



Tuag at Ragoriaeth
Towards Excellence

CURRICULUM FOR WALES STRATEGY

2017-2020

The purpose of the Curriculum for Wales Strategy is to set out the direction for regional developments over the next three years in line with national curriculum reform. Given the nature of the reform and the pace of change and emerging developments, although this strategy looks to give a 3 year overview, regular monitoring and updates will be vital. Therefore, milestones for Year 1 have been identified with flexibility built in for Years 2 and 3. The programme is being introduced within the context of existing national, regional and local policies and plans.

Robust management arrangements will be established so as to ensure that all aspects of the programme are inclusively and effectively implemented. Progress against objectives and indicators will be provided as part of our monitoring and evaluation processes and will be shared with key stakeholders on a quarterly basis.

It is imperative that the vision, aims and objectives of the Curriculum for Wales strategy programme feed into the current secondary and primary school priorities, to support all schools with current cohorts of learners. As curriculum reform develops with finer detail, schools' engagement with developments will be crucial to allow readiness to deliver a new curriculum for future cohorts of learners, within the nationally agreed timescales.

This document provides information for key stakeholders - advisers, schools, governors, local authority officers and diocesan directors of education - about our intentions and is supplemented by the L2 Regional Successful Futures Business Plan for 2017-2018.

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Introduction and supporting contextual information

The Vision

Our vision is to have outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils. As we work to achieve the vision and deliver on our objectives, we have set ourselves service and personal values. These guiding principles and beliefs will underpin our relationship with all stakeholders and include :

- trust
- show no bias
- fairness
- respect diversity
- supportive and collaborative
- bilingual
- objectivity
- demand high standard
- integrity

By providing focused and supportive challenge, our fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. Schools need to improve themselves as learning organisations for the sake of the learners in their care - it is the role of the regional service to ensure that this happens effectively and consistently.

Background to Curriculum for Wales

Between March and December 2014, the Independent Review team, led by Professor Graham Donaldson, engaged with a wide variety of stakeholders throughout Wales. Based on the evidence collected, as well as independent research, *Successful Futures* was published in February 2015. 68 recommendations were made and accepted in full by the Minister for Education and Skills on 30 June 2015. In October 2015, the Welsh Government published *Qualifeid for Life – a Curriculum for Wales; a curriculum for life*. This was a plan of action, built on eight building blocks, to meet the recommendations.

- He recommends that the national curriculum should be organised as a continuum of learning from 3 to 16 with progression signalled through Progression Steps at five points in the learning continuum. Achievement Outcomes should be developed for each Progression Step in each AoLE.
- A range of pedagogical principles are identified in *Successful Futures* to ensure that all teaching and learning is directed to achieving the four curriculum purposes.
- *Successful Futures* recommends that we refocus assessment on learning, including self and peer-assessment, to ensure progression in relation to the four purposes of the new curriculum. System performance and school performance, as a result, will also be aligned with the four purposes.

In *Successful Futures*, Professor Donaldson proposes a broad and balanced, inclusive and challenging curriculum, delivered through six Areas of Learning and Experience (AoLE), with the expectations for three Cross-curriculum Responsibilities embedded throughout the AoLEs.

- RE remains a statutory obligation.
- The Welsh language should remain compulsory up to the age of 16. There should be a renewed focus in schools on learning Welsh primarily as a means of communication, particularly oral communication and understanding.

- Each AoLE should make distinct and strong contributions to developing the four purposes of the curriculum, which lie at the heart of all teaching and learning.
- Subjects and disciplines should remain important but should be grouped within the AoLEs. Each AoLE should include, where appropriate, a Welsh dimension and an international perspective
- AoLEs are from aged 3-16 and should promote and underpin continuity and progression.
- AoLEs should not be seen as watertight compartments – rather a means of organising the intentions for each child's learning, with decisions and plans for how these translate into day-to-day activities taking place creatively at school level. They are therefore not timetabling devices.
- All 6 AoLEs have same priority – remove 'core' and 'non-core' within the current curriculum.

The six AoLEs are:-

- Expressive Arts
- Health and Wellbeing
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and Technology

The three Cross-Curriculum Responsibilities are:-

- Digital Competence
- Literacy
- Numeracy

Professor Donaldson challenges us to re-think our approach to the curriculum and to focus on the 4 purposes of education so that we build a curriculum that supports our children and young people to be: -

- ambitious, capable learners ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

These four purposes will be at the heart of our new national curriculum and will be the starting point for all decisions on the content and experiences developed as part of the curriculum.

In September 2017, Welsh Government will publish Education in Wales: our national mission for 2017-2021. This high level plan sets out high ambition and reflects the interdependency of the important elements within the reform to include curriculum and assessment, teaching and learning, wellbeing, leadership and accountability.

Curriculum for Wales – the Opportunities and Challenges ahead

The new curriculum and assessment arrangements will give schools and practitioners more responsibility for determining what is taught. Whilst this provides an exciting opportunity to refocus on learning and engaging all pupils and teachers with relevant and up-to-date content, the challenge is clear: how to develop a framework which offers sufficient guidance of what needs to be learned and establishing necessary consistency nationally while also promoting creative teaching and learning that can be decided by teachers with knowledge of their learners within their locality. The challenge is also clear in that their is

a very clear implication on the Professional Learning needs of the current workforce to support the move to a less prescriptive curriculum.

The Development of the New Curriculum

In 2015, a network of Pioneer schools was established in an attempt to work with practitioners across Wales and to allow teachers to feed into the process. There were 3 workstreams established:

- | | |
|-----------------------------------|--|
| 1. Digital Pioneers | tasked with developing the digital competency framework |
| 2. Curriculum Pioneers | tasked with developing the curriculum AOLEs and CCRs |
| 3. Professional Learning Pioneers | tasked with developing the skillset teachers and leaders will need to develop the new curriculum |

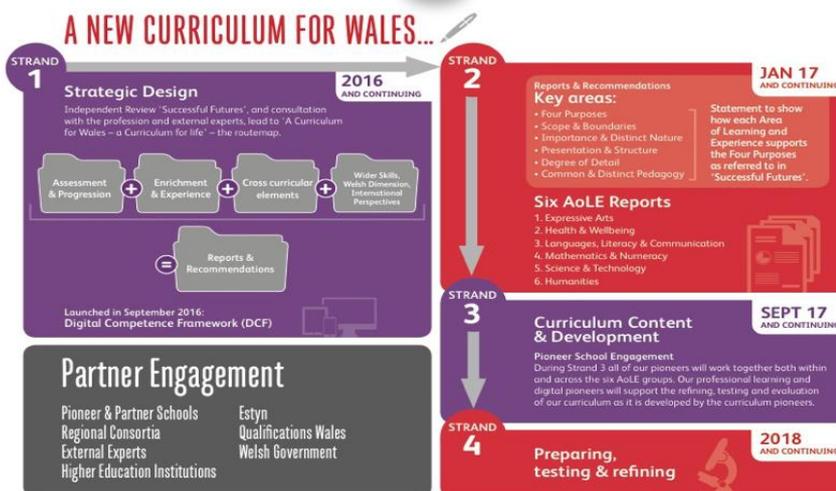
Welsh Government, working in close collaboration with all consortia, Estyn and Qualifications Wales have a planned and collaborative approach in developing this work.

Until July 2017, the 3 Pioneer workstreams have all worked on individual projects, however from Autumn 2017, the work of all 3 groups will become integrated as the curriculum frameworks are given greater detail. In July 2017, it was identified that curriculum reform encompasses far more than simply curriculum and a visual of the pieces of the individual pieces of the jigsaw, alongside the latest timeframe of how the curriculum will be developed, tested and refined.

Diagram 1: Interdependencies of curriculum reform



Diagram 2: Infographic mapping the reform strands



Pioneer schools across GwE

In 2016, there were:

Digital	3 Pioneers schools
Curriculum	9 Pioneer schools (including 1 cluster of 4 Secondary schools)
Professional Learning	14 Pioneer schools (including 1 cluster of 4 Secondary schools) =

During the planning period of Autumn 2016, consortia and Welsh Government worked on mapping the curriculum AOLE work and it was acknowledged that several of the AOLEs had a lack of secondary representation. Therefore, during this time, GwE were able to identify a further 13 Secondary schools for application to gain Pioneer status to support the work within the curriculum. Following local discussion with 1 Secondary School, LA and GwE, it was agreed that they would pause as a Pioneer to concentrate on school's priorities. Therefore, from September 2017:

Digital	3 Pioneers schools
Curriculum	21 Pioneer schools (including 1 cluster of 4 Secondary schools)
Professional Learning	14 Pioneer schools (including 1 cluster of 4 Secondary schools)

In total:

- 36 schools have Pioneer status across GwE
- 4 Secondary schools have a joint status both for Curriculum and Professional Learning
- 1 Secondary School has both Digital and Professional Learning status
- 1 Secondary School has both Curriculum and Professional Learning status
- 1 Primary School has both Curriculum and Professional Learning status
- 1 Special School has both Curriculum and Professional Learning status

A list of the schools across GwE can be found in Annexe 3

How GwE will engage with Pioneer Schools

In addition to the national meetings, all Pioneer schools are invited to termly meetings with the GwE Curriculum for Wales team. The agenda at these meetings will reflect national developments, however, standard items include update on activities within their own schools and their clusters.

All Pioneer schools across GwE have completed a plan for the their Pioneer work 2017-2018 showing the overlap of Pioner work with the school's own development planning. Spending is reviewed and quality

assured by the Curriculum for Wales team in collaboration with GwE Business Manager and plans are evaluated and submitted termly, to fit in with the quarterly monitoring of GwE.

Pioneer schools are linked with a member of the GwE Curriculum for Wales team who visit and support the school regularly. Roles and Responsibilities of both Pioneer Schools and GwE have been explicitly shared.

Pioneer schools commit to:

- *Continue to commit to work on national developments/groups*
 - attend national meetings
 - attend regional meetings
- *Complete and submit planning template to access funding & review termly*
- *Publicly share Pioneer work through own website*
- *Share Pioneer developments and experiences through variety of methods: - case studies/ photos/ displays/ videos/presentations*
- *Ensure all members of staff within your school are fully aware of being a Pioneer school*
- *Engage with other schools and practitioners – clusters, regional events, training opportunities*
- *Support developments to help all schools in evaluating their readiness for new curriculum*
- *Allow pupil voice to be heard*

GwE commits to:

- *Run termly Pioneer school meetings across GwE*
- *Provide named contact within team:*
 1. *Gwynedd & Mon – Claire*
 2. *Conwy & Denbigh – Gwenno / Gethin*
 3. *Flint & Wrexham – Andrea*
- *Support and facilitate communication with Welsh Government, consortia and Pioneer schools*
- *Provide regular and timely updates on national developments across all work streams of Pioneer work*
- *Monitor progress locally and advise where necessary*
- *Support a variety of engagement activities across all cluster of schools - fairly and consistently*
- *Develop use of digital resources to support sharing where possible*
- *Work in partnership to support all schools in evaluating their readiness to deliver a new curriculum*

Building Capacity to support all schools in preparing for a new Curriculum

GwE have been very clear in their role to support all schools in preparing for the new curriculum. The creation of Pioneer schools has created 2 distinct groups i.e. Pioneer and non-Pioneer. GwE have a clear non-negotiable commitment to work with all schools and settings to support them in their readiness and have therefore developed various methods to engage with all schools.

Building Capacity has been approached in a systematic and planned way:

SCHOOLS

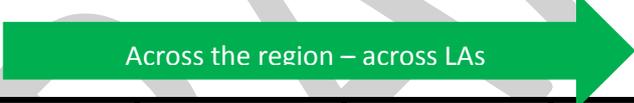
1. Each cluster based on a secondary school with its feeder primary school across the region has been invited to appoint a Curriculum for Wales Cluster Lead (x 51 across the region). Special schools have appointed 2 x Curriculum for Wales Leads to represent their sector. This Lead will be an important point of direct contact with GwE and act as a local change agent both in their own schools and

within their cluster of schools. Furthermore, clusters will be in a position to develop their work on Curriculum for Wales collaboratively and in a cohesive way, further enhancing learners' experiences as they move between different phases of their education.

Curriculum for Wales Cluster Leads are committed to 8 days Curriculum for Wales work during the academic year 2017/18:

- During September and October 2017, all CfW Cluster leads will attend a 2 day Change Management Training to understand the scope and develop the skillset needed. This training has been developed by Agile Change Management with input from GwE Curriculum for Wales Senior Lead to develop a bespoke training fit for school and education contexts. The 2 day training has a certification option, offered by APMG international examination and an assessment should be completed with 50% mark needed for pass. The training consists of 4 elements:
 1. Understanding and supporting people in change
 2. Facilitating the change process
 3. Change readiness and the change plan
 4. Learning and communication in change

The network of these leads facilitate conversations about Curriculum for Wales within their clusters and all secondary Headteachers are also invited to be represented within their LA, thus securing conversations across the region to allow for range of approaches and experiences to be shared across the region.



Anglesey	Gwynedd	Conwy	Denbighshire	Flintshire	Wrexham
Sec HT x 1	Sec HT x 1	Sec HT x 1			
CfWCL x 5	CfWCL x 13	CfWCL x 7	CfWCL x 6	CfWCL x 10	CfWCL x 9
Pioneers x	Pioneers x	Pioneers x	Pioneers x	Pioneers x	Pioneers x

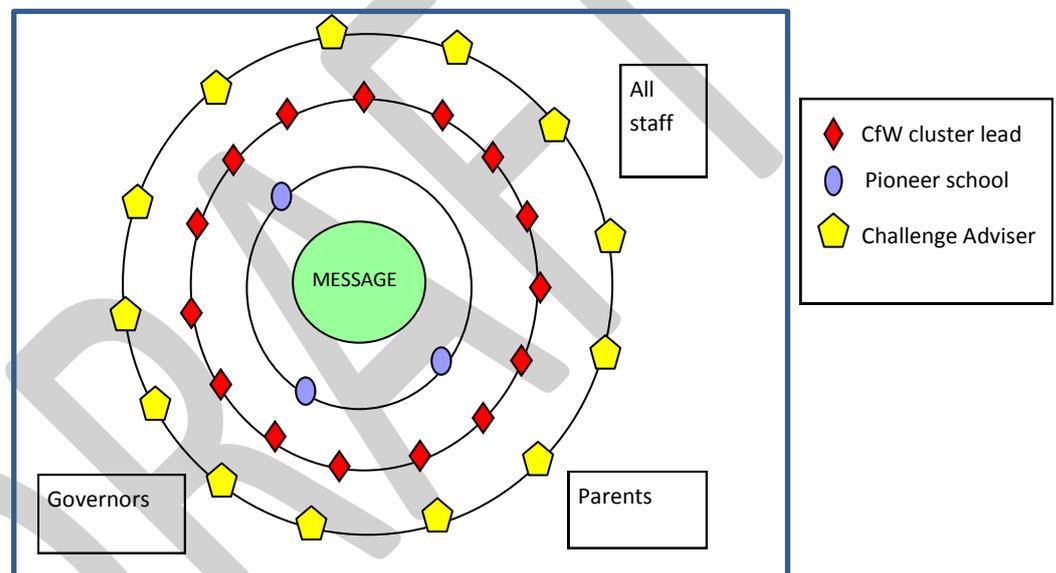
Curriculum for Wales Cluster Leads commit to:

- *Attend 2 day change management training as introduction*
- *Act as local change agent within their own school*
- *Share the consistent Curriculum for Wales message with all leaders within the cluster*
- *With varying support, facilitate conversations with staff in the cluster*
- *Complete A4 action plan on how lead can work on the key indicators of knowledge & awareness, engagement & participation, planning for Curriculum for Wales, culture*
- *Share information on cluster capacity funding – success criteria shared on how impact can be captured*
- *Support their own school and schools within the cluster to review their readiness against Ysgol GwE*
- *Work with other Curriculum for Wales Cluster Leads and Pioneer schools where possible*
- *Continue to engage with GwE to share experiences from schools within the cluster*
- *Bring enthusiasm and honesty*

GwE commits to:

- Follow up the training – photographs and resources to be shared on Hwb
- Named contact within team for each cohort – Andrea, Claire, Gethin, Jane, Catrin, Bethan
- Regular, timely updates from national developments shared electronically – half termly
- Offer termly face-to-face sessions for updates for Curriculum for Wales Cluster Leads
- Provide all Headteachers and strategic forums with information on the role of the Curriculum for Wales Cluster Lead to support consistent messaging
- Ensure GwE staff understand the role of Curriculum for Wales Cluster Lead roles
- Provide opportunities to network with fellow CfW cluster leads and Pioneer schools
- Service Level Agreement will be shared for signing to release funding for 8 days during 2017-2018

Diagram 3: Building capacity across GwE to have direct access to share a consistent message with a range of stakeholders



2. GwE Curriculum for Wales team will continue to offer and facilitate a menu of engagement activities e.g. cluster world café events, termly 0.5 day workshops with practical activities and Pioneer school experiences shared. A tracking tool has been developed to show engagement across all schools across the 6 LAs which offers an opportunity to identify disengagement and raise this with secondary and primary core teams
3. GwE will support schools on this curriculum reform by modelling minimum expectations and giving clear guidance on 'what good looks like'. This will be part of the information management system that has been developed during the Summer 2017 where schools can reflect on key indicators:
 - i. Knowledge and awareness
 - ii. Engagement and participation
 - iii. Self evaluation and planning
 - iv. Professional learning / culture – to fit in with Schools as Learning Organisation work

As the curriculum work progresses, all schools will be asked to consider their readiness for the individual AOEs and the CCR elements. All 437 schools across the region will be able to identify

themselves as on track/off track against the minimum expectations and data for all settings will be accessible to and analysed by the GwE Curriculum for Wales team. A clear link can be made to value for money with this work and resources identified to those in most need.

4. Effective relationships have been established with Headteacher forum groups and Portfolio Leads to co-construct these milestones for all primary, secondary, special, PRU settings across the region, ensuring these are both manageable and realistic, yet striving for the high ambition within Curriculum for Wales.

WITHIN GwE

GwE will also build capacity internally by

1. Internal structure of distributed leadership through the identification of 3 x Portfolio Leads/Challenge Advisers who working closely as part of Curriculum for Wales team and feed into the L3 planning. They are a key link with both the secondary and primary core teams
2. GwE challenge advisers will attend the 2 day change management training alongside the Curriculum for Wales Cluster Leads to develop GwE staff and to ensure the consistent messages are shared with schools
3. Since January 2017, GwE continues to commit to the national development of AOLE work through the use of subject advisers and seconding 2 secondary school leaders:
 - Consortia lead for Languages, literacy and communication
 - Vice consortia lead for Maths and numeracy
 - Vice consortia lead for Science and Technology
 - Vice consortia lead for Health and Wellbeing, with additional support with physical literacy
4. Using the GwE change management framework, when modelling Curriculum for Wales, a range of resources will be developed to support schools in all contexts – large and small – by creating steps of change in all areas of the reform
5. GwE will continue to work with OECD and develop and model the 7 dimensions of a Learning Organisation both at consortia level and with schools across the region to support the development of the culture where the curriculum can thrive. See separate implementation plan
6. Continue to develop the established working relationships with range of partners to include North Wales Economic Ambition Board to continue collaboration on projects; lead creative schools to support enrichment and experiences for all learners

Developing a Value for Money Framework

Existing business planning structure provides a good basis for monitoring performance within the primary and secondary teams. However, it is necessary to quantify both the inputs and the outputs more precisely in order to provide a meaningful framework for assessing value for money.

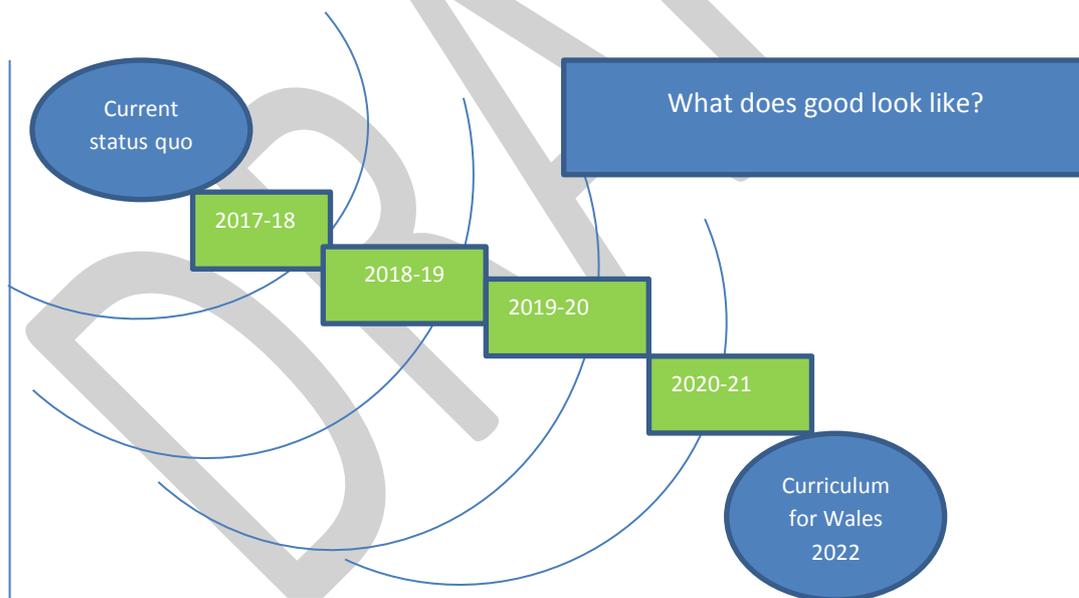
To deliver a comprehensive vfm report, we will focus on the following main areas of development :

- expanding the information in the business plans. This will require identification of the resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This will facilitate better monitoring of the business plan delivery and provide key value for money information;
- establishing a supplementary set of performance indicators that will measure overall performance and organisational health;
- further developing early work with CIEREI to evaluate the impact of the work of the Curriculum for Wales Cluster leads and their capacity funding projects;
- Plan for effective use of the Curriculum for Wales dashboard to show the link between engagement and on track audit of schools.

Curriculum for Wales – Where do we aim to get to by 2020?

GwE Business Plans have identified a wide range of challenging objectives and outcomes for all key priorities – these have been included within Annexe 2 of the document [see below].

Due to the nature of the emerging development of curriculum reform, it is acknowledged that frequent reviews of the destination will need to be carried out:



For 2017-2018, 'What does good look like for GwE' has been considered and realistic steps to achieve this are:

- ✓ Engage with at least 25% of schools across the region directly – through use of Pioneer schools (x36) and Curriculum for Wales Cluster Lead (x53);
- ✓ 100% of GwE schools across the 6 authorities have a better awareness of Curriculum for Wales – with at least 60% of schools identifying themselves as on track with knowledge and awareness, 30% partly on track and 10% off track;

- ✓ Increased number of schools engaging in range of activities across the region with nearly all schools either on track or partly on track with engagement and participation;
- ✓ All 36 Pioneer schools engaged well and feeding effectively into process and have provided range of case studies for sharing;
- ✓ Nearly all schools aware of the 7 dimensions within the Schools as Learning Organisation;
- ✓ A minority of schools across the region have completed the survey of Schools as Learning Organisation and effectively use the survey results within their self-evaluation;
- ✓ All schools have good awareness and are prepared to implement new Professional teaching and leadership standards for September 2018;
- ✓ Change Management 2 day training has been completed by all Curriculum for Wales Cluster Leads and 50% of all Core Leads;
- ✓ Development of and engagement with change management training for all GwE staff;
- ✓ Held a successful regional Curriculum for Wales Conference by end of July 2018;
- ✓ 100% Curriculum for Wales Cluster Leads report:
 - an increase in their own confidence and knowledge of Curriculum for Wales
 - all staff within their own schools have knowledge and are engaged with Curriculum for Wales work
 - all Headteachers within their cluster have knowledge and are engaged with Curriculum for Wales work
 - nearly all clusters have an identified Curriculum for Wales link in all schools
 - established a firm network of local change agents across the region
 - have identified and shared range of effective methods for engaging with stakeholders to include parents and governors
 - Increased number of case studies within clusters with proven impact working collaboratively with CIEREI
 - Evaluation of the work of the Curriculum for Wales Cluster Lead for identifying next steps – e.g. increasing number of leads within each cluster to include possibilities of 1 secondary/1 primary/various AOEs within cluster
- ✓ Digital impact:
 - Promoting effective digital self review using the regional ICT Self Evaluation tool – increasing engagement to 60% of schools actively using the tool by July 2018
 - Support Online Safety lead schools through SWGfL accreditation – 9 x schools with accreditation by Dec 2018
 - Contextualised regional Digital Professional Learning Offer to schools based on the national Digital Professional Learning Approach
 - Developing coding opportunities in schools in line with WG “Cracking the Code” initiative – Provide training and support for 100 Code Clubs to be set up by July 2018
 - Develop a self improving school model for implementing and sharing good practice in DCF – Digital Leaders to facilitate school networks with a focus on planning for DCF as a cross curricular responsibility and sharing good practice on developing digitally rich tasks

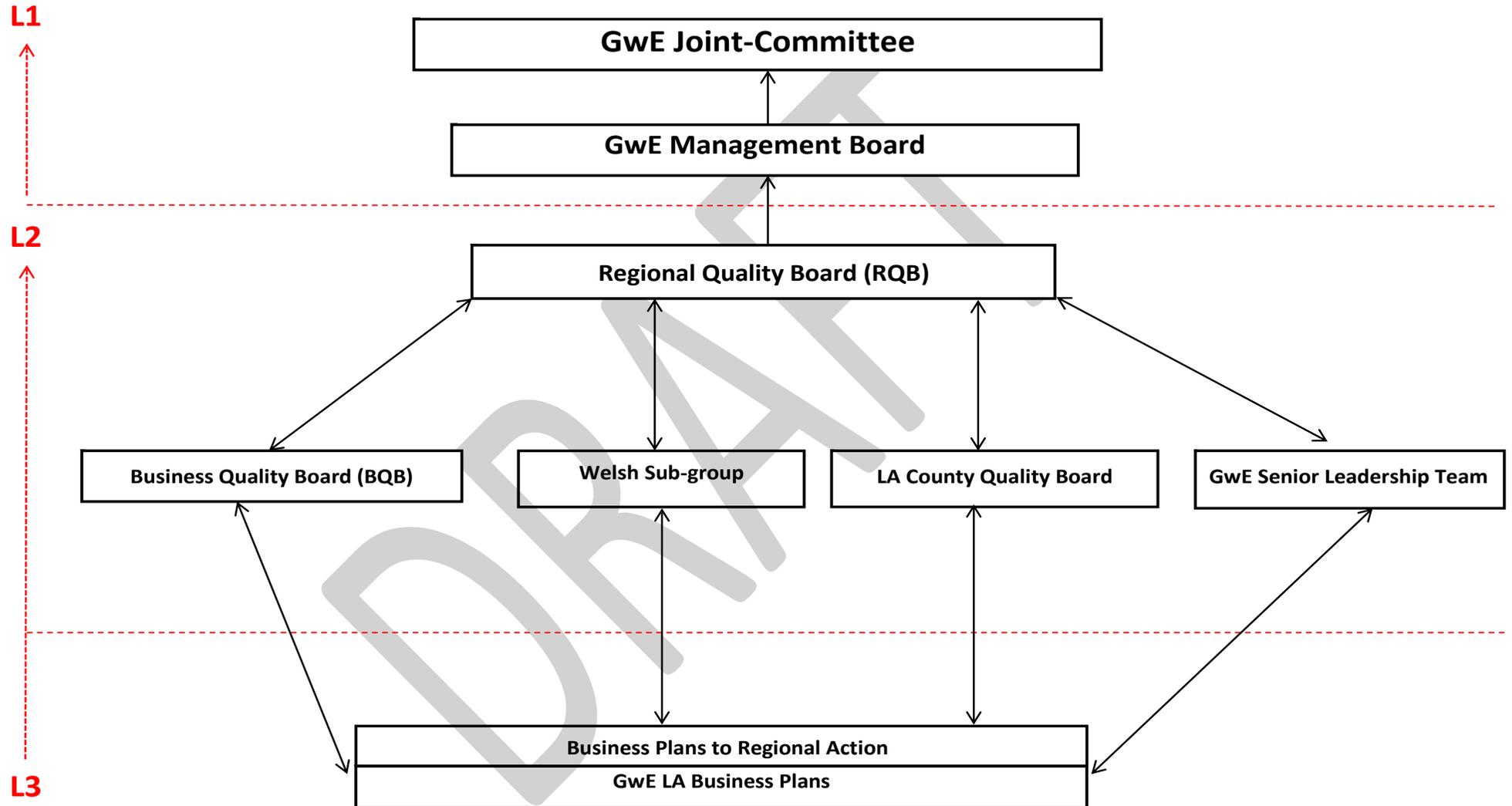
How do we manage risk?

This is an important element and Curriculum for Wales is featured within the GwE risk register. Particular activities include:

- Planning against the 4 Purposes at all levels across the region to ensure provision is offered to schools;
- Managed financial planning working closely with with Secondary and Primary Senior leads;
- Clear milestones termly on defining milestones on what good looks like for schools and for GwE itself which are regularly reviewed;
- Regular feedback to all stakeholders to include Management Board and Programme Board;
- Change management training is a clear priority

DRAFT

Annexe 1 : Performance Management Business Planning Framework Accountability



Managing Director
Arwyn Thomas

Assistant Director	Assistant Director
Rhys H. Hughes	Alwyn Jones

Senior Secondary Lead
Elfyn V Jones

Senior Primary Lead
Marc B. Hughes

Senior Successful Futures Lead
Ruth Thackery

	Core Lead Ynys Mon	Core Lead Gwynedd	Core Lead Conwy	Core Lead Denbighshire	Core Lead Flintshire	Core Lead Wrexham	Quality Assurance Lead	Quality and Data Lead	Professional Learning Lead
P	Meinir Hughes	Ioan Gruffydd	Sioned H Thomas	David Edwards	Jacqueline Chan	Jane Borthwick	Stella Gruffydd	Llyr G. Jones	Euros Davies
S	Sharon Vaughan	Ellen Williams	Phil McTague	Paul M Jones	Martynt Froggett	Huw Robertson			

	Curriculum for Wales	Curriculum	Assessment	Developing Senior Leadership	Developing Middle Leadership	Supporting Governors	Digital Competency	Teaching and Learning	Small Rural Schools
P	Catrin Roberts Jane Borthwick	Meinir Hughes	Jacqueline Chan	David Edwards	Ian Kelly	Euros Davies		Stella Gruffydd	Geraint Evans
S	Bethan James	Paul M Jones	Phil McTague	Pam McClean	Huw Robertson Ellen Williams Sharon Vaughan	Paul Coakley	Simon Billington	Bethan James	

Annexe 2: THE STRUCTURE OF OUR PROFESSIONAL AND BUSINESS TEAMS

	Welsh	English	Mathematics	Science	Literacy	Numeracy	Methodology	Ysgol GwE	PRUs
P					Vicky Lees	Manon Davies			
S	Sian Hydref	Gaynor Murphy	Delyth Ellis	Nicola Jones	Gaynor Murphy	Delyth Ellis	Dafydd Gwyn	Team	

	Welfare + FSM/PDG	ALN + Inclusion	ITE	Evaluation and Research	Health and Fitness	BAC	Foundation Phase	HR/Governance	SLO
P	Sharon Williams	Richard Cubie	Eithne Hughes	Richard Watkins	Ieuan Jones		Sioned H Thomas		Stephanie Cartmel
S						Gwenno Jarvis			Ioan Gruffydd
									Phil McTague

	GCSE Project	A Level/Post 16	Compliance	Support Assistants	Dashboard Champion	Staff Digital Competency	New Headteachers	NQT
P			Ioan Gruffydd	Stephanie Cartmel	Osian Hughes	Sian Thomas	Gareth Davies	Ieuan Jones
S	Martyn Davies	Martyn Froggett						

Annexe 3 : Business Plan Objectives and Outcomes

TO MEET OUR PRIORITIES WE HAVE SET OURSELVES THE FOLLOWING OBJECTIVES BY 2020

1. STANDARDS

- 1.1 The percentage of learners achieving the L2+ will grow at 1.5, the rate for the rest of Wales.
- 1.2 The percentage of schools performing in line with the modelled outcome for the L2+ will increase to 55% (from 38.2% in 2016).
- 1.3 The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase to 55% (from 40.0% in 2016).
- 1.4 The gap between the highest and lowest performing Local Authority in the L2+ will reduce to 5% (from 9.2% in 2017 – provisional data).
- 1.5 The percentage of learners achieving 5A*-A GCSE's, or equivalent, will grow at 1.5, the rate for the rest of Wales.
- 1.6 The percentage of learners achieving the FPI will grow at 1.5, the rate for the rest of Wales.
- 1.7 The percentage of learners achieving the higher outcomes at the end of the FP will grow at 1.5, the rate for the rest of Wales.
- 1.8 Standards in literacy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
- 1.9 Standards in numeracy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
- 1.10 The gap between our eFSM pupils and non-FSM learners will also be reduced, by at least 5%, in the L2+ and FPI.
- 1.11 Schools in the region will perform consistently above the national performance in the main post-16 performance indicators (this objective to be confirmed following the publication of the new performance measures).

2. CURRICULUM AND ASSESSMENT

- 2.1 Ensure that all schools are well prepared to deliver the new curriculum.
- 2.2 Ensure that no school receives unsatisfactory in Inspection Areas 3 and 4 during an ESTYN inspection.
- 2.3 Ensure that at least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection.
- 2.4 Ensure that all schools use tracking data purposefully to target the next steps in all pupils' learning.
- 2.5 Ensure that 90% of secondary schools are within 5% of their targets for L2+, and that 60% are within 2% of their targets.
- 2.6 Reduce secondary school variability so that there is no more than 5% between the highest and lowest performing core subject departments in the majority of schools.
- 2.7 Ensure that all clusters have robust moderation processes so that there is regional consistency and confidence in teacher assessment at all key stages.
- 2.8 Ensure that 10% of schools showcase best practice case studies in curriculum and assessment, as part of 'Ysgol GwE'.

3. LEADERSHIP

- 3.1 We will have reduced the number of schools in an Estyn statutory category by 50% (from 17 (32.7%) in August 2017 – provisional data).
- 3.2 No school will be in Special Measures.
- 3.3 We will have increased participation amongst our target audience in our leadership programmes by 50%, and overall satisfaction with the programme will increase from 85% – 90% to 95%.
- 3.4 50% of teachers completing the Middle Leadership Development Programme will have been promoted within 3 years.
- 3.5 75% of NPQH candidates will have been appointed to Headship within 3 years.
- 3.6 Leadership in the secondary sector judged by Estyn to be at least good, will increase 5% (from 55% to 60% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.7 Leadership in the primary sector judged by Estyn to be at least good, will increase 5% (from 75% to 80% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.8 Leadership in the special sector judged by Estyn to be at least good, will increase 5% (from 80% to 85% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.9 Leadership in the PRU sector judged by Estyn to be at least good, will increase 5% (from 47% to 52% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.10 No unsatisfactory leadership in the primary, secondary, special and PRU sectors.
- 3.11 No secondary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 secondary schools i.e. 9% in 2016-17).
- 3.12 No primary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 primary schools i.e. 1.4% in 2016-17).
- 3.13 No special school will be awarded Grade 'D' in stage 2 of the Categorisation process (1 special school i.e. 11% in 2016-17).
- 3.14 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the secondary sector will increase by 100% from 12 (22%) to 24 (44%).
- 3.15 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the primary sector will increase by 50% from 102 (28%) to 153 (42%).
- 3.16 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the special sector will increase by 50% from 3 (33%) to 6 (66%).
- 3.17 All schools will have good or better self-evaluation processes and improvement plans.

4. WELLBEING

- 4.1 At least 85% of schools receive good or excellent in Inspection areas 2 & 4.
- 4.2 All schools comply with the current legislative duty and statutory safeguarding policies and procedures.
- 4.3 All schools have fully embedded wellbeing in current and future planning of the curriculum to ensure that the provision for all learners meet the wellbeing agenda in Successful Futures.
- 4.4 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.
- 4.5 No PRUs will be in an Estyn statutory category.
- 4.6 No children who are looked after (LAC) to have permanent exclusion within the region.
- 4.7 All schools across the region to use tracking data purposefully (attendance and behaviour) to target pupils learning and wellbeing and monitor outcomes to improve the overall educational attainment of disadvantaged learners.
- 4.8 All schools to implement the secondary Health and Wellbeing Schools Network research survey. The data will support GwE to develop a regional baseline to measure wellbeing indicators across six key areas and identify LAs/Schools who require targeted support and interventions.
- 4.9 All schools have access to appropriate screening toolkits that enable the evaluation of the individual wellbeing of learners with ALN.
- 4.10 All schools have access to a range of wellbeing evaluation and impact measurement tools to measure the progress that learners make in learning and wellbeing from their individual starting points.
- 4.11 All schools to have appropriate methods of ensuring learner voice, participation and developing family engagement to improve the achievement and wellbeing of learners.
- 4.12 Most learners have a robust transition pathway plan to ensure post 16 progression and reducing the number of NEET aged 16 to 6% across the region.

5. TEACHING

- 5.1 90% of schools will receive good or better in inspection area 3.
- 5.2 80% of Red and Amber category schools will see an improvement in teaching and a reduction in the variance of teaching standards.
- 5.3 All teachers to have access to GwE and All-Wales action-based research with proven impact on improving the quality of teaching and learning. 40% of schools making a contribution to the directory of evidence, and at least 90% of schools accessing the information to inform their practice.
- 5.4 An annual increase of 25% in the number of excellent quality assured case studies linked to Teaching in the GwE directory.
- 5.5 All schools (of the 200+ schools who will have benefited from the input of an action-based research project) are awarded good or better grades for the quality of teaching and learning following an Estyn inspection (this will be at least 5% better than Estyn findings in schools not benefiting from the input of the project over the same period).
- 5.6 All schools, teachers and support staff are engaging in the new Professional Teaching Standards effectively to improve pedagogy through professional learning, leadership, collaboration and innovation. (80% of schools are on track to deliver professional learning which has an impact on pupil outcomes).
- 5.7 At least 50% of teachers participating in Tier 1 and 2 of the action-based research project note improved confidence and attitudes towards action research.
- 5.8 At least 80% of teachers participating in Tier 1 and 2 of the action-based research project make good or better use of all formative assessment elements.
- 5.9 At least 40% of pupils who have participated in the action-based research project note improved confidence and attitudes towards learning.

6. BUSINESS

- 6.1 A value for money framework consistently implemented by all.
- 6.2 All internal and external financial audits support sound financial control.
- 6.3 Early identification of risks are robust and managed effectively.
- 6.4 Service performance management system effectively identifies priorities, with clear success criteria.
- 6.5 A very effective performance management system which clearly sets out our future direction.
- 6.6 A very effective information management system in place which will feed the value for money and performance management system.
- 6.7 Top quartile performance in organisational health index.
- 6.8 Show year on year progress against the 7 dimensions of Learning Organisation model.

DIGITAL SCHOOLS				
	School Name	Region	Medium	Primary/Secondary/Special
1.	Ysgol y Graig	Anglesey	Welsh	Primary
2.	Cornist Park Primary School	Flintshire	English	Primary
3.	Ysgol Bryn Elian	Conwy	English	Secondary
PROFESSIONAL LEARNING SCHOOLS				
	School Name	Region	Medium	Primary/Secondary/Special
1.	Connah's Quay High School	Flintshire	English	Secondary
2.	Flint High School	Flintshire	English	Secondary
3.	St. Christopher's School	Wrexham	English	Special
4.	Ysgol Bro Tryweryn	Gwynedd	Welsh	Primary
5.	Ysgol Bryn Elian	Conwy	English	Secondary
6.	Ysgol Dyffryn Ogwen	Gwynedd	Welsh	Secondary
7.	Ysgol Eirias	Conwy	English	Secondary
8.	Ysgol Glan Gele	Conwy	English	Primary (Infants)
9.	Ysgol Gwynedd	Flintshire	English	Primary
10.	Ysgol Llandrillo yn Rhos	Conwy	English	Primary
11.	Ysgol Manod	Gwynedd	Welsh	Primary
12.	Ysgol O.M. Edwards	Gwynedd	Welsh	Primary
13.	Ysgol Pen Coch	Flintshire	English	Special
14.	Ysgolion Uwchradd Meirionnydd (Ysgol Uwchradd Tywyn, Ysgol y Berwyn, Ysgol y Gader, Ysgol y Moelwyn)	Gwynedd	Welsh	Secondary
CURRICULUM SCHOOLS				
	School Name	Region	Medium	Primary/Secondary/Special
1.	Alun School	Flintshire	English	Secondary
2.	St. Joseph's Catholic & Anglican High School	Wrexham	English	Secondary
3.	Ysgol Babanod T. Gwynn Jones	Conwy	English	Primary (Infants)
4.	Ysgol Bryn Gwalia	Flintshire	English	Primary
5.	Ysgol Gyfun Bodedern	Anglesey	Welsh	Secondary
6.	Ysgol O.M. Edwards	Gwynedd	Welsh	Primary
7.	Ysgol Pen Coch	Flintshire	English	Special
8.	Ysgolion Uwchradd Meirionnydd (Ysgol Uwchradd Tywyn, Ysgol y Berwyn, Ysgol y Gader, Ysgol y Moelwyn)	Gwynedd	Welsh	Secondary
Schools since January 2017				
1.	Rhyl High School	Denbighshire	English	Secondary
2.	Ysgol Friars	Gwynedd	English	Secondary
3.	Ysgol y Creuddyn	Conwy	English	Secondary
4.	The Maelor School	Wrexham	English	Secondary
5.	Ysgol David Hughes	Anglesey	Welsh	Secondary
6.	Ysgol Glan y Mor	Gwynedd	Welsh	Secondary
7.	Ysgol Gyfun Llangefni	Anglesey	Welsh	Secondary
8.	Ysgol Brynrefail	Gwynedd	Welsh	Secondary
9.	Ysgol Dyffryn Conwy	Conwy	Welsh	Secondary
10.	Ysgol y Gogarth	Conwy	English	Special
11.	Ysgol Dinas Bran	Denbighshire	English	Secondary
12.	Connah's Quay High School	Flintshire	English	Secondary
13.	Ysgol Syr Hugh Owen	Gwynedd	Welsh	Secondary