

# Business Plan Level 1

## Quarter 3 Monitoring Report

Ref	Priorities	Quarterly monitoring
<p>P1</p> <p>R1</p>	<p>To raise standards of teaching and learning for all learners across the region</p> <p>Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4</p>	<p><b>What we are doing well and improving:</b></p> <ul style="list-style-type: none"> <li>• Improving standards in primary sector.</li> <li>• Estyn inspection profile for the GwE region compares favourably with the national profile.</li> <li>• GwE knows its schools well and categorises its schools appropriately.</li> <li>• Quality of support and challenge by CAs has considerably improved. Effective generic and tailored support programmes have led to measurable improvements in individual CA performance.</li> <li>• Revised framework for challenging and supporting schools beginning to have a positive impact on standards and inspection findings.</li> <li>• Data analysis and information management systems have been greatly improved.</li> <li>• The school improvement service is using data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4.</li> <li>• Regional commissioning of further action needed to secure further progress and refocusing of resources.</li> <li>• Robust business planning process implemented with clear lines of accountability defined with clear focus on improving standards for all learners.</li> <li>• Comprehensive and coherent range of programmes developed to improve standards of leadership, and the ability of leaders to improve standards of teaching.</li> </ul> <p><b>Tasks and Challenges:</b></p> <ul style="list-style-type: none"> <li>• Establish and implement a revised model of working for the secondary sector for 2017 and introduce a coherent targeted programme in around half of our secondary schools to improve standards and leadership.</li> <li>• Establish and implement a distributed leadership model in both primary and secondary sectors to ensure more effective and productive use of the workforce in order to raise standards across the region.</li> <li>• Implement a robust Peer Review in Wrexham and Conwy LAs that will address underperformance issues and plan sustainable significant improvement in performance across all key stages.</li> <li>• Match national initiatives closely to the need of schools and group of schools to accelerate improvement and the development of a self-improving school system.</li> </ul>
<p><b>Progress: Satisfactory</b></p>		

Ref	Priorities	Quarterly monitoring
<p>P2</p>	<p>To improve the quality of leadership and its impact on improving outcomes across the region</p>	<p>A leadership development programme has been established and delivered to improve the quality of leadership at all levels across the region and to ensure that all school practitioners, at all levels possess, the relevant effective leadership skills.</p> <p>The following programmes have been delivered across the region:</p> <ul style="list-style-type: none"> <li>• <i>'Higher Level Teaching Assistant Development Programme'</i> - 41 individuals are participating in the HLTA Developing programme.</li> <li>• <i>'Newly Qualified Teacher Development Programme'</i> across the GwE region - There are 350 Newly Qualified Teachers across the region who follow a</li> </ul>

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		<p>robust and consistent programme. Most of the NQT's in the region making firm and strong progress across all sectors.</p> <ul style="list-style-type: none"> <li>• 'Leading Literacy and Numeracy' a developmental programme for Literacy and Numeracy leaders - 132 Literacy Leaders across the region has attended the Literacy Development Programme – Welsh and English Medium. 143 Numeracy Leaders across the region has attended the Numeracy Development Programme – Welsh and English Medium.</li> <li>• Specific middle leadership programmes tailored and bespoke for 'Physical Literacy Programme for Schools' (PLPS), Digital Learning and 'Special Schools sector.- 58 teachers has participated in the PLPS development programme</li> <li>• 'Aspiring Headteacher Development Programme' as a replacement for the NPQH. New programme to be called "NPQH Development Programme" - 30 individuals are participating in and successfully completing the Aspiring Headteacher Development Programme.</li> </ul> <table border="1" data-bbox="491 763 1345 1554"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Cyfanswm Total</th> </tr> <tr> <th>Cyfanswm Athrawon Total Teachers</th> <th>Cyfanswm Athrawon GwE Total GwE Teachers</th> <th>Cyfanswm ysgollion GwE Total GwE Schools</th> <th>Cyfanswm Sefydliad Arall GwE Total GwE Other Establishment</th> </tr> </thead> <tbody> <tr> <td><b>Medi 2016-Gorffennaf 2017</b> <i>September 2016-July 2017</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Rhaglen Datblygu Arweinyddiaeth Ganol Carfan 4</b> <i>Middle Leadership Development Programme Cohort 4</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cyfrwng Cymraeg / Welsh Medium</td> <td>26</td> <td>26</td> <td>23</td> <td>0</td> </tr> <tr> <td>Cyfrwng Saesneg / English Medium</td> <td>31</td> <td>31</td> <td>28</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Datblygu Arweinyddiaeth Ganol Carfan 5</b> <i>Middle Leadership Development Programme Cohort 5</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cyfrwng Cymraeg / Welsh Medium</td> <td>24</td> <td>24</td> <td>20</td> <td>0</td> </tr> <tr> <td>Cyfrwng Saesneg / English Medium</td> <td>30</td> <td>30</td> <td>29</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Datblygu Arweinyddiaeth Ganol: TGCh Carfan 2</b> <i>Middle Leadership Development Programme: ICT Cohort 2</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dwvyeithog / Bilingual</td> <td>24</td> <td>24</td> <td>24</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Datblygu Penaethiaid Carfan 3</b> <i>Headteacher Development Programme Cohort 3</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dwvyeithog / Bilingual</td> <td>11</td> <td>11</td> <td>11</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Datblygu Penaethiaid Carfan 4</b> <i>Headteacher Development Programme Cohort 4</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dwvyeithog / Bilingual</td> <td>9</td> <td>9</td> <td>9</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Datblygu Arweinyddiaeth Ganol: PLPS Carfan 2</b> <i>Middle Leadership Development Programme: PLPS Cohort 2</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dwvyeithog / Bilingual</td> <td>28</td> <td>28</td> <td>27</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Arweinyddiaeth Llythrenedd</b> <i>Literacy Development Programme</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cyfrwng Cymraeg a Saesneg / Welsh and English Medium</td> <td>59</td> <td>59</td> <td>53</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Arweinyddiaeth Rhifedd</b> <i>Numeracy Development Programme</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cyfrwng Cymraeg a Saesneg / Welsh and English Medium</td> <td>56</td> <td>56</td> <td>54</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Datblygu Uwch Arweinwyr (Portal)</b> <i>Senior Leadership Development Programme (Portal)</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dwvyeithog / Bilingual</td> <td>19</td> <td>19</td> <td>13</td> <td>3</td> </tr> <tr> <td><b>Rhaglen Datblygu Darpar Arweinwyr (Carfan 1)</b> <i>Aspiring Leaders Development Programme (Cohort 1)</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dwvyeithog / Bilingual</td> <td>25</td> <td>25</td> <td>16</td> <td>0</td> </tr> <tr> <td><b>Rhaglen Datblygu Uwch Arweinwyr Ysgollion Arbennig (C1)</b> <i>Special School Senior Leaders Development Programme (C1)</i></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cyfrwng Saesneg / English Medium</td> <td>8</td> <td>8</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <p>(Evaluation to be completed Summer 2017).</p> <p>In addition to the regional programmes, a range of leadership workshops have been delivered to senior leaders in all primary schools in every hub, with a follow-up planned over the next term. The provision builds on the workshops delivered to target schools last year and focuses on improving the quality of evaluation and improvement planning. Actions in 2015-16 have seen an increase in the percentage of schools in the Green and Yellow categories – an increase of 80.7% in 2015-16 to 84.8% in 2016-17. Furthermore, there has been an increase in the % of schools being awarded the top grades [A or B] in Stage 2 of the process – an increase of 85.3% in 2015-16 to 89.0% in 2016-17.</p> <p>Estyn's primary inspection profile is also positive and indicates firm improvements.</p>		Cyfanswm Total				Cyfanswm Athrawon Total Teachers	Cyfanswm Athrawon GwE Total GwE Teachers	Cyfanswm ysgollion GwE Total GwE Schools	Cyfanswm Sefydliad Arall GwE Total GwE Other Establishment	<b>Medi 2016-Gorffennaf 2017</b> <i>September 2016-July 2017</i>					<b>Rhaglen Datblygu Arweinyddiaeth Ganol Carfan 4</b> <i>Middle Leadership Development Programme Cohort 4</i>					Cyfrwng Cymraeg / Welsh Medium	26	26	23	0	Cyfrwng Saesneg / English Medium	31	31	28	0	<b>Rhaglen Datblygu Arweinyddiaeth Ganol Carfan 5</b> <i>Middle Leadership Development Programme Cohort 5</i>					Cyfrwng Cymraeg / Welsh Medium	24	24	20	0	Cyfrwng Saesneg / English Medium	30	30	29	0	<b>Rhaglen Datblygu Arweinyddiaeth Ganol: TGCh Carfan 2</b> <i>Middle Leadership Development Programme: ICT Cohort 2</i>					Dwvyeithog / Bilingual	24	24	24	0	<b>Rhaglen Datblygu Penaethiaid Carfan 3</b> <i>Headteacher Development Programme Cohort 3</i>					Dwvyeithog / Bilingual	11	11	11	0	<b>Rhaglen Datblygu Penaethiaid Carfan 4</b> <i>Headteacher Development Programme Cohort 4</i>					Dwvyeithog / Bilingual	9	9	9	0	<b>Rhaglen Datblygu Arweinyddiaeth Ganol: PLPS Carfan 2</b> <i>Middle Leadership Development Programme: PLPS Cohort 2</i>					Dwvyeithog / Bilingual	28	28	27	0	<b>Rhaglen Arweinyddiaeth Llythrenedd</b> <i>Literacy Development Programme</i>					Cyfrwng Cymraeg a Saesneg / Welsh and English Medium	59	59	53	0	<b>Rhaglen Arweinyddiaeth Rhifedd</b> <i>Numeracy Development Programme</i>					Cyfrwng Cymraeg a Saesneg / Welsh and English Medium	56	56	54	0	<b>Rhaglen Datblygu Uwch Arweinwyr (Portal)</b> <i>Senior Leadership Development Programme (Portal)</i>					Dwvyeithog / Bilingual	19	19	13	3	<b>Rhaglen Datblygu Darpar Arweinwyr (Carfan 1)</b> <i>Aspiring Leaders Development Programme (Cohort 1)</i>					Dwvyeithog / Bilingual	25	25	16	0	<b>Rhaglen Datblygu Uwch Arweinwyr Ysgollion Arbennig (C1)</b> <i>Special School Senior Leaders Development Programme (C1)</i>					Cyfrwng Saesneg / English Medium	8	8	5	0
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		In 2015-16, 75.0% of the schools inspected [48 schools] were judged as being <i>good or better</i> for the quality of leadership. Of the inspections already undertaken in 2016-17 [20 schools], the figure has risen further to 80.0%. In 2015-16, the quality of leadership was judged as being <i>Unsatisfactory</i> in 4.2% of the primary schools inspected. In 2016-17, no school has been awarded an <i>Unsatisfactory</i> judgement.
<b>Progress: Good</b>		

<i>Ref</i>	<i>Priorities</i>	<i>Quarterly monitoring</i>
<b>P3</b>	<b>To develop a self-improving school system</b>	<p>All work streams across the service include the cross-cutting theme of developing sustained capacity towards a Self-Improving School System (SISS).</p> <p>All policies and activities across the region tested against and aligned to the principles and practices of SISS. This includes the direct support and challenge to all schools on each visit by CAs.</p> <p>The challenge and support programme for primary, secondary PRU and Special schools is being implemented in the various support categories - Green/Strong Yellow Schools Model, Yellow Schools Model, Amber/Red Schools Model – ensuring:</p> <ul style="list-style-type: none"> <li>• Good and excellent schools receive a higher level of independence and are being encouraged to innovate.</li> <li>• Allowing joint ownership and joint responsibility for improving standards, provision and leadership in each other’s schools.</li> <li>• School to school support systems developing new partnerships.</li> <li>• Identify excellence and effective practice in the areas of leadership and pedagogy and share them.</li> <li>• Building better resilience in the quality of leadership.</li> </ul>
<b>Progress: Satisfactory</b>		

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<b>P4</b>	<b>To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region</b>	<p>A Consortia review of current strengths and weakness has been commissioned. The review will map and align the delivery of national priorities closely to local needs and ensure improvement happens at a faster pace in a more flexible and fluid manner especially at secondary level. It will also ensure improvement regarding internal procedures in order to ensure an effective and consistent support and challenge service across the region.</p> <p>The following matters are currently being developed:</p> <ul style="list-style-type: none"> <li>• Ensuring clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE.</li> <li>• Ensuring that effective statutory intervention procedures are consistently applied across the region.</li> <li>• Ensure that data is used effectively and appropriately to evaluate programmes and projects to support school improvement. A robust data management system to facilitate more effective management and analysis of data across schools is in place. Access to and use of data by GwE SLT and</li> </ul>

<b>Ref</b>	<b>Priorities</b>	<b>Quarterly monitoring</b>
		<p>Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively. Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual school are identified and addressed effectively.</p> <ul style="list-style-type: none"> <li>• Securing greater consistency across the Hubs in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership</li> <li>• Improve the quality of the challenge and support offered to schools by Challenge Advisers and, thus, ensure better consistency in terms of quality and impact across the hubs</li> <li>• Review the recruitment strategy in order to ensure that the regional service can attract high quality and effective secondary practitioners to key roles.</li> <li>• Ensure that every secondary school has access to specialist subject support in mathematics, English, Welsh 1<sup>st</sup> Language and science in Key Stage 4: <ul style="list-style-type: none"> <li>- Specialised Challenge Adviser support across the region for all core subjects is in place.</li> <li>- A comprehensive strategy to improve standards of English, Maths, Science and Welsh across the region is being developed.</li> <li>- Through local networks for Head of Departments, secondary school to school support programme for the Core Subjects at KS4 has been established.</li> </ul> </li> </ul>
<b>Progress: Good</b>		

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<b>P5</b>	<b>Ensure the effective governance, leadership and management of GwE</b>	<p>Improve the quality of evaluation in the delivery of school improvement services:</p> <ul style="list-style-type: none"> <li>• The Framework for Challenge and Support has been reviewed to strengthen the impact of the monitoring, evaluation and brokerage activity of challenge advisers for green/strong yellow schools, yellow schools and amber/red schools.</li> <li>• Baseline measures and success criteria have been established at the outset to support evaluation of the impact of the support provided by the: Challenge and Support Programme; all GwE Developmental Programmes; and all new initiatives and programmes.</li> <li>• More robust data management system is in place to allow more effective use of data to evaluate impact.</li> <li>• Training for staff on evaluating impact of their work has been provided.</li> <li>• Work continues to assess the impact of targeted support by measuring the progress of red and amber support schools against clear targets and success criteria.</li> </ul> <p>Improve the rigour of the arrangements for identifying and managing risk:</p> <ul style="list-style-type: none"> <li>• The current risk management processes have been reviewed.</li> <li>• Good practice &amp; suitable method to refine / implement on a regional basis has been identified.</li> <li>• Process to identify &amp; document the risks has been established.</li> <li>• A policy for planning and performing the risk management processes is being developed.</li> </ul>
<b>R2</b>	<b>Improve the quality of evaluation in the delivery of school improvement services.</b>	
<b>R3</b>	<b>Improve the rigour of the arrangements for identifying and managing risk.</b>	
<b>R4</b>	<b>Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.</b>	

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<p>R5</p> <p>R6</p>	<p><b>Clarify the strategic role of the regional networks and their accountability to the Joint Committee.</b></p> <p><b>Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.</b></p>	<ul style="list-style-type: none"> <li>• A process to monitor the status of each risk periodically, implement the risk mitigation plan as appropriate &amp; take corrective action when required is currently being developed.</li> <li>• Plans are in place to review the activities, status, and results of the risk management process with higher level management and resolve issues, i.e. Advisory Board, Management Board &amp; Joint Committee.</li> <li>• Robust external challenge of service delivery through the meetings of the advisory board and joint committee is in place.</li> <li>• Training and support to enable all staff to successfully implement the risk management policy is being developed.</li> </ul> <p>Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively:</p> <ul style="list-style-type: none"> <li>• A new business planning structure and accountability framework has been agreed by GwE Management Board.</li> <li>• Progress monitoring system has also been agreed.</li> <li>• All current plans have been reviewed and priorities for 2017-20 have been identified.</li> <li>• Clear and robust quarterly monitoring procedures are being implemented.</li> <li>• 13/01/17 - GwE Management Board - agreement of Business Plan delivery timeline for 2017-18.</li> <li>• Good practice &amp; suitable method to refine / implement on a regional basis have been identified. Clear success criteria in all plans at all levels have been included.</li> </ul> <p>Clarify the strategic role of the regional networks and their accountability to the Joint Committee:</p> <ul style="list-style-type: none"> <li>• The regional networks – purpose, scope &amp; membership are currently being reviewed to ensure that the network priorities fully align with the region’s priorities.</li> <li>• The review will encompass a new structure, role and membership of each remaining network. The accountability framework for the networks will be developed to align with the new business planning process.</li> </ul> <p>Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed. The current processes have been reviewed:</p> <ul style="list-style-type: none"> <li>• Work with LA Officers &amp; the other consortia to identify good practice is underway.</li> <li>• External advice for an insight as to what a good value for money framework looks like is being discussed (working in partnership with the other consortia).</li> <li>• A medium-term financial plan is being developed to accompany the business plan.</li> <li>• A workforce plan to align with Business Plan is being developed.</li> <li>• The current budget monitoring processes have been reviewed and refined as required.</li> <li>• Budgets are monitored regularly.</li> </ul>
<b>Progress: Good</b>		

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P6	<p><b>To deliver relevant Welsh Government initiatives across the region</b></p>	<p>Addressing the recommendations noted in Successful Futures – continue to develop Pioneer network across the region to engage fully in the planning and development stage for 2016/17 across all 3 stands of the Pioneer programme.</p> <ul style="list-style-type: none"> <li>• Pioneer network across the region - first session was held with 16 schools in attendance. All engaged in follow up task for next session on 25.1.17. Evaluation of the work will come towards end of project rather. Discussions had with 3 x SCSA – schools across all 3 hubs are engaging with these programmes and TEEP. A small number of schools across LAs engaged in Pioneer Partner work and as part of this – sharing their identified good practice with other schools</li> <li>• Engage with 15 New Deal Pioneer Schools - Career development pathway continues to develop and many Pioneer and Pioneer partner schools effectively engaged in delivery of these trainings e.g. NQT, new Headteachers, Middle Leaders. New Headteachers support programme shared with all LAs through network meeting.</li> <li>• 7 schools attended workshop with WG and OECD in December 2016 to discuss provision across GwE in detail. Subsequent meeting held locally.</li> <li>• 17 schools across GwE successfully engaged with trailing PTS. Feedback session held with WG in December 2016 and WG fed back that this was a very positive meeting with committed practitioners.</li> <li>• 3 x information sessions were held across the region in November 2016 with Professor Graham Donaldson and Professor Mick Waters. Over 170 teachers and Challenge Advisers able to attend – 3 out of 6 LA officers able to attend too. Very positive feedback from schools wanting to engage in the reform.</li> <li>• Workload capacity projects from within both Pioneer and non-Pioneer schools - discussion with schools have taken place although no concrete projects have been forwarded. LEAN management training has been planned for February 2017 with 16 practitioners – follow up session to take place. Lean workshops will be offered for new Headteachers in Summer term 2017.</li> <li>• Engage with 11 Curriculum Pioneer schools to further develop strategic design in 4 main areas: Numbers of schools in GwE have increased from 9 to 22 which is considerably improved for support and input to the national programme. Pioneer team responsibilities have been effectively distributed to support the schools in their work forward.</li> <li>• Digital Pioneer schools =- Significant number of teachers and support staff able to attend awareness and support sessions. Over 660 staff on a number of sessions.</li> <li>• Online Safety - 1 x primary school achieved 360 e-safety award. Workshops sessions available in Spring term 2017 in all 6 LAs in both English and Welsh. Effective use of TA to model successful use of DCF.</li> <li>• Communication role is carried out currently by Pioneer team.</li> <li>• Capacity within GwE significantly increased. - 1 x Senior CA on secondment until March 2017. 2 x teachers seconded to GwE Pioneer team – 1 x 0.6 primary / 1 x 1.0 secondary until August 2017</li> <li>• Change management training carried out and 100% pass rate at foundation level. Skillset of team clearly developed and discussion to follow in January 2017 on how these skills can be facilitated through 0.5 day workshops for all schools to assess readiness for curriculum reform.</li> </ul>

Ref	Priorities	Quarterly monitoring
		<p>Support for schools to successfully implement the revised GCSE specifications and revised Welsh Baccalaureate</p> <ul style="list-style-type: none"> <li>• Residual and continued support for the revised GCSE Welsh, English and Mathematics specifications introduced in September 2015 and Science introduced in September 2016</li> <li>• Support for schools to implement the revised GCSE specifications in MFL, Geography, Art, Music, Drama, Food and Nutrition and PE introduced in September 2016</li> <li>• Support for schools to implement the revised GCSE specifications in RE, History Technology and Welsh Second Language to be introduced in September 2017</li> <li>• Continued support for the revised Welsh Baccalaureate introduced in September 2015</li> </ul> <p>Support the Schools Challenge Cymru (SCC) National Programme - Ensuring that all schools are familiar with the new SCC/WBQ specification:</p> <ul style="list-style-type: none"> <li>• Lead Practitioners (1 in each Hub) effectively organise Hub meetings to share good practice &amp; SOL. GwE &amp; WJEC attend these meetings in order to quality assure &amp; address concerns. Please see agendas/summaries of meetings.</li> <li>• Improve the provision of the delivery of the SCC - Hub meetings (every half term) &amp; North Wales WBQ Development Group every term. BAC VLE is updated with new SOL &amp; resources. 1 Lead Practitioner is leading on 'Sharing good practice' toolkit which will be available Summer Term 2017. DCF/SCC training courses will also show examples of best practice &amp; effective pedagogy</li> </ul> <p>Also refer to P2 -Developing leadership at all levels. (HLTA, NQT, Career Development Pathway.)</p>
<b>Progress: Good</b>		

Green	Excellent
Yellow	Good
Amber	Satisfactory
Red	Priority for improvement



