

Business Plan Level 1

Quarter 1 2018-19 Monitoring Report



GwE Business Plan 2017-20

Level 1

1. STANDARDS						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Quarter 1 Monitoring</i>
1 1.6 1.7 E1 P ALI x 6 R6 R7 R15	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.	Foundation Phase – improve the performance in foundation phase.	Improvements in standards at the end of the FP across the region.	Marc B Hughes	June 2018	Report to be presented in Quarter 2.
1 1.8 1.9 E1 P ALI x 6 R7	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.	Maintain good standards in Key Stage 2 and improve the performance of Conwy Local Authority.	Maintain good standards in other local Authorities. Improve the percentage of pupils achieving the CSI.	Marc B Hughes	June 2018	Report to be presented in Quarter 2.

1. STANDARDS

Ref	Challenge	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Quarter 1 Monitoring
1 1.1 - 1.5 U ALI x 6 R4 R7 R14		Improve standards at KS4: <ul style="list-style-type: none"> • Improve standards in core subjects at KS4. 	<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	Report to be presented in Quarter 2.
1 1.1 – 1.10 E1 C/U ALI x 6 R4 R7 R11 R14		Improve the performance of FSM learners, especially in English Language	<p>The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI</p>	Elfyn V Jones / Marc B Hughes	August 2018	Report to be presented in Quarter 2. .

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1 1.1 – 1.5 1.8 1.9 E1 U R4 R7 R14 ALI x 6		Improve performance in English language.	An improvement in English language KS4 results by 1.5 the rate of the national increase.	Gaynor Murphy	August 2018	Report to be presented in Quarter 2.
1 1.1 – 1.5 1.8 1.9 E1 U R4 R7 R14 ALI x 6		Improve performance in maths and numeracy	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	August 2018	Report to be presented in Quarter 2.
1 1.1 – 1.10 E1 C/U ALI x 6 R11 R14 R15		Improve performance of groups of learners: <ul style="list-style-type: none"> • FSM • Boys • MAT 	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	Report to be presented in Quarter 2. .

2. CURRICULUM AND ASSESSMENT

Developing a high-quality education profession.

Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Ref	Challenge	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Quarter 1 Monitoring
2 2.1 – 2.4 2.7 C CaA ALI x 6 R15	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	Improve the provision, curriculum planning and assessment in the Foundation Phase.	All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.	Marc B Hughes	Summer Term 2018	<p>Workshops have been held focusing on standardisation and moderation of borderline Outcome 4/5 and Outcome 5/6 pupils.</p> <p>Further regional workshops on delivering high quality FPh planning and pedagogy for FPh teachers and support staff have been delivered during the summer term.</p> <p>201 Teaching Assistants have attended Outdoor Learning workshops delivered in Conwy, Denbighshire, Flintshire and Wrexham (Gwynedd and Môn delivered during Autumn 2017). Nearly all commented that they had a better understanding of the principles of effective outdoor learning and would use the ideas shared to develop pupils key skills, creativity, problem solving skills and wellbeing, through experiential outdoor learning. 202 nursery and reception teachers and 148 teaching assistants have attended 'Nursery/Reception' (Outcome 3 and 4) numerical reasoning workshops. Tasks completed by attendees following first workshop uploaded and shared on Hwb. Nearly all who attended commented that they had a better understanding of how to plan and develop pupils numerical skills through differentiated problem solving experiences across all areas of learning and provision .</p>

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2 2.1 – 2.8 U CaA ALI x 6 R5		Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2018	All 6 Curriculum groups have received guidance in accordance with L3 Plan through all regional curriculum leaders groups - Meirion Dwyfor group have shared good practice regarding curriculum development, Arfon have created a real culture to move forward and Denbighshire have also presented through the forum. Support for skills development has been very successful in PISA sample schools, guidance only in others. No conference agreed yet. Schools now ready to update KA3.
2 2.1 – 2.8 U CaA ALI x 6 R5		Improve the quality of assessment, tracking and intervention programmes across the secondary schools.	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 2018	Academic research has been commissioned from the University of Warwick, Bangor University and WISERD into the creation of a multi-level analysis tool. Support has been requested from Welsh Government and a review of the Scottish Government analysis system was undertaken in July 2018 on a visit to Edinburgh. A visit evaluation has been submitted to SLT.
2 U CaA ALI x 6 R18		Improve provision at A Level	An improvement in A and AS results in line with targets set and to be above national averages on key indicators.	Martyn Froggett	September 2018	GwE is continuing with the work of looking at provision in all areas of the region to ensure continuing strength and breadth at post-16. Information regarding KS5 data will be included when the value added comparative data is released.

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2 2.1 – 2.8 C U DLI1 DLI2 DLI3 DLI4 CaA ALI x 6 R19		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	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	Continuous	<p>The CfW team continues to work with, and support all schools across the region, to develop the new curriculum and subsequent professional learning. Regular updates on curriculum reviews are given to the Supporting Improvement Advisers, for further dissemination with schools. Priorities and courses of action in order to raise standards are identified in Curriculum for Wales plans, where appropriate. Members of the Primary, Secondary and Curriculum teams collaborate, where appropriate, to meet those priorities.</p> <p>GwE's CfW Team is also working alongside Agile Change and ERW to develop a Change Management support pack for all SIAs and schools. Some new heads and interim heads have had training on Change Management as part of their cluster training. There will be opportunity for everybody to receive training via the training pack, webinar and face-to-face training.</p> <p>Cluster leads have started on their work and are in contact with the CfW team as regards planning and cluster engagement. The CfW team monitors and supports clusters as the work progresses. All cluster leads have received training on recent developments to share with all schools in the cluster.</p>

3. LEADERSHIP

Inspirational leaders working collaboratively to raise standards

Ref	Challenge	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Quarter 1 Monitoring
3 3.1 – 3.17 C U A ALL x 6 R6	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.	Further, develop and improve the quality of senior leadership across the region.	85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes. 50% reduction in the number of schools placed in Statutory Estyn Categories. No school to be unexpectedly placed in Estyn Statutory Category. 50% reduction in the number of schools going into Estyn Review. 50% reduction in the number of schools awarded grade D in stage 2 of the categorisation process. Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.	Pam McClean / David Edwards	Continuous	GwE is providing a range of programmes from aspiring senior leaders through to experienced Headteachers in line with the National Career Development Pathway. 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. Meetings have been held with lead representatives from each of the Local Authorities in the GwE Region to establish the exact provision with regard to that provided by GwE and that provided by each LA for new Headteachers and Acting Headteachers.
3 3.1 – 3.17 C/U A ALL x 6		Further develop and improve the quality of middle leadership across the region.	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes.	Ian Kelly	Continuous	The Middle Leadership Development Programme will be implemented as follows: <ul style="list-style-type: none"> • Present a training day to strengthen leadership, provision and performance, and establish good practice [2 Welsh and English cohorts]:

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						<ul style="list-style-type: none"> Programmes to Develop Effective Leaders and Improve Practices [SSAT] Present two training programmes for middle leaders [2 Welsh and English cohorts]: <p>GwE will also deliver bespoke training and target specific support on an individual authority basis.</p>
3 3.1 – 3.17 C/U DLI1 DLI2 DLI3 DLI4 A ALI x 6 R19		Support SLT to effectively deliver on Successful Futures.	All schools across the region are on track for delivery of Successful Futures	Ruth Thackery	Continuous	<p>GwE continues to support SLTs, with the team boasting a range of experience. One of the team's key roles is to work with, and support all schools across the region, to develop the new curriculum and subsequent professional learning.</p> <p>Within the Curriculum for Wales strategy, there are clear links with the current Primary and Secondary teams. Regular updates on curriculum reviews are given to the Supporting Improvement Advisers, for further dissemination with schools. Priorities and courses of action in order to raise standards are identified in Curriculum for Wales plans, where appropriate. Members of the Primary, Secondary and Curriculum teams collaborate, where appropriate, to meet those priorities.</p>
3 3.1 – 3.4 3.6 3.10 - 311		Improve quality of departmental leadership in secondary core subjects.	85% of core subject departments have good or better Quality Assurance and accountability processes. Middle leaders make effective	Gaynor Murphy Catrin Wyn Jones Dafydd Gwyn Nicola Jones	Continuous	<p>All HoD across all cores subjects are given guidance and support on key aspects within regional and local networks.</p> <p>The support for each department are articulated within individual support plans.</p>

3. LEADERSHIP

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Ref	Challenge	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Quarter 1 Monitoring
3.14 –3.17 U A R4 All x 6		<ul style="list-style-type: none"> Welsh Mathematics Science 	and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets and that 60% are within 2% in core subjects.			Clear action plan and business plan in place.
3 3.1 – 3.17 C U A R6 All x 6		Develop Aspiring Headteachers / Senior Leaders	<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	Continuous	<p>GwE is providing a range of programmes from aspiring senior leaders through to experienced Headteachers in line with the National Career Development Pathway. 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>Meetings have been held with lead representatives from each of the Local Authorities in the GwE Region to establish the exact provision with regard to that provided by GwE and that provided by each LA for new Headteachers and Acting Headteachers.</p>

4. WELLBEING

Strong and inclusive schools committed to excellence, equity and well-being

Ref	Challenge	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Quarter 1 Monitoring
4 4.1 - 4.12 C	WELLBEING – create the conditions to ensure that learners develop as healthy, resilient and	Develop and Implement an overarching strategy for Wellbeing across	<p>Strategy implemented across the region.</p> <p>Effective collaborative</p>	Sharon Williams	November – December 2018.	Further work needs to be done to complete the overview of Wellbeing within the organisation. A range of meetings have been completed with LA's and GwE staff and WG.

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U LI R11 ALI x 6	globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.	the region.	<p>approach to deliver an overarching national agenda with clear roles and responsibilities of all partnerships.</p> <p>Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners.</p> <p>Most schools make effective use of the pupil development grant.</p>			Clear action plan and business plan in place.

5. TEACHING

Developing a high-quality education profession

Ref	Challenge	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Quarter 1 Monitoring
5 5.1 – 5.9 C/U D R4 ALI x 6	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	Improve and strengthen the role of leaders in leading the teaching and learning.	<p>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.</p> <p>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</p>	Stella Gruffydd / Bethan James	November 2018	<p>Regional workshops have taken place to train school leaders to use the Teaching and Learning continuum effectively. 150 schools across the region took part in these workshops.</p> <p>All HoD across all cores subjects are given guidance and support on leading the teaching and learning within regional and local networks.</p>

	context, to ensure positive impact on learning and achievement is paramount		<p>better achieved by 85% of schools across the region.</p> <p>An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.</p>			
5 5.1 – 5.9 C/U D R4 All x 6		Improve the quality of teaching and the experiences for learners	<p>High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed).</p> <p>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 excellent practice. Estyn reports on any participating schools confirming this.</p> <p>Positive impact on pupil standards at expected and higher level.</p>	Stella Gruffydd / Bethan James	November 2018	There is effective joint working between the region and the well-known education practitioner, Shirley Clarke. 27 schools have been selected across the region to work together as research teams led by Shirley Clarke. Tier 1 schools have successfully completed their work. Day 2 with Shirley Clarke took place on June 14 and 15. 201 Tier 2 schools have been selected through a robust process. Information has been communicated with the schools regarding events and training in the Autumn term.

6. BUSINESS

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6 B	BUSINESS – to ensure that GwE has strong governance and effective business and operational	Fully embed the G6 across the region and continue to develop the effective use of	Effective and timely use of information across all levels of implementation.	Llyr G Jones	June 2018	Effective rollout of initial G6 training completed for all schools across the six authorities between January and May 2018. Phase 2 work programme effectively

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	support that provides value for money.	the system to facilitate collaboration and the sharing of successful practice.	Wider range of data and live information on progress on hand for SIAs, LA Officers and schools			<p>completed including the development of collaborative priorities and resource library. A series of effective regional surgeries were held for SIAs and administrative staff across the region. A series of guidance documents, including video clips were also produced for both GwE and school users to support new developments in the system. Early consultations held with both Primary and Secondary head teachers across the region have yielded positive feedback.</p> <p>Responses gathered from head teachers during the WG National Accountability conference referenced the positive use of G6. All SIA's tasked with identifying successful practice case studies during the summer term visit to populate G6.</p> <p>Initial discussions held on the development of QA processes for reports and school involvement. Phase three development will include a specific profile for Ysgol GwE on the main G6 dashboard.</p>
6 B 6.7		Undertake an organisational health survey	Aim for top quartile performance in organisational health index.	Susan O Jones	Continuous	Pending.
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	Continuous	GwE is continuing to work with the OECD on developing the Consortia and LA as learning organisations. Any lessons learned from this work are shared with other regions, and internationally, as we are attempting to develop further as a vibrant and healthy

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						<p>organisation.</p> <p>Professional Learning Schools have been working on developing various pilot studies. This includes working with the OECD on the 7 dimensions of Schools as Learning Organisations, the Professional Learning Offer for Digital Learning and also on trialling the Professional Teaching Standards.</p> <p>GwE continues to work with Schools as Learning Organisation and share experiences of working with Professional Teaching and Leadership standards</p>
6 B		Continue to develop the working relationship and develop opportunities for action research for schools across the region.		Rhys H Hughes		<p>GwE is continuing to develop the working relationship and is developing opportunities for action research for schools across the region.</p> <p>The "Collaborative Institute for Education Research, Evidence and Impact (CIEREI)" between GwE and Bangor University means that two establishments are working together to look at establishing effective evaluation systems within our establishment. The collaboration involves looking at developing action research in terms of wellbeing elements, and also researching into effective leadership elements.</p> <p>Bangor University and GwE are also working effectively on promoting evidence-based strategies, to improve outcomes for example the NorthWORTS-SP project with Bangor</p>

6. BUSINESS

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						<p>University's Schools of Psychology and Education.</p> <p>GwE has collaborated closely with CIEREI to provide effective support on developing research practice for a range of schools and specific Advisers across the region. Collaboration has successfully mapped out research and methods and evidence. Practitioners have used this 'map' to enrich their approaches to literacy across the curriculum, STEM subjects, improve feedback and increase the level of challenge in lessons.</p>

