

# Business Plan 2017-20 Level 1

## Quarter 2 Monitoring Report



**GwE Business Plan 2017-20**  
**Monitoring Quarter 2 - Level 1**

<b>1. STANDARDS</b>							
<b>Ref</b>	<b>Priorities</b>	<b>Actions</b>	<b>Outputs and success criteria 2017-2018</b>	<b>Responsible</b>	<b>Target Date</b>	<b>Finance source</b>	<b>Q2 Monitoring</b>
<b>1</b>  <b>1.6</b> <b>1.7</b>  <b>E1</b>  <b>P</b>  <b>ALL x</b> <b>6</b>  <b>R6</b> <b>R7</b> <b>R15</b>	<b>Standards</b> – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.	<b>Foundation Phase – improve the performance in foundation phase:</b> <ul style="list-style-type: none"> <li>• <b>Increase the pace of improvement in the Foundation Phase in Ynys Mon, Gwynedd, Conwy and Denbighshire Local Authorities</b></li> <li>• <b>Raise standards of Welsh First Language in Foundation Phase</b></li> <li>• <b>Maintain good standards in Wrexham and Flint.</b></li> </ul>	<p>Improvements in standards at the end of the FP across the region with 89.84% achieving the FPI.</p> <p>Improvement in the % achieving the FPI in:</p> <ul style="list-style-type: none"> <li>• Ynys Môn – 89.29%</li> <li>• Gwynedd - 91.49%</li> <li>• Conwy - 87.89%</li> <li>• Denbighshire – 87.89%</li> </ul> <p>Raise standards of Welsh First Language in Foundation Phase to 93.5%</p> <p>Increase in the percentage of learners achieving higher outcomes in all indicators across the region:</p> <ul style="list-style-type: none"> <li>• LLCE 40.6%</li> <li>• LLCW 43.1%</li> <li>• MD 42.6%</li> <li>• PSD 69.3%</li> </ul>	Marc B Hughes	June 2018	£50,000 (EIG11) 100 days  £100,000 (M5) 300 days	<p>Initial regional data collected in 2017 show 1.1% increase at FPI.</p> <p>All 4 FPh areas have increased regionally – LLCW 89.1% (+1.3%), LLCE 88.4% (+1.9%), MD 90.1% (+0.6%) and PSD 95.1% (+0.7%)</p> <ul style="list-style-type: none"> <li>• Ynys Mon – 85.8%</li> <li>• Gwynedd - 86.6%</li> <li>• Conwy - 84%</li> <li>• Denbighshire - 85.5%</li> </ul> <p>Two LAs made significant improvements – Wrexham and Flintshire. Flintshire 86.9% to 89.5% (+2.6%) Wrexham 86.6% to 88.4% (+1.9%)</p> <p>As a result, we have reviewed the outcome success criteria to the following and identified Improvements needed at Regional and specific LA level in Ynys Mon, Gwynedd, Conwy and Denbighshire. We have set the following targets</p> <ul style="list-style-type: none"> <li>• Ynys Môn – 89.29%</li> </ul>

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							<ul style="list-style-type: none"> <li>Gwynedd - 91.49%</li> <li>Conwy - 87.89%</li> <li>Denbighshire – 87.89%</li> </ul> <p>We have identified the higher levels for further targeting following an increase this year of ;                      LLCW 34.6% (+2.7%),                      LLCE 38.6% (+2.3%),                      MD 38.2% (+2.3%) and                      PSD 64.1% (+2.5%)</p> <p>The new targets set are as follows</p> <ul style="list-style-type: none"> <li>LLCE 40.6%</li> <li>LLCW 43.1%</li> <li>MD 42.6%</li> <li>PSD 69.3%</li> </ul>
<b>1</b>  <b>1.8</b> <b>1.9</b>  <b>E1</b>  <b>P</b> <b>ALL x</b> <b>6</b>  <b>R6</b> <b>R7</b>		<b>Key Stage 2 - improve the performance in KS2:</b> <ul style="list-style-type: none"> <li>Improve the performance of Conwy Local Authority at KS2</li> <li>Maintain good standards in other local Authorities</li> </ul>	Improve the performance of Conwy Local Authority at KS2 to 90.1%.  Maintain good standards in other local Authorities.	Marc B Hughes	June 2018	£50,000 (EIG 2) 100 days  £32,500 (M5) 65 days	Initial regional data collected in 2017 show 1.6% increase from 88.8% to 90.4% at CSI.  All 4 KS2 areas have increased regionally to; Welsh (+1.6%), English (+1.7%), Maths (+1.2%) and Science (+0.8%).  Three LAs (Conwy, Wrexham and Flintshire) were within 0.5% of their 2017 target and two exceeded their target (Ynys

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							<p>Mon and Gwynedd). Denbighshire were 1.1% below target.</p> <p>Gwynedd (+1.3%) Ynys Mon (+0.4%) Conwy (-0.5%) Denbighshire (-1.1%) Flintshire (-0.3%) Wrexham – (-0.3%)</p> <p>Higher outcomes have improved significantly in 2017 to; Welsh (+3.8%), English (+4.5%), Maths (+6.1%) and Science (+5.6%)</p> <p>In Conwy there was an improvement of 1.7% (from 86.8% to 88.4%) just short of its 2017 target of 88.9%.</p> <p>52 learners across the region who were not on the ALN register failed to achieve the CSI. This equates to 0.67% of the Year 6 cohort. Gwynedd – 4 learners Ynys Mon – 3 learners Conwy – 4 learners Denbighshire – 6 learners Flintshire – 21 learners Wrexham – 13 learners</p>

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Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
1 1.8 1.9 E1 P ALI x 6 R6 R7		<b>Improve the performance of Wrexham Local Authority at KS3</b>	Improve the performance of Wrexham Local Authority at KS3 to 92.21%.	Elfyn V Jones	June 2018	£4,000 (M12) 8 days  £1,000 (C3) 2 days  £8,000 (M12) 16 days  £1500 (M12) 3 days  £1,000 (C1) 2 days  £3000 (C1) 6 days	Analysis has been shared with Wrexham LA and GwE staff who are identifying and targeting groups of learners, subjects and schools for support. Improvement seen since projection 2 in Wrexham LA as a result of targeting individual schools.  TA for 2017 shows 1.9% increase to 86.3% in the CSI. This is higher than the national average of 1.5% and the highest increase within the region.  However, analysis of final teacher assessments indicates that improving the performance of Wrexham LA at KS3 remains a priority and is addressed within their LA plan.

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Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
<b>1</b>  <b>1.1 - 1.5</b>  <b>E1</b>  <b>U</b>  <b>ALI x 6</b>  <b>R4</b> <b>R5</b> <b>R6</b> <b>R7</b> <b>R14</b> <b>R16</b> <b>R17</b>		<b>Improve standards at KS4:</b> <ul style="list-style-type: none"> <li>• <b>Improve standards in core subjects at KS4.</b></li>   <li>• <b>Improve performance in non-core subjects.</b></li> </ul>	<p>Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase.</p> <p>The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%.</p> <p>55% of schools performing in line with or above modelled outcome for L2+.</p> <p>Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent by 1.5 the rate of the national increase.</p> <p>All schools have good support plans with a focus on raising standards at KS4.</p>	Elfyn V Jones	August 2018	Core  £60,000 (C2) 120 days  £23,000 (C3) 46 days  £25,000 50 days  £125,000 (M12) 250 days  £811000 (EIG5) 22 days	<p>The percentage of pupils achieving the Level 2 Inclusive Threshold (L2+) is a new baseline for Wales and the region this year.</p> <p>In 2017, the new GCSE specifications for English, Welsh, Mathematics and Science were examined for the first time. Mathematics includes two new syllabuses (Numeracy and Mathematics) and either of these subjects contributes towards the Level 2 Inclusive Threshold (L2+). In addition, changes to the L2+ indicator, means that only English or Welsh First Language is included, whereas in the past Literature GCSE for either language also contributed.</p> <p>Following GCSE remarks, the provisional L2+ for GwE is currently 53.5% (data for comparison with the other consortia is not currently available).</p>
<b>1</b>  <b>1.1 – 1.10</b>		<b>Improve the performance of FSM learners, especially in English Language</b>	The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days  Core	Analysis of projections has been shared with LAs and GwE staff who are identifying and targeting groups of learners.

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E1  C U  All x 6 R11							<p>TA for 2017 has increased to 73.5% [from 67.6% in 2015 and 73.3% in 2016]. Gap between eFSM and non-FMS sees slight increase from -17.2 to -18.0 due to 1.0% increase in performance of non-FSM pupils.</p> <p>Initial data shows that FSM learner performance at FPI has increased by 1.7% and the gap has reduced by approximately 1% in 2017.</p> <p>KS4 – the % of eFSM pupils achieving L2+ regionally fell in line with the decrease seen nationally. We will be able to give a more accurate picture of GwE performance in comparison to other regions when results become available.</p>
1  1.1 – 1.5  1.8 1.9  E1  U		<b>Improve performance in English language.</b>	An improvement in English language KS4 results by 1.5 the rate of the national increase.	Gaynor Murphy	August 2018	£15,000 (C3) 30 days	<p>In 2017, the percentage of pupils achieving A*-C in GCSE English Language increased by 1.75%. However, more work needs to be done with benchmarking of individual schools.</p> <p>Clear plans are in place to address the performance issues.</p>



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Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
R4 R5 R7 R14  ALL x 6							
1  1.1 – 1.5  1.8 1.9  E1  U  R4 R5 R7 R14  ALL x 6		<b>Improve performance in maths and numeracy</b>	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	August 2018	£25,000 50 days	<p>In 2017, the percentage of pupils achieving A*-C in Mathematics (56.2%) is lower than the national average (58.7%).</p> <p>The percentage of pupils achieving A*-C regionally in Numeracy GCSE (58.1%) was 1.9% higher than the Mathematics 2017 results.</p> <p>Further analysis is needed to calculate the percentage of pupils that achieved either Mathematics or Maths Numeracy (i.e., the figure that contributes towards the L2+).</p> <p>Clear plans are in place to address the performance issues.</p> <p>Changes to GCSE syllabus has created a degree of uncertainty across the region. Overriding factor in uncertainty is that</p>

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							over half of Head of Departments were appointed to role within the last two years.
1 1.1 – 1.10  E1  C U  ALI x 6  R5 R7 R14 R16		<p><b>Improve performance of groups of learners:</b></p> <ul style="list-style-type: none"> <li>• FSM</li> <li>• Boys</li> <li>• MAT</li> </ul>	Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days  Core	<p>Analysis has been shared with LAs and GwE staff who are identifying and targeting groups of learners and schools for support.</p> <p>Initial data shows that FSM learner performance at FPI has increased by 1.7% and the gap has reduced by approximately 1% in 2017.</p> <p>Gender gap at Foundation Phase has reduced across the region in 5 of the 6 LAs with boys' performance improving overall.</p> <p>Higher outcomes have improved significantly at Foundation Phase in 2017 LLCW (+2.7%), LLCE (+2.3%), MD (+2.3%) and PSD (+2.5%).</p> <p>Following establishing a new baseline for KS4 this year, the performance of groups of learners needs to improve when comparing with similar schools.</p>

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							<p>Performance of FSM pupils at KS4 remains a key priority.</p> <p>Clear plans are in place to address the performance issues.</p>

## 2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
<p><b>2</b></p> <p><b>2.1 – 2.4</b></p> <p><b>2.7</b></p> <p><b>C</b></p> <p><b>CaA</b></p> <p><b>ALI x 6</b></p> <p><b>R15</b></p>	<p><b>Curriculum and assessment</b></p> <p>– 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 qualification</p>	<p><b>Improve the provision, curriculum planning and assessment in the Foundation Phase.</b></p>	<p>All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.</p>	<p>Marc B Hughes</p>	<p>Summer Term 2018</p>	<p>£45,000 (C1) 90 days</p>	<p>289 practitioners (78% of schools) attended the workshop to improve provision and accuracy of TA.</p> <p>End of FPh TA 2017 shows improvement in FPI in 4 out of 6 authorities.</p> <p>Progress within the region in the percentage of pupils achieving the FPI was higher than that seen on national level (2016-&gt;2017 0.8% compared to 0.3% on a national level.</p> <p>Regional increase at the expected outcomes in the percentage achieving Welsh Language (1.3%), English Language (0.6%), Mathematical Development (0.6%) and Personal and Social</p>

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	s 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						Development (0.7%). In all cases the increase was significantly greater than that seen on a national level.  Higher outcomes progress is higher or similar to the national progress: Welsh Language (2.7% compared to 1.9% nationally); English Language (2.3% compared to 1.9% nationally); Mathematical Development (2.3% compared to 2.3% nationally), and Personal Development (2.5% compared to 2.4% nationally).
2  2.1 – 2.8  U  CaA ALI x 6  R5		<b>Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.</b>	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2018	£13,000 (M17) 26 days  £11,000 (EIG5) 22 days	Meeting Held with Conwy Curriculum Leaders. Denbighshire Heads have agreed to align curriculum planning with strategic planning and GwE will liaise on the agenda. 3 meetings per academic year has been agreed. In Gwynedd, GwE will contribute to the already established deputy head forum. PMJ and Head of Ysgol Elfed are representing GwE on the National PISA group. September meeting agreed a sharing of best practice and agreed presentation for head teachers.

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Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
2 2.1 – 2.8  U  CaA ALI x 6  R5		<b>Improve the quality of assessment, tracking and intervention programmes across the secondary schools.</b>	Leaders at all levels make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets for L2+ and that 60% are within 2%.  No school to receive an unsatisfactory in Inspection Areas 3 and 4 during Estyn inspection.	Paul Mathews-Jones	September 2017 onwards	Core  £15,000 (C1) 30 days  £74,000 (EIG10) 148 days  £11,000 (EIG5) 22 days  £60,000 (C3) 120 days	A tender has been sent out to create common marksheets, with focus on Science GCSE. Ysgol Dinas Bran, Syr Hugh Owen and Botwnnog have received initial training to set up live dashboard to use live data tracking.
2  U  CaA  ALI x 6  R18		<b>Improve provision at A Level</b>	An improvement in A and AS results in line with targets set and to be above national averages on key indicators.	Martyn Froggett	September 2017 onwards	£5,000 (M17) 10 days	Discussions have started regarding developing a support/challenge approach for all SIAs to use post-16.  All SIA visits will include focussed discussion around post-16 performance (including A*/A, A*-B, A*-C, A*-E and likely level 3 outcomes.  Specific focus on schools where ALPs is currently lower than 6.
2 2.1 – 2.8  C U		<b>Deliver on Successful Futures - Raise awareness of the Four Purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform</b>	All schools are on track to deliver the new curriculum.  Effective skills based curriculum in place in 85% of schools from the present baseline of 81%.	Ruth Thackery	April 2017 onwards	Pioneer Grant	110 (25%) of schools have attended workshops to look at 4 Purposes and receive national updates on curriculum developments in early 2017. 90% reported training was relevant in feedback. 156 (36%)

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Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
DLI1 DLI2 DLI3 DLI4  CaA  ALI x 6  R19							<p>received training and engaged in by June 2017. 97% reported that training was relevant in feedback. Workshops to be arranged in autumn 2017 to give an opportunity for all further GwE schools to attend.</p> <p>All secondary heads have received information in July 2017 Conference on Successful Futures development with follow up from Successful Futures team agreed with minority of Heads. 370 delegates at Primary Heads conference end of September 2017 to receive updates on Successful Futures development.</p> <p>Agreed to appoint Successful Futures cluster leads across the region (53 in total) and initial training of 2 day change management training to support their role in sharing Successful Futures developments within the schools in their clusters.</p>
2  CaA		<b>Review the quality of provision and assessment in PRU centres.</b>	Pupils in PRU have good provision in order to gain appropriate qualifications and contribute to LA KPI.	Richard Cubie	September 2017 onwards	£2,000 (C1) 4 days	Work to commence Autumn term.

### 3. LEADERSHIP

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<b>3</b>  <b>3.1 – 3.17</b>  <b>C</b>  <b>U</b>  <b>A</b>  <b>ALI x</b>  <b>6</b>  <b>R6</b>	<b>Leadership</b> – 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	<b>Further, develop and improve the quality of senior leadership, in all sectors, across the region.</b>	<p>85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes.</p> <p>50% reduction in the number of schools placed in Statutory Estyn Categories.</p> <p>No school to be unexpectedly placed in Estyn Statutory Category.</p> <p>50% reduction in the number of schools going into Estyn Review.</p> <p>50% reduction in the number of schools awarded grade D in stage 2 of the categorisation process.</p> <p>Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.</p>	Pam McClean / David Edwards	April 2017 onwards	£10,000 (C1)  £61,000 (M3) 122 days  £72,000 (M17) 144 days  £28,000 (C3) 56 days  £12,000 (C1) 24 days  £15,000 (EIG5) 30 days	<p>GwE is providing a range of programmes from aspiring senior leaders through to experienced Headteachers. The development programmes promote school to school collaboration with effective practitioners from schools co-delivering sessions with GwE staff. This further develops the notion of developing a self-improving system across North Wales.</p> <p>Secondary: Headteacher Development Programme - the programme for 2017 is to begin after October half-term.</p> <p>The Senior Leadership Development Programme serves a much smaller cohort and will be expanded this year to meet the growing capacity needs for senior leaders in the region.</p> <p>The programme for new Headteachers and Acting Headteachers is new this year and will begin after October half term. All relevant staff have been contacted and have</p>

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	are embedded in all learning organisations across the region.						<p>joined the programme, so that there will be a consistency across the region and greater support for those staff beginning in these roles.</p> <p>Primary: Headteacher Development Programme 4 day programme for practising headteachers (core leadership themes i.e. leading change, coaching, teamwork, problem solving, empowerment +accountability, delivery to all stakeholders) will take place November 2017. 15 Headteachers partaking.</p> <p>NPQH Development Programme [regional programme] - The highest recorded number of applications has resulted in a full cohort. Mentors have been established and training package is ready to be delivered during spring term 2018. Developing Aspiring Middle Leaders [regional programme] Further developing SF awareness and progress as part of all Middle leadership core training - New cohorts of teachers commenced Middle Leadership training this term (English Cohorts 6 and 7 and</p>



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							Welsh cohort 6 ). There was a total of 89 attendees. Cohort 1 of the literacy/numeracy/ F Ph is currently taking place involving 30 attended.
3 3.1 – 3.17  C U  DLI1 DLI2 DLI3 DLI4  A  ALI x 6  R19		<b>Support SLT to effectively deliver on Successful Futures.</b>	All schools across the region are on track for delivery of Successful Futures	Ruth Thackery	April 2017 onwards	Pioneer grant	<p>A very good range of leadership programmes now include a Successful Futures element within the core programme. Central resources used for consistency of messages. In addition, attendance has included Headteacher clusters, Deputy Heads meeting – circa 100 in total; Literacy and Numeracy Leader training – 92 in total; Cluster events across the 6 Local Authorities – over 366 leaders and teachers in total; NQT secondary and primary – 92 in total. Feedback from sessions show increased awareness of curriculum developments and GWE’s offer of support.</p> <p>Facilitated raising awareness and consultation events of new Professional Teaching Standards – circa 253 in attendance across the region over 6 sessions.</p>

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							All secondary heads have received information in July 2017 Conference on Successful Futures development. 370 delegates at Primary Heads conference end of September 2017 received updates on Successful Futures development.
3 3.1 – 3.17  C U  A  All x 6		<b>Further develop and improve the quality of middle leadership across the region.</b>	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes.	Ian Kelly	October 2017 onwards	Core  £65,000 (M3) 130 days  £58,000 (C3) 116 days  £47,000 (C1) 94 days  £20,000 (M17) 40 days  £13,000 (EIG5) 26 days	Work to commence in Oct 17.
3 3.1 – 3.4  3.6  3.10 - 311		<b>Improve quality of departmental leadership in secondary core subjects.</b> <ul style="list-style-type: none"> <li>• English</li> <li>• Welsh</li> <li>• Mathematics</li> <li>• Science</li> </ul>	85% of core subject departments have good or better Quality Assurance and accountability processes.  Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of	Gaynor Murphy Rhian Mair Jones Dafydd Gwyn Nicola Jones	April 2017 onwards	£21,000 (C1) 52 days  £15,000 30 days  £15,000 (M12) 30 days	Identified risk – significant number of new heads of departments, especially in mathematics.  All HoD across all cores subjects are given guidance and support on key aspects within regional and local networks.

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3.14 – 3.17  U  A R4  ALI x 6			their targets and that 60% are within 2% in core subjects.				All core subject departments are now being RAG rated to introduce a three tier differentiated Wave support for each department. These will be articulated within individual support plans.
3  3.1 – 3.17  C U  A  R6 ALI x 6		<b>Develop Aspiring Headteachers / Senior Leaders</b>	<p>Aspiring Leaders programme in place. 50 individuals identified and completed the programme.</p> <p>25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year.</p> <p>Positive evaluation received from schools and outside evaluator on impact of programme on individuals.</p>	Ian Kelly	October 2017 onwards	£20,000 (M3) 40 days	Work to commence in Oct 17.

### 4. WELLBEING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
4  4.1 - 4.12  C	<b>Wellbeing</b> – create the conditions to ensure that learners develop as	<b>Develop and Implement an overarching strategy for Wellbeing across the region.</b>	<p>Strategy implemented across the region.</p> <p>Effective collaborative approach to deliver an overarching national agenda with clear roles and</p>	Sharon Williams	November – December 2018.	Core	Work to commence Oct 17.

#### 4. WELLBEING

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U LI R11 ALI x 6	healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed		responsibilities of all partnerships.  Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners.  Most schools make effective use of the pupil development grant.				
4 4.1 - 4.12 C U LI R11 ALI x 6	to tackling inequality so that young people achieve their full potential.	<b>Improve attendance.</b>	All schools meet their agreed targets on school attendance.  60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.	Local Authorities	Summer 2018	£20,000 (C3)  £5,000 (M17)	Initial discussions have taken place with LA. Further discussions will be held during the Autumn term.

#### 5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
5 5.1 – 5.9 C	<b>Teaching</b> – to ensure that all teachers and support staff are	<b>Improve and strengthen the role of leaders in leading the teaching and learning.</b>	All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools.	Stella Gruffydd / Bethan James	Cycle from September	£20,000 (C1) (40 days)	ML cohort 4 and 5 successfully completed development programme which included specific modules on leading the teaching and learning. Impact report produced by Bangor

## 5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
<b>U</b> <b>D</b> <b>R4</b> <b>ALI x</b> <b>6</b>	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		Effective teaching in place in 85% of schools from the present baseline of 81%.  Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region.  An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.				University.  Teaching and Learning programme successfully completed development programme which included specific modules on leading the teaching and learning: 115 literacy and numeracy leads have completed the programme.  Bespoke programme delivered in all red support category schools to ensure that leaders are more effectively improving the teaching and learning.  All HoD across all cores subjects are given guidance and support on leading the teaching and learning within regional and local networks.
<b>5</b> <b>5.1 –</b> <b>5.9</b> <b>C</b> <b>U</b> <b>D</b> <b>R4</b>	learning and achievement is paramount	<b>Improve the quality of teaching and the experiences for learners</b>	High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed).  Standards of teaching participating in the Formative Assessment and Pedagogy Project - led by Shirley Clarke Action research teams schools - consistently good or better, with participating individuals in tier 1 demonstrating	Stella Gruffydd / Bethan James	September 2017 onwards	£14,000 (C1) 28 days  £30,000 (C2) 60 days  £15,000 (C3) 30 days  £10,000 (EIG10) 20 days	Bespoke support packages delivered in high risk schools.  Action group successfully carried selection process.  Meetings held to draw up shortlist, robust and consistent school interviews held on site, transparent procedures in place. Selected schools informed. Dates in place for

## 5. TEACHING

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>	<i>Q2 Monitoring</i>
ALI x 6			<p>excellent practice. Estyn reports on any participating schools confirming this.</p> <p>Positive impact on pupil standards at expected and higher level.</p>			£6,000 (EIG5) 12 days	<p>Tier 1.</p> <p>Extension to project numbers - 6 further schools to be interviewed September 2017.</p>

## 6. BUSINESS

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>	<i>Q2 Monitoring</i>
6 B	<b>Business</b> – to ensure that GwE has strong	Appoint a full time / permanent Managing Director for the Service.	Managing Director appointed	Joint Committee	June 17	Core	MD appointed in June.
6 B	governance and effective business and operational support that	Re-structure the workforce to create a distributive leadership model and reflect the current requirements on the service.	Restructure in place with clear responsibilities for a wide range of staff	Arwyn Thomas / Rhys H Hughes	September 2017	Core	Restructure of professional team completed. Business team restructure is ongoing.
6 B	provides value for money.	Review the policy for the performance management of staff	Policy addresses culture, vision and values of GwE in supporting staff	Alwyn Jones	June 2017	Core	<p>Policy reviewed and presented to GwE Joint Committee September 2017.</p> <p>GwE's Staff Performance Management Policy has been revised to better reflect the Regional Business Plan, and the new accountability and staff structure.</p> <p>GwE staff will be subjected to annual Performance Management every October, to be reviewed on a quarterly</p>

## 6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							<p>basis to monitor progress.</p> <p>The changes will provide more developmental opportunities for staff, and provide them with more feedback and support to help them achieve their objectives. It will also enable staff to be more flexible with their objectives, by enabling them to review and revise their direction, if necessary, over the course of the year.</p>
6 B 6.7		Undertake an organisational health survey	Aim for top quartile performance in organisational health index.	Susan O Jones	September 2017	Core	<p>91% of GwE staff completed the survey.</p> <p>The Organisational Health Index (OHI) Solution by Mckinsey and Company provides detailed information for how GwE is performing on the nine elements of health related to performance benchmarked against 1,300 other companies internationally.</p> <p>In the report, GwE was identified as a top quartile organisation with particular strengths in direction, capabilities and leadership. GwE is therefore well placed with regard to its future capacity to perform.</p>

## 6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							It allows GwE to diagnose the organisation's current strengths and development needs, and help understand where GwE might need to take action to sustain the current levels or improve over time. Areas that need to be developed will be built into the workforce development plan.
6 B 6.8		Establish GwE as a Learning organisation working in partnership with WG and OECD	Show year on year progress against the 7 dimensions of Learning Organisation model	Rhys H Hughes	September 2017	Core	<p>OECD survey completed.</p> <p>Key messages: Overall positive snapshot of GwE as a Learning Organisation.</p> <p>Strongest dimension is fostering team learning and collaboration among staff.</p> <p>The second strongest dimension is developing a shared vision centered on the learning of all students</p> <p>The dimension that GwE needs to develop most is learning with and from the external environment and the wider system.</p> <p>Lowest scoring single element is collaborating with social and health services.</p>



## 6. BUSINESS

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							<p>A positive aspect is the correlation between the views of the Managing Directors and the Leads and the views of the Supporting Improvement Advisers across all seven dimensions.</p> <p>GwE need to further develop the new Business Support structure in order to develop the seven dimensions achieve greater alignment within the service.</p>

## 7. Estyn recommendations

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>	<i>Q2 Monitoring</i>
<b>7 E1 C U</b>	<b>Estyn recommendations</b> – 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.	<p>Robust data management system in place.</p> <p>All business plan holders use data effectively to plan and evaluate their work.</p>	Alwyn Jones	On going	Core	<p><b>Using Data</b></p> <p>Following the core inspection, GwE has implemented robust and effective processes to ensure that key performance data is analysed more forensically and diagnostically on a regional, local and individual school level. A comprehensive programme of training and support was implemented to support challenge advisors in the new way of working. As a result, leaders and individual challenge advisors routinely use data to:</p>

## 7. Estyn recommendations

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							<ul style="list-style-type: none"> <li>• analyse performance across the region;</li> <li>• accurately identify key areas for improvement;</li> <li>• evaluate the impact of specific intervention programmes on pupil level pupil attainment;</li> <li>• monitor and track progress on regional, individual LA, school level for groups of pupils; and</li> <li>• challenge and support school leaders with their improvement journey</li> </ul> <p>Senior Leaders now use data effectively to ensure regional and local areas for improvement are identified quickly and addressed robustly through detailed business planning. As a result, the quality of information shared with the Management Committee has improved significantly enabling members to scrutinise and challenge the service significantly.</p> <p><b>Target setting</b> Challenging three year targets have been agreed at a regional,</p>

## 7. Estyn recommendations

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							<p>local, school and pupil level. School targets and projections are routinely and robustly challenged. The Local Authorities targets are all based on the following:</p> <ul style="list-style-type: none"> <li>• Collating targets from individual schools</li> <li>• Using the FSM rank of each authority to predict expected performance</li> <li>• Using local knowledge and understanding</li> </ul> <p>Within the revised secondary model all schools have a comprehensive Support Programme which defines how GwE targets support and resources to ensure the necessary improvements in priority areas. Undertaking a targeted programme of review visits during 2016-17 has ensured that we more effectively and robustly identify areas and aspects for improvement in many risk schools.</p> <p><b>Tracking</b> GwE is leading developments on a comprehensive management information</p>

## 7. Estyn recommendations

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
							<p>system which will provide GwE with detailed information and analysis of individual school performance. This also includes tracking 'live-data' at secondary school level. The new system will ensure that dialogue with leaders and stakeholders is sharper.</p> <p>GwE have established an effective partnership with Bangor University on the "Collaborative Institute for Education Research, Evidence and Impact" (CIEREI) Project to evaluate the impact of aspects of its work. Evaluative data and analysis allows the organisation to better judge value for money and inform future developments. The revised <i>secondary challenge and support programme</i>, as well as targeted elements of the professional learning leadership programmes, are currently being evaluated.</p>
<b>E2</b> <b>6.3 –</b> <b>6.6</b> <b>B</b>		Improve the quality of evaluation in the delivery of school improvement services.	<p>Monitoring of plans clearly identifies strengths and areas for improvement.</p> <p>Performance improved in all key stages in line with agreed</p>	Bethan Eleri Roberts	On going	Core	Self-evaluation and improvement planning processes at all levels is now embedded in delivering school improvement services. These processes include:

## 7. Estyn recommendations

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			performance measures.				<ul style="list-style-type: none"> <li>• robust accountability framework;</li> <li>• detailed evaluation of data;</li> <li>• detailed business planning at all levels that feed the level one plan;</li> <li>• detailed local authority business plan that accurately reflects local issues; and</li> <li>• the annual report.</li> </ul> <p>Following the core inspection, a robust accountability framework which ensures that each service area has a named nominated designated lead officer. Each nominated lead officer is responsible for developing a detailed business plan for their service area which includes clear dates for completion, training implications and success criteria which is measurable. Agreed priorities in the business plans are based firmly on the findings of the self-evaluation processes. These plans are reviewed quarterly and the findings are reported to the senior leaders and management board. Progress</p>

## 7. Estyn recommendations

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							<p>in rag rated appropriately and senior leaders challenge any slippage in expected progress. The regular reviews of the business plans at all levels enable senior leaders to evaluate the progress towards achieving the priorities identified in the high level plans accurately. This ensures that the business plans remain flexible to incorporate new priorities during the monitoring period if required. Each local Authority has a detailed business plan that is agreed between the head of service and the lead secondary challenge advisor. Each plan accurately identifies the key issues withinb the local authroity and includes a bespoke improvement plan to address the specific challenges. Progress towards achieving the agreed outcomes at a local authority level is reguary reviewed in meetings between the lead challenge advisor and the head of service. Ongoing issues are escualted to senior leaders within GwE in a timely maner.</p> <p>The evaluation processes now in place are cyclical and</p>

## 7. Estyn recommendations

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							<p>ongoing. As a result, leaders at GwE accurately identify areas of good performance and areas that require development or pose an element of risk in improving the educational experiences and outcomes for learners.</p> <p>Recent work undertaken to develop a school dashboard provides GwE with current and ongoing data. This facilitates a higher level of communication, support and challenge between key stakeholders and allows GwE to more effectively and timely monitor the impact of its work and the progress of schools against their agreed priorities. The dashboard allows more effective use of data and analytics to evaluate the quality of delivery and its impact on the performance of all learners and schools across the region. It also allows the school improvement service to more effectively target its resources to meet its priorities and rapidly adapt and redirect resources when things are not working.</p>
<b>E3</b>		Improve the rigour of the arrangements for identifying	Risk Register in place regularly updated and reported upon.	Susan O Jones	completed	Core	The new business planning and monitoring arrangements

## 7. Estyn recommendations

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source	Q2 Monitoring
6.3 – 6.6  B		and managing risk.	Early and aggressive risk identification at all levels within the consortium.				ensure that progress is reviewed and rag rated accordingly. The overarching monitoring arrangements by lead challenge advisors and senior leaders ensure that risks at all levels are appropriately managed and interventions agreed in a timely and appropriate manner. These arrangements are monitored closely by the management board and joint committee. Effective management of the region’s risk enables GwE to support the organisation’s objectives, make effective use of resources and deliver outcomes as intended.
E4  6.3 – 6.6  B		Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.	A clear business planning structure and accountability framework in place operating effectively.  Business plans contain clear success criteria and measurable targets.  Clear and robust quarterly monitoring procedures implemented.	Bethan Eleri Roberts	Completed	Core	The clear and robust accountability framework is an important strength in GwE. Detailed plans at several levels deal with all aspects of the GwE’s work. All the plans have nominated designated officers and each of them clearly input to the business plan. There are detailed self-evaluation arrangements that are based on this framework. Challenge Adviser review their plans each quarter and evaluate progress and impact. These reviews steer



## 7. Estyn recommendations

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							<p>the evaluation of the business plan that systematically feeds into the quarterly service evaluation so that there is a clear trail of team evaluation in the corporate review. Then, new priorities from the service review are rapidly incorporated in team plans.</p> <p>Staff at all levels fully understand their responsibility for continuous improvement and accountability. Sharing plans and evaluations in a clear manner brings cohesion to teams and drives the strong collaboration that has led to provision of better services and an improvement in school standards and leadership. This culture has stemmed from successful practice within GwE. Challenge Advisors must justify underperformance and identify possible risk areas including overspend. There are clearly defined lines of accountability.</p>
E5 B		Clarify the strategic role of the regional networks and their accountability to the Joint Committee.	Regional networks disbanded and replaced by business plans where appropriate.	Arwyn Thomas	Completed	Core	Following the core inspection, the management committee commissioned an in-depth review of the school improvement service which included the role of the regional

## 7. Estyn recommendations

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							<p>networks. The management board and the Joint committee endorsed the findings of the review.</p> <p>As a result, the historic regional networks have either been abolished or included under the strategic management of GwE. Their accountability to the joint committee is clear.</p> <p>Each area has a nominated lead person, a detailed business plan and measureable success criteria. The lead person is responsible for monitoring progress and reporting on a quarterly basis to senior managers. Matters that require attention are referred to Regional Quality Board for further consideration.</p>
E6 6.1 6.2 B R1 R2 R3 R8		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.	<p>Value for money policy and framework in place.</p> <p>Financial plan prepared as part of the 3 year Business Plan.</p> <p>Medium term financial plan in place</p> <p>Business plan work streams are fully costed.</p>	Arwyn Thomas	Completed	Core	A sound financial analysis supports the delivery of the revised three-year business plan. A medium-term financial plan and workforce plan are aligned to the business plan. By increasingly effective use of data to identify our key priorities, the link between the business planning process and financial planning decisions is

## 7. Estyn recommendations

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			Internal and external audit support sound financial control.				<p>being strengthened because the work streams that underpin the business plan identify clearly the resources to be used.</p> <p>Detailed work has been undertaken to align grant allocations with our priorities. Challenge advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes.</p> <p>A formal framework has been developed to assess the wider value for money that GwE provides. There is now a consistent view across all stakeholders of how the value for money of GwE's activities can be measured within the business plan structure and objectives.</p> <p>We now regularly evaluate and review our services and initiatives during their implementation phase to identify areas for improvement</p>

## 7. Estyn recommendations

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							and value for money. GwE is working with OECD to pilot the development of the Consortia as a learning organisation. The learning from this work will be shared with other regions and internationally as we strive to further develop a vibrant and healthy organisation.



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