

# Business Plan 2019-20 Level 1



## **GwE Level 1 Business Plan 2019-20**

### **Version Control**

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

<b>Version</b>	<b>Date</b>	<b>Amended by</b>
1.0	08/02/19	GwE Management Board
1.1	20/02/19	GwE Joint Committee
1.2	12/03/19	GwE SLT

# **GwE Level 1 Business Plan 2019-20**

## **1. BACKGROUND AND CONTEXT**

### **INTRODUCTION**

GwE continues to look outward and to welcome challenge from both inside and outside Wales whilst making sure that what it is developing is right for its context. This includes continuously listening to the voice of all stakeholders especially those of teachers and leaders in schools across all sectors.

GwE's progress was endorsed by Estyn following their re-visit. The Estyn report concluded that since the core inspection, GwE has conducted an intensive and comprehensive review of its work and its effect on standards, provision and leadership across the region. Progress against four of the recommendations were judged to be very good, with strong progress noted for the other two recommendations. Estyn also commented on the significant pace of improvement and acknowledged that much had taken place over a very short period of time. GwE's school improvement role was also positively recognized in the excellent Denbighshire inspection. GwE has a clear three-year plan that sets out how, in close collaboration with key stakeholders, it will strengthen leadership, improve teaching and learning and increase aspiration to impact on standards and accelerate the pace of improvement in regional secondary schools.

The focus is now on support and on capacity-building for a self-improving system. Challenge Advisers have become 'Supporting Improvement Advisers' and this is more than a name change – it signals a determination to build trust with key stakeholders and to move away from a top-down approach to school improvement, developing a more long-term, supportive and sustainable strategy.

Robust and detailed business plans, based firmly on the findings of self-evaluation processes, contribute significantly to the effective management and development of individuals and teams. GwE's improved planning and performance management model articulates clearly the vision, values, priorities and objectives of the service. The clarity of its strategic direction and robust accountability framework are key strengths in moving forward. This strong focus on accountability, continuous review and a constant emphasis on achieving progress in accordance with priorities is leading to significant improvement in performance of GwE staff, individual schools and regional outcomes. GwE priorities are also clearly aligned to the national priorities as outlined in *Education in Wales: Our National mission*.

### **BUDGET**

We like everybody else are living in very difficult financial climate and have to make some difficult decisions. We are grateful for the support of the Chief Executives across the Region and our Elected Members in the Joint Committee for their advice and support in making the best decisions to support our learners and schools.

In 2019-2020 our core budget is £3,614,596. This is a 3% cut to our core budget from last year which was £3,651,106. Our core budget is now around 25% less than just before GwE was set up. This year our Education Improvement Grant will be £29,064,551 (including match funding). This is nearly an £8million cut on the 2015 budget. At the same time, there has been a 13% increase in staffing costs through introduction of minimum wage, living wage and pension contributions. As we manage these financial challenges, we have continued to increase our delegation rates to schools. GwE retains around 3% of the EIG to provide support for schools.

## GwE Level 1 Business Plan 2019-20

			<i>Grant and match</i>	<i>Grant and match</i>
		<b>Grant and match</b>	<b>Cut (£)</b>	<b>Cut (%)</b>
<b>11 Individual Grants</b>	<b>14/15</b>	<b>£37,021,296</b>		
<b>EIG</b>	<b>15/16</b>	<b>£33,549,764</b>	-£3,471,532	-9.38%
<b>EIG</b>	<b>16/17</b>	<b>£31,902,703</b>	-£1,647,061	-4.91%
<b>EIG</b>	<b>17/18</b>	<b>£31,672,444</b>	-£230,259	-0.72%
<b>EIG</b>	<b>18/19</b>	<b>£29,124,247</b>	-£2,548,197	-8.05%
<b>EIG</b>	<b>19/20</b>	<b>£29,064,551</b>	-£59,696	-0.20%
		<b>Cumulative</b>	<b>-£7,956,745</b>	<b>-21.5%</b>

### WELSH GOVERNMENT NATIONAL PROGRESS MEASURES

<b>1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION</b>
<ul style="list-style-type: none"> <li>• The confidence of the profession in delivering the curriculum.</li> <li>• The quality of ITE and professional learning at the different tiers and respond as required.</li> <li>• The match of supply and demand for staff in specialist areas including Welsh-medium.</li> <li>• Monitor if there is sufficient access for learners to Welsh-medium provision.</li> <li>• Appropriate staffing ratios to deliver high quality foundation phase curriculum.</li> </ul>
<b>2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS</b>
<ul style="list-style-type: none"> <li>• Identify a wider range of opportunities becoming available to develop present and future leaders.</li> <li>• Improvement in the number of high-quality applicants for leadership posts.</li> </ul>
<b>3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING</b>
<ul style="list-style-type: none"> <li>• Identify ways of measuring progress in learner wellbeing</li> <li>• Develop and utilise effective learner, workforce and parental surveys</li> <li>• Benchmark effectively within Wales and with our international partners</li> <li>• Monitor the performance of different groups of learners, using all available data with a particular focus on reducing the attainment gap between learners from deprived backgrounds and their peers.</li> </ul>
<b>4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM</b>
<ul style="list-style-type: none"> <li>• Evidence of whole system improvement through agreed measures</li> <li>• The deepening of collaborations between schools and their partners</li> <li>• The growth of educational research in Wales to better support collaborations</li> <li>• Continue to be open to external advice and scrutiny across the whole system</li> </ul>
<b>5: TRANSFORMATIONAL CURRICULUM</b>
<ul style="list-style-type: none"> <li>• Using reputable pedagogic research and effective collaboration to support the development of a world class curriculum that will help raise standards.</li> <li>• Delivery of a transformational curriculum, that embeds the four purposes and ensures that all are focussed on higher standards of literacy and numeracy and ensuring young people are more digitally and bilingually competent.</li> </ul>
<b>6: BUSINESS</b>
<ul style="list-style-type: none"> <li>• Strong governance and effective business and operational support that provides value for money.</li> </ul>

## GwE Level 1 Business Plan 2019-20

### OUR STRATEGIC OBJECTIVES

#### 1: Developing a high-quality education profession

- 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.

#### 2: Inspirational leaders working collaboratively to raise standards

- 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.

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

- 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.

#### 4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system

- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

#### 5: Transformational Curriculum

- 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.

#### 6: Business

- Ensure that GwE has strong governance and effective business and operational support that provides value for money.

## GwE Level 1 Business Plan 2019-20

### 1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

#### Priorities for improvement:

1.1 Support schools to improve performance in the secondary sector

1.2 Cymraeg 2050 – A million Welsh speakers

1.3 Support Bangor and Chester University to develop high quality ITE provision.

#### 1: Developing a high-quality education profession

Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
1.1	Support schools to improve performance in the secondary sector	<p>Ensure that actions with all schools lead to:</p> <ul style="list-style-type: none"> <li>Improvement in the quality of teaching;</li> <li>Improvement in learning and well-being;</li> <li>A specific Support Plan which targets leadership and support to reduce any variance in the learning experiences of learners.</li> </ul> <p>Ensure that core subject SIAs prioritise the need to work with middle leadership to reduce any variance within departments.</p>	<p>Standards across a range of indicators show increase which is higher than the national increase.</p> <p>Support Plans in all schools endorse the level and nature of the support that is targeted to reduce variance.</p> <p>Better consistency in terms of quality of learner experience across a range of abilities.</p> <p>Leaders on all levels operate more robustly and purposefully when tracking progress and scrutinizing actions across departments. Leaders and departments have access to successful practices and are supported to implement these practices in their individual schools.</p>	<p>Core Leads and link Supporting Improvement Advisers</p> <p>Subject Supporting Improvement Advisers</p>	<p>April 2019 onwards</p> <p>April 2019 onwards</p>	Core

## GwE Level 1 Business Plan 2019-20

1: Developing a high-quality education profession						
Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
1.2	<b>Cymraeg 2050 – A million Welsh speakers</b>	<p>Ensure effective strategic planning for the growth of Welsh in Education through the Regional Welsh Strategic Board.</p> <p>Develop and deliver a programme of professional learning to ensure that staff have the Welsh language skills and expertise in Welsh-language and Welsh-medium teaching, based on evidence and best practice.</p> <p>Deliver opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity by promoting enrichment and experiences through the Welsh Charter/ new National Framework.</p>	<p>Effective strategic plan for the growth of Welsh in Education in place and operational.</p> <p>Improved provision of Welsh and engagement with high-quality professional learning will improve the quality of Welsh Language pedagogy.</p> <p>Increased numbers of school staff receiving training at the appropriate level to improve their Welsh Language skills.</p> <p>Increased enrichment opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity.</p> <p>Schools are effectively collaborating and working in clusters to improve Welsh Language provision and share effective practice and resources in preparation for the delivery of the new curriculum.</p>	Regional Welsh Strategic Board	<p>July 2019</p> <p>April 2019 onwards</p> <p>September 2019</p>	Welsh – professional development
1.3	<b>Work with Bangor and Chester University to develop high quality ITE</b>	Prepare thoroughly to meet the requirements of the EWC Accreditation Visit	EWC recognises progress made towards accreditation conditions (November 2018).	TBC	March 2019	ITE

## GwE Level 1 Business Plan 2019-20

### 1: Developing a high-quality education profession

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
	<b>provision through the CaBan partnership</b>	<p>Support module development and Mentor Programme.</p> <p>Ensure GwE staff are trained to support quality assurance of partnership schools.</p> <p>Ensure GwE contribution to programme delivery and quality assurance.</p>	<p>All modules in place and shared with partner schools.</p> <p>CaBan partner schools to include ITE as school priority in G6. GwE /CaBan to ensure quality of all partner schools.</p> <p>CaBan partnership schools work with HEIs and GwE to provide high quality provision and up to date training for new Associate Teachers (ATs).</p>		<p>July 2019</p> <p>May 2019</p> <p>September 2019 – ongoing</p>	<p>Bangor and Chester University</p>



## GwE Level 1 Business Plan 2019-20

### 2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS

#### Priorities for improvement:

2.1 Provide development programmes across the work force to ensure high quality leadership

2.2 Support secondary schools to improve middle leadership performance

2.3 Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

#### 2: Inspirational leaders working collaboratively to raise standards

Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
2.1	Provide development programmes across the work force to ensure high quality leadership	<p>Continue to develop and deliver the Middle Leadership Development Programme (MLDP) in order to establish a national MLDP to be presented to NAEL for endorsement.</p> <p>Continue to develop and deliver the regional Aspiring Headteacher Development Programme (AHDP) in order to:</p> <ol style="list-style-type: none"> <li>1) ensure quality professional learning opportunities for future leaders across the region;</li> <li>2) establish a national AHDP / NPQH Development Programme to be</li> </ol>	<p>A wider range of Professional Learning opportunities available to a range of leaders in order to develop present and future leaders.</p> <p>Improvement in the number of high-quality applicants for leadership posts across schools and settings:</p> <ul style="list-style-type: none"> <li>• 60 individuals successfully applying to / and attending the new National Middle Leadership Development Programme (30 Welsh cohort / 30 English cohort)</li> <li>• 60 individuals successfully applying to / and attending cohort 5 of the programme</li> </ul>	Rhys H Hughes	<p>April 2019 onwards</p> <p>Design June 2019 Start date = September 2019</p> <p>June 2019</p>	Future Leadership / New and Acting Heads

## GwE Level 1 Business Plan 2019-20

2: Inspirational leaders working collaboratively to raise standards						
Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
		<p>presented to NAEL for endorsement.</p> <p>Evaluate and review the current NPQH Development Programme. Key findings to influence the development of a new national NPQH Development Programme to be presented to NAEL for endorsement.</p> <p>Continue to provide the professional learning offered through the national New / Acting Headteacher Development Programme that has been endorsed by NAEL and accredited by Yr Athrofa and Bangor University.</p> <p>Deliver the professional learning offered through the national Experienced Headteacher Development Programme that has been endorsed by NAEL and accredited by 'Yr Athrofa' and Bangor University.</p>	<p>(30 Welsh cohort / 30 English cohort)</p> <ul style="list-style-type: none"> <li>• 50 individuals successfully applying to / and attending the new National NPQH Development Programme</li> <li>• 80% of candidates successful in achieving the NPQH status</li> <li>• Number of individuals that attend the programme will depend on appointments in the Local Authorities</li> <li>• 25 individuals successfully applying to / and attending the new National Experienced Headteacher Development Programme</li> </ul>		<p>November 2019</p> <p>May 2019</p> <p>Ongoing</p> <p>September 2019 onwards</p>	

## GwE Level 1 Business Plan 2019-20

2.2	<b>Support secondary schools to improve middle leadership performance</b>	<p>Target individuals specifically to attend these programmes.</p> <p>Support Plans in all schools identify which aspects of middle leadership need specific attention leading middle leadership to reduce variance within their departments, particularly teaching and learning quality.</p>	<p>XX individuals successfully targeted and engaging fully with the programmes.</p> <p>Leadership skills of individuals are strengthened.</p> <p>Quality of actions taken leads to improvements in teaching and learning.</p>	Sharon Vaughan	<p>September 2019 onwards</p> <p>April 2019 onwards</p>	Future Leadership
2.3	<b>Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels</b>	<p>Develop and implement peer engagement models across the region.</p> <p>Work with stakeholders to revise improvement and accountability arrangements and procedures to ensure that they:</p> <ul style="list-style-type: none"> <li>• Meet national requirements and expectations.</li> <li>• Support the new curriculum developments.</li> <li>• Are robust, fair, cohesive and transparent.</li> <li>• Encourage leaders to shoulder more accountability for improvement in their own schools and in peer engagement schools</li> </ul> <p>Support leaders to ensure that all members of staff are enabled to contribute effectively and</p>	<p>A regional pathfinder project is in place with a minimum of 100 schools contributing to the work.</p> <p>Local improvement and accountability procedures meet national requirements and expectations.</p> <p>Evaluation procedures are more consistent and robust across and within schools.</p> <p>Leaders at all levels take ownership of accountability for improvement within their own schools and in peer schools.</p> <p>Improvement planning and evaluation procedures in all schools:</p> <ul style="list-style-type: none"> <li>• Include peer engagement activities;</li> <li>• Focus specifically on the quality of learning and teaching experiences for a range of learners.</li> </ul>	Alwyn Jones / Elfyn V Jones / Marc Berw Hughes	May 2019 onwards	Collaborative working

## GwE Level 1 Business Plan 2019-20

		<p>purposefully to evaluation and improvement arrangements.</p> <p>Ensure that improvement planning and evaluation procedures in all schools:</p> <ul style="list-style-type: none"> <li>• Include peer engagement</li> <li>• Prioritise learning and teaching quality improvement for a range of learner abilities</li> </ul> <p>Ensure that leaders at all levels are able to work confidently and explicitly when planning and leading teaching and learning improvements and that effective use is made of peers to support the improvement journey.</p>	<p>Robust monitoring programme in place to evaluate the impact of the pathfinder project.</p>			
--	--	--	---	--	--	--

## GwE Level 1 Business Plan 2019-20

### 3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING

#### Priorities for improvement:

3.1 Supporting vulnerable learner's strategy

3.2 Further develop LAC strategy

3.3 Work with LA and Schools to best prepare for Additional Learning Needs transformation

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

Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding
3.1	Supporting vulnerable learner's strategy	<p>Refine the decision making and lines of accountability in regard to evaluation and audit of PDG between schools, LA and Consortia.</p> <p>Strengthen the role of the SIA in supporting schools in evaluating progress of vulnerable learners and use of PDG.</p> <p>Develop person centre approach to capture the voice of all groups of learners.</p>	<p>Performance of eFSM learners across the region has increased in line/or by more than the national average increase in the main indicators.</p> <p>Regional Strategic Group to meet on a termly basis with clear terms of reference.</p> <p>Yearly audit of all PDG plans available across the region with impact and successful practice shared through G6.</p> <p>Effective use of summative and formative data to target improvement.</p> <p>70% of regional cluster / school to school collaboration engaged in roll out evidence based practise.</p>	Sharon Williams	<p>May 2019</p> <p>September 2019</p> <p>December 2019</p> <p>April – June 2019</p>	PDG

## GwE Level 1 Business Plan 2019-20

<b>3: Strong and inclusive schools committed to excellence, equity and well-being</b>						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding</i>
<b>3.2</b>	<b>Further develop LAC strategy</b>	<p>Implement the LAC PDG strategy measuring impact &amp; evaluation guidance across the region.</p> <p>Implement a consistent data source for sharing of information in regard to the LA sharing data on LAC with the consortia.</p> <p>Regularly assess and track the progress of LAC across the region.</p>	<p>Performance of LAC across the region has increased in line/or by more than the national average increase in the main indicators.</p> <p>Clear and robust LAC PDG Support Plan in place and approved by Welsh Government.</p> <p>Framework model implemented across the region via the grant guidance with robust evaluation guidance / system in place.</p> <p>Clear School / Cluster one page profile in place showing evidence of impact of LAC PDG.</p>	Sharon Williams	<p>April 2019 – March 2020</p> <p>April 2019</p> <p>April 2019 – March 2020</p> <p>April 2019</p>	LAC
<b>3.3</b>	<b>Work with LA and Schools to best prepare for Additional Learning Needs transformation</b>	<p>Professional Learning Offer in place delivered by LA and GwE.</p> <p>Share practice that is effective across the region to reduce duplication and workload.</p> <p>Cluster and ALN transformation networks established and supported through SIA support.</p>	<p>Professional learning offer supports the understanding and delivery of ALN Transformation.</p> <p>Case studies of practice that is successful available on G6 based on work of clusters and LAs</p> <p>Professional networks in place for Welsh medium, Specialist centres and cluster based model</p>	Margaret Davies	<p>Summer 2019</p> <p>Autumn 2019</p> <p>Summer 2019</p>	<p>ALN</p> <p>Transformation grant allocation</p>

### GwE Level 1 Business Plan 2019-20

<b>3: Strong and inclusive schools committed to excellence, equity and well-being</b>						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding</i>
		Clusters all have a supporting action plan that identifies next steps in the reform journey.	All schools engaged in the local cluster model and supported financially through the transformation grant		Autumn 2019	
		All local authorities, GwE and linked agencies endorse the regional transformation plan and funding priorities	Transformation plan in place and endorsed by elected members		June 2019	

## GwE Level 1 Business Plan 2019-20

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

#### Priorities for improvement:

Support schools to improve performance in the secondary sector:

4.1 Develop tracking and assessment systems

4.2 Develop accountability and management systems

4.3 Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

#### 4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
4.1	Develop tracking and assessment systems	Ensure that all secondary schools have robust strategies and tracking systems in place to measure the impact of with-in school variance.	Improvement in 2020 regional performance in Capped 9 indicator at KS4 that is greater than the national average increase.	Phil McTague	September 2020	Collaborative working
		Implement pathfinder project with 27 secondary schools to pilot software that assesses in school variation and share successful practice from findings of action research project.  Increase schools' use of the primary tracker and further develop to an on-line system: <ul style="list-style-type: none"> <li>• Tender bid for development</li> <li>• Training for schools and SIAs on the effective use of the system.</li> </ul>	Leaders at all levels have access to richer range of data to track progress and successfully target intervention  All school have access to training on the effective use of and analysis of individual pupil progress data using the tracker  Most schools are using the system well to provide them with accurate	Jacque Chan	July 2019  January 2020	Collaborative working



## GwE Level 1 Business Plan 2019-20

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system						
Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
			<p>progress measures for individuals and groups of learners</p> <p>All SIAs are confident to support schools on how to use the tracker effectively with schools.</p>			
4.2	Develop accountability and management systems	<p>Develop and test the application of iCAM within the GwE G6 user interface and data output system for schools (based on entry of individual child variables at secondary school entry).</p> <p>Develop user guidance for schools, pilot sites and robust evaluation, development of additional aspects of iCAM. Liaise with G6 to assess the implications of platform integration.</p> <p>Further support schools and GwE staff to develop effective use of G6 as a self-improvement tool.</p>	<p>iCAM characteristics established and backed by appropriate academic research evidence.</p> <p>Phase 2 simulation run to model output data</p> <p>System adjusted to assess adjustments necessary for interim and proposed performance measures.</p> <p>All GwE staff make effective use of G6 to share successful practice with peers. Robust quality assurance arrangements in place.</p> <p>Almost all schools fully engage with G6 and make effective use of self-</p>	<p>Phil McTague</p> <p>Llyr G Jones</p>	<p>September 2020</p> <p>March 2020</p>	<p>Collaborative working / Research and Evaluation</p>

## GwE Level 1 Business Plan 2019-20

<b>4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system</b>						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
			improvement to monitor progress against reform journey milestones.			
<b>4.3</b>	<b>Further develop accountability arrangements and processes for robust self-evaluation and improvement planning</b>	<p>Support Welsh Government to develop new evaluation and improvement arrangements to replace parts of the current accountability system.</p> <p>Promote and foster the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'.</p> <p>Contribute to the development of a national self-evaluation and improvement 'toolkit' led by Estyn and the OECD.</p>	<p>Culture and behaviour of key stakeholders in line with expectation of new national accountability framework.</p> <p>Most schools on track with curriculum developments and preparation for the wider reform journey.</p> <p>Increased rigour and consistency in self-evaluation and improvement planning processes.</p>	Alwyn Jones	April 2019 onwards	Core

## GwE Level 1 Business Plan 2019-20

### 5: TRANSFORMATIONAL CURRICULUM

<b>Priorities for improvement:</b>
<b>5.1 Preparing a Transformational Curriculum</b>
<b>5.2 Improve the quality of teaching, taking account of the 12 pedagogical principles (Successful Futures)</b>

5: Transformational Curriculum						
Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
5.1	Transformational Curriculum	Continue to support the development of the draft curriculum through involvement of schools and GwE staff: <ul style="list-style-type: none"> <li>- Quality Improvement</li> <li>- Innovation</li> <li>- Professional Learning</li> </ul>	Full engagement from practitioners across GwE region in informing and contributing to next phase of curriculum development.	Ruth Thackray/ Dafydd Gwyn / Nicola Jones / Gethin Môn Thomas	Ongoing from April 2019 onwards	Support for Design and Development of the new curriculum
		Support Welsh Government consultation period and facilitate all schools and practitioners to attend engagements sessions to develop understanding of Curriculum 2022 and offer informed feedback	All schools with access to information on curriculum developments.  Schools offering feedback to WG in order to gain better understanding of the new curriculum as part of their preparations.	Ruth Thackray/Fiona Williams	April – July 2019	WG funded events
		To continue integrated approach to education reform and support	Clear strategies developed across region, clusters and individual schools	Whole team to include	Ongoing April 2019	Support for Design and

## GwE Level 1 Business Plan 2019-20

5: Transformational Curriculum						
Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
		<p>development of curriculum across all aspects to include:</p> <ul style="list-style-type: none"> <li>- Curriculum models to include curriculum design and planning skills</li> <li>- teaching and learning e.g. 12 pedagogical principles, assessment</li> <li>- ALN e.g. strong and inclusive schools / differentiation</li> <li>- Welsh in Education</li> <li>- How schools evaluate progress</li> <li>- Professional learning implications</li> <li>- Change management</li> </ul> <p>Continue to support and develop the 3-16 continuum cluster work through ongoing CFW focused work following bid process. SIAs to continue to discuss progress of CFW focused work as part of cluster meetings</p>	<p>of supporting curriculum development that focuses on all teaching and learning experiences</p> <p>Increasing understanding of the curriculum and increased number of worked examples and models of curriculum which includes high quality teaching and learning experiences.</p> <p>A high quality professional learning offer that has common core support across reform and flexibility to meet needs of individual schools and clusters.</p> <p>Continued full engagement of all clusters at all levels with consortia curriculum developments in order that all schools are developing the curriculum across the continuum of 3-16.</p> <p>Increased number of schools reporting progress against agreed success criteria to include improved learner outcomes</p>	<ul style="list-style-type: none"> <li>- Foundation Phase</li> <li>- Teaching and Learning</li> <li>- Core subject leads</li> <li>- Welsh</li> <li>- Assessment</li> <li>- Peer to peer evaluation</li> </ul> <p>Whole team</p> <p>Whole team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Development of the new curriculum</p> <p>Support for Design and Development of the new curriculum</p> <p>Support for Design and</p>

## GwE Level 1 Business Plan 2019-20

### 5: Transformational Curriculum

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
		<p>Across all 6 AOEs, build on existing and develop regional forums for working and discussing AOE specifics for models of curriculum within planning for learning within each AOE</p> <ul style="list-style-type: none"> <li>- Languages, Literacy and Communication</li> <li>- Maths &amp; Numeracy</li> <li>- Science &amp; Technology</li> <li>- Humanities</li> <li>- Health &amp; Wellbeing</li> <li>- Expressive Arts</li> </ul> <p>Within each AOE, consider</p> <ul style="list-style-type: none"> <li>- Leadership and develop PL opportunities for AOE leadership</li> <li>- Collaboration and partnership working</li> <li>- Engage with Qualifications Wales for consultation on the future qualifications of the new curriculum</li> </ul> <p>Continue to provide support to all schools through:</p>	<p>A series of developing and maturing regional forums across all 6 AOEs in place to support schools and partners in preparing for the new curriculum.</p> <p>Series of guidance and examples of AOE models available for discussion in schools as part of their preparations and considerations for the new curriculum.</p> <p>Further developed and increased collaborative and partnership working across the region</p> <p>Nearly all schools reporting to be 'on track' within CFW G6 module.</p>			Development of the new curriculum

## GwE Level 1 Business Plan 2019-20

5: Transformational Curriculum						
Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
		<ul style="list-style-type: none"> <li>- Termly G6 milestones</li> <li>- Regular updates and series of models and guidance to all schools to support 'sense-making' to include examples and models of curriculum</li> <li>- Facilitate formal and informal opportunities for Pioneer schools to share their work and experiences through variety of mediums</li> </ul>	<p>Increased number of schools reporting to be 'on track' within CFW module</p> <p>Planned and purposeful guidance and resources developed to include practical use for school staff</p>	Whole team to include communications	Ongoing work from April 2019	Support for Design and Development of the new curriculum
5.2	<b>Improve the quality of teaching, taking account of the 12 pedagogical principles (Successful Futures)</b>	<p>Implement and complete Formative Assessment Regional Action Research Project Tier 2:</p> <ul style="list-style-type: none"> <li>• Two teachers from 194 schools in the region collaborating as action research teams of 6-8 schools on formative assessment led by GwE and Tier 1 schools (27 schools)</li> </ul>	<p>All teachers in the project are effectively equipped with research skills and expertise as teaching leaders with a strong awareness of pedagogy.</p> <p>The 12 pedagogy principles are consistently and effectively applied across participating schools in the region. Firm foundations in place for planning and implementing the Welsh Curriculum.</p>	Stella Gruffydd	Tier 2 September 2019	Assessment for Learning

## GwE Level 1 Business Plan 2019-20

### 5: Transformational Curriculum

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
		<p>Begin to implement Tier 3 (Sept 2019) with the remaining schools in the region. Collaborate as action research teams led by GwE and Tier 1 and 2 schools.</p> <p>Implement OTP OLEVI (Outstanding Teacher Programme) programmes with specific secondary schools. Support lead school to provide and implement the above programme with up to 12 schools at a time.</p>	<p>Tier 1 and 2 teachers work effectively as learning leaders within and outside their own schools. Tier 2 and 3 schools are undertaking action research confidently in their schools to ensure the quality of the teaching is improved and more consistent.</p> <p>Project measures and questionnaires demonstrate progress and positive impact.</p> <p>Another 12 secondary schools are successfully developing and implementing OTP programme.</p>		<p>Tier 3 September 2020</p> <p>September 2019</p>	

## GwE Level 1 Business Plan 2019-20

### 6: BUSINESS

#### Priorities for improvement:

#### 6.1 Undertake a budget and workforce review

6: Business						
Ref	Challenge	Actions	Progress Measures / Targets 2019-2020	Responsible	Target Date	Funding (£)
6.1	Undertake a budget and workforce review	<p>Review mid-term financial plan ensuring that high levels of delegation to schools is maintained.</p> <p>Undertake an audit of present staff portfolio of responsibilities. Review present staffing structure.</p> <p>Undertake a review of the value for money of support from the host authority.</p>	<p>Mid-term financial plan addresses the challenges that the service will need to address.</p> <p>New staffing structure will be better placed to deliver the service within the financial constraints</p> <p>Ensure host authority role is agreed and supports the revised direction of the service.</p>	Arwyn Thomas	September 2020	



## GwE Level 1 Business Plan 2019-20

### RISK REGISTER

RISK NUMBER	REGIONAL or LOCAL	SUMMARY	GwE PRIORITY	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	LIKELIHOOD X IMPACT	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	LIKELIHOOD X IMPACT	RISK OWNER	FUTURE ACTIONS
1	R	Financial	ALL	Cuts in funding to the GwE Core Budget affects strategic long term planning.	H	H	2A	Medium Term Financial Plan & VFM Policy & Framework in place. Plans were developed in conjunction with the Local Authority's Section 151 Officer. The Medium Term Financial Plan includes details regarding the financial pressure on GwE and models scenarios. Assumptions are made regarding the future financial position. A number are appointed on secondment to ensure flexibility within the service to react quickly to any changes, but this puts pressure on the budget.	H	2B	MD / BM	Work with Section 151 Officer to review Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically. Consult with chief officers of constituent authorities regarding the impact of any potential funding cuts.
2	R	Financial	ALL	Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning. Significant delays in confirmation of funding levels affects the implementation of the Strategic Business Plan.	H	H	2A	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, but this places pressure on the budget. Medium Term Financial Plan in place. The plan was developed in conjunction with the Section 151 Officer. The medium term financial plan includes the financial pressures on GwE and models various situations. Financial modelling work being implemented to steer decisions.	H	2C	MD / BM / M. Board	Work with Section 151 Officer to review Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically. Liaise with WG officials, constituent authorities' education Cabinet members and heads of education, to seek greater transparency and certainty regarding specific grant funding. Discussions held at the GwE Management Board

## GwE Level 1 Business Plan 2019-20

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	2A	Subject specific Challenge Advisers in post with corresponding Level 3 Business Plans for implementation. #DiscoverTeaching recruitment campaign underway. Current work under development regarding improving the ITE provision across the region - North Wales Partnership for Teacher Education.	M	2C	MD / AD	North Wales Partnership for Teacher Education (CaBan) to ensure an effective professional learning programme for ITE providers across the region.
5	R	Standards	P1/P2	<p>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 &amp; implemented successfully.</p> <p>Schools awareness of the four purposes within Curriculum for Wales and development of the Areas of Learning and Experience as part of curriculum reform is limited &amp; creates uncertainty in schools. Changes in Curriculum and qualifications causing uncertainty in schools.</p>	H	H	2A	SIA Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders. All clusters of schools across the region have appointed 1 cluster lead for Curriculum for Wales in 17/18 and this has increased to 2 facilitators per cluster for 18/19. Regular training has taken place on new curriculum principles and support for change management. GwE has taken a conscious approach to integrate all aspects of the reform and monthly SIA sessions take place to inform, discuss and agree next steps on the various aspects. Resources are shared through G6 and SIAs working with Pioneer schools and clusters to develop suite of resources to support schools to raise awareness of the new curriculum. All planning within GwE has cross reference of the 4 purposes of curriculum. Project Manager with regard to the Reform Agenda has been	M	2B	SL - SF	Curriculum for Wales Cluster Leads are supported according to their individual cluster plan, and all clusters have accepted the invite to bid for funding to support their next steps. Success criteria include increased awareness of the new curriculum across all staff, increased opportunities to plan across the 3-16 continuum and increased opportunity for schools to collaborate. GwE continue to have 5 members of staff involved in development of national AOLE lead work for regular input and feedback. G6 continues to offer schools termly milestones on Curriculum for Wales and also ALN reform to support the schools' activities and plans. Cross regional professional learning group is developing pool

## GwE Level 1 Business Plan 2019-20

								appointed, working specifically with Welsh and ALN. The Communications and Project Management Manager, in post since August 2018, assists with the Curriculum for Wales programme.				of resources which can be accessed digitally to support curriculum reform and working closely with the cross regional Leadership group to inform leadership development programmes as appropriate. Engage with all Headteachers in a series of planned regional Headteacher events to raise awareness of the wider reform journey and allow discussion for schools and clusters to identify their professional learning needs for the next year in light of the here and now and reform agenda - initial focus on ALN, curriculum and peer-to-peer engagement.
6	R	Standards	P3	Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels	M	M	2C	Delivery of Leadership Development Programmes that develop practitioner's leadership skills in particular contexts throughout each milestone of the professional learning pathway.  The programmes to include NPQH and programmes for aspiring leaders & headteachers.  GwE Middle Leadership Development Programme continues to be effective – (Cohort 9 operational).	Medium / Low	2D	MD / AD	Collaboration with the NAEL and Regional Consortia Leadership Group regarding ensuring effective professional learning for leadership at all levels.

## GwE Level 1 Business Plan 2019-20

								<p>Aspiring Headteacher Development Programme operational. (Two successful cohorts have completed the programme to date.)</p> <p>A national NPQH Development Programme is operational. (Highest ever number of candidates in GwE.)</p> <p>The first NAEL endorsed national programme for New / Acting Headteachers is operational.</p> <p>First national Leadership Programme for Experienced Headteachers presented to NAEL for endorsement.</p> <p>#DiscoverTeaching campaign underway.</p> <p>Increased number of practitioners applying for a variety of leadership positions across the region.</p>				
7	R	Standards	ALL	Cuts in school budgets are affecting schools ability to continue to raise standards.	H	H	2A	Finance Subgroup working with schools to reduce impact. The effect also is mitigated by the additional money for schools to develop the Curriculum over 2 years.	M/H	2B/2C	LA's	

## GwE Level 1 Business Plan 2019-20

8	R	Business	ALL	Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan	H	H	2A	Accountability structure & performance management processes reviewed. The EIG is now part of the RSIG.	H	2B	M. Board	Review being undertaken by Welsh Government
9	R	Governance / Standards	P6	Uncertainty regarding future direction of elements within the National Model.	M	M	3A	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	3B	M. Board	Fully implement and manage change.
10	R	Governance	P6	Changes in leadership of authorities can affect political or corporate buy in	M	M	3A	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 formal Joint Committee meetings)	M	3B	LD / MD	Continue to ensure that communication channels are clear & transparent.
11	R	Standards	P1/P4	That the Pupil Development Grant is not used effectively / Performance of FSM pupils.	M	M	3A	Regional Wellbeing Adviser in post. Review of PDG completed & action plan in place. Regional PDG LAC Coordinator has been appointed.	M	3B	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.	H	H	2B	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. 'Critical Friend'	M	2C	M. Board	Two conferences have been arranged for members of governing bodies on "how to be a critical friend" as well as presentations to schools

## GwE Level 1 Business Plan 2019-20

								<p>Training is available and is being offered to individual schools or a cluster of schools as and when required.</p> <p>Arrangements are in place to provide guidance regarding 'Effective Governing Bodies' on the Cynnal governors website on behalf of the 6 authorities. (This is being arranged by the Governor Support Officers in each authority).</p> <p>There are Case Studies of effective Governing Bodies on G6, that needs more examples. Meeting with the "SCLI" to submit GwE's support programme to governors on the reform journey and this will then assist in being a more effective critical friend.</p>				
13	R	ALL	ALL	The strategic direction does not reflect the views of the Children & Young People in the region.	M	L	4D	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	4E	MD	Implement actions within the CfW Business Plan with regard to Pupil Voice. This will have greater opportunity following the availability of the draft curriculum.

## GwE Level 1 Business Plan 2019-20

14	R	Standards	P1	Variation in the performance of individual local authorities at KS4. The performance of MAT pupils in individual authorities across the region varies significantly.	H	M/H	2A	Key roles have been restructured within GwE and Senior Secondary Lead appointed to lead a regional secondary team and implement support and challenge model, and to develop a peer to peer support model. Accountability structures reviewed and strengthened both at regional and local level. The result of this is that there is more consistency across the region and more operational accountability within the service, and across the LA's. The Estyn secondary regional profile has improved substantially.	M	2B/2C	M. Board	Implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level. Concerns remain on the full effect of the work on the KS4 results 2018. The lack of stability of the secondary team continues - still too dependent on short term secondments and contributions from external advisors
15	R	Standards	P1	Pace of improvement in the Foundation Phase is slower than that seen on a national level.	H	M	2A	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 and another two from January 2018 to monitor the performance of individual schools and targeted as needed. A series of FP moderation workshops held.	M	2C	SL - P	Continue to monitor the performance of individual schools and target high risk schools. Deliver Regional Foundation Phase support programme through Regional Workshops and Network meetings to all schools. Programme delivered through targeted leadership, provision and standards.

## GwE Level 1 Business Plan 2019-20

17	R	Standards	P1	Secondary Schools placed in Estyn Statutory category.	H	H	2A	<ul style="list-style-type: none"> <li>the number of schools in a statutory category has increased to 7 secondary schools.</li> <li>There are intense intervention and support programmes in place in these schools and the progress is monitored by the contact SIA. Where concerns are highlighted, the information is shared with LA officers through the Quality Assurance Boards.</li> </ul>	H	2B	MD/AD/ Senior Leads	Ensure that the necessary support receives firm attention in support plans. Ensure that LA's act in a firm and timely manner in schools where concerns have been shared about the speed of progress.
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 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.	M	H	2C	Potfolio lead identified. Level 3 business plan being implemented. Agree on Regional Data Collection, training programme, every SIA to focus on post 16 performance during monitoring visits. Good working relationship with 14 - 19 coordinators. A number of schools taking part in Estyn post 16 thematic revue.	M	2D	M. Board / MD	Continue to implement the level 3 Business Plan. Ensure that data is being used effectively to further improve the provision and to ensure more effective structure to share good practice.
21	R	Business	P3/P6	Variation in the HR support provided to schools across the region.	M/H	M/H	3A	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 schools.	M	3B	M. Board	Monitor implementation of HR Level 3 Business Plan via the revised accountability & performance management structure.



## GwE Level 1 Business Plan 2019-20

