



Tuag at Ragoriaeth  
Towards Excellence

# BUSINESS PLAN PRIORITIES LEVEL 1

2017-2020



## Version Control

| Document Version | Date       | Notes   |
|------------------|------------|---|
| V0.1             | 27/02/2017 | Draft version to be presented to the Joint Committee 08/03/17 |

### Priority 1: Standards

To ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.

- Improve Foundation Phase Outcomes 5 and 6
- Improve Key Stage 2 Outcomes Level 4 and 5
- Improve KS3 Outcomes Level 5, 6 and 7
- Improve Key Stage 4 measures; L2+, L2, C9, CSI
- Improve KS5 (L3 and AWPS )
- Improve performance and progress of all groups of learners (FSM, EAL, LAC, B/G, ALN, MAT, Travellers) and reduce the attainment gap.
- Increase standards of Welsh against the language continuum
- Improve standards of Literacy and Numeracy
- Improve standards of ICT and Digital Competency

### Priority 2: Curriculum and assessment

To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.

- Raise awareness of the four purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform and promote effective practice across the region
- Engage with relevant stakeholders, including pupils (eg, Art Council, North Wales Economic Ambition Board, Health etc) to develop partnerships that enrich the curriculum as defined in Successful Futures
- Ensure high quality planning for curriculum and skills delivery (including literacy, numeracy and ICT, collaboration, problem solving) in all key stages
- Ensure that all secondary schools are fully prepared to deliver KS4 qualifications and specifications
- Ensure that all schools have robust target setting procedures and effective tracking and intervention systems (including co-operation by all stakeholders e.g. ALN, EAL etc.)
- Ensure consistent regional and national teacher assessment
- Ensure the effective delivery of the Skills Challenge certificate as part of the Welsh Baccalaureate at KS4 and post 16 across the region

### Priority 3: Leadership

To ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

- Ensure that effective strategic planning and evaluation including procedures and process are robust and operational in all learning organisations (including departmental and subject planning)
- Ensure compliance with statutory duties and evidenced by relevant documentation (e.g. policy, finance, personnel, safeguarding. Ensure that National Leadership Standards and the career development pathway are used effectively to inform and promote continuous professional development at all levels (aligned with the main priorities of the National Leadership Academy)
- Develop distributed leadership through upskilling and empowering all staff (participating in leadership development programmes)
- Promote the recruitment of quality staff and their retention within the system

#### Priority 4: Wellbeing

To create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.

- Ensure effective provision, support and intervention, where appropriate, for vulnerable learners
- Ensure that wellbeing is incorporated in current and future planning of the curriculum
- Ensure that all schools make effective use of the pupil deprivation grant.
- Ensure compliance with leg. duty and statutory safeguarding policies and procedures.

#### Priority 5: Teaching

To ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.

- Develop effective pedagogy and reflective practice in all key stages for all learners.
- Ensure effective teaching of cross curricular responsibilities and skills ; literacy, numeracy, digital competency and the Welsh dimension at all key stages
- Ensure appropriate intervention and support in preparation for external examinations.
- Continue to develop school to school collaboration to share best practice and provide development opportunities.
- Ensure effective use of the educational workforce

#### Priority 6: Business

To ensure that GwE has strong governance and effective business and operational support that provides value for money.

- Ensure robust self-evaluation and planning for improvement
- Ensure effective governance

- Ensure effective use of data – summative and formative to target and show progress
- Ensure evaluation is based on robust action research
- Ensure clear and consistent stakeholder communication
- Ensure that LA and GwE responsibilities are clearly defined

### **Priority 7: Estyn Recommendations**

To ensure that necessary progress is made against all recommendations within the expected timeframe.

- Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage
- Improve the quality of evaluation in the delivery of school improvement services. Improve the rigour of the arrangements for identifying and managing risk.
- Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.
- Clarify the strategic role of the regional networks and their accountability to the Joint Committee.
- 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.