iii. the expenditure profile.

RAG status for the monitoring reports:

Each identified Action and Progress Measure / Target must provide a RAG status as noted below:

GREEN: On track	Action / target has been met or performance is on track to be met.
AMBER: Partly on track	Action / target is in danger of being missed and performance needs to be closely monitored throughout the next quarter.
RED: Off track	Action / target has been or will be missed.
GREY: Pending	Action not scheduled to start.

RAG status for tracking expenditure profile:

GREEN	Expenditure on track.
AMBER	Underspend between 10-15% / Overspend between 10-15%
RED	Underspend over 15% / Overspend over 15%