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GwE Business Plan 2023-2024 Quarter 1 & 2 Progress Report



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1. GwE REGIONAL BUSINESS PLAN

REGIONAL PRIORITIES & PROVISION 2023 - 2024

Progress report for Quarter 1 & 2

OBJECTIVE 1 – SCHOOL IMPROVEMENT

Priorities:

- 1.1 - Ensure all schools are supported to evaluate accurately and deliver robust improvement plans effectively.**
- 1.2 - Supporting leadership working collaboratively to promote high standards and aspirations for all.**
- 1.3 - Support leadership in schools to become familiar and ready to implement the new school improvement guidance.**
- 1.4 - Strengthening multi agency approaches to schools causing concern.**
- 1.5 - Strengthening partnership working with Local Authorities.**

SCHOOL IMPROVEMENT

Self-evaluation and improvement planning

Improve the quality of leadership, teaching and learning and provision

Strengthening multi agency and 'team around the school' approaches to schools causing concern

Strengthen partnership working with Local Authorities

Workshops to support schools further hone and strengthen their self evaluation and improvement planning processes have been delivered with the vast majority of regional schools attending. Follow-up bespoke sessions have been undertaken in a number of schools and supporting materials and resources have been shared with all schools. Feedback from schools has been positive with many noting that it has deepened their understanding of requirements and expectations of the new School Improvement Guidance (SIG). However, there remains some inconsistencies in the quality of improvement planning and specifically around the sharpness of the wording of priorities. Further support is also required around sharpening and honing expected outcomes captured within the Schools Improvement Plans / Department Improvement Plans (SIPs/DIPs).

Supporting Improvement Advisors (SIAs) are currently working with schools to hone SIPs/DIPs and to develop bespoke Support Plans.

Additional functions have been added to the template for the Support Plans which allows for the harvesting of priorities where LA input has been requested by schools. These will be extrapolated and shared with LA Officers once the process has been completed [mid October].

Nearly all schools have planned for, and are engaging with, an extensive range of evaluation processes and in most schools evaluative judgements are thorough and based on sound knowledge of pupil progress and draw on extensive qualitative and quantitative information. Additional support is targeted to schools where concerns remain about robustness of processes and accuracy of findings.

There are clear expectations in place this term that all SIAs should be included in scrutiny exercises with their link schools.

Link SIA engagement and network/forum agendas continue to focus on ensuring that school-based evaluation processes have an increased central focus on learner progress and standards. This area will remain a key focus of SIA engagement during 2023-24 and will also form the central pillar of cluster/alliance collaboration.

All SIAs are undertaking termly visits to work with the school to evaluate impact and progress against 4 key areas: Leadership, Teaching, Curriculum and Provision and Standards and Progress. These reports will feed into the LA Annual Progress Report which will be shared with scrutiny.

Many schools have effective peer engagement input which offers valuable opportunities for challenging the veracity and accuracy of scrutiny findings. However, progress has been slow in a few clusters/alliances. All clusters/alliances are working with their SIAs to develop actions plans for engagement this year and there is an expectation that

collaboration around ensuring a common understanding of standards and progress are central to those discussions. All clusters/alliances are expected to showcase successful practice in the regional conference at Venue Cymru during June 2024.

Task and Finish Group of regional headteachers and GwE staff have developed guidance and exemplar materials for schools regarding the requirement to publish a summary of self-evaluation findings, progress against prior SIP priorities, high-level improvement priorities for the forthcoming year and the external support the school will access to achieve those priorities. Four virtual twilight sessions have been delivered with recordings made available to those schools who were unable to attend. This area will remain a key focus of SIA engagement during 2023-24.

2023-24 operational guidance for Core Leads (CL) and Link SIAs has been shared and discussed with team members to ensure greater consistency in approaches and quality of work.

Enhanced expectations have been placed on CLs regarding quality assurance processes. This area will be a key focus for the Primary and Secondary Senior Lead during 2023-24. From October a GwE Quality Assurance Sub-group will be operational and membership will include the Senior Sector Lead, all CLs and the quality enhancement lead. Terms of Reference and work programme for the group have been developed and will be discussed in the initial meeting [date TBC].

Processes and systems around supporting SCC and for early identification of schools which are on a downward trajectory, are currently under review. Revised templates for CL reporting to Level 1 and Level 2 LA quality groups have been completed and will be discussed with GwE Quality Assurance sub-group and LA/GwE Task Group before adoption. Evolved processes and revised templates should lead to sharper reporting and greater focus on agreeing next steps when concerns remain.

The current profile for each sector identifies: 7 schools in statutory category [3 secondary / 4 primary]; 19 schools causing concern [3 secondary / 16 primary]; 27 schools where specific concerns have been identified [9 secondary / 18 primary] and 52 schools which are kept under review [14 secondary / 38 primary].

The work of the Management Board Task Group will also be central to ensuring that we further strengthen and apply a robust and consistent approach to developing, delivering and monitoring holistic support plans. Ensuring a more effective 'team around the school' approach will be a key focus for the Primary and Secondary Senior Lead during 2023-24.

Collaboration through primary cluster and secondary alliance working

Cluster and alliance working is a strength across the GwE region. One of the main elements this year is a focus on supporting school leadership in preparation for the requirements of the School Improvement Guidance: Framework for Evaluation, Improvement and Accountability (SIF) that will become statutory in September 2024. This has been an opportunity for GwE to work together with schools to refine and align several processes, and work towards reducing workload on all levels in the system.

The focus of this year's work programme is to ensure there are robust and purposeful systems and procedures in place in acknowledgement of expectations as set out in the SIF. Part of the requirements of the SIF is the need for school leadership to demonstrate leadership across the system and how this is achieved. The funding has been distributed to clusters and alliances and used to:

1. Further strengthen the quality of leadership across the system
2. Develop the skills of leaders and further enhance processes and systems for effective self-evaluation, improvement planning and measuring impact.
3. Further promote effective collaboration, that includes peer review, at an alliance and cluster level to meet the requirements of the SIF.
4. Promote Professional Learning - for example, clusters to identify schools or activities to share successful practice within and beyond the cluster.

As last year, each cluster / alliance has submitted a specific implementation plan with the work been facilitated by GwE SIAs. In addition, each cluster/alliance is required to identify successful practice to share with others in a conference in Venue Cymru, Llandudno on 6 June 2024.

OBJECTIVE 2- CURRICULUM & ASSESSMENT

Priorities:

2.1 - Realising Curriculum for Wales

2.2 - Assessment, progression and accountability

CURRICULUM DEVELOPMENT & NETWORKS (CfW)

Support with schools' and PRUs' understanding and approaches in terms of the CfW, and through an ongoing cycle of curriculum review under the CfW.

Support with CfW development in schools and PRUs to ensure that all practitioners have the relevant information and skills to effectively realise the CfW in their setting.

Curriculum for Wales is a significant programme of reform with effective teaching and learning and realising the Four Purposes central to its success. GwE has ensured that all curriculum support aligns to the expectations and principles within Welsh Government's Journey to 2022 and the updated Curriculum for Wales framework. In line with the implementation of the new Curriculum for Wales, all schools and settings have been supported to meet the new statutory requirements within the expected timeline. It is imperative that the work of reforming the curriculum, and particularly direct engagement between secondary and primary schools, continues to support learner transition.

Regional CfW Networks

To facilitate professional dialogue, GwE provided an infrastructure for Curriculum for Wales networks. Under regular guidance and feedback from Professor Graham Donaldson, schools developed and shared effective practice to unpack the potential of the six Areas of Learning and Experiences (AoLEs) and whole school curriculum design and assessment. The regional service has effectively supported leaders in preparation for The Reform Journey and Curriculum for Wales and has been flexible in its provision to meet schools' various needs during the pandemic. The profession had an infrastructure across the region to share and discuss emerging practice within the new Curriculum for Wales. The regional networks shared the fruits of their labour with all schools via GwE Support Centre providing an opportunity for practitioners to disseminate regional messaging and share local practice. Led by the networks, effective webinars have been held for all school leaders on curriculum design, assessment and progression and planning principles. Schools have noted that the presentations have boosted their confidence to develop their high-level Curriculum Design to include their vision, principles and to incorporate the four purposes. All schools have accessed these workshops either via a live recording or through subsequent discussions with the Link Supporting Improvement Adviser.

An event was held on 22/06/2023 to celebrate emerging practice across the education system for regional school leaders, staff and other stakeholders. Members of the Regional CfW Network and other stakeholders held joint workshops and stalls to share practice and there were also speeches by guest speakers. This event was an opportunity to celebrate and share practice so that practitioners may contribute to best emerging practice within the system and across the Region and develop a better understanding of how to effectively realise the CfW.

A number of attendees noted that they had benefited greatly from the wide range of what was on offer. Also, people had benefited from the informal networking and the opportunities to exchange experiences and resources. There was positive feedback from attendees and constructive comments for further development. Nearly all of those who responded have identified next steps following the event. Most of the comments noted that they will adapt/refine what they are already doing in schools as they have learned more or had inspiration from ideas in the various sessions. The workshops proved to be a popular approach. Practitioners appreciated seeing examples from schools to develop their own ideas based on the presentations, taking into account their approaches in the future.

It is intended to evolve and revise this structure which will ensure that we facilitate and develop Professional Learning Networks that meets the demand and needs in schools in order to encourage collaboration, information sharing, and successful practices among educators and staff. It is our intention to continue with the annual sharing event to share emerging practices to draw attention to effective and successful work.

GwE also provides support for the new curriculum on three levels:

1. Bespoke support for individual schools.

2. Localised support through clusters, alliances and networks.
3. Universal regional Professional Learning offer.

Cross-regional CfW Networks

All Regional AoLE SIA groups intend to hold two training days during the next academic year - October/November 2023 and June/July 2024. All AoLE groups have identified a focus to these sessions. They meet every half term, and these meetings are facilitated by the National Professional Learning group. The meetings are also an opportunity to share successful practice from different Regions across Wales.

National Networks

The National Network brings together teaching professionals, experts, stakeholders, policy makers and enabling partners to identify and address the barriers to, and opportunities for, the implementation of Curriculum for Wales. It is an open platform, with opportunity for all practitioners in Wales to get involved in national co-construction to address shared challenges and opportunities. Funding is passed directly to schools, with the schools determining their priorities.

Curriculum for Wales National Professional Learning Offer

During the academic year 2022/23, over 700 practitioners engaged with one or more aspects of the NAEL endorsed cross-regional programme to support the realisation of the curriculum for Wales. Asynchronous resources have been accessed over 2300 times by users across Wales. [Welsh Education Consortia - Curriculum for Wales Professional Learning](#)

To develop this programme further, a common set of workshops to support practitioners understanding of assessment have been co-constructed with the cross-regional professional learning group through the summer term, for commencement in September 2023. Each cross-regional AoLE group is also planning two sharing practice sessions (Oct/Nov 2022 / Jun/July 2023), to share examples of identified aspects of curriculum design, progression and assessment from schools across Wales. Feedback from schools attending the first cross-regional session indicated that the focus of future sessions should be to provide examples of effective cluster working, how schools are completing on-entry assessments and how schools are balancing a range assessment approaches through their curriculum provision. This will be built into future sessions and the impact of this work will be evaluated using the agreed regional impact model. Ongoing participant evaluation indicates that nearly all attendees developed new knowledge and skills that would support them within their role, would recommend the professional learning to a colleague and were prepared for future commitments to act.

EXPRESSIVE ARTS

Support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting

Establish Expressive Arts Networks at the request of schools/clusters/alliances/SIAs

A whole day session was delivered on 11/05/23 to facilitate an Expressive Arts Cluster Meeting with Primary and Secondary practitioners. This has enabled practitioners to deepen their confidence in knowledge and understating of the Expressive Arts AoLE which in turn will develop their planning. Practitioners feedback note that 100% of those in attendance found the session beneficial.

Ensure support for the principles and practice of curriculum design

Practitioners have access to GwE's Professional Learning Presentations linked to curriculum design on the GwE website:

- Unpacking and understanding the Expressive Arts AoLE
- Progression in learning in the Expressive Arts AoLE
- Integral Skills in the Curriculum for Wales
- What is Creativity?

This has enabled practitioners to access all relevant documentation and to have sound knowledge and understanding of the mandatory and statutory requirements for Expressive Arts curriculum design. This has also enabled all practitioners to have raised confidence to plan effective, authentic, and exciting experiences for the Expressive Arts AoLE. Documents and evidence of emerging practice of the above has been received from the Regional Chairs and uploaded to the Expressive Arts section on GwE Website for all practitioners to access.

Practitioners who have accessed the resources will have sound knowledge, skills, and possible experiences to realise the Expressive Arts AOLE in their own settings. They will also develop confidence to deliver the Expressive Arts through a multidisciplinary approach.

Ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting

Practitioners have access to a wide range of resources and presentations on the GwE website to ensure they have the relevant knowledge and skills to effectively realise the Expressive Arts AoLE in their setting, for example, Unpacking the Discipline Specific Considerations. Regional Chairs and many Secondary Practitioners have been established and are in the process of collaborating to look at each of the 5 disciplines and their specific considerations and produce an overview/presentation explaining their meaning.

4 Secondary Practitioners have been identified and approached and have agreed to be members of a small Expressive Arts working party. A meeting has been held to outline the brief of the collaboration and funding sent to each school. They will send relevant documents and evidence of emerging practice of the above as an ongoing process.

All Secondary Special Schools/PRU have been invited to express an interest to be members of a small working party to share and collate evidence of emerging practice and collaborate on a specific Expressive Arts project.

Deliver regional workshop for Teachers and TAs who teach learners 3-8 yrs old on 'Developing a deeper understanding of the 'Expressive Arts' AoLE.

Regional Workshops have been delivered for Senior Management Teams, Teachers and Teaching Assistants on developing a deeper understanding of the Expressive Art AoLE. This has enabled practitioners to develop their understanding of the five disciplines within the AoLE and planning progression within the 3-8 age Group within rich and purposeful learning experiences. Practitioners feedback note that they have a better understanding of the importance of process and development of skills rather the focus being on the end product.

HEALTH AND WELL-BEING

Support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting

Bespoke support has been delivered to schools across the region, including schools causing concern. Support to develop practitioners' understanding of the holistic way the Health and Wellbeing AOLE is to be delivered in all settings.

The Supporting Improvement Advisers work with their link schools to ensure that all schools understand and undertake their duties, with a particular focus on preparing for the Health and Well-being Area of Learning and Experience in Curriculum for Wales. New Networks to support collaboration, training and support, sharing key messages and good practice are also being established.

GwE representative has attended The School Health Research Network (SHRN) National Conference and identified good practise with schools.

During the regional Curriculum for Wales event in June 2023, Health and Wellbeing contributed to cross-sector workshops, namely:

- What is the effectiveness of collaboration between the primary and secondary for the benefit of the child?
- Emerging Wellbeing Cultures

as well as various market stalls.

A newsletter has been created and circulated across all schools in the region and Local Authority staff who are responsible for Health and Wellbeing.

A secondary Task and Finish group has been established focusing on 'Assessment for Progression in Health & Wellbeing' and further meetings have been organised.

GwE Digital Skills SIA has presented an interactive workshop on 'Digital Skills in the Health & Wellbeing AOLE'. This included hands-on work with micro-bit to demonstrate how this can be used effectively with Health and Wellbeing lessons. Healthy Schools co-ordinators also attended from Local Authorities.

HUMANITIES

Support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting

During the regional Curriculum for Wales event in June 2023, the regional CfW Network and other stakeholders contributed to cross-sector workshops, namely:

- Why 'what matters' matters?
 - Learn about leading the Humanities in an all through school.
 - Developing the conceptual understanding of our learners.
- Why 'what matters' matters?
 - Exploring our 'cynffin' with Y1 and Y2 learners.
 - Exploring our 'cynffin' with Y7 learners
 - Planning for progression - a disciplinary approach
 - Reflecting on the 'why?' so that 'we can make it better each time'

as well as various market stalls.

A questionnaire for secondary Humanities teachers was developed to gather information about how schools are responding to the new Curriculum for Wales.

As of 11 October 2023, 38 responses have been submitted from teachers across the 6 local authorities. 89% of the responses came from teachers who were responsible for planning and teaching a Y7 curriculum for the Humanities or for a Humanities discipline. The main messages are as follows:

- Business studies and social studies are included in Y7 planning in 34% of schools.
- 45% of schools provide an integrated Humanities curriculum to Y7 pupils, 39% teach disciplinary lessons and 16% provide a combination of disciplinary and integrated lessons.
- Many are confident that the 4 Purposes, the statements of what matters in the humanities and the descriptions of learning are influencing their planning.
- A few teachers noted that they had been involved in local discussions on the Humanities, *e.g. book looks, transition days, preliminary talks.*
- Currently, the majority of Humanities teachers think that their disciplinary planning and provision of valuable learning experiences are working well.
- The majority of teachers have not received any professional learning to support their planning in the Humanities, and would like further support, *e.g., planning for progression in the Humanities, seeing examples of schemes of work, working with external partners.*
- From the questionnaire, 6 schools have been identified and will provide examples of their emerging practice at the Humanities Conference 16/11/2023.

LANGUAGES, LITERACY AND COMMUNICATION

ENGLISH AND LITERACY

Support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting

Primary

Cariad@ddarllen / Reading for Pleasure programme has been completed with attendees from across Primary and Secondary, Welsh and English sectors. In feedback, nearly all delegate schools have asked for continued input in the academic year and have recorded initial positive findings on creating cultures of reading for pleasure in their schools. Resources are being shared and accessed in a designated google classroom. Previous and new delegates will continue as a network, starting on 5/12/2023. Collaboration with Bangor University will be extended to this, with Professor Manon Jones guest speaking on the development of reading (informed by feedback from delegates in previous sessions). She will also offer guidance on effective implementation and impact measuring strategies. Delegates will share their own activity so far from Summer 2023 and formally plan their own further implementation and enquiry based teaching plans, to share in future networks (Spring 2024).

Oracy Voice 21 programme has been completed. This was attended by both Primary and Secondary, Welsh and English medium schools. Delegates feedback on day 5 shared their improvement activity and findings to their fellow delegates. As a result, the dedicated google classroom has many useful presentations and resources to share and use between the cohort. Nearly all requested that further support and activity continues into the new academic year and plans have been drafted for a cohort 2, supported by findings from cohort 1. Cohort 1 will continue their

work through termly network/workshops, etc. Nearly all schools reported positive impact on provision and pedagogy and pupil engagement through their initial reviews.

Two open afternoons have been held to support regional training in Oracy and Reading for Pleasure. Both sessions were well attended and all feedback positive and showing positive impact on schools' improvement planning for the coming terms to support SDP work. Further sessions are planned and resource packs to be finalised and uploaded. Ten schools have been directly supported/visited by the Literacy SIA. From these ten, two have been identified as effective practice schools and will be working to support improvement activity across the region (open days, resource packs, cluster support, etc).

The Regional 3-8 summer term Network Meetings focused on the pre-reading skills, early reading skills and higher order reading skills. This has enabled practitioners to develop a better understanding of how to plan progression in reading skills within a developmentally appropriate pedagogy.

Cross-regional LLC PL offer (English, Welsh, MFL - Primary and Secondary) has been created and GwE are using CfW LLC network members to repeat presentations made at the regional CfW Marketplace (June 2023) to cross-regional delegates.

All referrals for bespoke support for schools causing concern who have specific provision improvements to be made in literacy and English have been met, with either support completed or continuing. The team has supported schools who required individual support for English and Literacy.

The SIA team has developed the concept of curriculum sequencing and long-term planning for CfW via the Heads of English Forum – 96% attendance. Follow up work has been planned for 7 schools.

Familiarisation with the 6-stage approach to developing a literacy strategy was delivered in a literacy leaders forum in June. All those in attendance expressed an interest in becoming members of local working parties to collaboratively support each other to embed the strategy.

A Level literature network meeting to support teachers across the region to review the summer exam series and to create network opportunities for new and experienced teachers of the course.

WELSH AND LITERACY

Welsh Language and Literacy Networks

A regional Network Meeting for Literacy Co-ordinators (Welsh-medium and bilingual schools) was held at Venue Cymru, Llandudno to present the '6 Stage Strategy - Literacy' and a follow-up meeting to provide further support for coordinators has taken place.

A network meeting was held for Welsh Language Leaders of English Medium Schools in the region. Following the meeting there were further examples of schools creating links and further collaboration across the region. Network meetings were organized for the Welsh Language Leaders and Literacy Coordinators of the region (to be held during Quarter 3), and a supportive network of Welsh language leaders was established in English medium secondary schools based on the model developed during 2022-23.

'Literacy in the Workplace 2023 - Working in Welsh' (GwE) project

Launch meetings have been held for this collaborative project with Careers Wales which will lead to collaboration between the region's secondary schools and local businesses to target one of the aims of 'Cymraeg 2050' as well as introduce Welsh when teaching CfW cross-curricular themes. This project will be developed locally as part of the developmental plans of schools involved, with guidance and advice from Careers Wales.

'Closing the Reading Gap' Project (GwE)

During Quarter 1, a meeting of the 'Closing the Reading Gap' project (GwE) was held, a project for Literacy Coordinators in Welsh-medium and bilingual schools in the region. This project develops interventions in the book by Alex Quigley, 'Closing the Reading Gap', alongside research findings in '21st Century Readers – Developing Literacy Skills in a Digital World' (OECD 2021) document to target higher-order reading skills and refocus on pedagogy to refine reading skills on digital platforms. A number of Literacy Coordinators involved in the project

attended a virtual workshop - 'Closing the Reading Gap Masterclass', led by Alex Quigley in Quarter 1 and this project will be developed locally as part of the developmental plans of schools involved during Quarter 2.

Promoting the Welsh language in English-medium schools and the *Siarter Iaith Uwchradd* (Secondary Language Charter)

At a network meeting, an update was had on 'The Welsh language in our school' from the schools present, and members from the Welsh Department in one of the region's English-medium schools collaborated with GwE's Welsh Language Team to develop an accompanying resource for [Cynllunio ar gyfer taith y Gymraeg](#) (*Planning the journey of the Welsh language*) which will provide practical guidance for English-medium secondary schools on implementing the guidance.

GCSE 'Llunyddiaeth' (Visual Literature) Working Party

A working party of Welsh Leads has been established in response to the demand for new interactive digital resources following changes in the GCSE Welsh Literature and Visual Literature Unit. During Quarter 2, a working group of Welsh Language Leaders met to begin the work of creating new interactive digital resources for schools in the region following changes to the GCSE Welsh Literature Unit. The first part of the work stream of this working group will be presented regionally during Quarter 3.

'Ein Llais Ni' Project (GwE)

Work has continued to develop and populate the website [Ein Llais Ni | Prosiect llafaredd GwE](#) the home of resources and case studies from Phase 1 schools and following a successful application to Welsh Government to roll out Phase 2 of the project this year. As part of Phase 2, a number of the region's secondary schools involved in the original project agreed to become lead schools, with members from the Welsh Departments of those schools specifically promoting the next phase. In addition, a project launch meeting was held with Welsh Department representatives from a number of English-medium secondary schools in the region and the project will be operational at these schools (under the lead of the Welsh Department at these schools), supported by GwE's Welsh Language Team.

GwE Support Centre

Work is ongoing to develop the Welsh Language pages on GwE's Support Centre, and the aim is for this platform to run alongside the 'live' Teams and Google Classroom digital platforms, with the former being a permanent base and the latter a developmental platform. The newsletter '*O'r Stordy*' is an additional tool for sharing information with leaders across the region.

INTERNATIONAL LANGUAGES (IL) / MFL

Ensure that all schools and PRUs support the learners and the Global Futures (GF) action plan by reflecting the importance of International Languages in Curriculum for Wales as part of their offer to all learners.

GwE continues to promote initiatives and events to raise the profile and importance of IL through Newsletters, GwE bulletin, emails, social media etc. The Global Futures Team have offered support to schools in promoting languages for options at KS4 and KS5 and events are booked for students at KS3 and KS4 in December and February. Documents have been created for schools with good uptake to share strategies with other schools through a common digital document. GwE have liaised and agreed details with Business Language Champion to offer language days for year 9 and year 10/11 – registration is in process with schools across the region applying. Practical and linked to the world of work, it is hoped to raise motivation and uptake at KS4 and KS5. Some schools, willing to share their strategies to raise uptake, have contributed to the new GwE IL website. Some strategies refer to GF GwE events and impact on pupils' perceptions and priorities. EDL (European day of Languages 26/9/23) events and ideas to raise interest and awareness of importance of languages has been shared with all schools and schools celebrated the day/week with various events.

Information is shared with GwE Core Leads and SIAs regularly and discussions are held in relation to the best ways to communicate and engage with the wider audience. All primary schools are aware of the core messages around the place of IL in the curriculum with new primary schools engaging in GF GwE offer and support. This has resulted in staff being more confident in planning and delivering curriculum for IL in practice.

GwE continues to liaise and to collaborate with CaBan ITE programme director to support the development of IL within the new programme from September 2023 with the principles and methodology of Teaching and Learning IL to be integrated in the new ITE programme at primary level.

Work is continuing to provide our practitioners with the skills, knowledge and experiences to plan and deliver international languages provision. GwE continues to provide support for primary and secondary schools across the regions to prepare for the Curriculum for Wales ensuring school to school support and responding to schools/cluster request for specific support to develop IL provision. Bespoke support has been provided to a number of schools: to ensure that staff are supported to deliver purposeful and effective teaching and learning for IL.

Ensure that all schools and PRUs support the learners and the Global Futures action plan by planning for international languages based on the aims and actions set out in the agreed Global Futures Action Plan

GwE continues to provide opportunities to develop practice and messages around the importance of multilingualism through cluster work, liaison with Headteachers, Core leads and SIAs, links to useful resources and other various platforms. Links to useful resources, research and useful toolkits are shared in Newsletters.

A workshop session is planned for LLC teachers, primary and secondary, on Plurilingualism, and what that means for collaboration across English, Welsh and IL.

Support was given to the LLC Regional network with preparations for the GwE Market place on 22/6/2023. Examples from schools engaging with Global Futures and where practice is innovative and responding well to CfW vision were shared and well-received.

Sanako Connect: Secondary – following an information evening and presentation of offer and expectations, 15 secondary schools agreed to exploring using Sanako Connect (Web-based language teaching hub for schools) and to share their experience. Training sessions were delivered live. Recordings of training sessions and initial user guide were shared. Schools are engaging well in the programme and optional surgery sessions are available and accessed if needed. Bespoke supplementary support and training has been provided on demand which has been very effective in encouraging other staff to use Sanako in their practice and to keep momentum. This has resulted in a number of schools trialling innovative pedagogy using technology, evaluate and share practice and impact.

Schools have completed a first rapid review questionnaire in July to monitor progress and to help them identify next steps and to inform further support. Results were shared and discussed with Sanako support team. Training and support sessions for the autumn were designed to best respond to the survey analysis and provide schools with the relevant information and help.

Training session 2 was held on 25/9/23 which was very well attended and effective. A range of practice is taking place and new ideas and resources to develop further were shared. Recording of the meeting has been shared to all pilot schools for reference, share with staff and/or catch up.

Welsh and English departments have been invited to participate in the project to encourage collaboration and aligning approaches in developing oracy skills within LLC. Training session with specific Welsh and English resources will take place in October. 7 schools have expressed an interest.

Professional Learning offer for 2023-2024

GwE continues to provide schools with opportunities to develop their practice and expertise through training days, webinars or on-line courses. The GF Team, primary and secondary, have met to agree on the Professional Learning offer for 2023-2024. Various webinars/training have been held, namely:

- Creating Across Languages - project development: Creative writing approach and work with international poets via Zoe Skoulding project (Secondary). A workshop was held in May for 15 schools (16 teachers attended). Feedback was overwhelmingly positive. The event involved workshops led by Prof Zoë Skoulding, a poet and translator from Bangor University, and the interdisciplinary UK-Chilean artist collective montenegrofischer, Dr Jérôme Melançon, a poet from the University of Regina in the bilingual Canadian province of Saskatchewan, UK-based Chilean poet and researcher Dr Andrés Anwandter. Following this workshop, another workshop was held for 30 students Led by Zoe Skoulding and montenegrofischer focusing

on creative multilingualism in the context of the natural world. Work is continuing to promote project and help create opportunities to explore with schools offering new opportunities for learners to explore and use their languages creatively and through enriching experiences.

- 17/07/23 Pupil event: Creative multilingualism in the context of the natural world. Church Island- Menai Bridge. 30 pupils (2 schools) engaged in the 2 outdoors workshops. Montenegrofisher: exploring languages and sounds of the shoreline. Zoe Skoulding: exploring languages of trees, using a French poem in English translation. Teachers and pupils' engagement and feedback was very positive. There is a clear appetite for such opportunities. This has resulted in a number of schools developing and offering innovative teaching and planning approaches within LLC with pupils engaging in enriching creative activities.
- 18/04/23: An integrated plurilingual approach to Language Learning (IPA): Research-based Classroom Practices' Dr Caterina Sugrañes Ernest (FPCEE-Blanquerna, University Ramon Llull), Dr Maria González-Davies (FPCEE-Blanquerna, University Ramon Llull).
- 29/06/23: Mark Burns "Challenge for all".
- Upskilling Power language on-line courses for primary school practitioners' beginners in Spanish/ French. Interest and applications growing: 39 teachers to date.
- Primary resources: Power Language subscription and support: 133 schools have been provided with the fully-funded three year subscription since March 2022.
- Primary: Follow-up from Power Language day. 8 primary schools were provided with link to partner schools in Spain.
- Sharing events offer: 2/3 events - including CfW GwE Marketplace and Regional Network. New Google website has been created to share the work.
- Funded Immersion training week in France or Spain: Taith grant application successful: 1 week immersion language and cultural training which will result in a number of teachers from primary and secondary upskilled to teach IL. Arrangements and organisation are in progress.
- Continue to promote institute events and support schools in engaging with these: ie i.e TE Anthea Bell Prize competition, Institut francais: Pop video/Joutes oratoires; Goethe Institute offer
- International links exchange with partner schools
- Let's take Languages Days - Bangor University
- Many bespoke or regional events and opportunities are also developed through active collaboration with partners and language-promoting institutes and promoted.
- Wales- Brittany partnership: Following meetings with our French counterparts at the Académie de Rennes (Brittany), primary and secondary schools have been offered the possibility to apply for a partnership with a school in either of the 4 departments of the French region. Full information has been forwarded to all schools. Registration is in progress.
- Wales- Malaga partnership - Following-up from Power Language training day last year all primary schools interested in a potential partnership with Spain were provided with links to a specific partner schools in the Malaga area
- MFL Mentoring: 17 schools will be taking part. Some schools not being able to participate previously were given priority. Develop positive attitudes towards language learning, importance of languages and raise student aspirations.

Evidence-based practices are shared with schools and plurilingualism approaches are being developed further in schools. Connections and planning across the LLC and across sectors is developing and improving.

Emerging practices are shared and celebrated, and staff and schools have the opportunity to reflect and review own practice. This provides opportunities for staff and schools to collaborate, share and develop quality of Teaching and Learning, identify needs and agree on best support.

The Articulated Assessment Transfer Tasks (AATT) of curriculum planning

AATT project development - in collaboration with Professor Jennifer Eddy (Associate Professor and Program Director of World Language Education at Queens College, City University of New York, USA). Project schools and GwE are developing and collating all relevant documents and information to submit for publication. In order to develop further the practice around the AATT design processes and to give teachers the opportunity to collaborate, design and implement new exemplars, a new working party has been established consisting of 6/7 practitioners.

Primary resources: Power Language subscription and support.

142 schools are currently provided with the fully-funded subscription. The offer for a one-year subscription remains open as new schools still apply. A number of primary schools are accessing and using the Power Language resources effectively to suit their setting and context with staff more confident and proficient in the teaching and learning of IL.

MATHEMATICS AND NUMERACY**To provide support for Leaders of Mathematics & Numeracy, enabling them to drive their own improvement journey.****Primary and Secondary**

Bespoke support has continued for regional schools deemed 'at risk' or in ESTYN category. This has resulted in improved leadership of Mathematics and Numeracy and a greater understanding of how developing a strategic whole school numeracy plan supports numeracy across the curriculum. Repeated, regular visits/meetings with schools have involved training staff, developing a numeracy strategy, collaboratively supporting them in planning and assessing learner progress, how to track and use this to move learners forward and inform their provision, monitoring the impact of activities to date and identifying and sharing resources pertinent to school/learner needs within the setting as they implement and move towards Curriculum for Wales reform.

Primary

In collaboration with the Primary Literacy SIA, two Zoom meetings have been arranged to share the Primary Literacy and Numeracy Strategy regionally. This will allow regional dissemination in both Welsh and English. Literacy and Numeracy SIA's will brief school SIAs to ensure that all schools that have identified development of Literacy or Numeracy as an SDP priority for 2023/24 are also targeted. Termly Numeracy meetings will be arranged with a specific focus on supporting schools to implement the strategy following on from this.

Secondary

Heads of Mathematics regional meeting was held in June with 48 attendees. This has resulted in mathematics leaders gaining a better understanding of ESTYN expectations with 100% of attendees evaluating the session as useful or very useful on the feedback form. A workshop on developing self-evaluation and improvement planning processes was also delivered in the regional heads of mathematics region which has had a positive impact, with 75% of attendees evaluating the session as useful or very useful on the feedback form. Heads of Mathematics worked collaboratively on identifying strengths, sharing good practices and next steps for their departments.

SIA continue to provide guidance to leaders on developing a strategic plan. Numeracy local network meetings resulted in numeracy coordinators sharing good practice, their progress with planning strategically, collaborating on developing a whole school numeracy strategy and emerging practices from within the local network. Many schools (with a numeracy priority) have begun to develop an effective strategic plan for Numeracy.

Local Heads of Maths network meetings have been organised for October 2023, with 48 schools registered to attend. The focus of the meetings will be on effective self-evaluation and improvement planning, analysis of GCSE examinations, assessment and progression within CfW, ensuring Heads of Maths are up to date with key regional and national messages, and sharing good and emerging practices.

Local Numeracy Leaders meetings have also been organised for October 2023, with 44 schools registered to attend. The focus of the meetings will be on making effective use of the personalised assessments, supporting NL in planning strategically for the development of Numeracy across the curriculum, ensuring Numeracy Leaders are up to date with key regional and national messages, and sharing good and emerging practices.

To improve and enhance the teaching and learning of Mathematics.**Primary and Secondary**

Bespoke requests from school to support teachers/ mathematics departments with teaching and learning have been delivered by the team. This has resulted in teachers/mathematics departments being given bespoke training on understanding mathematical pedagogical approaches including developing proficiencies, differentiation, and effective questioning. Teachers are trialling strategies which is leading to more effective planning.

Primary and Secondary SIA's have provided bespoke cluster support upon requests, to develop effective transition by ensuring a shared understanding between schools of the learning continuum within the Mathematics and Numeracy AoLE.

Primary

Mathematics and Numeracy SIA has met with a Numeracy lead of a primary school to plan training on the effective use of manipulatives to support learner progress. Workshops have been planned for Spring Term.

Clusters of regional schools have received bespoke cluster support on the content of the new Mathematics and Numeracy AoLE with a specific focus on developing an understanding of the 5 mathematical proficiencies.

Secondary

Day 1 of the 'Mathematics Education Innovation' programme ran in September 2023, with 29 attendees from across the region. The objectives of the workshop were to develop teachers' confidence and competence with the subject content, up to, and including intermediate tier GCSE, learn more about the principles of effective pedagogy in mathematics teaching, applying these principles in the classroom with practical strategies and resources, provide opportunities for reflection upon creating effective and engaging environments for learning mathematics. When asked on the evaluation form how valuable the day has been, 100% of attendees rated the day either 4 or 5 out of 5. With 75% rating the day 5 out of 5.

The 'Effective use of manipulatives' programme has been organised, with 44 schools registered to take part in the programme. Day 1 has been planned for October 2023, and will be a hands-on, practical workshop led by Jonathan Hall, and will focus on exploring how Algebra Tiles can be used effectively to allow pupils to make sense of key concepts such as directed numbers, solving equations, manipulating expressions and algebraic proof.

To improve and enhance the teaching and learning of numeracy across the curriculum (as a cross curricular skill)

Primary

Mathematics and Numeracy SIA has provided bespoke support to teachers/numeracy leads in the development of numeracy across the curriculum, following requests from school SIA's. Support has focused upon ensuring curriculum design allows for real life and authentic application of numeracy and to support learners access to the wider curriculum. SIA has supported numeracy leads with quality assurance procedures to identify strengths and specific areas for improvement, resulting in increased confidence and understanding to lead whole school effectively.

Mathematics and Numeracy SIA has met with primary schools to support the regional dissemination of effective practice with regards to numeracy across the curriculum. This work is ongoing and will be shared regionally during the Autumn term.

Primary Mathematics and Numeracy SIA has met with Primary Science to produce a regional workshop on the effective development of numeracy skills in Science and Technology AoLE. Information will be shared with all SIA's and regional Primary schools in early September 2023 and workshops delivered regionally October 2023 onwards.

In collaboration with regional leads for Digital and Literacy, the regional 'Effective development of numeracy skills within Science and Technology AoLE' workshops have now been adapted into a three-day programme for teachers (8-11) focusing on the development of cross curricular skills within the Science and Technology AOLE.

Following SIA requests, clusters of regional schools have received bespoke cluster support on the content of the new Mathematics and Numeracy AoLE with a specific focus on developing numeracy across the curriculum.

Secondary

Within the bespoke support provided to school leaders, SIA's have supported the development of numeracy across the curriculum by collaborating with other key departments/teachers to plan authentic, effective, and appropriate numeracy related activities in their subjects. SIA's have supported numeracy coordinators with quality assurance procedures to identify strengths and specific areas for improvement, which has strengthened the confidence and understanding of numeracy coordinators of effective self-evaluation and improvement planning.

SCIENCE

Curriculum & Assessment

Science & Technology Network Meetings

Three Heads of Science Network meetings have taken place representing all 6 local authorities and were well attended (74 teachers) and appreciated. The network provides leaders and teachers of Science and Technology AoLE with clear guidance on curriculum design, planning, assessment, and progression.

The Networks reviewed examples of emerging practice in schools and focused on:

1. Developing an understanding of progression and the use progression mapping
2. Developing Integral Skills through project-based learning
3. Co-construction of a science & technology project / theme
4. Opportunities for developing Coding across the AOLE

Feedback from the evaluation forms was positive and several schools have purchased the crumble kits or are using the microbit kits following the training and are embedding digital technologies into their curriculum.

Developing cross-curricular skills within the Science & Technology AOLE

GwE Science subject SIAs are working with cross-Wales consortia to provide online professional learning guidance on developing the curriculum for Wales. This guidance will be used to inform the content of November network meetings. Selected schools have been approached to share their CfW emerging practice.

Collaboration with the GwE Literacy and Numeracy SIAs has begun to ensure that skill development is appropriate for each progression step. The GwE Numeracy leads have offered to support and provide guidance in the Autumn term network meetings.

The focus of the Q3 Autumn term network meetings will be planning for progression within skills. Coding workshops with GwE's digital lead and Technocamps have been delivered in the S&T network meetings. There will be a continued focus on this in the Autumn term network meetings. Meetings were well received with some teachers reporting that they were more confident with using Crumble and Microbit in class.

Developing Careers & Work-Related Experiences within the Science & Technology AOLE

Work is in progress with Regional Skills Partnership and Careers Wales with an initial CWRE project for schools being developed. It is hoped that this will be a template for other schools within the GwE region. As a result of support, teachers should:

- Know how to contact their Careers Wales Business Engagement Adviser (BEA)
- Know how to plan visits to employers – and visits from employers where appropriate in the curriculum
- Know how to book or organize STEM ambassadors to talk to students about their work
- Plan to include CWRE in their curriculum development and schemes of work
- Develop their LMI (Labour Market Information)

Guidance booklet for practitioners has been created and is currently in translation.

Online Learning – TANIO

Resources continue to be developed and updated for students and teachers on the TANIO website.

Impact captured by following:

- PPTs, HTML's, Flash Cards for the separate sciences developed and uploaded onto the TANIO website
- Resources can be accessed by mobile devices.
- Resource use monitored via cookies and hit counts – Google Analytics

Science Action Research Project for 3-8 year old practitioners

Collaboration and professional learning took place led by Kathy Schofield (PSTT fellow) and GwE 3 – 8 Team on 26.09.23 for 3- 8 yrs old practitioners. 21 out of 24 invited schools attended, a follow up session has been arranged for those schools who did not attend due to ESTYN inspections. Kathy Schofield has begun to visit invited schools across the region to support improving provision and case study examples.

DIGITAL

Developing the mandatory cross-curricular skills and coding and digital skills

A series of resources was launched during September to support digital work, which focus on pupil progress from progression step 1 to progression step 5. These resources are known as progression maps, and the intention is that they are available for practitioners to consider learner progress as they plan and prepare tasks. These resources can also be used to monitor, review and evaluate digital work as they provide a framework that can be used to review pupil progress. The response to these resources has been excellent thus far, with many practitioners finding them beneficial. Eight resource sets have been released thus far, and each set focuses on a specific aspect e.g., podcasts, producing a video, computational thinking etc. It is intended to continue to produce resources during quarter 3 in order to develop this work further.

The digital facilitators programme continues to develop. During quarter 2, a training session was held for all regional digital facilitators in the Conwy Business Centre. The focus was on the objectives of the programme for 2023-24. A workshop was held in the afternoon using Lego Spike kits to undertake programming tasks, in response to the new requirements within the Curriculum for Wales. The possibility of investing in kits as a cluster rather than as individual schools was discussed, to reduce the financial load. It was suggested that each digital facilitator discuss this further in their cluster. Some clusters have already contacted us to say they have agreed to buy the equipment as a cluster.

As part of the digital facilitators programme a number of clusters have been targeted - clusters that have either not commenced the work for various reasons or are new to the programme. Eleven clusters were invited to a training day. The purpose of these events was to give clusters an opportunity to commence collaboration work to develop the digital aspect. Clusters were given specific tasks during the session so to ensure that everyone leaves the session with a clear plan in place for the rest of the year. The cluster SIA was also present. This ensured they were aware of the plan so that this may be discussed further with schools on visits. The feedback was very positive, with schools noting they appreciate the time and opportunity to discuss in depth with colleagues from other schools.

The professional learning offer for digital learning is now live. At present, 38 events are being offered for 2023-24, and each is open for registration to practitioners across the region. Some events are one day events, with others held over 2 or 3 days as development programmes. In addition to the usual provision, we are offering development programmes this year focusing on programming requirements within the Curriculum for Wales. Coding training is offered on two tiers - foundation and intermediate. The intention is that teachers who attend the foundation training can develop their skills further by attending the intermediate sessions. We are also offering specialist sessions this year to practitioners from the secondary sector. These sessions will focus on the opportunities within individual areas of learning and experience to develop pupils' digital skills through purposeful activities that improve learners' skills as well as their understanding of the subject/area in question.

The collaboration with Bangor University continues. The University will conduct an audit on the impact of digital technology on the region's learners. It will be based on two key questions:

- a) How does support from the Local Authorities and the regional service support schools to improve their provision?
- b) How does digital technology have an impact on learner standards, and on the standard of teaching and learning in schools?

The audit is currently awaiting approval by the ethics panel so that work may commence. A questionnaire will be issued, which will be open to all regional schools. The response window will be open for a period of 4 weeks. Following this the University will visit a cross-section of schools that have responded to the questionnaire to conduct interviews. All the details will then be analysed to produce a regional report as well as a report for each local authority. The findings will help the regional service and the local authorities to plan the work programme for 2024-25.

EDUCATION CONTINUUM 3 TO 16

TRANSITION

Support schools, PRUs, clusters and alliances across and beyond the 3-16 continuum to improve transition through improving curriculum provision, collaboration and standards of progression, improving transition for vulnerable learners, undertaking curriculum design and implementation, including developing and embedding learning progression

The GwE team have been upskilled in the requirements of transition planning and the statutory content of transition plans. Relevant resources have been shared with SIAs and schools, including information on the requirements of

transition plans. Schools have shared relevant plans. An update is planned for 06/11/23 to ensure consistency in transition planning and that all plans meet the WG requirements.

The regional service has placed a strong focus on developing pedagogy as part of the support for developing the Curriculum for Wales. Representatives from clusters recently attended a GwE professional learning workshop on transition, where each cluster planned their next steps collaboratively in order to improve pupils' progression across the learning continuum.

All clusters have plans for transition, however, some clusters regionally are in need of further support in ensuring their transition plans are up to date with all requirements of the Curriculum for Wales and reflect these requirements fully. These clusters are continually supported by their SIAs and further professional learning is planned to develop robust professional dialogue around pupil progression and standards.

Universal and bespoke professional learning is planned for the autumn term 2023 to include collaboration and professional dialogue between clusters to ensure clarity and consistency in self-evaluation, and support schools and clusters to further embed and develop successful practice in ensuring 3-16 progression, commencing on 20/10/23, with 4 sessions which are held regionally.

During the regional Curriculum for Wales event in June 2023, successful practice on developing 3-16 transition was shared from 2 clusters and one special 6-19 school. Key messages included the importance of focusing upon pupils and their progress and targets, and what each individual pupil can achieve, and the central importance of collaboration, collective accountability and positive relationships in order to support these pupils to achieve.

Identified clusters continue to progress well within the Pedagogy Transition Project. Successful practice has been shared across the 12 clusters including staff at a variety of levels which has enabled further strategies to be implemented across the region within the cluster schools. Further sharing has been planned for the autumn term 2023, following this the project will be widened to include more clusters. There is a planned sharing of impact event for the regional curriculum for Wales conference on June 6th, 2024.

Next steps are planned in line with WG mandatory guidance and the business plan has been updated to reflect these to ensure that the link to mandatory collaboration and SIG is clear through universal professional learning in order to support head teachers to develop a shared understanding of progression.

ASSESSMENT

Primary

Workshops on the 3 Purposes of Assessment in the CfW for primary schools have been held to support schools to gain a better understanding of the purpose and use of assessment information to inform learning and teaching, as well as wider self-evaluation and improvement.

The workshops focused on:

- Supporting individual learners on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice

8 sessions on the Three Purposes of Assessment was delivered across the region in May - June 2023. 4 sessions was delivered on Inset Days across the region on Assessment for Learning strategies and another 7 sessions have been delivered across the region on on entry assessments in June 2023. Another 2 sessions have been delivered across the region on entry assessments in September 2023 and also 2 sessions on the the Three Purposes of Assessment in October 2023. A number of secondary colleagues attended the Autumn term session emphasizing the importance of the 3-16 curriculum.

Feedback during the sessions indicated that many schools would like further training / refresher on main principles of Formative Assessment for all teaching staff, including teaching assistants and that this area is still a priority. GwE have provided an exemplar Assessment Policy for schools that meets the new requirements and can be adapted to reflect a school's practice. This has been well received by schools across the region.

Secondary

Preparation has concluded for a Secondary workshop on reporting to be held 27 & 28 November 2023. This is targeted at school curriculum leaders and head teachers to explore the connection between vision, design, planning, progression, professional dialogue, school evaluation and improvement and reporting to parents. 80 places will be available across both workshops.

Michael Chiles Conference on assessment has been booked for February 2024. As keynote speaker he will focus on the centrality of assessment within the new curriculum and schools will share details of successes to date, and emerging practice

Planning is ongoing for a professional learning day to be offered on formative assessment approaches. This will focus on good approaches to support pupil progression in a secondary mixed ability classroom.

Bespoke professional learning has been delivered in a number of regional schools to support their work in developing assessment, planning for progress and formative assessment for learning practice within the classroom. 12 separate presentations/INSET day support programmes involving aspects of assessment planning have been delivered in Quarter 2 and the resources used are being made available to all SIAs to use with schools.

A professional learning and information sharing resource has been prepared for, and presented and explained to, all secondary core leads and SIAs, to inform head teachers and senior leaders of the requirements for reporting to parents. This has been fully contextualized into the continuum of planning for the new curriculum, and the legislation for reporting.

A professional learning and information sharing resource has been prepared for all Core Leads to support headteachers and leaders in planning for dialogues to develop a shared understanding of progression at school, cluster and secondary peer alliance level. This will inform all schools of the legal requirement and will support them in formulating their plans.

OBJECTIVE 3 – DEVELOPING HIGH-QUALITY TEACHING AND LEARNING

Priority:

3.1 - Improve Teaching

CONTRIBUTION OF AOLE AND SUBJECT NETWORKS TO IMPROVE TEACHING

Improving Teaching and Learning

Facilitate relevant universal professional learning offer or commissioned and bespoke targeted support.

Commissioned by GwE, Mark Burns, the author of 'Teaching Backwards' provided a valuable insight into how to design and deliver effective lessons that engage and inspire pupils at a workshop on 29/06/2023. The workshop focused explicitly on the careful sequencing of the curriculum to ensure progression in learning. Mark's idea of 'backwards design' has proven to have a significant impact on student achievement and motivation over the years. The workshop focused on teaching backwards, starting with the end goal in mind. The training offered a practical, hands-on approach for staff to further their attitudes, skills and habits of excellence both for themselves and for their learners. Discussion are ongoing with him for a follow up workshop concentrating on differentiation and level of challenge. Further professional learning opportunities will be facilitated during the next academic year to develop:

- planning for progression
- differentiation (making learning accessible)
- increasing the level of challenge

Following the summer workshop, some schools have organised INSET days with Mark Burns to support their PL further.

Establish a Teaching and Learning Network for Secondary Teaching & Learning leads to ensure that best practices are being developed and to support each other to develop a consistent pedagogical approach.

The first Network meeting was held on 21/09/2023 focusing on Metacognition and Leadership. 41 out of 54 schools attended. Since the first meeting, there have been numerous requests from the Teaching & Learning Leads

for our training resources for the to be used with staff in their own school. Feedback from meeting was positive and a Teaching & Learning Team has been established to communicate messages and support with fortnightly “drop in” sessions. The first newsletter has been emailed to all Heads, Teaching & Learning Leads, SIAs + Subject SIAs. The priority for the next Network meeting will be a session on effective questioning. This was a priority that was identified following the first Network meeting, along with effective feedback.

Support Teaching & Learning network

It is intended to establish a pedagogy leads network for Primary and Secondary practitioners which will focus on:

- Further develop a purpose led curriculum
- To articulate practice in the 12 pedagogical principles
- Leadership of pedagogy/teaching and learning
- Planning for the Principles of Progression
- Impact of teaching on learning

RESEARCH AND EVALUATION (RESEARCH AND ENQUIRY) (RILL)

Remote Instruction of Language and Literacy (RILL)

Phase 2 funding of RILL is provided by Welsh Government over two years as follows: May 2022 to May 2023; and May 2023 to May 2024. In 2022-23, Project 1 in this phase aimed to expand RILL to provide a 15-week tech-based language and literacy Welsh programme to disadvantaged children (i.e., non-Welsh-at-home, low SES and ability) and to test its effectiveness in improving Welsh language and reading skills.

During the autumn term 2022 RILL focused on developing 30 new Welsh and English lessons and offering in-person training to schools to implement the programme. We created a new [website](#) that information and support materials for schools, teachers, and parents. In October 2022 we recruited 28 schools and 39 teachers to receive RILL Cymraeg training and a further 60 schools from across Wales to receive RILL training in the spring and summer terms 2023.

We have also developed a battery of online assessments to capture impact data for RILL. Over 250 children enrolled on the RILL Cymraeg program have since been tested. Half of these children are now undergoing the RILL lessons twice weekly with their teacher or TA and were tested again in the summer term 2023. The second half of these children will begin the RILL lessons in September 2023. We recruited a further 60 schools from across Wales to receive RILL training in the spring and summer term 2023.

In the Spring term 2023 we have focused on supporting schools participating in the evaluation of RILL and amending the lessons in response to feedback from these schools. Additionally, we have started creating whole class materials to complement the existing RILL lessons. During the summer term we organised a co-creating workshop in which headteachers, teachers and TAs provided feedback on the draft whole-class materials as well as offer their own ideas for new activities. We will now combine this information to create the whole class materials over the summer months. These educators also participated in a focus group reflecting on their experience on the project.

In total, 53 schools have been trained in RILL Cymraeg for Project 1: 43 in North Wales and 11 in Ceredigion. We are also in contact with consortia across Wales with the aim of organising at least one training day in each region. In the summer term 2023 training sessions were organised in Bangor, as well as south east and south Central Wales. Project 2 will focus on expanding RILL to the whole-class level and testing the effects of complementary, whole-class instruction on all children’s literacy skills. We will commence in September 2023 and an invitation will be issued for 10 schools (20 teachers) to participate in the training for RILL English version.

By October 2023, 92 schools have been trained in RILL Cymraeg for Project 1: 47 in North Wales and 45 in other regions as part of our contract with Welsh Government to deliver training in each region. In the summer term 2023 training sessions were organised in Bangor, as well as Wrexham, Powys, Pembrokeshire, south east and south central Wales. Project 2 will focus on expanding RILL to the whole-class level and testing the effects of complementary, whole-class instruction on all children’s literacy skills. In September 2023 ten schools (20 teachers) were recruited to participate in the training for RILL English version.

Improving fluency in Oral Reading (iFOR)

Since 2018, GwE has been working collaboratively with researchers from the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University to create a suite of evidence-informed reading fluency interventions: Repeated Reading (RR), and High Frequency Words fluency (HFW). This project will focus on the roll out of our updated English and Welsh language RR intervention materials with schools. We plan to work with schools to evaluate the impact of the updated RR intervention following an 8-week intervention period in the spring term 2024.

All schools will receive access to training and RR intervention resources in English and Welsh. The research team will work with staff to identify target learners and plan for the intervention in the spring term 2024. The research team will help schools gather pupil progress data and evaluate the impact of the RR intervention. We began recruiting schools in June 2023 and will confirm participants in September 2023. We began recruiting 20 schools ready for a spring term 2024 start.

Inclusive Teaching of Early Numeracy (i-TEN) in mainstream primary schools.

The i-TEN programme is adapted from Mathematics Recovery (MR). MR is a comprehensive evidence-informed programme for teaching numeracy to younger learners struggling with early mathematics skills. In this project we aim to work with schools to evaluate i-TEN with disadvantaged children in mainstream settings to provide an inclusive approach to early numeracy teaching and learning.

This is a collaborative project between GwE and the University of Warwick, and also contains a strong element of numeracy CPD for teachers as follows:

- In the first phase we will train staff in interested schools to use and evaluate the impact of the first three developmental stages for learners in Foundation Learning classes.
- In the second phase we are interested in working with schools to co-develop the lesson plans for the fourth and fifth developmental stage of MR in KS2 settings.
- We will also work with Welsh language settings to help the research team to create bilingual MR programme materials.

Interviews were held in July and a PhD research student was appointed. Recruitment will start for the first study in the spring and summer terms 2024.

Developing and Evaluating Mainstream Spelling Instruction (DEMSI).

The Science of Reading (SoR) approach describes key reading and related skills that are critical for readers of all ability. In this project we plan to evaluate how the SoR approach may be applied to spelling instruction in mainstream classroom settings. Here, we propose a two-phase study in developing and evaluating mainstream spelling instruction for early writers. First, this DEMSI project seeks to understand the landscape of current spelling instructional practices for early writers (7-year-old children) in North Wales via a regional survey. Second, we plan to pilot a model to help train teachers to adapt and improve their own spelling provision to ensure it aligns with the SoR. This is a collaborative project between GwE and Leeds Trinity University.

We aim to examine the feasibility and effectiveness of co-creation workshops to implement a SoR spelling curriculum in North Wales. We will evaluate if a co-created SoR-adapted spelling curriculum be implemented successfully by classroom teachers, and, does a co-created SoR-adapted spelling curriculum improve learner outcomes. We plan to develop a series of four one-day workshops for Year 2 and Year 3 teachers alongside an experienced teacher familiar with the SoR. The workshops will focus on background SoR research, co-developing the curriculum, and assessing spelling progress.

We have created and shared the spelling questionnaire via the GwE Bulletin in July 2023 as part of Phase 1. The questionnaire will be promoted again in September 2023, and we have recruited ten primary schools to participate in the first stage of Phase 2. At the end of Phase 2 (summer term 2023), we plan to invite ten primary schools from the remaining LAs to receive feedback from project outcomes.

PEDAGOGY AND LEARNING DESIGN

Improve teaching

A National Pedagogy Project has been developed to

- facilitate conversation, collaboration and enquiry in order to support exploration and reflection on the pedagogical principles

- help shape the ongoing vision for learning as we realise Curriculum for Wales and support learners in realising the four purposes of Curriculum for Wales

This involves exploring the 'why' and 'how' as well as the 'what' of teaching and engages us in reflecting on the full range of interactions and relationships that lead to learning. There are 3 key elements to the work of the pedagogy project:

- sharing practice and reflection – easily accessible, timely and relevant opportunities and resources that support professional engagement, dialogue and reflection
- deepening understanding – exploring innovative practice through professional learning and enquiry in an evidence-informed way
- research development – developing academic research at national level to underpin our system-wide understanding of pedagogy.

The importance of collaboration and sharing has come to the fore during the coronavirus (COVID-19) pandemic and practitioners need to continue to learn from each other within and across regions in Wales. Collaborative activity between universities, regional consortia and schools will support the development of research-informed resources that will deepen our conversations and promote professional enquiry.

Talk Pedagogy Research Project (2023-26) – Year 1 (2023-24)

This project has been commissioned, and funded, by Welsh Government for three years from 2023. Interviews took place in the spring term 2023 to appoint a PhD research student from Bangor University to carry out the work, and a secondary teacher was appointed which will start the work in September 2023. The first task will be to focus on the following research question in the autumn and spring term 2023-24:

- *What are the views and perspectives of HEI academics, consortia colleagues and teachers in how we develop collaborative close to practice research for enabling teachers to become evidence-informed?*

The new PhD research student started work on 01/09/2023. Recruitment will start for the first study in the autumn and spring terms 2024.

Towards 2024

Plans are in place to work in collaboration with 8-11 age range teachers to further strengthen and support self-evaluation and school improvement towards realising the Curriculum for Wales through evaluating and developing current Curriculum approaches, Pedagogy and Progression.

The Professional Learning Offer has been finalised with 'Developing high quality teaching and learning' events taking place in November 2023, and 'Curriculum, pedagogy and progression' in March 2024. A handbook has been written and the content includes reviewing the journey to a purposes-orientated curriculum, pedagogical approaches at the right stage in learning and capturing progression in learning.

REALISING POTENTIAL – CHALLENGE FOR ALL (MAT)

Increase understanding of ways to support the Realising Potential/MAT (RP/MAT) agenda in schools

GwE representatives (primary and secondary) have attended the Welsh Consortia Realising Potential Group and have contributed to the cross-consortia agenda for RP/MAT. Through ensuring a secondary and a primary focus on MAT and Challenge we can offer better support across schools.

A Resource has been prepared and shared with the GwE team and uploaded to the support resources for GwE, on what the current MAT/RP agenda is. This ensures Core Leads and SIAs are able to inform all schools of the resources that are available on the Welsh Consortia Website, the new MAT strategy and other offers from the cross consortia Group, such as webinars and podcasts.

GwE have organised, structured and recorded a podcast with the educationalist Mark Burns, on how to best support aspirations for all pupils through planning for challenging and engaging educational experiences. Mark shares a range of approaches and ideas for teaching and assessing progress. This is now shared with all regions of Wales as a valuable Resource for teaching.

A Revision powerpoint Resource has been updated for all secondary SIAs, to use with staff or directly with students, in preparing for external assessments. This provides contextualisation of the MAT learner's characteristics and many practical ideas for student revision.

Planning is taking place for 4 webinars to be delivered on MAT and RP topics. plus follow-up regional workshops to maximise the messaging, the first being in November, around a MAT strategy.

Enhance and improve access to support for MAT learners through the SEREN Programme

GwE SIAs closely liaise with Seren co-ordinators regionally within authorities to support learner uptake for tailored Seren programme. GwE representatives attend the Seren regional meetings to contribute information regarding GwE work programmes and help disseminate key messages and information to regional schools via core leads and SIAs. This has resulted in Seren programme and its benefits being better understood in regional schools, and the capacities within schools to engage are better understood by the Seren group.

3-8 EDUCATION

To provide bespoke support for schools causing concern, enabling them to drive their own improvement journey

Most schools receiving bespoke support are addressing actions identified by 3-8 SIAs. They have effectively implemented actions to improve the quality of provision and pupil outcomes reducing in-school variance and ensuring greater consistency in the teaching and learning across the region. Support has also ensured a deeper understanding of the principles and pedagogy that aligns with the 3-8 pedagogy within Enabling Learning and CfW framework. However, in a very few schools that receive support, progress is very limited mainly due to staff being disengaged and reluctant to address the actions or changes and absenteeism in staffing.

Deliver high quality network meetings/cluster support/workshops

Cluster support has been delivered across the region focusing on specific aspects of Enabling Learning, CfW pedagogy and AOLEs. It is too early to measure impact upon provision and outcomes, but impact includes:

- Consistency of messages for schools regarding teaching and learning
- Increase practitioners confidence in their knowledge and understanding of the developmental pathways, AOLEs and the aspects to consider when designing the curriculum for this age group.
- Practitioners using a blend of developmentally appropriate pedagogical approaches that responds to learner needs (including emotional and social).

Regional 3-8 summer term Network Meetings have focuses on the pre-reading skills, early reading skills and higher order reading skills. This has enabled practitioners to develop a better understanding of how to plan progression in reading skills within a developmentally appropriate pedagogy.

Regional Workshops delivered for SMT, Teachers and TAs on developing a deeper understanding of the Expressive Art AOLE. This has enabled practitioners to develop their understanding of the five disciplines within the AOLE and planning progression within the 3-8 age Group within rich and purposeful learning experiences. Practitioners feedback note that they have a better understanding of the importance of process and development of skills rather the focus being on the end product.

Training sessions have been delivered regionally on 'On-Entry Assessment' WG guidance. This has increased practitioners' knowledge and understanding of the guidance and the importance of observations and transition arrangements.

Outdoor Learning - two open days were arranged in a Welsh and English school focusing on the outdoor learning environment and developing skills within the outdoors. Those who attended have observed how the outdoor learning environment and open-ended resources support pupils to develop their integral and cross curricular effectively within a purposeful and authentic learning experiences.

SIA training session delivered for SIAs on effective pedagogy for 3-8 year olds. SIAs have further developed their understanding of what a pedagogical appropriate approach looks like in a 3-8 learning environment. All workshops, Networks and training sessions have been very well attended and feedback has been very positive. Recording of all training sessions and resources available on GwE Support Centre and within Google Classrooms enabling practitioners to collaborate and share ideas regionally.

Mop-up training sessions delivered on 'On-Entry Assessment' WG guidance for practitioners who are in post since September 2023. This has increased their knowledge and understanding of the guidance and the importance of observations and transition arrangements.

Regional workshops delivered for teachers and TAs new to the 3-8 age group focusing on the principles of Enabling Learning and AOEs within this age group and effective pedagogy. Those who attended have a secure knowledge and understanding of the three enablers within Enabling Learning, pedagogy and the curriculum to transfer into classroom practice.

Bespoke support delivered to a cluster on specific aspects of the Curriculum on developing numeracy skills within the areas of provision and learning. This has upskilled staff on the skill continuum regarding expanding and deepening numeracy skills within a developmentally appropriate learning experiences and environment.

POST 16

To support schools in monitoring the progress of post-16 students - ALPS

All schools across the region have uploaded A level data to ALPs and received feedback. All three joint Local Authorities have discussed the use of ALPs data at the first meeting of the year; all meetings held during the week of 2nd October. During the summer, a target group of 14 schools were offered free 1:1 consultation, the aim being to increase the number of schools in the region using ALPs for in-year monitoring rather than just examination analysis. 6 schools attended the education consultation and have since begun using ALPs in an enhanced capacity. Full ALPs regional review of 2022/23 examination outcomes to take place in November 2023.

Support Post 16 Leaders in schools to provide strong and effective direction in all aspects of their role.

All three joint Local Authority Networks have convened. All post 16 leaders have been offered the opportunity to participate in the post 16 leadership development programme. 9 GwE schools have booked onto the programme. All post 16 leaders have been offered the opportunity to attend the post 16 cross -regional Professional learning event. 10 GwE schools attended session one.

Deliver high quality networks.

Plans are in place to generate opportunities for subject specific networking – further update will be provided in Quarter 3 report.

Initial Teacher Education (ITE)

To develop a national early career support package to support teachers in the first 4-years of their teaching careers in collaboration with ITE and Masters providers and Welsh Government (WG).

Further align ITE and early career teaching

Progress continues with accrediting new ITE ALN programmes. New WG accreditation criteria have been published which include a recognition for the need for ALN pathways. Programmes are currently being co-constructed with special school and mainstream ALN partners across the region. Applications to the new pathways will open in October 2023, pending accreditation (programmes are due to commence in September 2024, including a one-year employment-based pathway). Weekly steering group meetings take place.

Shared Quality Assurance and Quality Enhancement processes continue. Student pass rate this year has been high. Student satisfaction has been higher than in previous years. All areas of improvement are planned through the self-evaluation into the Improvement Plan for 2023-24.

Continued partnership working is strengthening ITE provision, including shared professional learning such as regional Curriculum for Wales marketplace 22/06/23 and on-going GwE CaBan lectures. Visit from Minister for Education and Welsh Language took place on 18/05/23 to launch a national recruitment video and take questions from students. Speakers included the Vice Chancellor, GwE Managing Director, Head of School and ITE Director. Shared programme construction includes research-linked work on Cymraeg, and on modern languages in a primary setting. GwE staff continue to contribute sessions to the CaBan on-campus taught programmes. Most recently on 12/10/23, 3 members of the GwE team led sessions to BA students on curriculum design within the curriculum for Wales. New students have settled well into their programmes, with a member of the GwE team meeting them as part of their induction in their first week.

Applications to Open University (OU) Programmes have been supported for 2023-25; numbers of applicants within the region are increasing. Initial applications to the OU Postgraduate Certificate in Education (PGCE) for September 2023 have increased and GwE has a forecast of 28 students for the programme, up from 21 last year. This includes 12 students who have been offered places on the training through the medium of Welsh which represents almost a third of all applications across Wales. The OU's support from GwE within schools is very strong. New areas of subsidised study have been agreed and applications for these will open shortly.

Further develop the national induction professional learning programme for Newly Qualified Teachers (NQTs), induction mentors and external verifiers.

Highly effective NQT moderation has taken place in July 2023, including regional (with all LAs present) and national moderation – this has been thorough and robust. Very positive feedback was provided to the GwE region, and six profiles from the GwE region were moderated with all judgements being confirmed by representatives of the national panel. NQT support has been strong in 2022-23 and areas of improvement for 2023-24 have been identified and actioned. A full professional learning offer has continued, including an innovative and very well received special schools workshop on 09/06/23. Feedback data from this workshop has been analysed – this showed particularly strong feedback for all sessions, particularly Effective Use of Support Staff, IDPs, Nurture and Wellbeing, Behaviour, Communication and Sensory Needs. Feedback from the survey has been used to plan future professional learning for 2023-24. There are continued very effective regional LA representatives meetings.

September 2023 NQTs are now receiving support through the national professional learning programme. Once initial modules have been completed the NQTs have access to the local offer, which includes many up to date and relevant sessions to improve teaching and learning and also for the NQTs to network and share practice and experiences in their informative year. All NQTs who are placed in GwE schools have been assigned a mentor within school and also an external mentor to support and evaluate their progress. There is a strong regional team in place from September across all LAs who support NQTs and are drawn together to ensure consistency through regular regional meetings. The next meeting will take place on 20/10/23.

Continue to improve provision for Welsh language early career teaching and retention

Research-driven ITE provision for Cymraeg continues to be considerable strength – this is outlined in the report for Cymraeg.

OBJECTIVE 4 - LEADERSHIP

Priorities:

4.1 – Implement Regional and National Leadership Programmes

LEADERSHIP PROGRAMMES

Facilitate the delivery of all elements of the leadership development pathway, offering a range of national programmes for middle, senior and experienced leaders.

All modules of the Middle Leadership Development programme (MLDP) programme have been adapted for face-to-face delivery. All modules of the Senior leadership development programme (SLDP) bar Module 5, Session 1 have been adapted. All modules of the Aspiring Headteacher Development Programme (AHTDP) bar Module 5 have been adapted. The content has been updated and is relevant, incorporating current changes in education for all programmes.

For all programmes, participants have been provided with access to the Professional Learning Passport (PLP) and have been guided on its use. Participants are able to use the resource to record and reflect on their progress across the leadership pathway. The use of the PLP needs embedding further. However, participants have the freedom to use the resource according to their needs.

The National Professional Qualification for Headship (NPQH) endorsement processes will be paused as the Welsh Government considers the best approach to the reintroduction of the programme.

The Newly Appointed Headteachers Programme (NAHTP) has been restructured in order to facilitate better representation and provide opportunities for leaders across all authorities to network effectively. Regional modules will now be combined for face-to-face delivery.

The Experienced Headteachers Programme (EHTP) has been provided for Headteachers across the region in the Summer term and the external provider is currently conducting evaluation of impact.

The co-construction of the System Leadership development programme is on-pause while decisions regarding the NPQH are prioritised.

Practitioners across MLDP and SLDP are supported by an effective network of facilitators, school-based mentors, leadership coaches, headteachers and SIAs. This has been co-ordinated effectively by regional service staff.

Face to face delivery has afforded participants across all programmes to have greater opportunities for networking, reflection and to conduct honest conversations in a safe space. This promotes greater engagement for all participants and has raised confidence and the effectiveness of school leaders at all levels. Additionally, participants effectively take responsibility for their own professional learning.

All practitioners understand their role in a self-improving system, through the principles of delivering a Leadership Experience Task and also sessions based on the cycle of improvement and the new framework for evaluation, improvement and accountability.

All practitioners are encouraged where appropriate to aspire to the next level on the leadership pathway.

All practitioners have gained an enhanced knowledge of the leadership standards and how those standards can support their professional development.

Those that have demonstrated the necessary evidence, knowledge and experience of whole school leadership have been endorsed following completion of the AHDP. They will now move onto the next stage in readying evidence for headship in the NPQH Assessment Centre in February 2024. Participants have been briefed accordingly.

Feedback from all delivery sessions captured using the online QR code tool have been extremely positive.

Application window for MLDP and SLDP opened in September. The closing date is in October and numbers will be included in the Quarter 3 report.

HLTA – TALP

Support the professional development of teaching assistants

National evaluation forms have now been used for each programme, based on the Kirkpatrick model.

Following a national review of the format and content of the Induction programme, in line with Welsh Government priorities, a decision was made to launch the new programme on 6th November. This has ensured that the Induction Programme is up to date and relevant to the priorities of schools and Welsh Government. The national Communications Department will be creating new materials to advertise the revised programme.

Following a national review of the format and content of the Practising Teaching Assistants' programme in line with Welsh Government priorities, the new programme has been used with clusters of schools. Four clusters have now completed the training, 3 clusters have started the training and 3 other clusters have committed to deliver training so far this year.

Twenty-five teaching assistants completed the Cylch 6 Aspiring HLTA programme and 21 have applied for HLTA status assessment during the autumn term. Thirty-five applications have been received for the Cylch 7 Aspiring HLTA programme, and 32 will begin training in the autumn.

Cylch 8 of the Aspiring HLTA programme has been advertised in the Bulletin and on the Google Classroom for Assistants, with the deadline for applications being 24/11/2023. The programme will start in January 2024.

A mandatory refresher session was held for assessors prior to undertaking Cylch 5 and 6 assessments, upskilling and empowering HLTAs and teachers who are guiding and supporting colleagues in their settings.

Cylch 5 assessments have been completed for candidates with 34 meeting the national standards for HLTA status, i.e. a 100% of candidates. Rigorous regional and national moderation sessions have been held for quality assurance purposes, and it was noted that the overall standard of reflections was higher than previous years due to the standard of discussions and face-to-face professional interactions during the programme. Feedback in initial evaluation forms and following the assessment process is very positive, with nearly all participants stating that they either 'agree' or 'strongly agree' with the statements.

The Miles Dyslexia Centre, Bangor University has been commissioned to deliver Dyslexia training to 15 assistants, leading to an Accredited Dyslexia Practitioner Status. Training will be delivered over the autumn and spring terms. One whole day and 2 half-day sessions have already been delivered.

Two special schools have been commissioned to hold sessions to share effective practice with mainstream assistants. The sessions will focus on behaviour, communication methods and sensory learning.

Termly Network for assistants and senior assistants - work has begun to organise the first session due to be held on 7 November.

COACHING AND MENTORING

To continue to develop and embed a coaching and mentoring culture throughout the Welsh education system which provides a toolkit to assist in improving standards of education in Wales.

A National Programme was delivered during the Summer term through the medium of Welsh and English for SLT members, ALN Co-ordinators and HLTAs.

An email has been sent to all attendees who have received training in the GwE region over the last two and a half years asking them to complete a questionnaire in order to collect information on the true impact of the training. Information about the level 3 qualification has been shared following the national sessions and information about level 5 and 7 qualifications has been shared with schools and GwE staff.

Early discussions have taken place in order to identify schools for a project collaborating with 3 Secondary schools, 3 primary schools and 1 Special School.

GOVERNOR SUPPORT

Work with local authorities to ensure that governing bodies are prepared to implement the WG School improvement guidance: framework for evaluation, improvement and accountability

High quality professional learning opportunities and support for governing bodies has been provided on topics including self-evaluation, data and information, curriculum for Wales, planning for improvement, Schools as Learning Organisations and guidance on effective governing bodies.

Support has been provided for school governing bodies in making good appointments at senior level. Furthermore, governing bodies have been supported the performance management process of headteachers

Support has been provided for local authorities to ensure that governing bodies have support in self-evaluation and development planning, including pre-inspection support for Governors on Estyn's expectations prior to and during inspection. Furthermore, bespoke support has been provided to governing bodies of schools in Estyn review and statutory categories where relevant.

Support has been provided to facilitate effective communication and information-sharing between GwE, LA and GSO. All stakeholders benefit from shared information.

GwE was represented at the regional and national Governor Support Officers (GSO) meetings:

- The Association of Directors of Education in Wales (ADEW) group meeting 08/06/23
- GSO North Wales meeting 14/06/23

GwE will be represented in the next meeting of the National GSO group on 09/11/23.

Support has been provided for Local Authorities in their provision of training for governing bodies to support school improvement. Further support and guidance for governors of the six LAs will be required in the lead up to the introduction of the School Improvement Framework in September 2024 and WAG governors competency framework.

Programmes of support have been agreed with the GSOs of all 6 LAs, identifying the required support for academic year 2023-24. This will enable the GSOs to publish their programmes in advance and encourage governors to attend.

SCHOOLS & SERVICE AS LEARNING ORGANISATIONS

Support ongoing Schools as Learning Organisations (SLO) implementation and the wider transition to a learning education system.

Support the development of the workforce within the context of schools as learning organisations

It is a limited number of regional schools that have updated their responses to the new Schools as Learning Organisations survey on Hwb. This will be developed further during the year. This will include identifying effective practitioners who are implementing SLO to deliver joint workshops to Headteachers during the autumn term. The experienced practitioners who are assisting us will have an opportunity during the workshop to talk about successful practice in their schools. Attendees will also have an opportunity during the workshop to complete the SLO survey before returning to school to complete it with the rest of the staff and teaching assistants. In so doing it is hoped to raise awareness and the profile of SLO across the region and ensure that a higher percentage of schools are completing the SLO survey to identify aspects for further development within the 7 dimensions.

GwE have engaged in cross consortia meeting along with WG representatives. This work reviewed previous SLO developments across consortia and the impact of covid on the national strategy. Contributions were made by partners and a new draft SLO National Strategy Action Plan was written (July 2023). The draft plan identified the following aims:

- All schools and settings complete the SLO survey once every 24 months
- Schools and settings development plans are informed by self-critical use of self-evaluation, enquiry and the SLO survey. Schools consistently challenge themselves to improve as learning organisations
- All education professionals are able to access well designed professional learning that includes a blend of approaches and opportunities for reflection, enquiry and collaboration for learning.

To meet these aims a GwE team member has been tasked with running professional learning sessions across the region in both Cymraeg and English - these sessions have been scheduled for October and November 2023. Their intention is to raise workforce awareness in relation to SLO, how the dimensions and associated culture contribute to meeting the needs of the new School Self Evaluation and Improvement Guidance and ultimately to increase the number of schools who complete the SLO survey on Hwb. Schools in each county with proven successful practice have been engaged to provide practical exemplars of practice, enabling Headteachers and senior leaders to identify how their existing practice meets aspects of the SLO model and facilitates School self-improvement.

SCHOOL PARTNERSHIP PROGRAMME

Promote and oversee school-to-school collaboration and cluster working.

Deliver The Education Development Trust (EDT) School Partnership Programme (SPP) across the region's schools. SPP is a 3-year programme which develops school leaders' peer evaluation and support.

For the last 5 years there has been agreement with Headteachers on a series of regional principles for peer engagement. A model of peer review and improvement planning was agreed (the School Partnership Programme [SPP]), approved by the Management Board and Joint Committee.

All GwE SIAs have received continuous training and support on peer review, facilitation, mentoring and coaching. By the end of September 2023, 29 SIAs have been trained as peer reviewers and improvement facilitators as part of the SPP. All new staff members have received SPP refresher training.

Initially, 13 SIAs were trained during October 2021 to deliver the programme and following a programme of observing training during April 2022 the first SPP training programme entirely facilitated by GwE staff was delivered to cohort 3b during May 2022. By September 2023, 20 additional SIAs have received training to deliver the programme. This means that 33 SIAs can now deliver the SPP programme successfully. Following this increased capacity to deliver the programme initial training was provided for 90 schools in cohort 3C by a team of GwE facilitators.

By September 2023, 46 clusters / alliances (255 schools) have received SPP training and they have already undertaken peer review, or are preparing to undertake peer review work. 329 Headteachers / senior leaders have been trained as peer reviewers across the region. 290 senior leaders / middle leaders and proficient teachers have been trained as 'improvement facilitators'. This has enabled leaders and teachers to benefit from professional education of a high standard and it will contribute to improving leadership capacity across the region. By September 2023 both the first and second tier of primary schools and clusters involved in the programme have received extended training for improvement facilitators, with the focus on developing increasing and effective use of research in their improvement workshops. In addition, opportunities were provided across the region for

schools and partnerships to scale up their capacity to implement the programme by training additional improvement facilitators.

The main objective of the scheme is to offer SPP training to all 407 regional schools and the Referral Units. The intention is to train approximately 15 clusters every term during the 2021-24 academic years. The Programme will be aligned to work on developing a new curriculum and support schools and clusters to evaluate their progress towards the reform journey. To this end a series of reflection questions with a focus on the reform journey have been created in alignment with the peer process, and schools receiving the training are signposted to the curriculum prompts that are part of the National Resource for Evaluation and Improvement.

In January 2023, schools and clusters not already involved in the programme were invited to express an interest in participating in SPP training as part of cohort 4. A total of 43 schools expressed an interest. Therefore, by the end of July 2023, half of the region's schools have received the initial training and are now starting, or have started, their peer review and improvement planning work.

As part of our partnership with the Education Development Trust initial questionnaires have been shared with all schools involved in the SPP. Analysis of responses by an EDT researcher shows that 77% of Headteachers state their experience of the programme is good or excellent, while 100% of teachers state their partnership with other schools is strong or very strong following the programme. Four clusters / alliances have been identified to take part in comprehensive interviews with the researcher, which will lead to developing a case study to further scrutinise the impact of the programme in 2023-24.

OBJECTIVE 5 – A POSITIVE EDUCATION EXPERIENCE FOR EVERYONE

Priorities:

5.1 - Support staff in their wellbeing and resilience.

5.2 - Support schools to ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.

5.3 - Support schools to provide equity for all by tackling disadvantage and to have strong relationships with parents/carers and their communities.

Pupil Development Grant (PDG) / Looked After Children (LAC)

To support the continued delivery of professional learning to support disadvantaged and vulnerable learners.

GwE continues to provide Trauma Informed Schools (TIS) Training across the region to support disadvantaged and vulnerable learners. TIS diploma GwE 14 and 15 are part way through, training an additional 48 practitioners, across the region. Through the training, schools will have an awareness and understanding of Trauma Informed practice and how it can support vulnerable and disadvantaged learners

The new PDG/LAC-PDG guidance has been shared with SIAs to support their work in school and conversations around the use of PDG and PDG-LAC grants. As part of the SIA visits there is an increased focus on how schools support all of their vulnerable learners and how the school monitors the progress the learners make.

A member of the GwE team attends termly meetings with Looked After Children Education Co-ordinators, Early entitlement and Pupil Referral Units (PRU) and Education other than at school (EOTAS) leads. This ensures that everybody knows what each is offering and will help prevent duplication of work and Professional learning offers. It will also support evaluating the impact of the work that is being carried out and the impact of school plans for their PDG-LAC spend and how that is captured.

The cluster model of working with PDG-LAC is enabling clusters to be more creative with how the grant is used to support pupils across the catchment area.

Continue the implementation of Raising Attainment in Disadvantaged Youngsters (RADY) across the region

RADY (Raising Achievement for Disadvantaged Youngsters) is presented by the GwE, in partnership with its creators Challenging Education. This long-term programme is designed to support schools to address the impact

of disadvantage on their learners through an 'equity not equality' approach. An initial RADY online meeting has taken place and is part of GwE's commitment to the National Priority for Health, Well-being and Equity. The principles and approaches of RADY will suit all learners. The RADY principles are focussed on 'doing something different' by:

- Raising Awareness of Disadvantaged Youngsters
- Raising Aspirations of Disadvantaged Learners
- Raising Expectations of Disadvantaged Youngsters

There is a tiered approach to participating in the RADY programme. The programme is a long-term commitment and schools should not expect to see impact on outcomes for disadvantaged learners immediately. However, schools will swiftly see impact on learner and staff behaviours, understanding some of the consequences of disadvantage on learners, and on perceptions and relationships. This then contributes to changing cultures in schools which in turn impacts on learner outcomes. 14 schools have signed up for the first phase of the RADY roll-out, working with Senior leaders to embed a system of high quality teaching and learning and expectation.

Teaching and Learning to Support Vulnerable and Disadvantaged Learners (SVL)

The Welsh Government supporting vulnerable learners Resource has been launched. This programme is open to staff from Schools and Local Authorities in North Wales. The programme focuses on 'How do you deliver classroom-based equity for Disadvantaged and Vulnerable Learners?'. Commissioned by the Consortia, for the exclusive use of all schools and settings in Wales, Supporting Vulnerable and Disadvantaged Learners Through Effective Teaching Learning, is a bespoke, comprehensive professional support programme, drawing together evidence-based strategies that will help practitioners enhance and embed effective classroom practice. Following the launch of the materials in February, Mike Gershon delivered three sessions in May 2023 giving Senior Leaders a guided tour through the programme.

The benefits of the programme have been identified as follows:

- Support vulnerable and disadvantaged learners by developing and enhancing teaching and learning.
- Keep teaching and learning at the top of the agenda.
- Inspire teachers to think critically and creatively about their practice.
- Give teachers the tools they can use to develop their practice.
- Facilitate and sustain innovative practice within classrooms.

All materials are available via www.supportingvulnerablelearners.cymru and are fully bilingual.

7 schools are currently trialling this resource as part of their school development planning. They have had the opportunity to discuss these with the Resource creator, guiding them on the most effective way of using the resource.

WORKFORCE WELLBEING (GwE AND SCHOOLS)

To support well-being for school staff across the region

The well-being of our children and our workforce continues to be a priority, doing all we can to support the well-being of our school staff, children and young people across the region. Head teachers appreciate the input of the Link Supporting Improvement Advisers in terms of providing guidance and support for schools and clusters to develop their provision. Almost all heads noted that facilitating cluster meetings has been instrumental in sharing ideas and good practice. It was also noted that these meetings have had a positive impact on their mental health and well-being.

To support the well-being of senior leaders in schools - To provide 'Reflective Spaces', individual and group meetings for senior leaders as needed

Sessions of 'Reflective Spaces' have been organised for schools and is continuing to have a positive impact across the region as we continue to see a demand for this kind of support. The session is facilitated through break out rooms with a specific reflection and listening model to follow. This allows colleagues the safety of a structure to follow, whilst also allowing them to listen and reflect with their peers.

STRATEGY TO SUPPORT PARENTS / CARERS

Improve parental engagement

The Local Authorities and GwE have provided a range of high-quality guidance and resources to support schools to improve parental engagement and have worked with Mike Gershon to facilitate parental access to quality materials so that they also can support their children. 'Helping your Child to Learn' (HYCTL) and 'Helping your Teen to Learn' (HYTTL) materials, and the 'Revise with Mike' resource have been very well-received. The range of revision strategies has also impacted on teachers' classroom floor practices as they prepare learners for end of year examinations. A regional group has been established with representation from GwE and each LA to lead, manage and co-ordinate the field of supporting parents and carers with their child's learning.

Family engagement resources have been created by a small Group of 5 Teaching Assistants (TAs). These resources consist of 4 x 1 to 1.5 hour sessions that can be delivered by TAs with parents and their children in school. They are based on the Mike Gershon "Help Your Child to Learn" resources. The packs are designed to be picked up and used with only a small amount of preparation. A meeting has been arranged for November to develop a case study from the schools who have created the Resource. During this meeting they will also give feedback on how the packs how they were received by parents. A case study will be completed from this to share with other schools and used to promote the resources. The schools who developed the resource and will be invited to share the resources their experiences in Network meetings.

A case study has been written by a school who have increased family engagement through the work of the family engagement officer. Their practice has been identified as excellent and this will be promoted through GwE, but also shared with the National Equity Group and TIS UK.

A network to support Family engagement workers is in the process of being arranged. This will be to share good practice and to have time to discuss any common issues and suggest training for future events.

Bangor University are beginning a trial of the COping on-line parenting strategy that works with the carers of looked after children and school. An initial questionnaire has gone out to schools for parents to respond to. This will support parents with developing their parenting skills in a variety of ways.

Investors in Families is being promoted in the region as a tool to support the development of Community Focused schools.

A National programme on developing a poverty strategy is being devised by the National Equity Group, to be delivered to Senior leaders across the region. This will include a parental engagement element.

OBJECTIVE 6 – CYMRAEG BELONGS TO US ALL

Priorities:

6.1 - Support schools to plan purposefully in order to support and develop learners' skills and literacy in Welsh in the context of the Curriculum for Wales.

6.2 - Promote the learning of the Welsh language and develop the linguistic skills of the workforce.

6.3 - Develop the informal use of Welsh through the 'Siarter iaith' and 'Cymraeg Campus'

WELSH IN EDUCATION

Support schools to undertake purposeful planning to support and develop learners' speaking and listening skills in Welsh in the context of the Curriculum for Wales.

A resource for leaders is being used to assist SIAs when holding discussions on the Welsh language in their link schools. School leaders who give the Welsh language a prominent place in the vision of the school have been identified, and open mornings/days are offered regionally to share effective practice in various themes, for example, developing the language skills of staff through the Sabbaticals Scheme, developing a Welsh ethos through Cymraeg Campus, celebrating Welshness and the Welsh language as a central part of school vision.

Clear outcomes have been set for planning cluster work in 2023-24, which reflect the need to develop staff understanding of various aspects of the language, for example immersion, developing skills, literacy.

The SIA for Welsh and Literacy is a member of national working groups to develop a Professional Learning (PL) programme for Welsh and English-medium schools. Priorities have been noted and a strong understanding of the need to share provision across Wales. There is also national collaboration on developing PL provision for teaching assistants and leaders.

Support packs and PL Offer for Welsh have been produced and delivered based on the Business Plan, and planning for meeting training needs is ongoing. This includes collaboration on a 3-day programme, addressing a blend of literacy and digital training which will lead to the identification of effective practice in participating schools.

There has been close collaboration with primary schools and LA advisory teams on a support pack to address specific needs. There has been collaboration with SIAs on training, providing appropriate resources and collating on Google Classroom and step by step detailed planning with teachers. Following this, it was ensured that any provision is closely monitored and that support provided has a positive impact on teaching and learning. As a result of Talk for Writing training, lessons have been delivered successfully and teachers are now undertaking more purposeful planning. SIAs have supported schools to ensure consistency and a joint understanding of needs and improvement approaches through collaboration with teachers/leaders/departments in order to ensure consistency in key messages.

Promote the learning of Welsh and develop the language skills of the workforce.

LA officers have received a request to work with cluster co-ordinators to address the development of workforce language skills in cluster plans. There are ongoing discussions taking place between providers and local authority officers, facilitated by GwE, in order to ensure practitioners are identified and supported to take part in the 2023-24 Sabbatical Scheme. This has led to ensuring the course is full, and there is a reserve list in place. An advanced course for teaching assistants has been agreed for the summer term (April-July 2024). Two cohorts of GwE staff continue to receive training, Cymraeg Gwaith.

Develop the informal use of Welsh through the 'Siarter iaith' and 'Cymraeg Campus'

National discussions have taken place to update and adapt the Language Charter Framework to ensure that what is in place nationally via the Siarter iaith/Cymraeg Campus co-ordinators is more consistent. Timetable has been shared for presenting an amended draft to disseminate to schools for further consultation.

EIN LLAIS NI

Ein Llais Ni

The purpose of Ein Llais Ni is to highlight the importance of oracy in the school curriculum in the context of the Welsh language (across the entire age range) and to suggest ideas for strategies that schools/teachers can develop in order to encourage and promote the speaking and listening skills of learners. The work has been developed in collaboration with schools across the north Wales region and Bangor University, with Professor Enlli Thomas (Deputy Assistant Vice Chancellor – Welsh Language) who is an international expert on promoting oracy skills and bilingual teaching strategies, leading the practical research. [The Ein Llais Ni](#) website is publicly available.

The website continues to be updated and refined focusing on the Welsh medium version in the first place. Recently, the Professional Learning section has been added which contains a series of presentations that teachers, schools and clusters can use in training sessions or for reflecting on developing their practices. There is very positive feedback regarding the quality, content and format of the website and there is a national agreement to use the resource as the initial point of reference for any teacher who wishes to develop Welsh speaking and listening pedagogy.

Two part time project officers have been appointed to collaborate closely with the Project Team, and a detailed work programme developed and put in place such as collecting and arranging examples from schools to enrich the website, cluster visits and PL sessions held, cluster network and contact with individual schools. They are promoting the support, the website and successful oral teaching methods in various forums e.g. language coordinators' meeting, cluster INSET sessions.

Lead teachers are working together to exemplify and model effective pedagogy and learner progress in order to reinforce various sections of the website.

A Professional Learning support pack that provides an overview of the programme and its intentions is available for leaders, SIAs and practitioners who are prioritising Welsh oracy. The Professional Learning section of the website is starting to develop.

Work is continuing to support schools, and schools that have attended an 'On Demand' session understand the next steps. Two clusters are developing primary-secondary collaboration. Clear guidelines regarding expectations have been agreed in order to jointly develop and embed further - a Google Classroom has been set up to facilitate this.

Development of a guiding document (Kirkpatrick Model) to illustrate the courses of action that can lead to outcomes on a provision and standards level is ongoing. As a supplementary resource to this, the project team has developed an oracy self-evaluation resource to reflect on a school's current situation and plan for incorporating a whole school approach to developing and ensuring progress in pupils' oral skills. Lead teachers have given their views on the resource and are using it to identify their next steps and celebrate progress and success. This enables the teachers who are leading the programme in school to reflect.

Feedback from lead teachers and clusters is gathered continuously, leading to amending documentation/supplementary guidance. An initial meeting of English-medium schools has taken place (26/6/2023), comprising of Headteachers and local authority officers. An overview of the work and their roles in further developing Ein Llais Ni have been confirmed, and purposeful discussions are taking place on the types of amendments and the support required for the English-medium sector. Plans for a series of 2023-24 networks have been confirmed and the arrangements are under way. It is intended to invite students to the sessions throughout the year and target NQT teachers who have researched the area as part of their personal research in 2022-23.

The Steering Group continues to meet every quarter and has amended the membership of the Board to reflect the direction of the next part of the project. A report by Bangor University evaluating the effectiveness of the Ein Llais Ni project is a basis for creating a programme of work for 2023-24, in order to ensure the work is building on the success of the project in 2021-22 and proceeding in the right direction to ensure long-term impact. Discussions are continuing with Bangor University regarding the method of support and the evaluation of the work.

'Ein Llais Ni' Oracy Programme Event on 24/10/2023 – the event is for all primary, secondary and special school leaders and teachers who are interested in oracy and need to embed pedagogy within their classes. It is suitable for everyone who wants to learn more about how the Ein Llais Ni programme can support you in developing Welsh speaking and listening skills. An invitation has been extended to a range of partners including Welsh Government, Estyn and other regions.

Sub-project 1: Targeting practitioners and leaders of Welsh-medium and bilingual schools through the 'Ein Llais Ni' school network

- Project Officers visit schools to collect examples of successful 'Ein Llais' quality practices. These examples will be added to the website
- One 'On Demand' session has already been held with schools as part of the project and an invitation extended to new schools.
- [A newsletter](#) was shared early in the spring term, drawing attention to the 'O Enau Plant' booklet, website content www.einllaisni.cymru, a possible timetable for developing and embedding the work and [a document](#) for implementing and achieving milestones leading to possible outcomes and evaluation evidence.
- The [Ein Llais Ni](#) website is operational and comprehensive and continues to be developed - teachers have provided feedback on different sections and action is taken on their comments.
- Lead schools have been appointed following analysis of the case studies received, and they meet on a regular basis to ensure that effective models of the various elements of the website are prepared and shared.
- Clusters of schools receive 'Ein Llais Ni' training. Each cluster meeting has a specific focus based on the requirements of individual clusters. In addition, applications are received for sessions during INSET days.
- The Project Officers are in constant contact with lead teachers to embed 'Ein Llais Ni' further in schools and to collate practices and a toolkit to share more widely.

- A Network meeting has been scheduled for every half term to share good practices, make effective use of research and evaluate strengths and areas to develop schools. Specific themes have been identified for each network.

Sub-project 2: support to develop speaking and listening skills in English-medium schools.

Work is ongoing with a specific number of English-medium schools to verify and adapt the original model. A project sub-group has been established, which includes LA officers led by GwE SIAs. This is leading to a joint understanding of the direction of work with schools and of the type of support, expectations and outcomes. Schools have had an opportunity to express an interest in being part of the project. A meeting between LAs and GwE has taken place to select schools to be part of the work and agree on next steps. There are 9 schools involved in this project. 'O Enau Plant' has been translated so that English-medium schools may utilise it and share with school staff.

The roles of schools and GwE are clear, and initial views on developing and adapting resources such as questionnaires and relevant strategies have been gathered. A Google Classroom has been created for sharing information and good practice, and for supporting practitioners with developing their pedagogy, utilising current research.

SIA collaborates with the leading English Medium Schools to create a collection of case studies exemplifying language acquisition strategies by promoting speaking and listening skills within the 'Ein Llais Ni' programme.

SIA collaborates with the leading schools to enrich the resource guide 'Cynllunio ar gyfer taith y Gymraeg' (Planning the journey of the Welsh language) as well as the [Resource to support self-evaluation of Welsh \(Hwb\)](#) pedagogy section, by exemplifying the how the benefits of bilingualism skills can be promoted through bilingual teaching and learning in an English-medium school/locations/streams and the language acquisition strategies that promote the above speaking and listening skills within the 'Ein Llais Ni' programme.

A bilingual interactive presentation has been created with the leading English medium schools, to accompany 'Bilingual voices - Our future speakers', which is the translation of the booklet O Enau Plant'.

Sub-project 3: collaborate with Bangor University / CaBan to strengthen the link with ITE.

Working is continuing to strengthen the link with ITE / provision for prospective teachers and attention to the professional learning needs of teaching assistants. This is leading to incorporating Ein Llais Ni into elements of the course for trainees. There is close collaboration between Bangor University, GwE and specific schools to develop the enquiry skills of practitioners.

This will lead to practitioners understanding the purpose and value of teaching Welsh and speaking and listening skills. It will also improve the understanding and awareness of new teachers and teaching assistants of the pedagogy for developing speaking and listening skills, as well as developing effective communication skills through the medium of Welsh. Discussion have taken place to co-construct the intentions with Bangor University to start implementation in the next academic year.

There is valuable recognition in an Estyn report [Support for Welsh in Initial Teacher Education](#) (pg.18) to the work of a Language Mentor in an ITE Lead School for Bangor University with the teacher receiving credit for the guidance to the students and to other schools that are not familiar with the 'Ein Llais Ni' programme. The teacher was part of the original project which was the basis for developing the current resource.

An invitation has been extended to the students to attend the 'Ein Llais Ni' Conference on 24/10/23. This can lead to a proportion of the students choosing the orality of the Welsh language as their research work, as some of the students did last year.

OBJECTIVE 7 – BUSINESS

Priorities:

7.1 - Review current operating arrangements and staffing structure to ensure that the regional school improvement service is suitably structured to deliver local, regional and national priorities.

Review of current operating arrangements

Following a request by the North Wales Chief Executives, GwE has amended the Terms of Reference for a review of current operating arrangements and staffing structure. As agreed with the Chief Executives, the review will be undertaken in house, considering a range of funding cuts and will look at a more flexible and fluid structure to better manage budget pressures.

The review of the current operating arrangements and staffing structure is to ensure that the regional school improvement service is suitably structured to:

- respond more flexibly to pressures and cuts to the core budget from the Local Authorities and Welsh Government grant funding to change its current structure.
- ensure that schools continue to access effective support post COVID to address the impact of the pandemic on learners' progress and wellbeing.
- ensure that schools continue to access effective support for curriculum implementation and all aspects of the reform journey.
- address national expectations for school improvement as outlined in the recently published 'School Improvement Guidance (June 2022)'.
- build upon the strong foundations of a collaborative way of working that has been established regionally as we move towards a self-improving system.
- ensure that salaries are competitive with similar organisations or with Headteacher and senior leaders' salaries to allow the service to attract high quality staff.
- ensure that we can effectively adapt and evolve following any impending findings of the forthcoming Welsh Government review.
- set out what an effective school improvement service and self-improving system should look like for the future.

The main findings and recommendations will be available following clarification on 2024/25 budget and the findings of the 'Review of school improvement: roles and responsibilities of education partners in Wales'.

2. APPENDIX:

Regional Data