

# Business Plan 2017-20 Level 1 (Draft)





**GwE Business Plan 2017-20**  
**Level 1 (Draft)**

<b>1. STANDARDS</b>						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Outputs and success criteria 2018-2019</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
1 1.6 1.7 E1 P ALI x 6 R6 R7 R15	<b>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.</b>	<b>Foundation Phase – improve the performance in foundation phase.</b>	Improvements in standards at the end of the FP across the region with _____ achieving the FPI.	Marc B Hughes	June 2018	FP Support Programme – EIG
1 1.8 1.9 E1 P ALI x 6 R7		<b>Maintain good standards in Key Stage 2 and improve the performance of Conwy Local Authority.</b>	Maintain good standards in other local Authorities.  Improve the percentage of pupils achieving the CSI.	Marc B Hughes	June 2018	EIG M5

## 1. STANDARDS

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1 1.1 - 1.5 U ALI x 6 R4 R7 R14		<b>Improve standards at KS4:</b> <ul style="list-style-type: none"> <li><b>Improve standards in core subjects at KS4.</b></li> </ul>	<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	Core
1 1.1 – 1.10 E1 C/U ALI x 6 R4 R7 R11 R14		<b>Improve the performance of FSM learners, especially in English Language</b>	The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI	Elfyn V Jones / Marc B Hughes	August 2018	Core
1 1.1 – 1.5 1.8		<b>Improve performance in English language.</b>	An improvement in English language KS4 results by 1.5 the rate of the national increase.	Gaynor Murphy	August 2018	C3

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1.9 E1 U R4 R7 R14 ALI x 6						
1 1.1 – 1.5 1.8 1.9 E1 U R4 R7 R14 ALI x 6		<b>Improve performance in maths and numeracy</b>	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	August 2018	C3
1 1.1 – 1.10 E1 C/U ALI x 6 R11 R14 R15		<b>Improve performance of groups of learners:</b> <ul style="list-style-type: none"> <li>• FSM</li> <li>• Boys</li> <li>• MAT</li> </ul>	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	Core

## 2. CURRICULUM AND ASSESSMENT

*Developing a high-quality education profession.*

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

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Outputs and success criteria 2018-2019</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
2 2.1 – 2.4 2.7 C CaA ALI x 6 R15	<b>CURRICULUM AND ASSESSMENT – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that</b>	<b>Improve the provision, curriculum planning and assessment in the Foundation Phase.</b>	All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.	Marc B Hughes	Summer Term 2018	FP Support Programme - EIG
2 2.1 – 2.8 U CaA ALI x 6 R5	<b>all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust</b>	<b>Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.</b>	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2018	M17 GGA
2 2.1 – 2.8 U CaA ALI x 6 R5	<b>assessment processes in place with strong targeting, tracking and intervention</b>	<b>Improve the quality of assessment, tracking and intervention programmes across the secondary schools.</b>	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 2018	Core EIG10
2 U CaA ALI x 6 R18		<b>Improve provision at A Level</b>	An improvement in A and AS results in line with targets set and to be above national averages on key indicators.	Martyn Froggett	September 2018	M17 Core

## 2. CURRICULUM AND ASSESSMENT

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

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2 2.1 – 2.8 C U DLI1 DLI2 DLI3 DLI4 CaA ALI x 6 R19		<b>Deliver on Curriculum for Wales - Raise awareness of the Four Purposes within CfW and development of the Areas of Learning and Experience as part of curriculum reform</b>	All schools are on track to deliver the new curriculum.  Effective skills based curriculum in place in 85% of schools from the present baseline of 81%.	Ruth Thackery	Continuous	Pioneer Grant

## 3. LEADERSHIP

*Inspirational leaders working collaboratively to raise standards*

Ref	Challenge	Actions	Outputs and success criteria 2018-2019	Responsible	Target Date	Finance source
3 3.1 – 3.17 C U A ALI x 6 R6	<b>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.</b>	<b>Further, develop and improve the quality of senior leadership across the region.</b>	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	Continuous	Core

### 3. LEADERSHIP

#### *Inspirational leaders working collaboratively to raise standards*

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	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.			
3 3.1 – 3.17 C/U A ALI x 6		Further develop and improve the quality of middle leadership across the region.	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes.	Ian Kelly	Continuous	Core M3
3 3.1 – 3.17 C/U DLI1 DLI2 DLI3 DLI4 A ALI x 6 R19		Support SLT to effectively deliver on Curriculum for Wales.	All schools across the region are on track for delivery of Curriculum for Wales	Ruth Thackery	Continuous	Pioneer grant
3 3.1 – 3.4 3.6 3.10 - 311 3.14 –3.17 U		<b>Improve quality of departmental leadership in secondary core subjects.</b> <ul style="list-style-type: none"> <li>English</li> <li>Welsh</li> <li>Mathematics</li> <li>Science</li> </ul>	85% of core subject departments have good or better Quality Assurance and accountability processes.  Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets and that 60% are within 2% in core subjects.	Gaynor Murphy Rhian Mair Jones Dafydd Gwyn Nicola Jones	Continuous	C1 M12



3. LEADERSHIP						
<i>Inspirational leaders working collaboratively to raise standards</i>						
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A R4 ALI x 6						
3 3.1 – 3.17 C U A R6 ALI x 6		<b>Develop Aspiring Headteachers / Senior Leaders</b>	<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	Continuous	M3

4. WELLBEING						
<i>Strong and inclusive schools committed to excellence, equity and well-being</i>						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Outputs and success criteria 2018-2019</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
4 4.1 - 4.12 C U LI R11 ALI x 6	<b>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.</b>	<b>Develop and Implement an overarching strategy for Wellbeing across the region.</b>	<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</p>	Sharon Williams	November – December 2018.	Core

## 4. WELLBEING

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

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			pupil development grant.			

## 5. TEACHING

### *Developing a high-quality education profession*

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5 5.1 – 5.9 C/U D R4 All x 6	<b>TEACHING</b> – 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	<b>Improve and strengthen the role of leaders in leading the teaching and learning.</b>	<p>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.</p> <p>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.</p> <p>An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.</p>	Stella Gruffydd / Bethan James	November 2018	C1
5 5.1 – 5.9 C/U D R4 All x 6		<b>Improve the quality of teaching and the experiences for learners</b>	<p>High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed).</p> <p>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</p>	Stella Gruffydd / Bethan James	November 2018	Pioneer Grant C1 C2

			<p>individuals in tier 1 demonstrating excellent practice. Estyn reports on any participating schools confirming this.</p> <p>Positive impact on pupil standards at expected and higher level.</p>			
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6. BUSINESS						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Outputs and success criteria 2018-2019</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
6 B	<b>BUSINESS – to ensure that GwE has strong governance and effective business and operational support that provides value for money.</b>	Fully embed the G6 across the region and continue to develop the effective use of the system to facilitate collaboration and the sharing of successful practice.	<p>Effective and timely use of information across all levels of implementation.</p> <p>Wider range of data and live information on progress on hand for SIAs, LA Officers and schools</p>	Llyr G Jones	June 2018	Core
6 B 6.7		Undertake an organisational health survey	Aim for top quartile performance in organisational health index.	Susan O Jones	Continuous	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	Continuous	Core
6 B		Continue to develop the working relationship and develop opportunities for action research for schools across the region.		Rhys H Hughes		Core

