

***ADRODDIAD CYMRAEG I DDILYN**

Business Plan 2017-20



Version Control

This is a live document and may be amended as required to meet our priorities.

| 1.0 | 17/02/2017 | GwE Management Board |
|-----|--------------------------|--|
| 1.1 | 13/03/2017 05/05/2017 | GwE Senior Leadership Team GwE Management Board |
| 1.2 | 23/08/2017 | GwE Senior Leadership Team |
| 1.3 | September 2017 | GwE Senior Leadership Team |

VISION

Our vision states that in GwE we will have:

Outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils.

PURPOSE

GwE, the fully bilingual regional Educational Improvement Service for North Wales, works in partnership with the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region.

OUR PRIORITIES

1. **Standards** – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.
2. **Curriculum and assessment** – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.
3. **Leadership** – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.
4. **Wellbeing** – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.
5. **Teaching** – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.
6. **Business** – to ensure that GwE has strong governance and effective business and operational support that provides value for money.
7. **Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe:
 - E1:** Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4.
 - E2:** Improve the quality of evaluation in the delivery of school improvement services.
 - E3:** Improve the rigour of the arrangements for identifying and managing risk.
 - E4:** Ensure that business and operational plans contain clear success criteria and that

progress against these is monitored effectively.

E5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.

E6: Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.

TO MEET OUR PRIORITIES WE HAVE SET OURSELVES THE FOLLOWING OBJECTIVES BY 2020

1. STANDARDS

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

2. CURRICULUM AND ASSESSMENT

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

3. LEADERSHIP

- 3.1 We will have reduced the number of schools in an Estyn statutory category by 50% (from 17 (32.7%) in August 2017 – provisional data).
- 3.2 No school will be in Special Measures.
- 3.3 We will have increased participation amongst our target audience in our leadership programmes by 50%, and overall satisfaction with the programme will increase from 85% – 90% to 95%.
- 3.4 50% of teachers completing the Middle Leadership Development Programme will have been promoted within 3 years.
- 3.5 75% of NPQH candidates will have been appointed to Headship within 3 years.
- 3.6 Leadership in the secondary sector judged by Estyn to be at least good, will increase 5% (from 55% to 60% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.7 Leadership in the primary sector judged by Estyn to be at least good, will increase 5% (from 75% to 80% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.8 Leadership in the special sector judged by Estyn to be at least good, will increase 5% (from 80% to 85% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.9 Leadership in the PRU sector judged by Estyn to be at least good, will increase 5% (from 47% to 52% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.10 No unsatisfactory leadership in the primary, secondary, special and PRU sectors.
- 3.11 No secondary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 secondary schools i.e. 9% in 2016-17).
- 3.12 No primary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 primary schools i.e. 1.4% in 2016-17).
- 3.13 No special school will be awarded Grade 'D' in stage 2 of the Categorisation process (1 special school i.e. 11% in 2016-17).
- 3.14 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the secondary sector will increase by 100% from 12 (22%) to 24 (44%).
- 3.15 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the primary sector will increase by 50% from 102 (28%) to 153 (42%).
- 3.16 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the special sector will increase by 50% from 3 (33%) to 6 (66%).
- 3.17 All schools will have good or better self-evaluation processes and improvement plans.

4. WELLBEING

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

5. TEACHING

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

6. BUSINESS

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

TO ACHIEVE THE VISION AND OBJECTIVES WE HAVE SET OURSELVES MINIMUM EXPECTATIONS

These expectations are:

- Good leadership and management;
- Good teaching;
- Eradicate in school variation;
- None of GwE schools to feature in Estyn statutory categories;
- Pupils' learning and wellbeing at least good; and
- Successful Futures in place

TO ACHIEVE THE VISION AND OBJECTIVES, WE HAVE SET OURSELVES SERVICE AND PERSONAL VALUES

These include:

- Trust;
- Show no bias;
- Fairness;
- Respect diversity;
- Supportive and collaborative;
- Bilingual;
- Objectivity;
- Demand high standard;
- Integrity.

TO ACHIEVE THE VISION AND OBJECTIVES, WE ARE FULLY COMMITTED TO WELSH GOVERNMENT PRIORITIES

4 purposes for the curriculum to help all children and young people to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world , ready to be citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

THE STRUCTURE OF OUR PROFESSIONAL AND BUSINESS TEAMS

| |
|--------------------------|
| Managing Director |
| Arwyn Thomas |

| | |
|---------------------------|---------------------------|
| Assistant Director | Assistant Director |
| Rhys H. Hughes | Alwyn Jones |

| |
|------------------------------|
| Senior Secondary Lead |
| Elfyn V Jones |

| |
|----------------------------|
| Senior Primary Lead |
| Marc B. Hughes |

| |
|---------------------------------------|
| Senior Successful Futures Lead |
| Ruth Thackery |

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

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

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

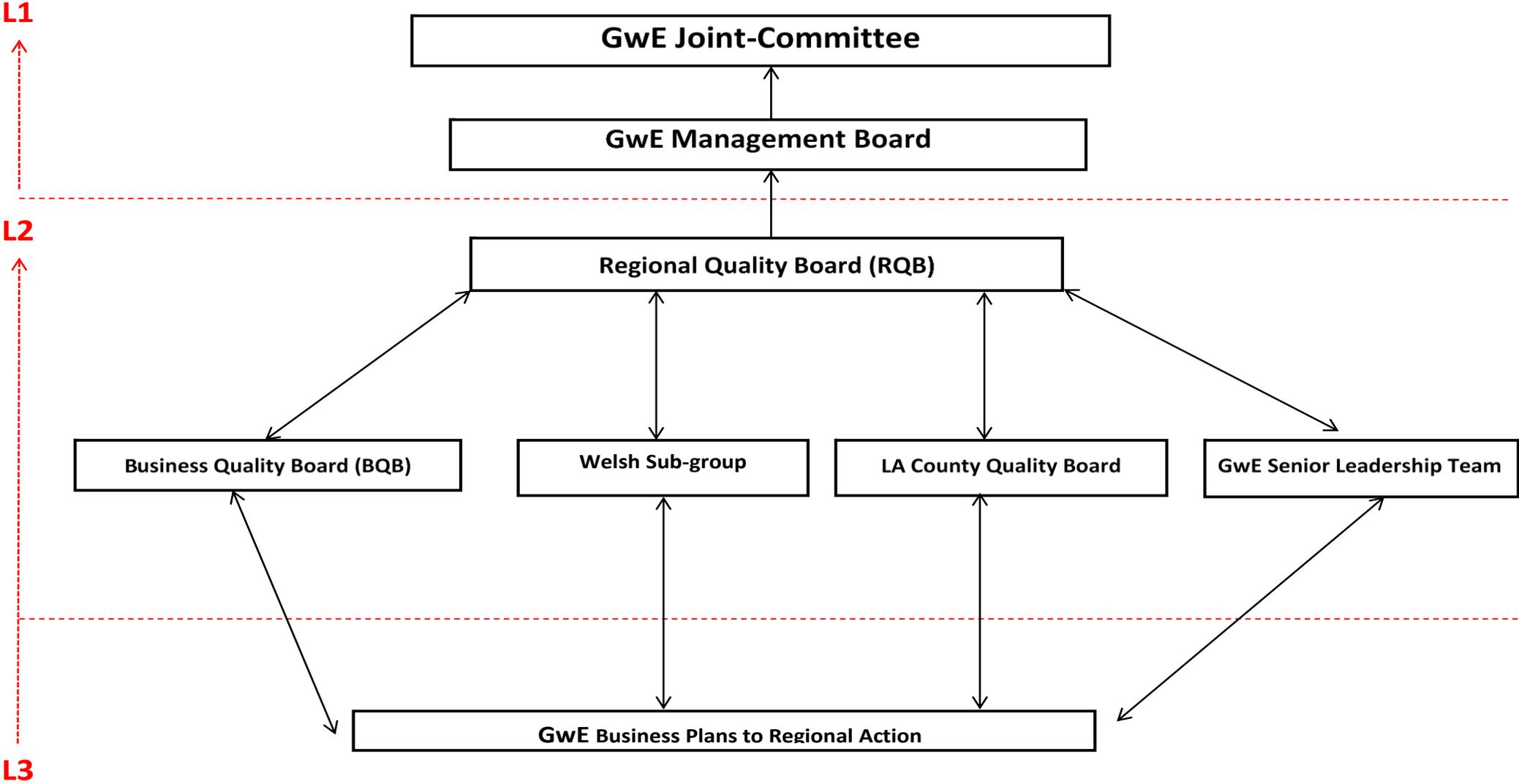
| | Welfare + FSM/PDG | ALN + Inclusion | ITE | Evaluation and Research | Health and Fitness | BAC | Foundation Phase | HR/Governance | SLO |
|---|-------------------|-----------------|---------------|-------------------------|--------------------|---------------|------------------|---------------|------------------------------------|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

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

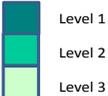
GwE CORPORATE GOVERNANCE STRUCTURE :



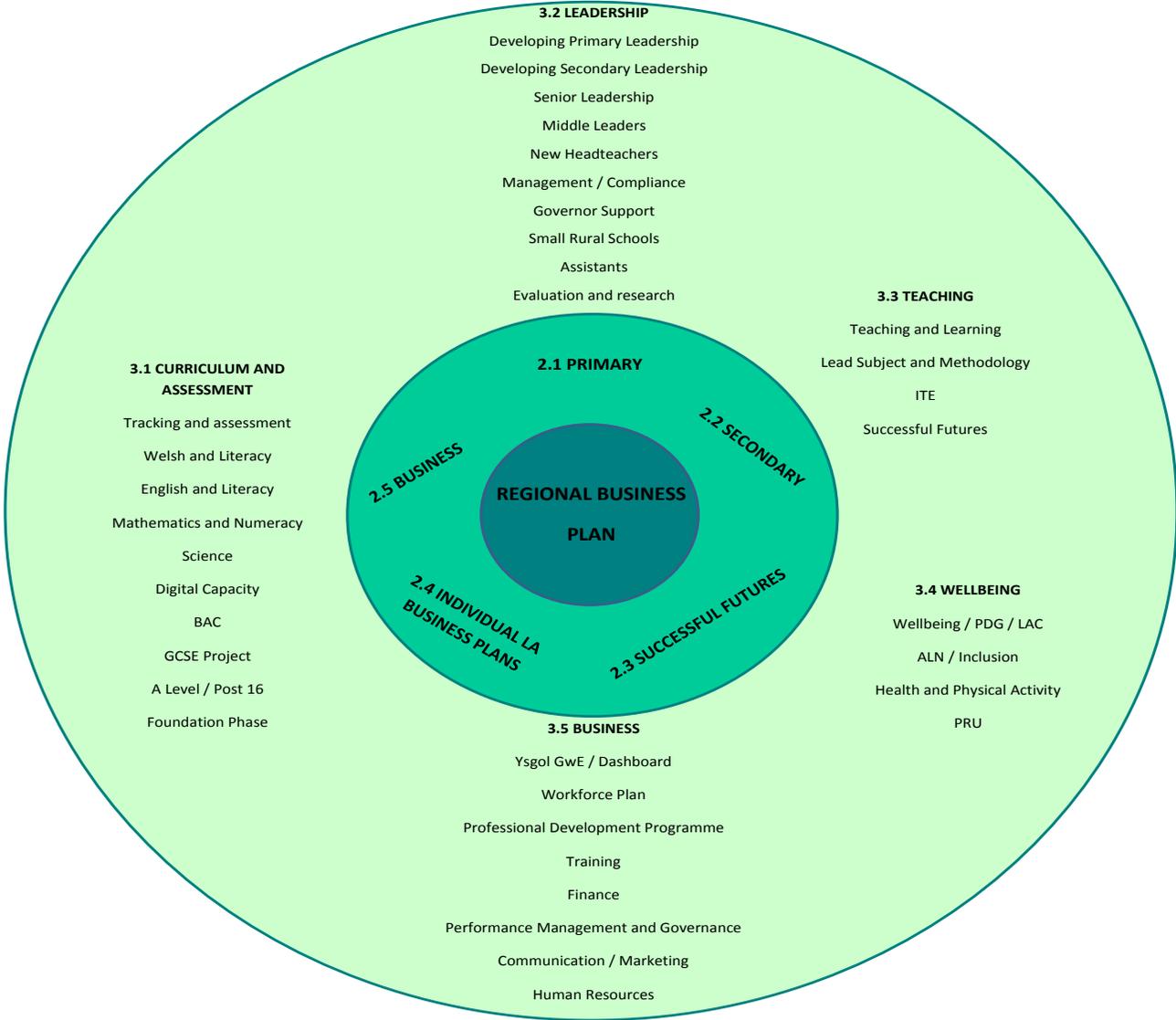
PERFORMANCE MANAGEMENT BUSINESS PLANNING FRAMEWORK ACCOUNTABILITY



PERFORMANCE MANAGEMENT PLANS



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|---|---|
| Themes: <ul style="list-style-type: none"> • Curriculum and Assessment • Leadership • Teaching • Wellbeing • Business | <p style="text-align: center;"> CaA A D LI B </p> |
| GwE corporate risk register | <p style="text-align: center;">R1 – R22</p> |
| Level 2 LA Plan | <p style="text-align: center;"> ALIYM ALLG ALIC ALID ALIFf ALIW </p> |

| | IMPROVEMENT MEASURES | TARGETS | | |
|--|---|-----------------------------|-----------------------------|-----------------------------|
| | | 2017-18 (Summer 2018) | 2018-19 (Summer 2019) | 2019-20 (Summer 2020) |
| | Level 2+ Threshold | 67.43 | 69.85 | 72.28 |
| | Level 2+ Threshold FSM | 43.44 | 47.36 | 51.27 |
| | Level 1 Threshold | 98.76 | 99.40 | 100 |
| | Level 1 Threshold FSM | 96.85 | 98.98 | 100 |
| | 5A*-A | 16.21 | 15.50 | 14.78 |
| | 5A*-A FSM | 4.02 | 3.77 | 3.52 |
| | Capped 9 | | | |
| | Capped 9 FSM | | | |
| | Mathematics Numeracy A*-C | 68.91% | | |
| | Mathematics A*-C | 73.55% | | |
| | English | 71.29% | | |
| | Key Stage 3 – CSI FSM | 81.43 | 85.50 | 89.46 |
| | Key Stage 2 – CSI FSM | 82.30 | 84.90 | 87.50 |
| | Foundation Phase – FPI | 89.84 | 90.73 | 91.62 |
| | Foundation Phase – FPI FSM | 79.05 | 80.73 | 82.40 |
| | FP – LCE 06+ | 40.68 | 42.67 | 44.67 |
| | FP – LCE FSM 06+ | 23.84 | 25.59 | 27.35 |
| | FP – LCW 06+ | 43.16 | 45.03 | 46.90 |
| | FP – LCW FSM 06+ | 19.03 | 20.13 | 21.23 |
| | FP – MD 06+ | 42.65 | 45.73 | 48.80 |
| | FP – MD FSM 06+ | 24.25 | 26.59 | 28.73 |
| | Reduction in the number of schools in Statutory Estyn Categories. | 25% reduction | 33% reduction | 50% reduction |
| | No school to be unexpectedly placed in Estyn Statutory Category. | 0 | 0 | 0 |
| | Reduction in the number of schools going into Estyn Review | 20% reduction | 30% reduction | 40% reduction |
| | Reduction in the number of secondary and primary schools in amber and red support categories. | 20% reduction | 30% reduction | 40% reduction |
| | Increase in the number of secondary and primary schools in yellow and specifically in the green support category. | 20% increase | 30% increase | 40% increase |
| <p>KS4 targets will be reviewed following collation in October 2017.</p> | | | | |

GwE Business Plan 2017-20

Level 1

| 1. STANDARDS | | | | | | |
|---|--|---|--|---------------|-------------|--|
| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
| 1 1.6 1.7 E1 P ALl x 6 R6 R7 R15 | Standards – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen. | Foundation Phase – improve the performance in foundation phase: <ul style="list-style-type: none"> • Increase the pace of improvement in the Foundation Phase in Ynys Môn, Gwynedd, Conwy and Denbighshire Local Authorities • Raise standards of Welsh First Language in Foundation Phase • Maintain good standards in Wrexham and Flint. | Improvements in standards at the end of the FP across the region with 89.84% achieving the FPI. Improvement in the % achieving the FPI in: <ul style="list-style-type: none"> • Ynys Môn – 89.29% • Gwynedd - 91.49% • Conwy - 87.89% • Denbighshire – 87.89% Raise standards of Welsh First Language in Foundation Phase to 93.5% Increase in the percentage of learners achieving higher outcomes in all indicators across the region: <ul style="list-style-type: none"> • LLCE 40.6% • LLCW 43.1% • MD 42.6% • PSD 69.3% | Marc B Hughes | June 2018 | £50,000 (EIG11) 100 days £100,000 (M5) 300 days |
| 1 1.8 1.9 E1 P | (Same as above) | Key Stage 2 - improve the performance in KS2: <ul style="list-style-type: none"> • Improve the performance of Conwy Local Authority at KS2 • Maintain good standards in other local Authorities | Improve the performance of Conwy Local Authority at KS2 to 90.1%. Maintain good standards in other local Authorities. | Marc B Hughes | June 2018 | £50,000 (EIG 2) 100 days £32,500 (M5) 65 days |

1. STANDARDS

| <i>Ref</i> | <i>Priorities</i> | <i>Actions</i> | <i>Outputs and success criteria 2017-2018</i> | <i>Responsible</i> | <i>Target Date</i> | <i>Finance source</i> |
|--|-------------------|--|--|--------------------|--------------------|--|
| ALI x 6 R6 R7 | | | | | | |
| 1 1.8 1.9 E1 P ALI x 6 R6 R7 | | Improve the performance of Wrexham Local Authority at KS3 | Improve the performance of Wrexham Local Authority at KS3 to 92.21%. | Elfyn V Jones | June 2018 | £4,000 (M12) 8 days £1,000 (C3) 2 days £8,000 (M12) 16 days £1500 (M12) 3 days £1,000 (C1) 2 days £3000 (C1) 6 days |

1. STANDARDS

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|---|------------|---|---|----------------------------------|-------------|--|
| 1 1.1 - 1.5 E1 U ALI x 6 R4 R5 R6 R7 R14 R16 R17 | | <p>Improve standards at KS4:</p> <ul style="list-style-type: none"> • Improve standards in core subjects at KS4. • Improve performance in non-core subjects. | <p>Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase.</p> <p>The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%.</p> <p>55% of schools performing in line with or above modelled outcome for L2+.</p> <p>Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent by 1.5 the rate of the national increase.</p> <p>All schools have good support plans with a focus on raising standards at KS4.</p> | Elfyn V Jones | August 2018 | <p>Core</p> <p>£60,000 (C2) 120 days</p> <p>£23,000 (C3) 46 days</p> <p>£25,000 50 days</p> <p>£125,000 (M12) 250 days</p> <p>£811000 (EIG5) 22 days</p> |
| 1 1.1 – 1.10 E1 C U ALI x 6 R11 | | <p>Improve the performance of FSM learners, especially in English Language</p> | <p>The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI</p> | Elfyn V Jones / Marc B Hughes | August 2018 | <p>£10,000 20 days</p> <p>Core</p> |

1. STANDARDS

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|---|------------|--|--|-------------------------------|-------------|-------------------------|
| 1 1.1 – 1.5 1.8 1.9 E1 U R4 R5 R7 R14 ALI x 6 | | Improve performance in English language. | An improvement in English language KS4 results by 1.5 the rate of the national increase. | Gaynor Murphy | August 2018 | £15,000 (C3) 30 days |
| 1 1.1 – 1.5 1.8 1.9 E1 U R4 R5 R7 | | Improve performance in maths and numeracy | An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase. | Dafydd Gwyn / Delyth Ellis | August 2018 | £25,000 50 days |

1. STANDARDS

| <i>Ref</i> | <i>Priorities</i> | <i>Actions</i> | <i>Outputs and success criteria 2017-2018</i> | <i>Responsible</i> | <i>Target Date</i> | <i>Finance source</i> |
|--|-------------------|--|--|----------------------------------|--------------------|--------------------------------|
| R14 | | | | | | |
| ALI x 6 | | | | | | |
| 1 1.1 – 1.10 E1 C U ALI x 6 R5 R7 R14 R16 | | Improve performance of groups of learners: <ul style="list-style-type: none"> • FSM • Boys • MAT | Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4 | Elfyn V Jones / Marc B Hughes | August 2018 | £10,000 20 days Core |

2. CURRICULUM AND ASSESSMENT

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|--|---|--|--|---------------------------|-----------------------------|--|
| <p>2</p> <p>2.1 –</p> <p>2.4</p> <p>2.7</p> <p>C</p> <p>CaA</p> <p>ALI x</p> <p>6</p> <p>R15</p> | <p>Curriculum and assessment – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all</p> | <p>Improve the provision, curriculum planning and assessment in the Foundation Phase.</p> | <p>All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.</p> | <p>Marc B Hughes</p> | <p>Summer Term 2018</p> | <p>£45,000 (C1) 90 days</p> |
| <p>2</p> <p>2.1 –</p> <p>2.8</p> <p>U</p> <p>CaA</p> <p>ALI x</p> <p>6</p> <p>R5</p> | <p>schools have robust assessment processes in place with strong targeting, tracking and intervention</p> | <p>Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.</p> | <p>All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.</p> | <p>Paul Mathews-Jones</p> | <p>Summer Term 2018</p> | <p>£13,000 (M17) 26 days</p> <p>£11,000 (EIG5) 22 days</p> |

2. CURRICULUM AND ASSESSMENT

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|---|------------|--|---|--------------------|------------------------|---|
| 2 2.1 – 2.8 U CaA ALI x 6 R5 | | Improve the quality of assessment, tracking and intervention programmes across the secondary schools. | Leaders at all levels make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets for L2+ and that 60% are within 2%. No school to receive an unsatisfactory in Inspection Areas 3 and 4 during Estyn inspection. | Paul Mathews-Jones | September 2017 onwards | Core £15,000 (C1) 30 days £74,000 (EIG10) 148 days £11,000 (EIG5) 22 days £60,000 (C3) 120 days |
| 2 U CaA ALI x 6 R18 | | Improve provision at A Level | An improvement in A and AS results in line with targets set and to be above national averages on key indicators. | Martyn Froggett | September 2017 onwards | £5,000 (M17) 10 days |
| 2 2.1 – 2.8 C U DLI1 DLI2 | | Deliver on Successful Futures - Raise awareness of the Four Purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform | All schools are on track to deliver the new curriculum. Effective skills based curriculum in place in 85% of schools from the present baseline of 81%. | Ruth Thackery | April 2017 onwards | Pioneer Grant |

2. CURRICULUM AND ASSESSMENT

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|--|------------|---|---|---------------|------------------------|-----------------------|
| DLI3 DLI4 CaA ALI x 6 R19 | | | | | | |
| 2 CaA | | Review the quality of provision and assessment in PRU centres. | Pupils in PRU have good provision in order to gain appropriate qualifications and contribute to LA KPI. | Richard Cubie | September 2017 onwards | £2,000 (C1) 4 days |

3. LEADERSHIP

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|---|--|--|---|--------------------------------|--------------------|---|
| 3 3.1 – 3.17 C U A ALI x 6 R6 | Leadership – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. | Further, develop and improve the quality of senior leadership, in all sectors, across the region. | 85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes. 50% reduction in the number of schools placed in Statutory Estyn Categories. No school to be unexpectedly placed in Estyn Statutory Category. 50% reduction in the number of schools going into Estyn Review. 50% reduction in the number of schools | Pam McClean / David Edwards | April 2017 onwards | £10,000 (C1) £61,000 (M3) 122 days £72,000 (M17) 144 days £28,000 (C3) 56 days £12,000 (C1) 24 days |

3. LEADERSHIP

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|--|--|--|--|---------------|----------------------|--|
| | Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region. | | awarded grade D in stage 2 of the categorisation process. Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process. | | | £15,000 (EIG5) 30 days |
| 3 3.1 – 3.17 C U DLI1 DLI2 DLI3 DLI4 A ALI x 6 R19 | | Support SLT to effectively deliver on Successful Futures. | All schools across the region are on track for delivery of Successful Futures | Ruth Thackery | April 2017 onwards | Pioneer grant |
| 3 3.1 – 3.17 C U | | Further develop and improve the quality of middle leadership across the region. | 85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes. | Ian Kelly | October 2017 onwards | Core £65,000 (M3) 130 days £58,000 (C3) 116 days |

3. LEADERSHIP

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|--|------------|--|--|--|-----------------------|--|
| A ALL x 6 | | | | | | £47,000 (C1) 94 days £20,000 (M17) 40 days £13,000 (EIG5) 26 days |
| 3 3.1 – 3.4 3.6 3.10 - 311 3.14 – 3.17 U A R4 ALL x 6 | | Improve quality of departmental leadership in secondary core subjects. <ul style="list-style-type: none"> • English • Welsh • Mathematics • Science | <p>85% of core subject departments have good or better Quality Assurance and accountability processes.</p> <p>Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets and that 60% are within 2% in core subjects.</p> | Gaynor Murphy Rhian Mair Jones Dafydd Gwyn Nicola Jones | April 2017 onwards | £21,000 (C1) 52 days £15,000 30 days £15,000 (M12) 30 days |

3. LEADERSHIP

| <i>Ref</i> | <i>Priorities</i> | <i>Actions</i> | <i>Outputs and success criteria 2017-2018</i> | <i>Responsible</i> | <i>Target Date</i> | <i>Finance source</i> |
|---|-------------------|---|---|--------------------|----------------------|-------------------------|
| 3 3.1 – 3.17 C U A R6 ALI x 6 | | Develop Aspiring Headteachers / Senior Leaders | <p>Aspiring Leaders programme in place. 50 individuals identified and completed the programme.</p> <p>25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year.</p> <p>Positive evaluation received from schools and outside evaluator on impact of programme on individuals.</p> | Ian Kelly | October 2017 onwards | £20,000 (M3) 40 days |

4. WELLBEING

| <i>Ref</i> | <i>Priorities</i> | <i>Actions</i> | <i>Outputs and success criteria 2017-2018</i> | <i>Responsible</i> | <i>Target Date</i> | <i>Finance source</i> |
|---|--|---|---|--------------------|---------------------------|-----------------------|
| 4 4.1 - 4.12 C U LI R11 ALI x 6 | Wellbeing – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential. | Develop and Implement an overarching strategy for Wellbeing across the region. | <p>Strategy implemented across the region.</p> <p>Effective collaborative approach to deliver an overarching national agenda with clear roles and responsibilities of all partnerships.</p> <p>Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners.</p> <p>Most schools make effective use of the pupil development grant.</p> | Sharon Williams | November – December 2018. | Core |

4. WELLBEING

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|--|------------|---|---|-------------------|-------------|----------------------------------|
| 4 4.1 - 4.12 C U LI R11 ALI x 6 | | Improve behavior and attendance. | All schools meet their agreed targets on school attendance. 60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG. | Local Authorities | Summer 2018 | £20,000 (C3) £5,000 (M17) |

5. TEACHING

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|---|---|---|---|-----------------------------------|---------------------------|---------------------------|
| 5 5.1 – 5.9 C U D R4 ALI x 6 | Teaching – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on | Improve and strengthen the role of leaders in leading the teaching and learning. | All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools. Effective teaching in place in 85% of schools from the present baseline of 81%. Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region. An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn. | Stella Gruffydd / Bethan James | September 2017 onwards | £20,000 (C1) (40 days) |

5. TEACHING

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|--|---------------------------------------|---|---|--------------------------------|------------------------|---|
| 5 5.1 – 5.9 C U D R4 All x 6 | learning achievement and is paramount | Improve the quality of teaching and the experiences for learners | High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed). Standards of teaching participating in the Formative Assessment and Pedagogy Project - led by Shirley Clarke Action research teams schools - consistently good or better, with participating individuals in tier 1 demonstrating excellent practice. Estyn reports on any participating schools confirming this. Positive impact on pupil standards at expected and higher level. | Stella Gruffydd / Bethan James | September 2017 onwards | £14,000 (C1) 28 days £30,000 (C2) 60 days £15,000 (C3) 30 days £10,000 (EIG10) 20 days £6,000 (EIG5) 12 days |

6. BUSINESS

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|--------|--|---|--|------------------------------|----------------|----------------|
| 6 B | Business – to ensure that GwE has strong governance and effective business and operational support that provides value for money. | Appoint a full time / permanent Managing Director for the Service. | Managing Director appointed | Joint Committee | June 17 | Core |
| 6 B | | Re-structure the workforce to create a distributive leadership model and reflect the current requirements on the service. | Restructure in place with clear responsibilities for a wide range of staff | Arwyn Thomas / Rhys H Hughes | September 2017 | Core |
| 6 B | | Review the policy for the performance management of staff | Policy addresses culture, vision and values of GwE in supporting staff | Alwyn Jones | June 2017 | Core |

6. BUSINESS

| <i>Ref</i> | <i>Priorities</i> | <i>Actions</i> | <i>Outputs and success criteria 2017-2018</i> | <i>Responsible</i> | <i>Target Date</i> | <i>Finance source</i> |
|---------------|-------------------|--|--|--------------------|--------------------|-----------------------|
| 6 B 6.7 | | Undertake an organisational health survey | Aim for top quartile performance in organisational health index. | Susan O Jones | September 2017 | Core |
| 6 B 6.8 | | Establish GwE as a Learning organisation working in partnership with WG and OECD | Show year on year progress against the 7 dimensions of Learning Organisation model | Rhys H Hughes | September 2017 | Core |

7. Estyn recommendations

| <i>Ref</i> | <i>Priorities</i> | <i>Actions</i> | <i>Outputs and success criteria 2017-2018</i> | <i>Responsible</i> | <i>Target Date</i> | <i>Finance source</i> |
|-------------------------|---|---|---|----------------------|--------------------|-----------------------|
| 7 E1 C U | Estyn recommendations – to ensure that necessary progress is made against all recommendations within the expected timeframe. | Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage. | Robust data management system in place. All business plan holders use data effectively to plan and evaluate their work. | Alwyn Jones | On going | Core |
| E2 6.3 – 6.6 B | | Improve the quality of evaluation in the delivery of school improvement services. | Monitoring of plans clearly identifies strengths and areas for improvement. Performance improved in all key stages in line with agreed performance measures. | Bethan Eleri Roberts | On going | Core |
| E3 | | Improve the rigour of the arrangements for identifying and | Risk Register in place regularly updated and reported upon. | Susan O Jones | completed | Core |

7. Estyn recommendations

| Ref | Priorities | Actions | Outputs and success criteria 2017-2018 | Responsible | Target Date | Finance source |
|---|------------|--|---|----------------------|-------------|----------------|
| 6.3 – 6.6 B | | managing risk. | Early and aggressive risk identification at all levels within the consortium. | | | |
| E4 6.3 – 6.6 B | | Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively. | A clear business planning structure and accountability framework in place operating effectively. Business plans contain clear success criteria and measurable targets. Clear and robust quarterly monitoring procedures implemented. | Bethan Eleri Roberts | Completed | Core |
| E5 B | | Clarify the strategic role of the regional networks and their accountability to the Joint Committee. | Regional networks disbanded and replaced by business plans where appropriate. | Arwyn Thomas | Completed | Core |
| E6 6.1 6.2 B R1 R2 R3 R8 | | Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed. | Value for money policy and framework in place. Financial plan prepared as part of the 3 year Business Plan. Medium term financial plan in place Business plan work streams are fully costed. Internal and external audit support sound financial control. | Arwyn Thomas | Completed | Core |

RISK REGISTER

| RISK NUMBER | REGIONAL or LOCAL | SUMMARY | GwE PRIORITY | RISK IDENTIFIED | LIKELIHOOD OF RISK | IMPACT OF RISK | CURRENT ACTIVITIES / MITIGATION | RESIDUAL RISK / OVERALL RISK | RISK OWNER | FUTURE ACTIONS |
|-------------|-------------------|-----------|--------------|--|--------------------|----------------|--|------------------------------|------------|--|
| 1 | R | Financial | ALL | Cuts in funding to the GwE Core Budget affects strategic long term planning. | H | H | Assumptions made regarding future funding situation. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes. Medium Term Financial Plan & VFM Policy & Framework in place. | H | MD / BM | Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically. |
| 2 | R | Financial | ALL | Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning. | M | H | Assumptions made regarding future funding situation. Working closely with WG to inform funding situation for next 3 years. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly | M | MD / BM | Medium Term Financial Plan to be reviewed periodically |

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| | | | | | | | to any changes. Medium Term Financial Plan in place. | | | |
| 3 | R | Financial | ALL | Inequitable distribution of grant funding between consortia leading to difficulties in comparison of performance | M | M | Discussions continue at Consortia MD level & with WG to agree a more equitable formula for grant distribution. | L | MD | Benchmarking work progressing well. Discussions to be held at MD level with regards to reporting and possibilities to inform outcomes and decisions. |
| 4 | R | Standards | P1/P2 | The difficulties in the recruitment of high quality trained teaching workforce within schools in the region which impacts on standards in all subjects such as English & Maths | H | H | Subject specific Challenge Advisers in post with corresponding Level 3 Business Plans for implementation. #DiscoverTeaching recruitment campaign underway. Current work under development | M | MD / AD | North Wales Partnership for Teacher Education (CaBan) to ensure an effective professional learning programme for ITE providers across the |

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| | | | | | | | regarding improving the ITE provision across the region - North Wales Partnership for Teacher Education | | | region. |
| 5 | R | Standards | P1/P2 | Curriculum and qualification changes creates uncertainty within schools | M | M | Senior Lead & team for Successful Futures now in post. Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders. All clusters of schools across the region have appointed a cluster lead for Successful Futures. 2 day training has taken place during September on Successful Futures and change management. Feedback shows | M | SL - SF | Successful Futures Cluster Leads will be closely supported according to their cluster plan, to ensure all schools within their clusters have good knowledge and engagement. GwE continue to have 5 members of staff involved in development of AOLE lead work for regular input and feedback |

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| | | | | | | <p>the training has helped and follow up on how clusters will engage with the SF lead is now taking place during October.</p> <p>Announcement from WG on the revised curriculum timescales has created some feeling of uncertainty within the system - developing messaging to support schools with this positively</p> | | |
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| 6 | R | Standards | P3 | Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels | M / H | M / H | Delivery of the NPQH and Leadership Development Programmes to include programmes for aspiring leaders & headteachers. #DiscoverTeaching campaign underway. Aspiring Headteacher programme to be delivered from autumn term onwards. NPQH application process complete, endorsement process to be completed 09/10/17. | M | MD / AD | Collaboration with the Welsh Leadership Academy and consortia leadership subgroup regarding ensuring effective professional learning for leadership at all levels. |
| 7 | R | Standards | ALL | Cuts in school budgets are affecting schools ability to continue to raise standards. | H | H | Finance Subgroup working with schools to reduce impact. | M/H | LAs | |
| 8 | R | Business | ALL | Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & | M | M | Accountability structure & performance management processes reviewed. A review into the use of the EIG included as part | M | Management Board | Review to be undertaken & report to be presented to the GwE Management Board (January 2018) |

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| | | | | impact of the delivery of the Strategic Business Plan | | | of the Finance Level 3 Business Plan. | | | |
| 9 | R | Governance / Standards | P6 | Uncertainty regarding future direction of elements within the National Model. | M | M | Awaiting impending review from Welsh Government. Revised accountability & performance management structure in place. Restructured service with distributed leadership model in place - ensures service is more adaptable to change. | M | Management Board | Ensure full engagement & management of any change. |
| 10 | R | Governance | P6 | Changes in leadership of authorities can affect political or corporate buy in | M | M | Clear understanding of the responsibilities of all authorities & GwE over the strategic direction of the region. New members provided with briefing sessions & information sharing meetings held regularly (in addition to the | M | LD / MD | Continue to ensure that communication channels are clear & transparent. |

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| | | | | | | | formal Committee meetings) | Joint | | |
| 11 | R | Standards | P1/P4 | That the Pupil Deprivation Grant is not used effectively / Performance of FSM pupils. | M | M | Regional Wellbeing Adviser in post. Review of PDG completed & action plan in place. | M | RWA | Implement actions within the business plan & monitor progress via the new performance management structure. |
| 12 | R | Business | P1/P3 | Governors do not possess the necessary knowledge & skills to act in a critical friend capacity. | M | M / H | Accountability structure & roles of the regional networks reviewed. Level 3 Business Plan in place. GwE portfolio lead for Governors now in place. Governors online Self Evaluation tool in place & being rolled out. | M | Management Board | Implement actions within the business plan & monitor progress via the new performance management structure. |

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| 13 | R | ALL | ALL | The strategic direction does not reflect the views of the Children & Young People in the region. | M | L | Providing opportunities for Pioneer & Partner schools to showcase identified Pupil Voice practice - 15% of Pioneer schools have showcased work where Pupil voice has been a feature. | L | MD | Implement actions within the SF Business Plan with regard to Pupil Voice. |
| 14 | R | Standards | P1 | Variation in the performance of individual local authorities at KS4 | H | M/H | Key roles have been restructured within GwE and Senior Secondary Lead appointed to lead a regional secondary team and implement new support and challenge model. Accountability structures reviewed and strengthened both at regional and local level. | M | Management Board | Implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level. |

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|----|---|-----------|----|---|-----|---|---|---|--------------------|--|
| 15 | R | Standards | P1 | Pace of improvement in the Foundation Phase is slower than that seen on a national level. | H | M | Support package offered to every authority focusing on good FP leadership, provision and high expectations and standards. Identification of consistently low performing schools and those at risk. Targeted support for these schools and clusters of schools. Agreement by all LA's to increase capacity within GwE to support the Foundation Phase - 1 Challenge Adviser in post from September 2017. | M | SL - P | Recruitment of 2 additional Foundation Phase Challenge Advisers to be completed. Continue to monitor individual school performance and target accordingly. |
| 16 | R | Standards | P1 | The performance of MAT pupils in individual authorities across the region varies significantly. | M/H | M | Awaiting analysis and evaluation of 2017 performance. Business Plans will be updated accordingly. | M | MD/AD/Senior Leads | Regional Quality and Data Unit Lead has recently been appointed from September 2017 to ensure more effective use of data and analytics to improve the performance of all learners. |

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|----|---|-----------|-----|---|---|---|---|---|-----------------------|--|
| 17 | R | Standards | P1 | Schools placed in Estyn Statutory category. | H | H | Over 10% of all secondary schools are in Estyn Statutory Category. Current risk assessment for all of the region's schools based on performance profile suggest that a further 10-20% of secondary schools are at risk in any upcoming inspection. New secondary model established for supporting, challenging and securing accountability on all levels. | H | MD/AD/Senior Leads | Implement and evaluative new secondary model. Ensure that school improvement is implemented through an effective partnership between school, LA and GwE. |
| 18 | R | Standards | ALL | Post-16 learning - New performance measures and the need for regional education consortia to increase their emphasis on sixth form performance (in their 'support and challenge' role for schools | M | H | Initial discussions underway at consortia / WG level. | M | Management Board / MD | The need to include LA's in discussions identified. Portfolio Lead within GwE identified and L3 Business Plan developed to address WG and regional priorities. |

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|----|---|-----------|----|--|---|-------|--|---|-------|---|
| | | | | and to take a cross-consortia approach to driving improvements to ensure consistency at a National level) may dilute the emphasis for regional consortia on standards at pre-16 education. | | | | | | |
| 19 | R | Standards | P2 | Schools awareness of the four purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools. | M | M / H | Team worked to develop suite of resources to support schools with audit of 4 Purposes. Regional workshops held Spring and Summer 2017 for sharing these resources with all schools. Mop up sessions planned for Autumn 2017 to ensure all schools have attended and have access to resources. Senior Lead gave presentation to 370 attendees at regional Primary | M | SL-SF | Further engagement with Successful Futures Cluster Lead with capacity funding possibilities within clusters to support work on 4 Purposes. Build in Successful Futures awareness resource as part of all leadership development programmes. |

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|----|---|-----------|-------|---|-----|-----|---|-----|------------------|---|
| | | | | | | | Headteacher conference in Sept 2017 to share messaging and work. All planning within GwE has cross reference of the 4 purposes with Successful Futures | | | |
| 20 | R | Standards | P1/P2 | The Welsh Language Strategy - insufficient capacity and resources to implement the strategy | M | M | Resources identified & confirmed. Welsh Education Subgroup action plan in place. The need for additional capacity to deliver identified. | M | MD | Project Manager to be appointed. |
| 21 | R | Business | P3/P6 | Variation in the HR support provided to schools across the region. | M/H | M/H | HR level 3 business plan in place in order to coordinate activity at a regional level. Need to ensure high quality and consistent regional HR support for | M/H | Management Board | Monitor implementation of HR Level 3 Business Plan via the revised accountability & performance management structure. |

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|----|---|-----|----------|---|---|---|--|-----|-------|--|
| | | | | | | | schools. | | | |
| 22 | R | All | P1/P2/P3 | That the significant scope of Education reform underway to include accountability, professional learning, digital, Welsh language, curriculum development, assessment, leadership and ALN, is not fully embraced & implemented successfully & creates uncertainty in schools. | M | H | Engaged fully with change management principles: 11 GwE staff passed Foundation level certification. Developed bespoke 2 day change management training for all 51 Successful Futures Cluster Lead and 12 Challenge Advisers, including core leads- 100% pass rate with international APMG certification as local change agent. Developed a clear Change Management Delivery Framework with bank of resources for schools to engage and enable the changes. Distributed leadership model | M/L | SL-SF | Continue to engage further with WG to look at role of change management nationally. Continue to develop change management plan to support schools to assess their readiness for the new curriculum as reform develops - with support of dashboard/Ysgol GwE for all schools to be able to plot their readiness against agreed milestones for 2017/2018 |

RISK MATRIX

DATA ANALYSIS REQUESTS

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PROFESSIONAL OFFER

GwE's professional offer is both comprehensive and wide-ranging providing effective professional learning opportunities for all school staff whether they are teaching assistants, teachers, middle leaders, senior leaders or Head teachers.

The service has evolved to be in a position to offer training based on the principles of schools as learning institutions. There is a focus on professional learning, based on providing support using various approaches including specific off-site and remote professional learning, mentoring, and effective school to school collaboration. All promote self-improvement and pedagogy with the aim of rolling out good practice.

GwE's professional offer has been planned with the development of individuals on the classroom floor in mind; whilst also accommodating whole school aspects; supporting clusters of schools, and responding to LA needs. The provision is based on the sound knowledge held by Supporting Improvement Advisers of their respective schools, of the needs of specific clusters, the LA's aspirations and national priorities.

The principles of Successful Futures are embedded in all training and the 4 curriculum purposes are always at the forefront of presenters' minds, as they set about planning relevant, up-to-date and engaging/challenging training.

The full details of GwE's professional offer are available in 'GwE's Professional Learning Offer 2017-18' handbook, which is available on our website and Dashboard.

HOW DO WE QUALITY ASSURE OUR WORK

PROFESSIONAL LEARNING NEEDS OF THE TEAM

Following the training on 6th & 7th June, further training courses and topics were identified below:

- *Coaching*
- *Dealing with under performance*
- *Having difficult conversations*
- *Time management*
- *Emotional intelligence leadership*
- *Change management & motivation*
- *Team building*
- *Leadership skills*

