



Joint Committee Monitoring Report
Regional Business Plan
2014-15

Completed/ahead of schedule	On track	Needs attention	Requires urgent attention
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Priority	Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4					
SLT Lead Member	EVJ					
Action	Risk Assessment					
	Progress Report and evidence of impact			Further action to be taken [with timescale]		
<p>Robustly support and challenge underperforming schools [specifically those identified through the categorisation process] and ensure that they have :</p> <p>i. effective strategic improvement plan for raising achievement which clearly outline how they will make effective use of GwE commissioned support and national grants [SEG/PDG]</p> <p>ii. prompt and timely access to specialist, bespoke quality support.</p> <p>Quality assure the work of all Challenge Advisers to ensure that all schools receive the highest level of challenge and support.</p>					<p>Robust challenge in all underperforming schools conducted during Visit 1.</p> <p>GwE SLT have quality assured process within and across hubs and have instigated further discussions and support where inconsistency has been detected.</p> <p>Targeted schools have more robust strategic improvement plans in place and which clearly outline how they will make effective use of GwE commissioned support and national grants [SEG/PDG].</p> <p>Commissioned budget allocated to support all amber and red schools.</p>	<p>Ensure that relevant schools have prompt and timely access to specialist, bespoke quality support [from 2015 Autumn Term onwards].</p> <p>Ensure robust follow-up monitoring visits during 2015 Spring and Summer Term.</p> <p>Plan a training and support programme to upskill CAs and Headteachers to implement the revised model from September 2015 onwards</p> <p>Plan a programme of intensive scrutiny for those schools where weak aspects have been identified so as to ensure prompt support</p> <p>Make internal procedures for monitoring and quality assurance more incisive</p>
<p>Ensure support and development programmes for :</p> <ul style="list-style-type: none"> effective leadership at senior and middle leader level which includes specific focus on securing effective and consistent use of self-evaluation to challenge and improve standards improving the quality of teaching and learning <p>Best practice across the region will be utilised as lead schools/lead departments/lead practitioners to raise standards.</p>					<p>See commentary on relevant priority below.</p> <p>Review and amend this year's training programmes before delivering them to the next generation of leaders</p> <p>Plan and deliver a pedagogy/methodology training programme</p> <p>Ensure that the contributions of co-leading schools to the above agenda have been clearly defined to the range of stakeholders</p>	
<p>Further develop the regional capacity of the service to support underperforming and coasting school via secondment opportunities and discrete commissioning to respond to situations</p>					<p>Effective use made of commissioning budget, S>S support and Headteacher secondment for targeted schools.</p> <p>Stakeholder response in relevant surveys and case studies confirm strong impact and appreciation of GwE targeted support.</p>	<p>Ensure that all relevant schools have prompt and timely access to specialist, bespoke quality support [from 2015 Autumn Term onwards].</p> <p>Ensure robust follow-up monitoring visits during 2015</p>

<p>of concern, and to be able to do so in a consistent and co-ordinated manner.</p>			<p>Spring and Summer Term.</p> <p>Implement the revised model from September 2015 onwards and ensure an appropriate training programme for CAs and Headteachers</p>
<p>Establish a more flexible and effective school>school support programme [implementing a 'ladder of learning' principle where appropriate] which will encourage all schools to become even better and the best schools to support others.</p> <p>At KS4, the deployment of lead individuals and the development of Lead Departments in GwE will take shape from early September 2014 to be fully in place by November 2014. These will provide:</p> <ul style="list-style-type: none"> • seconded Headteacher to co-ordinate programme of support across region • designated expert Challenge Advisers lead for all 4 core subject within GwE • designated 4 lead schools who will work closely with lead Challenge Advisers • support programme for improvement available to all schools for GCSE 2015 and beyond and in improving PISA skills • from September 2014 additional schools will be asked to provide bespoke support for schools included in the <i>Schools Challenge Cymru</i> project. GwE will tailor all programmes to ensure wider capacity and legacy building. • GwE led national conference to showcase excellence 		<p>See commentary on relevant priority below.</p> <p>Seconded Headteacher in place from September 2014 and attending meetings of all relevant national strategic forums. Developments in the region have drawn very favourable comments from WG colleagues as a result of this high level involvement.</p> <p><i>GCSE 2015/PISA Project:</i> Lead Schools (and Lead Practitioners) for all four subjects have been identified and confirmed [Welsh Ysgolion Botwnnog, Dyffryn Ogwen, Tryfan/English Ysgol Bryn Elian/Maths Ysgol Eirias (+Ysgol Glan Clwyd for ensuring translation and Welsh dimension)/Science Ysgol Alun (+Ysgolion Môn for ensuring translation and Welsh dimension)]</p> <p>First draft materials submitted by Lead Schools during November.</p> <p>Two Tier Quality Assurance process in place via GwE subject leads and external consultant</p> <p>Lead Schools (and Lead Practitioners) for the four subjects [Welsh Ysgol Botwnnog/Dyffryn Ogwen/Tryfan; English Ysgol Bryn Elian; Mathematics Ysgol Eirias (+Ysgol Glan Clwyd in order to ensure translation and a Welsh dimension); Science Ysgol Alun (+Ysgolion Môn in order to ensure translation and a Welsh dimension) have produced exemplar materials, which have undergone Quality Assurance</p> <p>Workshops were held in February (for Welsh, English and Mathematics) and June (Welsh and English) – school attendance and feedback was very good.</p> <p>All exemplar materials have been placed on the GwE website and are available to schools</p> <p>Schools receive a 'GCSE 2015/PISA' bulletin every half term to inform them of developments.</p> <p>Leading Practitioners (for Mathematics and Science) have attended Heads of</p>	<p>See commentary on relevant priority below.</p> <p>Exemplar materials have been produced by Lead Schools and have been through a Quality Assurance process.</p> <p>First wave of workshops took place in February - attendance by schools was very good</p> <p>All exemplar materials to be uploaded to GwE Platform and made available to schools.</p> <p>Half-termly bulletin sent to schools to keep them informed of developments.</p> <p>Showcase conference to take place on March 26th.</p> <p>Leading Schools to continue to produce exemplar materials during 2015-16</p> <p>Hold workshops in the four subjects in October 2015, February 2016 and June 2016</p> <p>Leading Practitioners to visit individual schools/groups of schools to offer additional support during 2015-16</p> <p>Leading Practitioners (in the four subjects) to attend Subject Head meetings in each LA</p> <p>Implement the revised model from September 2015 onwards and ensure a mature programme of S>S support</p>

Mathematics/Science meetings in many LAs.

A National Conference was held on 26 March to showcase good practice with regard to GCSE. Nearly 300 attended and feedback was very positive

Expected timeline of action outlined in approved plans for WG.

Confirmation of WG grant for £75,000 to support Welsh BAC developments received in January.

Development groups for the three Challenges and the Individual project have been meeting regularly.

GwE has facilitated the formation of Welsh BAC Co-Ordinator groups in each LA and a regional Welsh BAC group.

Dissemination of materials will take place in a conference to be held on May 15th, 2015

28 schools across the region took part in the NFER PISA based tests in January, schools will receive a detailed analysis of the results in May, 2015

Schools Challenge Cymru:

Single Development Plans for all five SCC schools approved and funding confirmed.

2014-15 Individual Development Plans for each of the five SCC schools have been implemented

2015-16 Individual Development Plans for each of the five SCC schools have been submitted to WG

Capital Spending has been confirmed and funding drawn down via LA.

Capacity Building plans submitted and approved and all partner schools informed.

WG approval of IDPs and finance (June 2015)

Disseminate key messages and best practice to all regional schools [Spring/Summer 2015].

Leading Schools to continue to produce exemplar materials during 2015-16

Hold workshops in the four subjects in October 2015, February 2016 and June 2016

Leading Practitioners to visit individual schools/groups of schools to offer additional support during 2015-16

Leading Practitioners (in the four subjects) to attend

School	Capacity Building	Revenue	Capital:
Caergybi	£13,260	£149,298	£199,876
Treffynnon	£16,025	£159,202	£12,500
Rhosnesni	£15,525	£138,700	£110,000
Bryn Alyn	£71,125	£180,300	£140,000
Clywedog	£71,875	£162,500	£180,000

		TOTAL:	£187,810	£790,000	£642,000	
						<p>Subject Head meetings in each LA</p> <p>Implement the revised model from September 2015 onwards and ensure a mature programme of S>S support</p> <p>Appointment of teacher on a part time secondment (2 days a week) until March 2016</p> <p>Supporting schools in the delivery of the revised Welsh Bacallaureate from September 2015</p> <p>Continue to support the Welsh Bacallaureate Co-ordinator groups in every LA and the regional Welsh Bacallaureate group during 2015-16</p> <p>Disseminate key messages and best practice with regard to PISA to every school in the region (autumn term 2015)</p>
		<p><i>Welsh BAC:</i></p> <p>GwE's grant application to WG for £15,000 to support Welsh BAC development in the region has been accepted. Recent confirmation received that WG have allocated a further £50,000 to support regional developments.</p> <p>Four Lead Practitioners have been identified – two in NWW and two in NEW. The Lead Practitioners will lead four Development Groups (one for each of the three challenges and one for the Individual Project) who will produce a Teaching and Learning package to support the development of the skills within the challenges/Individual project. The first meeting of the development groups took place on November 27th and awareness raising meetings have also taken place for school BAC Co-Ordinators and SMT members.</p> <p>A £75,000 grant was received to support the development of the Welsh Bacallaureate in the region during 2014-15</p> <p>Four Leading Practitioners have been identified – and have led four Development Groups (one for each of the three Challenges and one for the Individual Project) and produced Teaching and Learning resources to support the development of skills within the Challenges/Individual Project</p> <p>All materials have been placed on the GwE website and are available to schools</p> <p>A Regional Conference was held on 15 May 2015 to share resources. Over 100 attended and the feedback was very positive</p> <p>The formation of Welsh Bacallaureate Co-ordinator groups in every LA was facilitated and a regional Welsh Bacallaureate group has been created.</p> <p>An application for a £50,000 grant to support the development of the Welsh Bacallaureate in the region during 2015-16 has been approved</p> <p><i>NFER PISA based tests:</i></p> <p>30 schools across the region have expressed an interest in sitting the NFER PISA based tests during the spring term. Several schools decided not to take part in the testing as Y11 would be included in the sample. These concerns have been raised with WG. NFER will be further contacting schools directly during January</p> <p>28 schools across the region sat the NFER PISA based tests in February 2015. Many schools decided not to take part in the tests as Y11 would be included in the sample. These concerns have been raised with Welsh Government</p>				
Sharpen the focus on tracking, self-evaluation and improvement planning across all monitoring visits and placing a		Focus for all termly monitoring visits honed and aligned with expectations.				Ensure robust follow-up monitoring visits during 2015 Spring and Summer Term.
		GwE documentation for termly monitoring visits adapted to reflect revised focus.				

<p>much greater emphasis on aspects which schools need to address more effectively.</p>		<p>Expectations shared with key stakeholders and CA's briefed and supported to deliver high level of challenge during monitoring visits.</p> <p>GwE SLT have quality assured % of visits within and across hubs.</p>	<p>Ensure QA processes are operational across all hubs for all termly monitoring visits.</p> <p>Share best practice re: challenging, supporting, commissioning and reporting with all GwE CA's.</p> <p>Implement the regional agreement whereby GwE will collect and challenge every school's targets, and monitor progress towards outcomes on 3 specific points per year.</p>
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Priority	Raise standards for learners eligible for FSM				
SLT Lead Member	SM+AsJ				
Action	Risk Assessment			Progress Report and evidence of impact	Further action to be taken [with timescale]
<p>Seek to ensure that every school has a clearly designated lead for FSM pupils and that schools have appropriate plans for effective deployment of PDG funding [as part of a wider strategy to raise standards for this cohort of learners].</p>				<p>As part of Visit 1 conducted by Challenge Advisers with all schools, an item of focus was an audit of the school's plan for deployment of PDG funding.</p> <p><i>A session was held for CAs on 23 April on the requirements of PDG planning for 2015/16. Relevant documents were shared with schools via the GwE website, which include many case studies of successful practice</i></p> <p><i>A regional lead was seconded to co-ordinate the LAC regional strategy, who started in post on 1/6/15.</i></p>	<p>Identify with all schools where the lead person is not the Headteacher.</p> <p>Share best practice re: planning and deployment of PDG</p> <p><i>CAs to discuss and challenge schools' improvement plans as part of the autumn term 2015 visits/meetings</i></p> <p><i>Sessions to share information and plan support for vulnerable learners are held on 9/10 July 2015. There will be an opportunity for vulnerable learner leaders/co-ordinators in every school within the region to attend.</i></p> <p><i>Based on schools' response in these sessions, a programme of relevant training will be arranged to start from September 2015 onwards</i></p> <p><i>Networking meetings for vulnerable learner leaders will be held in order to offer opportunities to share effective practice and offer support where needed (from September 2015 onwards)</i></p>
<p>Continue to ensure a firm focus on tracking outcomes for FSM learners in all GwE challenge and monitoring visits and that effective and timely use is made of available funding streams to support the development of effective teaching and learning strategies that is differentiated to meet the needs of the pupils.</p>				<p>All Visit 1 sessions with schools required the Challenge Adviser to focus specifically on outcomes for FSM learners. The quality assurance visits carried out by Senior Challenge Advisers and an audit of Visit 1 reports confirmed that this was being carried out as planned. In most cases the Advisers also discussed with schools the new requirements for School Development Plans and the future PDG funding arrangements.</p>	<p>Remaining visits during Spring and Summer 2015 will pursue this theme.</p> <p><i>Specific focus on outcomes during the monitoring visits of the autumn term 2015.</i></p>
<p>Organise an effective approach to the</p>				<p>GwE is actively organising conferences to showcase best practice and it is</p>	<p>Conference planning to proceed to implementation</p>

<p>sharing of the most effective practice for all schools in GwE in relation to promoting the achievement of FSM pupils by :</p> <ul style="list-style-type: none"> arranging annual conference to showcase best practice [this should involve working with the other regions in Wales, and practitioners from beyond Wales] development of website to share best practice work with stakeholders to recognise lead regional schools promote and facilitate visits to lead schools promote cluster of school>school collaboration to address underperformance of FSM pupils 			<p>anticipated that this will include the performance of FSM pupils and effective use of the PDG grant.</p> <p><i>During the school-to-school conference held on 2 June 2015, lead schools delivered workshops in which they shared their effective practice with regard to raising the attainment of FSM learners. Eight schools were part of this.</i></p> <p>Lead schools will be identified following the processes of selection that are being conducted during late Autumn 2014 and early Spring 2015.</p> <p>Planning for co-leading schools, including those with good practice in promoting the achievement of FSM pupils, will facilitate visits by schools across the region.</p> <p>A focus of Visit 1 has been to identify current practice in school to school working, and during the remainder of the year this will form the basis for further development, including the sharing a good practice in working with FSM pupils.</p>	<p>[Spring and Summer 2015].</p> <p>Lead schools to include FSM good practice from Spring 2015.</p> <p><i>Identify more co-leading schools during June 2015, specifically those that have been successful in raising the literacy and numeracy attainment of FSM learners.</i></p> <p>Visits to co-leading schools to be promoted in areas including good practice with FSM pupils from Spring 2015.</p> <p>Guidance to be provided to Advisers prior to visits in Spring and Summer terms.</p> <p><i>See above – presentation to CAs in April 2015</i></p> <p><i>Arrange a conference on closing the gap, to be held during the autumn term 2015</i></p>
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Priority SLT Lead Member	Raise standards for learners in the national reading and numeracy tests across the region SM				
Action	Risk Assessment			Further action to be taken [with timescale]	
					Progress Report and evidence of impact
<p>Ensure high quality co-ordination and support across region by :</p> <ul style="list-style-type: none"> identifying Senior Challenge Adviser for Literacy & Numeracy develop regional strategy for Literacy and Numeracy 					<p>Senior Challenge Advisor in post since September. This has significantly increased capacity and the pace of action with regards to this priority area.</p> <p>Regional Strategy has been developed under the leadership of the SCA, working with a <i>Task and Finish Group</i> with representatives from schools, LAs and the NSP. It has been shared with GwE <i>User Group</i> and LAs to date. Final draft will be shared with Challenge Advisors before the end of the Autumn Term. The T&F group advised against sharing with schools at this point in the term and suggested postponing until the beginning of the Spring Term.</p> <p><i>Strategy has now been shared with stakeholders. SCA follow-up to headteachers' strategic meetings by invitation. Autumn term actions have been 'RAG'ed by the SCA L/N and this will be/was scrutinised and challenged by the Regional Strategic Group on 11/2/15</i></p> <p><i>Implementation of the strategy for 2014/15 has been evaluated and areas for development for the forthcoming year have been identified. A meeting was held on 23 June to report to LA officers.</i></p> <p>December 19th – share with all Challenge Advisors at team meeting.</p> <p>January 5th document to be e-mailed to all schools.</p> <p>January>February 2015 presentation at each HT Federation meeting across the region by either the SCA for the hub, or the SCA for L/N.</p> <p>Termly, from February 2015 onwards, the strategic group will meet to monitor the implementation of the strategy.</p> <p><i>Continue with the action above</i></p> <p><i>Based on an evaluation of the 2014/15 action plans, prepare a new plan for 2015/16 and share the priorities for action with stakeholders by means of the GwE User Group on 9 July</i></p>

<p>Coordinate and align the work of GwE Challenge Advisers, Associate Partners, with the National Support Programme in order to ensure consistent messages and high quality support for schools from all partners and avoid duplication of support or any gaps in provision</p>		<p>Due to the increased capacity (see above) there have been more regular meetings between the SCA L/N and the NSP Senior Partner. This has resulted in a more co-ordinated approach to the support being offered to schools, and less duplication, although this has not been totally eradicated. An agreement between the NSP and GwE with regards to partnership working has also been established and shared with all stakeholders. This needs to be further consolidated over the coming term.</p> <p>Regular meetings have continued to take place between the NSP's Senior Partner and the SCA L/N. These have resulted in a faster response to support requests from schools. There has also been reduced duplication at local level; however this continues to be a concern at a national level.</p> <p>Collaboration between GwE and the NSP continued. The NSP will come to an end in July 2015 and the recent focus has been on the transfer of information to GwE, which will take on the responsibility of supporting schools with literacy and numeracy from September onwards. The SCA has continued to attend national meetings with CfBT so as to ensure there is no duplication in the support offered to schools</p>	<p>As negotiations take place between LAs and GwE around the implementation of the National Model, joint working will need to be revisited and possibly amended.</p> <p>WG's announcement on 2/2/15 will have implications for this action. Needs to be reviewed</p> <p>No further action required as the NSP is coming to an end</p>
<p>Develop regional strategy to improve the quality of senior and middle leadership in the field of literacy and numeracy, as part of the wider programme of developing middle leadership</p>		<p>See RHH's comments about leadership development programme.</p> <p>In the meantime, GwE's Associate Partners have provided support for leaders of literacy and numeracy in schools this term through:</p> <ul style="list-style-type: none"> • network meetings for literacy and numeracy leaders in secondary schools • training for numeracy co-ordinators in primary schools on developing numerical reasoning • training for literacy leaders in Flintshire LA on developing extended writing in their primary schools <p>Nothing further to add at this point</p> <p>Secondary school networking sessions have been very successful this year, with very positive feedback from a high percentage of schools that attended. However, literacy and numeracy leaders in secondary schools not having enough non-contact time to take action on the recommendations of these meetings is still a cause for concern, as is lack of time to share the information with colleagues and to support other staff. During the spring and summer term 2015, the following training for literacy and numeracy leaders took place:</p> <p>Numerical Reasoning (Primary) – 84 schools Procedural Numeracy (Primary) – 62 schools</p>	<p>See RHH's comments about leadership development programme.</p> <p>APs will continue to support, coach and mentor targeted literacy and numeracy leads during 2015 Spring and Summer Terms.</p> <p>CA's will monitor during 2014>2015 educational year</p> <p>It is intended to continue to work on developing the skills of literacy and numeracy leaders next year by delivering a 'Leading Teaching and Learning' programme, with a focus on literacy and numeracy. This will be part of the GwE leadership development programme and will commence in October.</p>

		<p>Higher Order Reading Skills (Primary) - 166 schools Numerical Reasoning (Secondary) – 14 schools Developing Whole School Literacy (Secondary) – 21 schools Revised Areas of Learning and Programmes of Study (Primary and Secondary) – 321 schools Supported Marking – Numerical Reasoning (Primary and Secondary) – 133 schools</p> <p>The feedback for all these sessions was very positive indeed</p>	
<p>Ensure all schools have access to guidance and training re: analysing national test data, developing SMART development plans, monitoring the implementation, progress and outcomes of any intervention programmes used</p> <p>Challenge Advisers to monitor inclusion of appropriate priorities to raise standards in the national tests in SIPs</p> <ul style="list-style-type: none"> Challenge Advisers to support schools in evaluating their progress against agreed priorities 		<p>Through the NSP, all schools have had the opportunity to access support in analysing test data by including it as one of their five support priorities.</p> <p>At the end of this term, the NSP will transfer to GwE all the information about their support to schools in the region; following this, there will be an opportunity to analyse exactly what training each school has had during the existence of the NSP.</p> <p>SCA L/N shared key regional messages about the national test data at a full CA team meeting, thus making all CAs aware of the regional improvement priorities for 2015.</p> <p>As part of the Autumn Term’s monitoring visits, CA have challenged schools’ improvement priorities, and offered feedback on SDPs, including schools’ plans on monitoring impact.</p>	<p>CA’s Spring Term monitoring visits will support schools in reaching a judgement about their progress against their improvement priorities.</p> <p>Further training will be offered to schools in the Spring Term on monitoring the implementation and impact of intervention strategies. This will not now take place until the summer term, due to the need to respond to WG’s plans that all schools are offered support on planning for Phase 1 of the Revised Curriculum in the spring term</p> <p>Sessions were held for Gwynedd Headteachers during the summer term 2015 on monitoring and managing intervention programmes. Similar input will be included as part of the training for literacy and numeracy leaders during the autumn term</p> <p>Planned for 2015 Spring Term</p>
<p>Ensure that the support offered by NSP Partners allows schools to make intelligent use of WG diagnostic tool</p>		<p>NSP Partners providing guidance, as part of the partnership agreement with GwE. This will now need to be reviewed.</p> <p>See the above comments on the transfer of data from the NSP to GwE</p> <p>CA made aware of the diagnostic tool, and able to challenge schools on their use of it. This has taken place as part of the training for CAs</p> <p>There was support available to schools on using the diagnostic tool as part of the supported marking sessions held in May 2015 (see above)</p>	<p>Further support will be offered to schools by GwE APs following next year’s tests</p> <p>The newly appointed seconded regional Literacy and Numeracy Co-ordinator will start to plan for this as soon as she starts in post.</p> <p>Handling data and analysing the results of tests to identify priorities for improvement will be part of the ‘Leading Teaching and Learning’ Literacy/Numeracy training during the autumn term</p>
<p>In conjunction with the national programme, support schools to ensure that every teacher is a teacher of literacy and numeracy with the skills, knowledge and specialism to deliver the LNF at classroom level</p>		<p>Partnership agreement established between GwE and the NSP to ensure that there are no gaps in support for schools, and no duplication either.</p> <p>This partnership has been established and, overall, duplication has been avoided, even though there are some schools that choose to attend training by both GwE and the NSP on the same areas.</p>	<p>Reviewed in the Spring term.</p> <p>On-line bulletin will ensure that more teachers will have access to it.</p>

<ul style="list-style-type: none"> - target the support of the Associate Partners effectively to provide training, mentoring and coaching to individuals and groups of teachers - share best practice through a half termly bulletin, as well as network meetings <p>In conjunction with the national programme, support the up-skilling of teachers to plan the development of literacy and numeracy skills across the curriculum and across the range of age and ability, to use effective teaching strategies, including appropriate differentiation and to plan and prepare for the national tests</p> <ul style="list-style-type: none"> - Associate Partner support targeted at schools with the lowest % of pupils scoring >115 in the national tests - Support and training for schools to plan rich tasks to stretch more able learners 		<p>GwE using the NSP analysis of schools' requests to target support, as well as analysis of national test data, and referrals from individual CAs.</p> <p>The above will need to be revised following WG announcement on 2/2/15</p> <p>Overall, most of the requests for support for individual schools were made by the CA rather than the NSP</p> <p>Secondary literacy and numeracy network meetings held in each LA area during the Autumn Term. Effective practice and key developments shared. Literacy and Numeracy Bulletin has also been launched and two editions will have been distributed to schools by the end of the Autumn Term.</p> <p>See above comments on the secondary Networks. A literacy and numeracy bulletin was published every half term during the year. They are all now available on the GwE website.</p> <p>Numeracy co-ordinators from 243 primary schools attended training provided by GwE's AP team on Numerical Reasoning in November. This was a 'train the trainer' session. Numerical Reasoning was the main support request identified by the NSP in GwE schools. Numeracy co-ordinators in secondary schools in Gwynedd and Ynys Mon also received training in this area.</p> <p>Satisfaction levels were high for this course, with 96% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing numerical reasoning in their school.</p> <p>See above comments on further training during the spring and summer terms</p> <p>Literacy co-ordinators from 40 Flintshire primary schools attended training provided by GwE's AP team on Extended Writing across the curriculum in November. A higher % of primary schools had requested support on literacy than any other LA in GwE.</p> <p>Satisfaction levels were high for this course, with 98% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing extended writing in their school.</p> <p>GwE facilitated and delivered the National Literacy Trust's Premier League Reading Stars training in November/December. This pilot is funded by WG and has successfully improved boys' motivation and standard in reading in England. Around 120 schools have attended this training. In every LA in GwE girls outperform boys in SS115+ in the reading test, both Welsh and English.</p> <p>The AP who delivered this training on behalf of the National Literacy Trust is supporting schools who have requested follow-up to this training.</p>	<p>Numerical Reasoning training for secondary numeracy co-ordinators will be delivered in February 2015.</p> <p>Training on higher order reading skills and on procedural numeracy will be available in the 2015 Spring Term.</p> <p>Update on this training will be available for the next meeting</p>
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Deliver staff training for catch-up programmes		<p>3 training sessions delivered for volunteers to support pupils with reading and basic numeracy skills – a total of 24 volunteers will be deployed to their local schools in the new year.</p> <p>75 teachers and teaching assistants were trained in Catch Up Literacy or Catch Up Numeracy during the Autumn term.</p> <p>No Catch Up training organised for the Spring Term – see above comment re: other WG-led initiatives</p> <p>Follow up sessions in Dyfal Donc literacy and numeracy were held during the summer term 2015. 38 members of staff attended the numeracy sessions and 52 attended the literacy sessions, which were an opportunity for those who are already implementing the intervention programme to reinforce and evaluate</p> <p>Schools who are interested in receiving training during the autumn term were given an opportunity to express interest by 26 June. This will be arranged in response to need.</p>	Deliver against agreed training sessions [Spring/Summer 2015]

Priority	Increase the uptake of, and raise standards in, Welsh as a First Language across the region.		
SLT Lead Member	EEJ		
	Risk Assessment		

Action		Progress Report and evidence of impact	Further action to be taken [with timescale]																														
<p>To work with Welsh Government colleagues to develop national and regional data sets which will enable progress in Welsh to be tracked [to include identifying and challenging the reduced cohort who study Welsh as a First Language as a proportion of the total cohort for all other core subjects]. In addition, the standards achieved within that reduced cohort have to be identified and challenged.</p>	<p>A - Y</p>	<p>Initial evaluation of 2014 Welsh First Language assessment data completed</p> <table border="1" data-bbox="750 129 1547 432"> <thead> <tr> <th colspan="5" data-bbox="750 129 1547 161">2014: Welsh First Language Outcomes – GwE region</th> </tr> <tr> <th data-bbox="750 161 831 312">KS</th> <th data-bbox="831 161 943 312">Cohort</th> <th data-bbox="943 161 1077 312">% of cohort assessed Welsh 1st language</th> <th data-bbox="1077 161 1312 312">% of cohort achieved expected level</th> <th data-bbox="1312 161 1547 312">% of candidates achieved expected level</th> </tr> </thead> <tbody> <tr> <td data-bbox="750 312 831 339">FP</td> <td data-bbox="831 312 943 339">7537</td> <td data-bbox="943 312 1077 339">34.5%</td> <td data-bbox="1077 312 1312 339">30.5% (LCW5+)</td> <td data-bbox="1312 312 1547 339">88.4% (LCW5+)</td> </tr> <tr> <td data-bbox="750 339 831 367">KS2</td> <td data-bbox="831 339 943 367">6880</td> <td data-bbox="943 339 1077 367">33.4%</td> <td data-bbox="1077 339 1312 367">29.1% (L4+)</td> <td data-bbox="1312 339 1547 367">87.2% (L4+)</td> </tr> <tr> <td data-bbox="750 367 831 394">KS3</td> <td data-bbox="831 367 943 394">7137</td> <td data-bbox="943 367 1077 394">29.4%</td> <td data-bbox="1077 367 1312 394">26.4% (L5+)</td> <td data-bbox="1312 367 1547 394">89.7% (L5+)</td> </tr> <tr> <td data-bbox="750 394 831 432">KS4</td> <td data-bbox="831 394 943 432">7408</td> <td data-bbox="943 394 1077 432">29.6%</td> <td data-bbox="1077 394 1312 432">21.2% (GCSE A*-C)</td> <td data-bbox="1312 394 1547 432">71.6% (GCSE A*-C)</td> </tr> </tbody> </table> <p>Full time SMT member appointed on secondment to lead on this priority (January 2015) Preliminary discussions held with Welsh Government (2.12.14)</p> <p>LA Strategic Welsh Education Plans have been collated and analysed (February 2015)</p> <p>Data is being collated to inform the target setting process for the overarching Welsh Education Plan</p> <p>A report was prepared on standards in Welsh First Language in KS4, which includes recommendations that focus on raising standards and improving progression and continuity between key stages</p> <p>There was GwE representation on a WG working group, discussing the informal use of the Welsh language by children and young people</p>	2014: Welsh First Language Outcomes – GwE region					KS	Cohort	% of cohort assessed Welsh 1 st language	% of cohort achieved expected level	% of candidates achieved expected level	FP	7537	34.5%	30.5% (LCW5+)	88.4% (LCW5+)	KS2	6880	33.4%	29.1% (L4+)	87.2% (L4+)	KS3	7137	29.4%	26.4% (L5+)	89.7% (L5+)	KS4	7408	29.6%	21.2% (GCSE A*-C)	71.6% (GCSE A*-C)	<p>Develop regional data system to track progress in Welsh First Language (March 2015)</p> <p>Formulation of an over-arching Regional Welsh Education Plan (July 2015) to include :</p> <ul style="list-style-type: none"> ➤ targets for increasing the number of pupils assessed in Welsh First Language ➤ targets for increasing the number of pupils educated through the medium of Welsh ➤ raising standards in Welsh First Language and Welsh Second Language across the region <p>Raise awareness of Headteachers (Primary and Secondary) during Summer Term 2015.</p> <p>Develop and formalise links with WG during 2015 Spring Term</p> <p>Meeting of the region's Building Capacity Welsh medium Sub-group.</p>
2014: Welsh First Language Outcomes – GwE region																																	
KS	Cohort	% of cohort assessed Welsh 1 st language	% of cohort achieved expected level	% of candidates achieved expected level																													
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<p>Ensure that effective use is made of the challenge and monitoring visit to evaluate the standards, provision and ethos for developing Welsh across all schools in the region.</p>		<p>Welsh to be a priority for discussion during 2015 Spring Term challenge and monitoring visit. This will include discussions on:</p> <ul style="list-style-type: none"> • standards and provision for Welsh, and to gather information and good practice on a regional basis • school's actions for the development of Welsh as a subject and medium • extent to which the school responds to the Authority's policy and Strategic Welsh Education Plan • extent to which the school responds to Welsh Government policy, objectives and guidelines • school's self-evaluation for performance indicators 1.1.5 (Standards in the Welsh Language) and 2.1.3 (Provision of Welsh and Welsh Dimension) <p>Spring Term challenge and monitoring visit form revised to include focus on Welsh. Primary and Secondary school versions produced.</p>	<p>Collate and analyse information received from CAs following spring term challenge and monitoring visit (April 2015)</p> <p>Analysis of information received to inform GwE over-arching Regional Welsh Education Plan (May 2015)</p> <p>Distribute regional and local reports summarising the main findings of spring term's monitoring and challenging visits.</p>																														

			<p>All CAs informed and briefed on the focus for the Spring Term challenge and monitoring visit. (26 January)</p> <p>Headteachers have been informed of the focus for the termly challenge and monitoring visits (Letter to Headteachers, September 2014). Discussions with Headteachers have also taken place in strategic forum meetings and in User Group meetings.</p> <p>The information received during the spring term's monitoring and challenging visits has been collated</p>	
Ensure that a School>School support programme is developed which will encourage schools to improve standards and provision in Welsh First and Second Language at all key stages.			<p>GwE School>School Collaboration Strategy developed and shared with all Headteachers (October 2014). Discussions with Headteachers have also taken place in relevant strategic forum meetings.</p> <p>S>S collaboration is a focus for discussion during the termly challenge and monitoring visit.</p> <p>Autumn, Spring and Summer term challenge and monitoring visit forms revised to include focus on S>S collaboration.</p> <p>CA's informed of S>S collaboration (September 2014)</p> <p>Leading practitioners have produced exemplar learner profiles to support the moderation of Teacher Assessment at the end of KS2 and KS3 and delivered training for schools.</p> <p>Discussions were held with <i>Athrawon Bro</i> (Conwy, Denbighshire and Flintshire) on developing exemplar learner profiles for Welsh Second Language</p> <p>Leading schools have delivered workshops on the new Welsh First Language GCSE (February and July 2015). The workshops focus on the methodology required to successfully implement the new specification.</p>	<p>Inform and brief all CAs on the focus for termly challenge and monitoring visits (January, May 2015)</p> <p>SCAs to discuss and identify Welsh as an area for School>School collaboration (Spring term 2015)</p> <p>CAs to discuss Welsh as an area for School>School collaboration during Spring Term challenge and monitoring visit (Spring term 2015)</p> <p>Information gathered in the spring term challenge and monitoring visit collated and used to inform S>S collaboration (April 2015)</p> <p>Second workshop on the new Welsh First Language GCSE to be delivered on 15 July</p>

Priority	Increase the proportion of 16 year old learners who achieve at least 5 A* or A grades [including language and mathematics] by the end of KS4			
SLT Lead Member	AJ			
	Risk Assessment			
Action			Progress Report and evidence of impact	Further action to be taken [with timescale]
Work with Welsh Government colleagues to develop national and regional benchmarking data sets which will enable the service to more effectively challenge schools.			<p>Initial discussion between WG and the 4 consortia have led to the inclusion of a new indicator for the national categorisation system based on 5+ A*/A grades or equivalent. However, this measure does not include language/mathematics.</p> <p>New indicator for the national categorisation system based on 5+ A*/A grades, not including English/Welsh and Mathematics, has been introduced.</p>	<p>Discussion to continue within relevant national strategic forums.</p> <p>Discussion to continue within relevant national strategic forums.</p>

<p>Input into secondary school Headteacher forums across the region with follow-up at subject level as appropriate – see below</p>		<p>Senior Challenge Advisers have all provided input into secondary Headteacher forums across the region.</p> <p>Senior Challenge Advisers have all provided input into secondary Headteacher forums across the region.</p>	<p>Continue to facilitate discussions with key stakeholders in relevant forums.</p> <p>Provide updates related to any adjustment of the categorisation in Autumn 2015.</p>
<p>Work with all schools to target the improvement in attainment of most able pupils through :</p> <ul style="list-style-type: none"> ensuring that the measurement is known to all promoting effective practice in terms of classroom teaching and school leadership facilitating regional events with schools and key stakeholders to promote the learning of the most able ensure that national and local best practice are disseminated effectively and that appropriate follow-up action is taken in schools 		<p>Awareness-raising has had the effect of ensuring measurement is known to all.</p> <p>Effective practice in terms of classroom teaching and school leadership will be a focus for the remainder of the school year.</p> <p>Planning of regional events will be coordinated in relation to those already being planned, but it is anticipated that showcasing will include items on the More Able and Talented.</p> <p>National models of best practice will be disseminated through the regional events.</p> <p>Appropriate follow-up by schools will feature as part of the school-to-school agenda.</p> <p>Senior Challenge Advisers have continued to facilitate discussions with key stakeholders in relevant forums.</p> <p>Effective practice has been disseminated via school to school and co-leading practitioner approach.</p> <p>Awareness-raising has had the effect of ensuring measurement is known to all. Effective practice in terms of classroom teaching and school leadership will be a focus for the remainder of the school year.</p>	<p>Continue to facilitate discussions with key stakeholders in relevant forums.</p> <p>From Spring term ensure effective practice is disseminated via S>S and co-leading practitioner approach.</p> <p>National showcase conference to be facilitated by GwE in 2015 Summer Term.</p> <p>Appropriate follow-up by schools will feature as part of the school-to-school agenda.</p>
<p>Include the 5 A*/A indicator as a focus for GwE termly monitoring visits and for regional target setting when quality data is available.</p>		<p>In the majority of Local Authorities the A*/A indicator has been included in the target-setting processes for secondary schools.</p> <p>Discussion on A*/A performance challenged in all secondary monitoring visits.</p> <p>The A*/A indicator has been included in the revised target-setting processes provided by GwE for secondary schools.</p> <p>Discussion on A*/A performance has been challenged in all secondary monitoring visits.</p>	<p>Need to ensure consistency of approach across all LA's re: target setting and in level of challenge by CA in monitoring visits.</p> <p>Need to ensure consistency of approach in the level of challenge provided by each CA in their work with schools.</p>

<p>Priority SLT Lead Member</p>	<p>Establish and promote an effective regional model for school>school support RHH Risk Assessment</p>	
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Action				Progress Report and evidence of impact	Further action to be taken [with timescale]
Regional strategy developed and shared with stakeholders				Regional strategy has been developed and shared with all stakeholders.	Implement strategy across region (Dec 2104-July 2015)
Model and action plan for effective school>school collaboration completed and agreed with relevant stakeholders.				GwE action plan completed and was shared with stakeholders.	Implement action plan (Dec 2104-July 2015)
Challenge Advisers briefed and updated regarding the role and expectations [supporting; facilitating; challenging; monitoring and ensuring accountability]. Termly monitoring visits to be conducted to measure progress and impact.				<p>Challenge Advisers have been briefed and updated.</p> <p>S>S collaboration discussed and challenged during Visit 1 [monitoring will be completed by end of term].</p> <p>New model of working for Challenge Advisers meets this requirement also</p>	<p>Further professional development for CA is planned focusing on coaching skills May/June 2015. This will ensure higher quality support and guidance to school leaders.</p> <p>Term 2 and 3 monitoring visits will be conducted accordingly and before end of July 2015</p> <p>Ensure that the procedure for placing schools in collaboration groups is given prominence</p>
Financial incentive to schools available to facilitate and promote collaboration [specific criteria agreed re: engagement conditions].				Financial incentive given to all schools within the GwE region based on an agreed formula with all LA's.	Monitoring procedures to be operational as part of termly visits.
Enhanced opportunity for all primary schools to access additional financial support for cross LA/region collaborative projects.				<p>Information and application details sent to all schools with closing date (11:12:14) noted.</p> <p>9 effective cross-authority collaboration projects are operational across the GwE region. Many key areas are addressed. Workshops presented in the School to School Conference to share good practice</p>	<p>Selection process on 12:12:14 will determine the five most effective projects to receive the funding. 9 schools selected</p> <p>Agreed engagement and monitoring procedures need to be agreed between the successful schools and GwE by January 2015. Meeting on 25/02/15</p> <p>Progress reports/monitoring reports to be presented by 18/09/15, noting key impact of the collaboration</p> <p>Received a Case Study from each project – these are available on the GwE website</p>
Model established [and criteria agreed] for regional approach to support emerging practitioners, departments, schools. Lead practitioners, departments, schools will receive financial incentive from GwE with specific agreed engagement conditions.				<p>Model and criteria being established by GwE SMT</p> <p>Schools notified of intention of creating co-leading schools across the region. Referenced within the GwE S>S strategy.</p> <p>Challenge Advisers briefed on the intention of creating co-leading schools and to start identifying potential schools, departments, lead practitioners and leaders.</p> <p>Head teachers of schools briefed on GwE intention of creating co-leading schools</p>	<p>Completed by January 2015 - completed</p> <p>Establish criteria for identification of co-leading schools by January 2015 - completed</p> <p>Notify schools of criteria and application process by January 2015 – extended to February 2015</p> <p>Identify/select co-leading schools and practitioners. Hold</p>

			<p>through Headteacher forums and meetings.</p> <p>Information and application details sent to all schools with closing date noted.</p> <p>Part 1 of Gwe's Co-leading Strategy is operational – 19 Co-leading Literacy/Numeracy/MFL schools have been identified</p> <p>GwE is in the process of working with Welsh Government to promote the Co-leading Schools in the Arts programme</p>	<p>briefing sessions during January 2015 – extended to February 2015</p> <p>Engagement and monitoring procedures need to be agreed between the successful schools and GwE.</p> <p>Quality assurance procedures need to be agreed between Co-leading schools and GwE</p> <p>Those schools that the Co-leading schools will be assisting need to be identified</p> <p>This will be operational by October 2015</p>
<p>Arrange regional conference to showcase school>school effective collaboration and disseminate best practice.</p>	A G		<p>Regional Conference arrangements being established by GwE SLT and engagement conditions agreed with participating schools.</p> <p>Assistance regarding the facilitation of the conference from Blahdblah (BdB) branding company.</p> <p>A National School to School Conference was held on 2 June 2015 to showcase effective collaboration. Over 300 attended and the feedback was very positive</p>	<p>Specific roles and expectations of participating schools to be agreed during Spring Term.</p> <p>Professor Mel Ainscow confirmed as Key Note Speaker</p>

Priority SLT Lead Member	Develop quality leadership and teaching and learning at all levels RHH					
Action	Risk Assessment				Progress Report and evidence of impact	Further action to be taken [with timescale]
	Green	Yellow	Orange	Red		
Audit and to determine current provision for leadership development across the six North Wales LA's.	Green				Audit has taken place and a report written detailing current provision across the six local authorities.	Completed.
Determine key features of programmes required and present these in report to GwE SLT. The report to include 'high level principles' for proposed programmes.	Green				Key features for programmes have been identified and presented to GwE SLT. The report states clearly the high level principles of leadership that will be used in future programmes.	Ensure that all future programme planning includes 'high level principles' identified – ongoing.
GwE SLT to evaluate, discuss and give feedback so that report can be amended and finalised with actions for provision.	Green				GwE SLT have evaluated, discussed and given feedback on report. Report has been amended in light of this and finalised with actions for provision.	To ensure that the report informs future planning regarding leadership – ongoing.
<p>Draft and publish a 'Prospectus of Leadership & Management Development Programmes' for each of the identified areas:</p> <ul style="list-style-type: none"> Moving good teaching to excellent Middle Leadership 		A - Y			Prospectus for Middle Leadership Programme drafted and discussed with ADEW. GwE Middle Leadership Programme Prospectus is currently being published and will be distributed to school in January.	<p>Send out finalised Middle Leadership Prospectus in January 2015 – completed change to July 2015</p> <p>Create prospectus detailing all middle leadership provision across the region for 2015-16 – send out to schools February 2015 – change date to May 2015</p>

<ul style="list-style-type: none"> Senior Leadership <p>Prospectus to include clarity on : Vision, aims and objectives; Strategic intention; Menu of programmes – personal development/subject specific; Focus and means of delivery and accountability; Impact and standards driven / factors; Costs; Timings; Accreditation; Career progression</p>		<p>Programme prospectus contains vision, aim and objections, strategic intention, details of target audience, funding information, process, timings and programme content.</p> <p>GwE's Middle Leadership Development Programme is developing effectively. 60 individuals have completed the training with a further 32 part of the development of Middle Leadership/Physical Literacy at present. A further 60 individuals will commence the programme at the end of September 2015</p> <p>RHH and Gareth Williams, an Independent Education Adviser, are evaluating the programme at present.</p> <p>Experienced Headteachers Development Programme is operational – 19 individuals have successfully taken part in the programme and are assisting GwE to amend the programme for September 2015 onwards</p> <p>RHH is monitoring/evaluating developments.</p> <p>GwE's Leadership Development Programme includes CPD for every part of the developing leadership pathway for practitioners in north Wales. The Programme has been discussed with Welsh Government and approved as good practice. Welsh Government and the other 3 consortia are interested in adopting specific elements of the GwE programme.</p> <p>There is a possibility that Welsh Government will commission GwE to develop an effective CPD Programme for Headteachers in post</p>	<p>Draft and Publish prospectus for Leadership and Management Development Programmes for:-</p> <ul style="list-style-type: none"> Moving good teaching to excellent [March 2015] – change date – June 2015 Senior Leadership [May 2015] completed Identify accreditation opportunities [ongoing]. <p>Publish Monitoring/Evaluation report – October 2015</p> <p>July/September 2015</p> <p>September 2015 onwards</p>
<p>Establish criteria for identification of a network of Lead Practitioners, Departments, Schools across North Wales who will be required to deliver support, training and development for other schools, departments, teachers, leaders.</p> <p>Lead Practitioners identified</p> <p>Termly monitoring and quality assurance procedures agreed and implemented.</p>	A - Y	<p>Schools notified of intention of creating co-leading schools across the region. Referenced within the GwE school to school strategy.</p> <p>Head teachers of schools briefed on GwE intention of creating co-leading schools through Headteacher forums and meetings.</p> <p>CA's briefed on the intention of creating co-leading schools and to start identifying potential schools, departments, lead practitioners and leaders</p> <p>Part 1 of GwE's Co-leading Strategy is operational – 19 Co-leading Literacy/Numeracy/MFL schools have been identified</p> <p>GwE is in the process of working with Welsh Government to promote the Co-leading Schools in the Arts programme</p>	<p>Establish criteria for identification of co-leading schools by January 2015 completed</p> <p>Notify schools of criteria and application process by February 2015 completed</p> <p>Create brief/contracts for co-leading schools and practitioners by February 2015 completed</p> <p>Identify co-leading schools and practitioners. Hold briefing sessions by March 2015 completed</p> <p>Quality assurance procedures by June 2015 operational</p>

			<p>GwE is in the process of collaborating with Welsh Government to promote the 'Pioneer Schools New Deal', the 'Pioneer Schools Successful Futures' and the 'Pioneer Schools Digital Competence'</p>	<p>Relevant schools need to be identified – July/August 2015</p>
<p>Liaise closely with other regional consortia with regard to cultivation of 'self-development' packages for schools to use in-house – to include pedagogical development, leadership development and succession planning for schools [to be made available digitally on GwE web-site].</p>			<p>Enquiries currently being made with regard to what other consortia use offer as self-development packages.</p> <p>Commissioned work for leadership undertaken with North West Wales Headteacher forum and Cynnal and to be trialled with Welsh medium/bilingual schools during Spring/Summer/Autumn 2015.</p> <p>Web-site planning contains area to hold digital resources for school to use in house as training packages.</p> <p>GwE is in discussion with Welsh Government and the other consortia so as to identify effective practice across Wales in order to share expertise</p>	<p>Produce report paper outlining what is available in other consortia by April 2015</p> <p>Undertake monitoring and evaluation of GwE/NWW headteachers/Cynnal project during 2015>2016.</p> <p>Start creating resources to be held centrally on GwE Web-site for use in schools [ongoing].</p> <p>Ongoing Joint meeting of the SLT of all 4 consortia has been arranged for September 2015.</p>
<p>Evaluate the effectiveness of current external providers that GwE could commission if required to further enhance capacity and effectiveness of provision.</p>		A - Y	<p>Discussions and evaluations taking place regarding external providers that could be commissioned to provide training in a number of areas.</p> <p>Potential external providers identified and currently being approached regarding availability.</p> <p>Effective external providers have been identified and commissioned to provide two programmes as part of GwE's Leadership Development Programme</p>	<p>Confirmation needed from external providers on availability and readiness to partake in GwE training-December 2014 onwards. – ongoing</p> <p>RHH currently in discussion with possible external providers and evaluating current provision offered. – completed Need to monitor developments and the impact of these programmes by external providers – September 2015 to July 2016</p>
<p>Co-arrange "Executive Head Conference" with NLDB and ERW regarding effective practices across both regions.</p>		A - G	<p>Discussions currently taking place between NLDB, ERW and GwE regarding Executive Head Conference.</p> <p>Providers and practitioners identified to lead and showcase effective practice conference.</p>	<p>Confirm arrangements of conference by January 2015 Completed</p>
<p>Establish a more flexible and effective school>school support programme [implementing a 'ladder of learning' principle where appropriate] which will</p>		A - Y	<p>All school received GwE S>S strategy and Headteachers briefed in relevant forums.</p> <p>CA's briefed on strategy during CA training day. CA Performance Management</p>	<p>Monitor individual schools' school to school programmes during visit 2 and 3 – ongoing.</p> <p>CAs to involve themselves in various projects and</p>

encourage all schools to become even better and the best schools to support others.		<p>objective aligned to this priority – facilitating S>S working amongst contact schools.</p> <p>All schools have received grant from GwE to establish S>S collaborative working.</p> <p>CA's audit of S>S working currently taking place across the region during Visit 1[which will then be used as a benchmark].</p>	<p>facilitate links [ongoing].</p> <p>GwE S>S showcasing event to share best practice and celebrate the success of the strategy by June 2015. completed – the National School to School Conference was very successful.</p>
Pedagogy training events to be implemented with initial focus on effective assessment and moderation procedures.		<p>A number of hub based training events have taken place during the autumn term e.g. what works best in the classroom/Assertive Mentoring training, moving learners to the next level, ICT etc.</p> <p>Moderation training taking place through <i>GwE Teacher Assessment Working Group</i> [training arranged for March 2015].</p> <p>During March, training on the assessment and moderation of Teacher Assessment at the end of KS2 and KS3 in Welsh First Language, English, Mathematics and Science was held. Every cluster was invited to send a primary and a secondary representative for each subject to the training sessions. There were 11 sessions held in locations across the three hubs.</p> <p>Although concern had been expressed about insufficient warning of the training dates, the feedback on the content of the course and the quality of the training material was very encouraging. 91% of clusters ensured representation in each of the subject sessions.</p> <p>All the training material was published on the GwE website, including the exemplar Learner Profiles</p> <p>Reports were received on cluster moderation meetings. Following the training, it seems that the moderation process has been strengthened, and clusters that have not ensured that consistent moderation meetings have taken place during recent years have now ensured that this occurs.</p>	<p>Audit and evaluate hub training events that take place at present across the region</p> <p>Create a more regional approach towards pedagogy training and arranging regional training events by March 2015</p> <p>Continue with the support and guidance provided by GwE to the schools in the region</p> <p>Continue to collaborate with the other 3 consortia and Welsh Government in order to promote effective assessment and moderation processes</p>
GwE to operate as project manager regarding the delivery of the NPQH selection and assessment process.	A - Y	<p>GwE have successfully tendered to deliver the NPQH regionally and have arranged and facilitated the selection process for the 2014/2105 process.</p> <p>GwE is collaborating with Welsh Government and the other 3 consortia on planning and implementing the new NPQH</p>	<p>Further consideration from January 2015 to :</p> <ul style="list-style-type: none"> • appointing Strategic Project Manager for the NPQH process - completed • arranging and facilitating appropriate further training for NPQH mentors.- ongoing • assisting WG with the training arrangements for NPQH candidates.- ongoing • arranging and facilitating the assessment process for the 2015/2106 process – ongoing <p>September 2015 onwards</p>

Priority SLT Lead Member	Support schools to develop more robust and effective assessment, standardisation and moderation processes EEJ		
	Risk Assessment		

Action			Progress Report and evidence of impact	Further action to be taken [with timescale]
<p>To ensure representation at national level on WG working groups looking at ensuring consistency in Teacher Assessment across Wales. Representative will lead a regional working group made up of Challenge Advisers who have expertise in this area.</p>			<p>Representation from GwE on National Teacher Assessment Moderation Working Group meetings.</p> <p>Regional working group established with one representative from each core subject in each sector. Meeting held on 26 January to discuss the plan and the timescale.</p> <p>Full time SMT member appointed on secondment to facilitate process and prepare logistical plan for timetable, venues and guidance. (January 2015)</p>	<p>.</p> <p>.</p>
<p>Identify eight expert practitioners (representing primary x1 and secondary x1 from each core subject) to create a regional portfolio of standardised work for each subject in all three Key Stages. High quality portfolios will be distributed to all schools across the region as part of school's own CPD on Teacher assessment. GwE staff will quality-assure the resources.</p>			<p>Additional lead practitioners identified for Science and Mathematics (primary and secondary) in order to produce Welsh and English medium learner profiles.</p> <p>Learner profiles have been produced and quality assured by GwE working group members.</p> <p>Cross phase moderation of profiles taking place during the week beginning 9 February.</p> <p>All profiles published on the GwE website</p>	<p>Cross phase moderation of the Maths learner profiles will take place before the end of February. A change in the GwE lead for secondary Maths and Lead Practitioner led to a delay in starting work on the Learner Profiles.</p>
<p>Sixteen 'deputy' expert practitioners will be identified by the GwE staff (2 people per subject per phase). Practitioners will be trained by the expert practitioner in the delivery of the training resources. GwE staff to quality-assure training.</p>	A - Y		<p>Deputy practitioners for all subjects in place</p> <p>Training arranged for the week beginning 23 February</p> <p>EEJ and DR have attended some Headteacher forums. Information was provided from the other forums</p>	<p>All deputy practitioners in place by February 2015</p> <p>Deputy practitioners to be trained by working group/lead practitioners by March 2015</p>
<p>Lead practitioners to attend all Headteacher forums to present guidance and profiles.</p>	R - Y		<p>Letter has been sent to all Headteachers explaining the approach being taken and the timescale</p> <p>Training sessions were held in March. Positive comments on the content of the course and the quality of the training materials, including the learner profiles, although there was concern that not much notice was given of the sessions and that the timetable for the moderation process is tight.</p> <p>All the training materials are available on the GwE website</p>	<p>GwE facilitator to arrange dates and agenda item- February 2015</p> <p>Seconded Headteachers (EEJ and DR) to attend Head teacher forum meetings during February/March 2015</p>
<p>Trainers to hold cluster training sessions attended by one secondary and one primary representative from each cluster. Expectation for identified cluster leads to disseminate the resources to all schools in cluster meetings. Register of attendance at cluster meetings will be taken and non-</p>	R - Y		<p>Training materials produced</p> <p>Clusters have sent minutes of meetings</p> <p>Challenge Advisers have completed reports on moderation meetings in which they were present</p>	<p>Cluster sessions to be held during March 2015</p> <p>Collect evidence of training on a school and cluster level</p>

<p>attenders will be required to attend a subsequent one off <i>mop-up</i> training sessions.</p> <p>Challenge Advisors will sample a selection these sessions</p>				
<p>School representatives to train/disseminate to all staff in their schools and meetings to be chaired by SLT.</p> <p>Headteacher to sign off that meeting has taken place.</p> <p>Challenge Advisers will request evidence from the head that meetings have taken place.</p>		R - A	<p>Headteachers informed by letter of the requirements</p> <p>Further guidance to be provided in Headteacher forum meetings</p>	<p>Dissemination of resources and training to all school staff during March 2015</p>
<p>Cluster meetings to take place by end of Spring Term to undertake cross phase moderation. Standards to be informed by regional training and the agreed resource.</p> <p>Cluster school's work will be required to be signed off by a Headteacher from cluster.</p> <p>Hub Challenge Advisors to attend at least one moderation meeting within hub to quality assure process</p>		R - A	<p>Headteachers informed by letter of the requirements</p> <p>Further guidance to be provided in Headteacher forum meetings</p> <p>Second cluster meetings not timetabled in most clusters, but the moderation process has been strengthened across the region this year.</p> <p>Every school is aware of WG guidance on Strengthening Teacher Assessment and has been advised to plan a standardisation and moderation programme for the next academic year.</p> <p>A sample of schools across the region were part of the National Verification programme to strengthen teacher assessment.</p> <p>A team of verifiers within GwE have been part of verifying teacher assessment in other regions (ERW mainly)</p>	<p>Cluster meetings to take place between March/April 2015.</p> <p>School's work to be signed off by Head teachers by April 2015.</p> <p>Hub challenge advisors to attend at least one moderation meeting within hub to QA during April 2015.</p>
<p>Summer cluster moderation meeting to confirm judgements of learner profiles at the expected and higher level for pupils at point of transfer – Years 2, 6 and 9.</p>		R - A	<p>Headteachers informed by letter of the requirements</p> <p>Further guidance to be provided in Headteacher forum meetings</p>	<p>Summer cluster moderation to look at higher levels during May/June 2015.</p>
<p>Challenge Advisers to gather evidence through monitoring, reporting on and evaluating the delivery of the process [to be recorded].</p> <p>Working Group to meet at the end of the summer term to evaluate the process using the evidence collated by Challenge Advisers.</p> <p>Regional facilitator to bring together regional evaluation paper for dissemination to LA Directors.</p>		R - A	<p>Presentation given to all Challenge Advisers on the project</p> <p>A team of GwE verifiers to meet with working group to discuss the outcomes of the process this year and to identify priorities for next year.</p>	<p>CAs gathering evidence in Visit 2 and 3 during 2015 Spring and Summer Term</p> <p>Working group to meet end of summer term [by June 2015].</p> <p>Evaluation paper written by regional facilitator during July/August 2015.</p> <p>Presented to ADEW during Autumn Term 2015.</p> <p>Briefing session for Headteachers on the outcomes of this year's external verification programme and to plan for meeting statutory requirements</p>

Priority	Develop leadership and business capacity to effectively fulfil key functions.					
SLT Lead Member	HFE/SOJ					
Action	Risk Assessment					
	Green	Yellow	Orange	Red		
				Progress Report and evidence of impact	Further action to be taken [with timescale]	
<p>Increase capacity of SMT and regional team to respond effectively to breadth of responsibilities and expectation and the development of new streams of work from April 2015 onwards [Management of Regional Grants/HR Services/14-19/Foundation Phase/Governor Services etc.]</p> <ul style="list-style-type: none"> • appointment of Head of Brokerage and Support • appointment of Senior Challenge Adviser to lead Literacy/Numeracy and to ensure alignment with NSP • reduction in number of contact schools for Senior Challenge Advisers • appointment of Head of Standards • appointment of Headteacher secondment to lead on national projects Schools Challenge Cymru/PISA Project • increase cadre of seconded Headteachers who are appropriately qualified and trained Challenge Advisers to support and challenge schools 	Y G				<p>Head of Brokerage and Support + Senior Challenge Adviser Literacy/Numeracy have taken up full-time post since September 2014. We have also appointed Headteacher secondment to lead on national projects [Schools Challenge Cymru/PISA Project] and have increased the cadre of seconded Headteachers within each hub. This has significantly increase capacity and has allowed GwE to respond much more effectively to breadth of responsibilities and expectation.</p> <p>Head of Standards appointed (start date to be confirmed) completing the Senior Management Team.</p> <p>Head of Standards has been in post full time since April 2015</p>	
<p>Ensure more effective use of data to better support the work of school improvement and to allow the more effective deployment of resources :</p> <ul style="list-style-type: none"> • strengthen regional data sharing/collation processes • develop pupil tracking system to enable near real-time data within Local Authorities, sub-regions and the Consortium. 					<p>Regional consortium <i>Data and Information Manager</i> has transferred to GwE during Autumn Term and is line managed by MD.</p> <p>Head of Standards is now the Line Manager of the Data and Information Manager</p> <p>LA historical data in process of being collated at regional level and data sharing protocols agreed. This will allow for a more effective and efficient system for analysing data and targeting resources.</p> <p>Develop and publish reports on a regional, authority and school level. Developing the ability to publish them so that users can self service.</p> <p>Research and pilot project to be undertaken to evaluate potential use of <i>Teacher Centre</i> which will allow for real-time tracking of pupil progress [MIS system developed and implemented by Ceredigion]. Teacher Centre has the potential to</p>	<p>All historical data to be incorporated by January 2015. completed</p> <p>Briefing sessions arranged for LA's and schools before end of December with take-up for pilot project to be discussed from January 2015 onwards completed</p>

			<p>provide the single view of a learner as sought by the Welsh Government. Additionally, it offers potential for financial savings and reducing the staff time needed to manage data allowing more time for analysis and reporting of data. The GwE Management Board decided not to proceed any further.</p>	<p>Developed an information sharing agreement with the 6 authorities in order to share data. In the process of arranging direct Access to DEWi so as to facilitate the availability of data to GwE.</p> <p>GwE is investing in a FFT system on a consortium level, which will facilitate the sharing of data</p>
Increase business capacity and structures to respond effectively to breadth of wider responsibilities and expectation of National Model.			<p>Consortium support staff have transferred to GwE. Roles and line management structure have been confirmed</p>	
Ensure that effective structures are operational to allow an oversight of available resources and spend [including budget and proportion of employed staff and flexible resources for interventions]			<p>Increased business capacity allows for a more cohesive approach to budget planning and monitoring.</p> <p>More robust financial monitoring systems and arrangements have been implemented between GwE Business Manager and host LA Finance Department.</p> <p>Monitoring of budget and any under/overspend undertaken in all GwE SLT meetings. Monitoring of the budget is undertaken at times appropriate to the Management Board</p>	Ongoing
<p>Ensure that work of all CA supported by:</p> <ul style="list-style-type: none"> • relevant professional development opportunities, including access to the National and Local Training Programme. Key aspects of training programme will need to ensure that all Challenge Advisers are familiar with the key characteristics of effective school to school collaboration [including the facilitation of effective working]. • quality assurance processes which will be followed rigorously to ensure high quality. • effective and robust Performance Management structures for GwE staff [aligned with national standards and supported by national and local professional development programme] 			<p>All Challenge Advisers participated in the national training provided by WG [October 2014].</p> <p>Effective and rigorous Performance Management procedures are operational across all three hubs.</p> <p>All Challenge Advisers expected to participate in specific Estyn training.</p> <p>Robust QA procedures operational for all termly visits.</p> <p>A GwE Challenge Adviser Development Programme, with a specific focus on the core elements of the post, is now operational:: Challenge Advisers have attended specific training:</p> <ul style="list-style-type: none"> - Three days developing coaching skills - Training on effective use of tracking systems and target setting 	<p>Ensure that regional Challenge Advisers training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs [initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term.</p> <p>All Challenge Advisers will be expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term.</p> <p>Ensure QA procedures are thorough and effective for Visit 2 and 3 during 2015 Spring and Summer Term.</p> <p>The Development Programme will continue, with the next step focussing on the specific skills required for dealing with schools in different colour categories</p>
Establish effective internal structures to promote and develop the school>school support model			<p>Challenge Advisers briefed and updated on regional developments and expectations re: promoting and facilitating more effective collaboration between schools</p>	<p>Further professional development for CA is planned focusing on coaching skills May/June 2015. This will ensure higher quality support and guidance to school leaders</p>

			<p>Performance Management objectives aligned with this key priority. S>S collaboration discussed and challenged during Visit 1 [monitoring will be completed by end of term] with monitoring follow-up to be completed during Visits 2 and 3 in Spring and Summer Term.</p> <p>GwE CAs have attended specific training – three days on developing coaching skills</p>	<p>completed</p> <p>Briefing and guidance for Term 2 and 3 monitoring visits will be arranged for CA prior to visits by during 2015 Spring and Summer Term. completed</p> <p>Implement the revised model for September 2015 onwards and ensure a mature programme of S>S support. Specific training developed for CAs, to be held early in September 2015</p>
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Priority	Ensure the effective governance of GwE.				
SLT Lead Member	HFE/EVJ				
Action	Risk Assessment				
	Green	Yellow	Orange	Red	
				Progress Report and evidence of impact	
				Further action to be taken [with timescale]	
<p>In alignment with national model expectations, agree any amendments to governance structure during autumn 2014 for implementation by December 2014 :</p> <ul style="list-style-type: none"> • review Joint Committee membership/terms of reference and align with NM expectations if required • review User Group membership and terms of reference and align with NM expectations if required • establish and agree membership/terms of reference for Executive Advisory Board • agree working arrangements with Local Authorities for statutory responsibilities and ensure that there is an effective feedback-loop through Elected Members/LA scrutiny processes and GwE consultative processes to inform decision making within GwE. • ensure that developed model outlines clearly the extent of delegated authority to directors and/or the MD and his team. 				<p>Joint Committee and User Group membership/terms of reference currently aligns with NM expectations</p> <p>Agreement in place to establish Executive Advisory Board with initial membership/terms of reference. The group will have advisory and reporting powers which correspond to the functions set out in the National Model, along with delegated decision powers. The GwE MD will have access to the EAB along with the 6 Chief Education Officers</p> <p>Governance model agreed which outlines clearly the extent of delegated authority to directors and/or the MD and his team.</p> <p>Report outlining the changes to the GwE governance structure (in response to the National Model) presented and approved by the 6 local authorities and the Joint Committee The report includes membership/terms of reference of the various groups as well as the authorised levels to the various tiers.</p> <p>Membership of Advisory Board confirmed, and 2 meetings of the (shadow) Advisory Board were held in April and July</p> <p>A summary of decisions/discussions to be shared with the Joint Committed, for information</p>	<p>Re-visit the original Inter Authority Agreement to include additions as a result of the National Model – autumn term 2015</p>

Priority	Ensure robust quality assurance, scrutiny and accountability at all levels					
SLT Lead Member	HFE/EVJ					
Action	Risk Assessment					
	Green	Yellow	Orange	Red		
				Progress Report and evidence of impact	Further action to be taken [with timescale]	
Ensure that robust Performance Management procedures are applied consistently and that national training programmes for up-skilling Challenge Advisers are underpinned and reinforced by regional support.		Yellow			<p>Performance Management procedures agreed for all CA and operational across all 3 hubs [to be completed by December 2015].</p> <p>All Challenge Advisers participated in the national training provided by WG [October 2014]. Discussion ongoing re: regional supplementary training.</p> <p>Performance Management for all GwE CAs has been completed</p> <p>Performance Management of business team completed</p> <p>A GwE Challenge Adviser Development Programme, with a specific focus on the core elements of the post, is now operational: Challenge Advisers have attended specific training: <ul style="list-style-type: none"> - Three days developing coaching skills - Training on effective use of tracking systems and target setting </p>	<p>Agree PM procedures for support staff by January 2015.</p> <p>Ensure that regional CA training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs [initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term.</p> <p>All CA expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term.</p> <p>The Development Programme will continue, with the next step focussing on the specific skills required for dealing with schools in different colour categories</p>
Further hone GwE internal self-evaluation structures and develop ways of measuring the impact of actions whilst ensuring that the findings of those processes are used effectively to set appropriate and challenging targets and quality indicators to improve the performance of the service and schools.		Yellow			<p>Full self-evaluation against regional performance, leadership and governance aspects and quality of provision and support by GwE completed for Estyn thematic inspection. 5 stakeholder surveys undertaken during period between April 2013>December 2014. Key strengths and areas for further improvement identified and included within 2014-2015 Business Plan.</p>	<p>From January 2015 onwards, ensure that self-evaluation processes are operational for all GwE led initiatives and projects so that we can measure impact of actions and set appropriate targets for improvements.</p>
Ensure that SCA attend SLT meetings of LA home team to report on progress against key priorities [including performance of targeted schools].	Green				<p>All SCA attend regular meetings with LA home team.</p>	<p>Continued presence in meetings.</p>
SCA to evaluate respective LA performance in Autumn Term and to present annual report to scrutiny committee and LA Senior Officers. LA Lead Members/Portfolio Holder/Cabinet Member to report on findings of individual scrutiny processes to Joint Committee.		Yellow			<p>SCA currently updating reports on hub LA performance for 2013-2014 with finalised KS4 data. MD has completed annual regional report on performance. Both reports to be submitted to relevant scrutiny panels within respective LA's.</p>	<p>Both reports to be submitted to relevant scrutiny panels within respective LA's [December 2014>February 2015].</p> <p>LA Lead Members/Portfolio Holder/Cabinet Member to report on findings of individual scrutiny processes to Joint Committee in first 2015 Spring Term meeting</p> <p>Joint Committee to agree on any further action required</p>

Joint Committee to agree on any further action required by GwE SLT				by GwE SLT following above reporting.
MD to evaluate regional performance in Autumn Term and to present : i. annual report for scrutiny to Advisory Board and Joint Committee ii. updates on progress against key priorities at timetabled meetings			MD has completed annual regional report on performance	Report to be submitted to all respective LA scrutiny panels and Joint-Committee by early 2015 Spring Term with updates when required.

Priority	Ensure that GwE becomes a sustainable and effective partner within the educational community				
SLT Lead Member	RHH				
Action	Risk Assessment				
	Green	Yellow	Orange	Red	
	Progress Report and evidence of impact			Further action to be taken [with timescale]	
<p>Ensure a high level of GwE brand identification across the region so that all professionals know what GwE can/will deliver :</p> <ul style="list-style-type: none"> Commission external “branding company” to assist/advise and implement developments. Challenge Advisers and key stakeholders to be briefed and updated regarding developments develop prospectus of GwE activities re: support/bespoke and generic training which will be available to schools. establish GwE website/moodle/VLE platform to inform and share best practice across the region. GwE User Group to advise and assist developments. evaluation of progress and effectiveness of <i>new brand</i>. brand identification operational across the region. 				<p>External branding company commissioned with action/implementation plan completed.</p> <p>Briefing sessions for Challenge Advisers have taken place.</p> <p>Stakeholder sub group has been set up in order to discuss requirements.</p> <p>GwE training activities prospectus under development and to be published via phase 1, 2, and 3.</p> <p>GwE interactive website under development [will be published via phase 1, 2, and 3]. Lead schools for 2015 GCSE project will trial the VLE developments.</p> <p>Presentation given to GwE User Group regarding developments to date [Nov 2014]</p> <p>Improved GwE profile has resulted in initial improved awareness amongst all stakeholders regarding the effective services provided by GwE.</p> <p>New GwE website is live. The website is developing as is appropriate</p> <p>GwE's new logo is now operational and known to all</p> <p>New GwE Leadership Structure is now operational</p>	<p>Updates to be provided during the year as project develops.</p> <p>Feedback form stakeholder sub group considered and implemented by December 2014 - completed</p> <p>Briefing session for all key stakeholders by March 2015</p> <p>Phase 1 to be published in January 2015</p> <p>Ensure regular updates to User Group [from January 2015 onwards].</p> <p>Evaluation of action plan by July 2015.</p> <p>Continue to develop the profile of GwE – ongoing</p> <p>Ensure that the new leadership structure is known to all – September 2015</p>
Ensure that all Challenge Advisors deliver high levels of good quality services for schools.				<p>All Challenge Advisors participated in the national training provided by WG [October 2014]</p> <p>Ensure that regional Challenge Advisors training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs</p>	

<ul style="list-style-type: none"> • full participation in the National Challenge Advisers training • participation in specific Challenge Advisers follow-up training events [to include coaching and mentoring training] • participation in specific Estyn training for Challenge Advisers • rigorous and challenging performance management procedure in operation for all Challenge Advisers. • bespoke training and support programme made available and to include opportunities for leadership experience in school settings 			<p>Effective and rigorous Performance Management procedures are operational across all three hubs.</p> <p>All Challenge Advisers expected to participate in specific Estyn training.</p> <p>A GwE Challenge Adviser Development Programme, with a specific focus on the core elements of the post, is now operational:: Challenge Advisers have attended specific training:</p> <ul style="list-style-type: none"> - Three days developing coaching skills - Training on effective use of tracking systems and target setting <p>The Development Programme will continue, with the next step focussing on the specific skills required for dealing with schools in different colour categories</p>	<p>[initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term completed</p> <p>All Challenge Advisers will be expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term.</p> <p>All employed CAs gave attended relevant Estyn training.</p> <p>September 2015</p>
<p>Ensure regional consistency in terms of the provision available to develop the quality of school leadership and teaching [see Learner Outcomes Priority 3 and 7 above].</p>			<p>Bespoke GwE training development and support programme activities prospectus under development [see commentary on relevant priority above].</p> <p>See above comments on GwE Leadership Development Programme and specific training for Challenge Advisers</p>	<p>See commentary on relevant priority above.</p> <p>Bespoke Coaching Skills development training arranged for Ch. Ad – April 2105 completed Phase 1</p> <p>Continue with developments – ongoing</p>
<p>Develop a prospectus of GwE activities/support/bespoke and generic training which will be available locally to schools [see Learner Outcomes Priority 7 above].</p>			<p>See commentary on relevant priority above. See commentary on relevant priority above</p>	<p>See commentary on relevant priority above. See commentary on relevant priority above</p>
<p>Develop a GwE website/moodle platform to inform and share best practice across the region</p>			<p>See commentary on relevant priority above. New GwE website is live. The website is developing as is appropriate</p>	<p>See commentary on relevant priority above.</p> <p>GwE Website to go live February / March 2015 Completed – Phase 1</p> <p>Continue to develop the website and the relevant materials – ongoing</p>
<p>Develop strong links and a clear reciprocal relationship with key regional partners eg Universities/FE/Employers</p>		R- A	<p>No action taken to date.</p> <p>Contact made with Glyndwr University and Bangor University. Discussions continue regarding the joint planning of Leadership CPD for north Wales practitioners</p>	<p>Initial meetings with key regional partners to be instigated during May 2015 completed – Phase 1</p> <p>ongoing</p>

