



Gwasanaeth Effeithiolrwydd a
Gwellu Ysgolion Rhanbarthol Gogledd Cymru
Regional School Effectiveness &
Improvement Service for North Wales

GwE Joint Committee

Annual Report

2014-2015



GwEGogledd.Cymru | GwENorth.Wales

Foreword

GwE, the fully bilingual regional School Effectiveness and Improvement Service for North Wales, works alongside and on behalf of the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region and to improve outcomes for pupils by ensuring effective leadership at all levels and quality teaching and learning in all classrooms. By providing focused and supportive challenge and challenging support, GwE's fundamental objective is to develop a self-improving system which trusts schools and their leaders at every level to guide us on that journey. At best, close collaboration between schools can be extremely challenging and leads us to the realisation that perhaps what we perceived as being excellent practice is not in fact excellent. Schools need to improve themselves for the sake of the learners in their care; it is up to GwE to ensure that this happens.

Governance

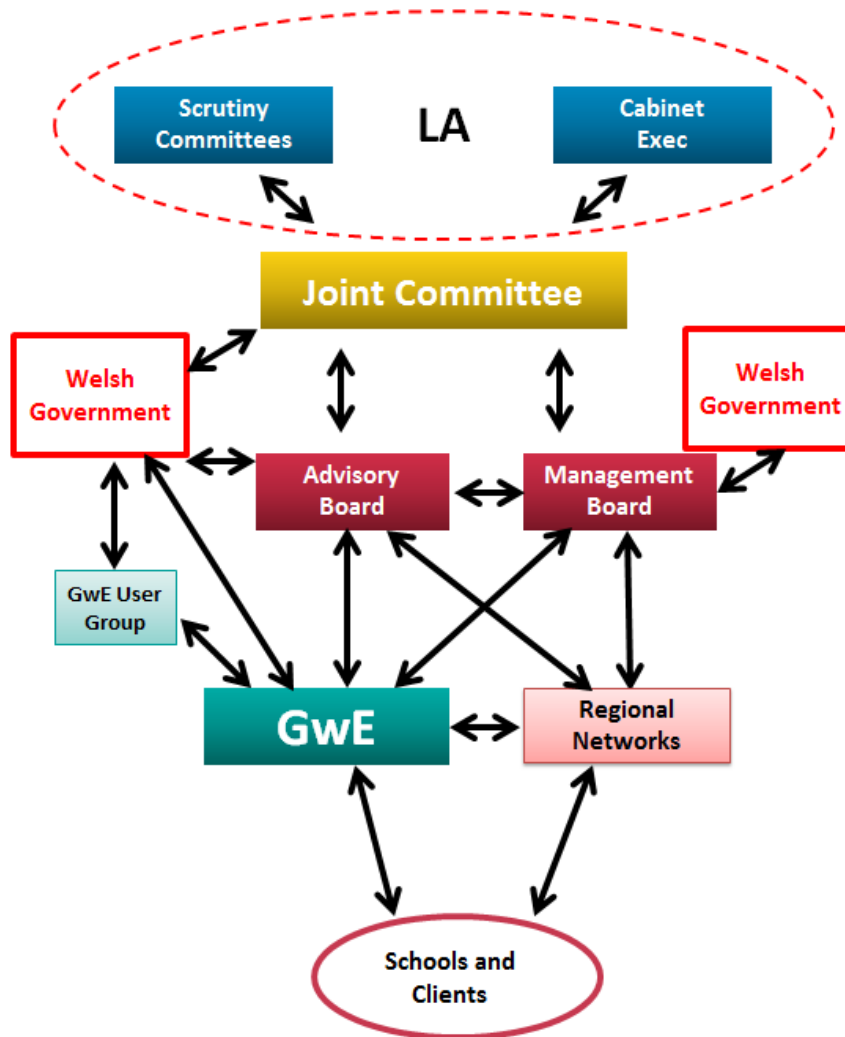
The Inter Authority Agreement between the six North Wales Authorities defines the governance arrangements for the GwE Joint Committee, including its Terms of Reference and Delegated Powers. In doing so it also identifies which matters are specifically reserved to the individual partner authorities to determine. The terms of reference and delegated powers of the Joint Committee are:

- i. to promote joint working in the delivery of the Service through:
- ii. facilitating constructive partnership working;
- iii. engaging with key interested bodies and stakeholders when appropriate; and
- iv. carrying out such other activities calculated to facilitate, or which are conducive to the successful delivery of the Service; and
- v. to oversee the management of the Service and ensure that the Service is provided and performs in accordance with the expectations of the Partner Authorities as reflected in the Full Business Case, Inter Authority Agreement and agreed Annual Business Plan;
- vi. to approve the budget for the Service on an annual basis';
- vii. to approve the business plan for the Service on an annual basis;
- viii. to monitor and manage the risks associated with the Service;
- ix. to ratify requests from the Service for additional budget funding from individual Councils;
- x. to approve the staff structure of the Service;
- xi. to appoint the Managing Director of the Service;
- xii. to decide on disciplinary action against the Managing Director; and
- xiii. where required, to determine or arrange for the determination of appeals in relation to Human Resources matters.

The following matters are specifically reserved for individual Cabinet decision:

- i. approval of inter-Council partnership governance arrangements;
- ii. increase of budget over agreed Council contributions;
- iii. procuring the necessary audit and assurance checks; and
- iv. termination of the Partnership.

Governance Structure



Membership of the Joint Committee

Voting Members	Officer Members –Non Voting
6x Education Portfolio Members <i>one from each NW LA</i>	6x Statutory Chief Education Officers (<i>one from each NW LA</i>)
Co-opted Non-voting Members*	Officers in Attendance
1x Diocese Representative <i>nominated from across the Wrexham, St Asaph and Bangor Diocese, on a rotating bi-annual term</i> 1x Primary Schools Representative	1x Legal Representative 1x S151 Representative

1x Secondary Schools Representative	
1x Special Schools Representative	
1x Governor Representative	Other specialists as requested

Vision

Our vision is to develop a world class system of education where every pupil within the region will be able to access consistently high quality teaching in all classrooms and where all schools, wherever their geographical location, will be led by excellent leaders. To achieve our vision, GwE will work with all stakeholders to robustly and effectively support, challenge and monitor performance at all levels and ensure that the categorisation framework is used consistently to target support in proportion to the need that is identified.

The national improvement plan, “Qualified for Life” is an indication of a commitment to the concept of a self-improving education system, and encapsulates the vision of school leaders working together, taking charge of their future and development. Whilst those within our schools must take responsibility for raising standards within their own establishments, GwE is trying to nurture a mentality of mutually celebrating the achievements of an entire system - ***“I want every school to be a good school, but I want my school to be that little bit better”***.

Priority Outcomes for 2014-15

The priority outcomes for 2014-15 were identified in the GwE Annual Business Plan and agreed by the Joint Committee and the individual local authorities. They were as follows:

Section 1: Key priorities for improving learner outcomes

1. *Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4*
2. *Raise standards for learners eligible for FSM*
3. *Raise standards for learners in the national reading and numeracy tests across the region*
4. *Increase the uptake of, and raise standards in, Welsh as a First Language across the region in line with the WESP in individual LAs*
5. *Increase the proportion of 16 year old learners who achieve at least 5 A* or A grades by the end of KS4*
6. *Establish and promote an effective regional model for school>school support*
7. *Develop quality leadership and teaching and learning at all levels*
8. *Support schools to develop more robust and effective assessment, standardisation and moderation processes*

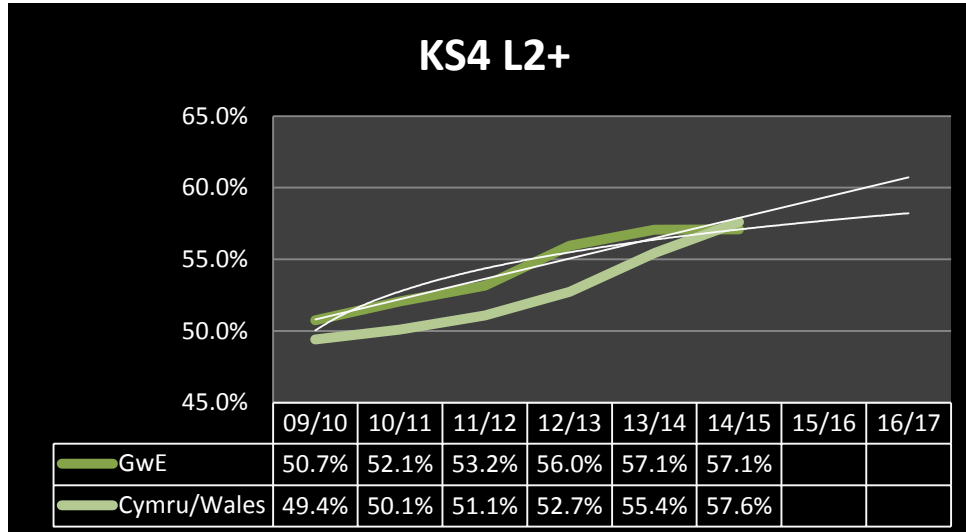
Section 2: Key priorities for developing the business capacity and functions of GwE as an organisation

1. *Develop leadership and business capacity to effectively fulfil key functions.*
2. *Ensure the effective governance of GwE*
3. *Ensure robust scrutiny and quality assurance at all levels*
4. *Ensure that GwE becomes a sustainable and effective leading partner within the educational community*

Progress against priority outcomes

Section 1: Key priorities for improving learner outcomes

1. *Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4*



GwE's core function has been to robustly support and challenge underperforming schools [specifically those identified through the categorisation process] and ensure that they have effective strategic improvement plans for raising achievement which clearly outline how they will make effective use of GwE commissioned support and national grants [especially SEG/PDG during 2014/15]. GwE SLT have quality assured this process within and across hubs and have instigated further discussions and support where inconsistency has been detected. This quality assurance of the work of all Challenge Advisers is to ensure that all schools receive the highest level of challenge and support. As a result, targeted schools now have more robust strategic improvement plans in place.

GwE has also further developed the regional capacity of the service to support underperforming and coasting school via secondment opportunities and discrete commissioning to respond to situations of concern, and is able to do so in a consistent and co-ordinated manner. Effective use has been made of the commissioning budget, school to school support and Headteacher secondment for targeted schools. Stakeholder response in relevant surveys and case studies confirm the strong impact and appreciation of GwE targeted support.

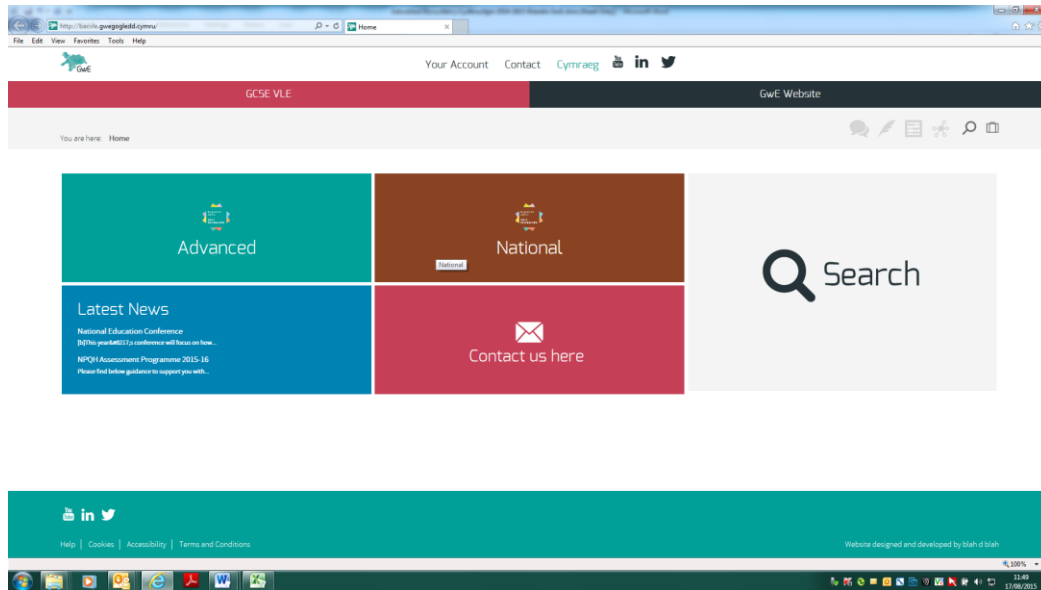
GCSE 2015/PISA Project:

Lead Schools (and Lead Practitioners) for all four core subjects have been identified and confirmed [Welsh: Ysgolion Botwnnog, Dyffryn Ogwen, Tryfan/English:Ysgol Bryn Elian/Maths Ysgol Eirias and Ysgol Glan Clwyd /Science : Ysgol Alun and Ysgolion Môn]. Exemplar materials have been produced by Lead Schools which have undergone a two tier quality assurance process via GwE subject leads and an external consultant. Workshops were held in February (for Welsh, English and Mathematics) and June (Welsh and English) – school attendance and feedback was very good. All exemplar materials have been placed on the GwE website and are available to Schools. Schools receive a ‘GCSE 2015/PISA’ bulletin every half term to inform them of developments. Leading Practitioners (for Mathematics and Science) have attended Heads of Mathematics/Science meetings in many LAs. A National Conference was held on 26 March to showcase good practice with regard to GCSE. Nearly 300 attended and feedback was very positive.

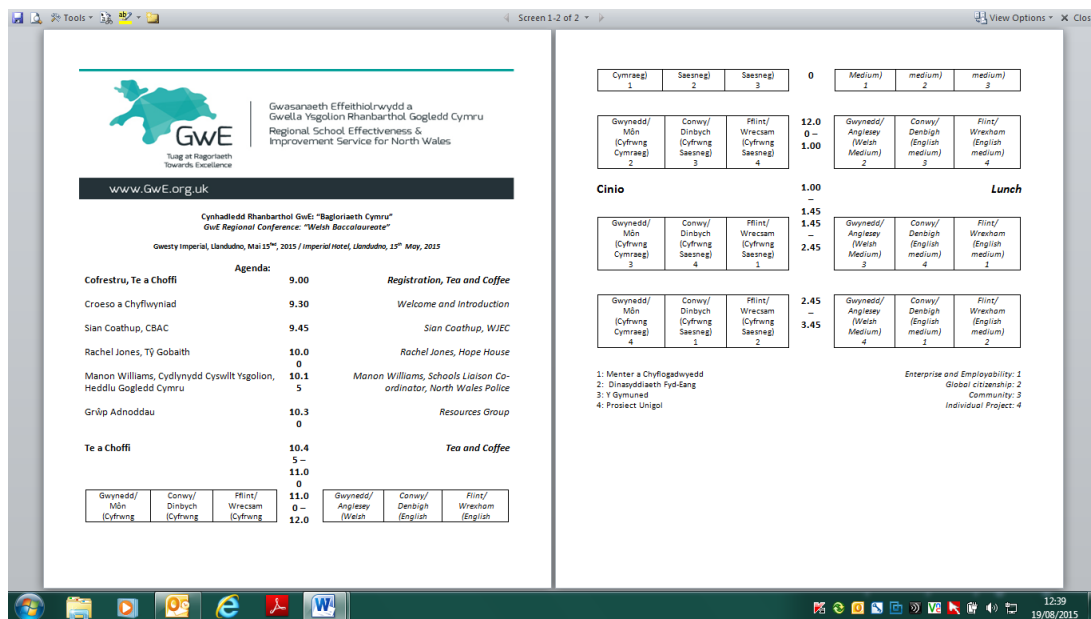
Welsh Baccalaureate:

A £75,000 grant was received to support the development of the Welsh Baccalaureate in the region during 2014-15 Four Leading Practitioners have been identified – and have led four Development Groups (one for each of the three challenges and one for the individual project) and produced Teaching and Learning resources to support the development of skills within the Challenges/Individual Project.

All materials have been placed on the GwE website and are available to schools.



A Regional Education Conference was held on 15 May 2015 to share resources. Over 100 attended and the feedback was very positive.



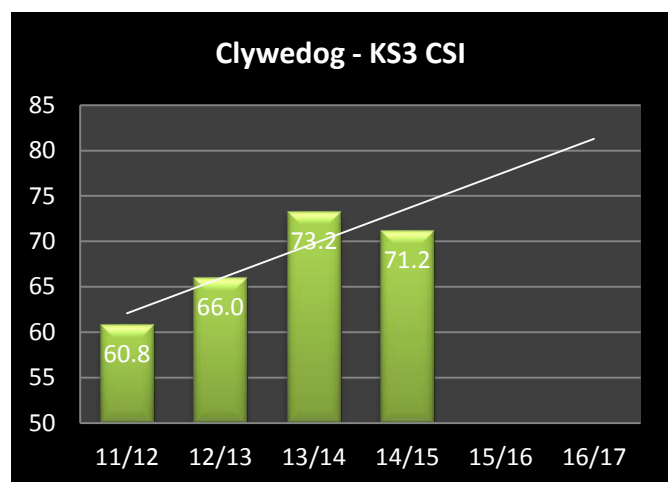
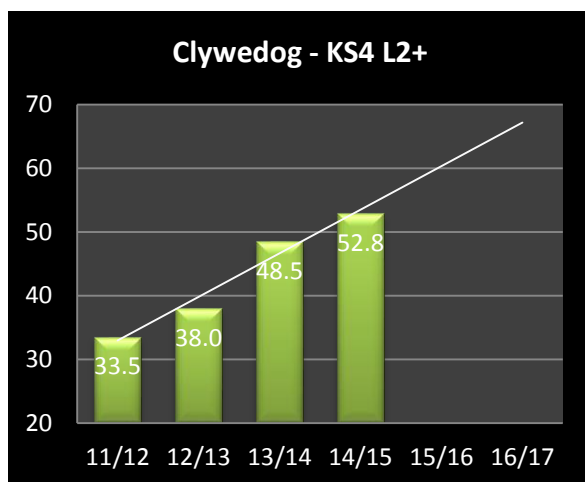
The formation of Welsh Bacallaureate Co-ordinator groups in every LA was facilitated and a regional Welsh Bacallaureate group has been created.

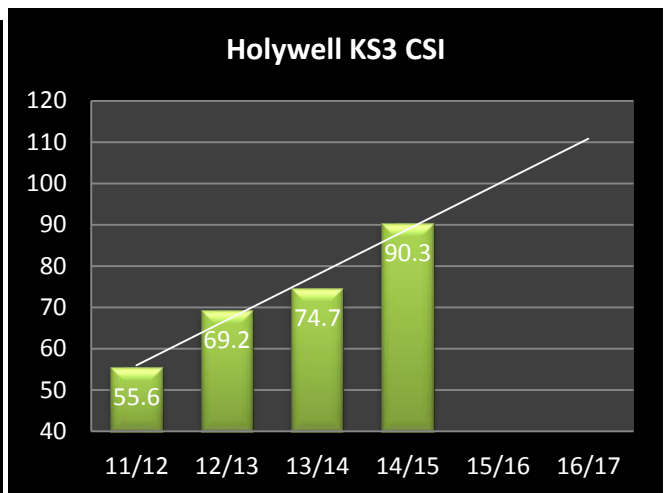
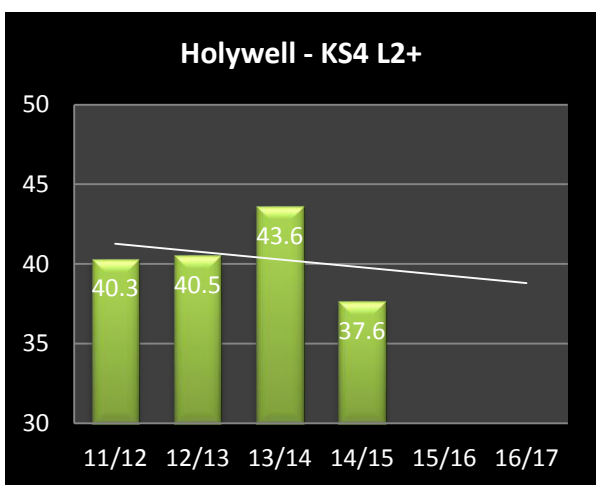
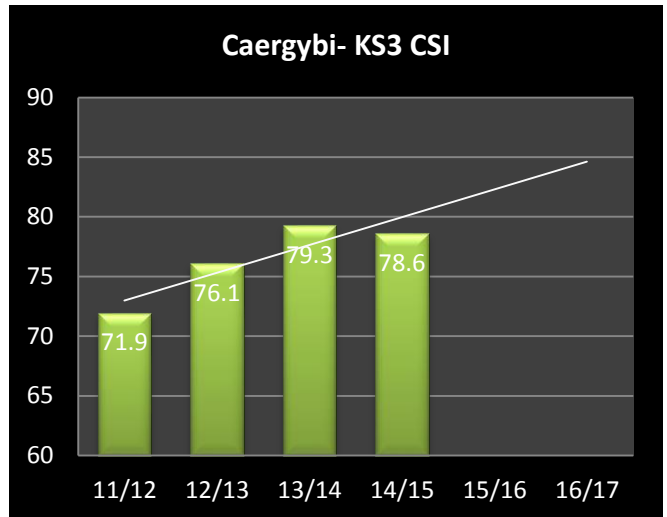
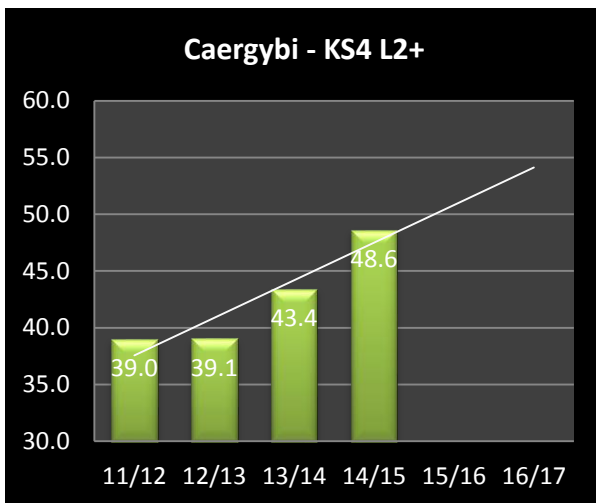
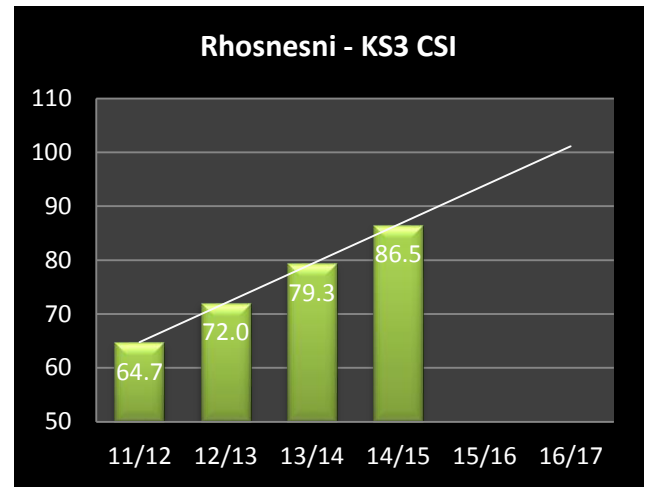
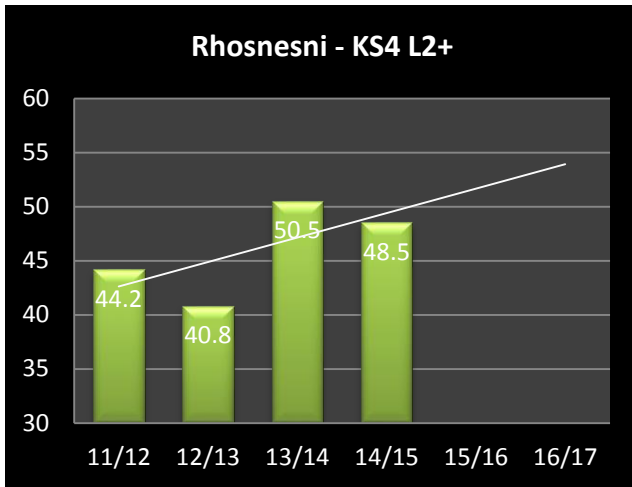
An application for a £50,000 grant to support the development of the Welsh Bacallaureate in the region during 2015-16 has been approved

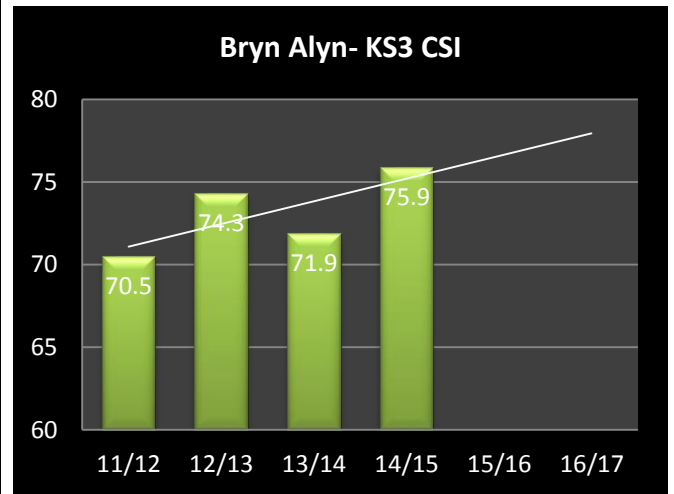
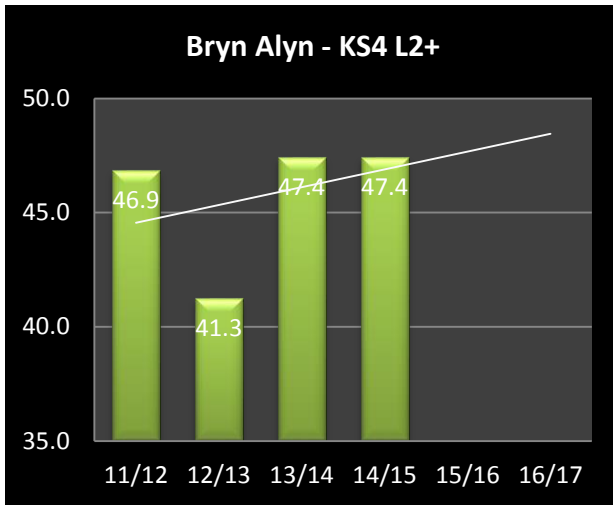
Schools Challenge Cymru:

Single Development Plans for all five SCC schools has been approved and funding confirmed. 2014-15 Individual Development Plans for each of the five SCC schools have been implemented . 2015-16 Individual Development Plans for each of the five SCC schools have been submitted to WG. Capital Spending has been confirmed and funding drawn down via LA. Capacity Building plans submitted and approved and all partner schools informed.

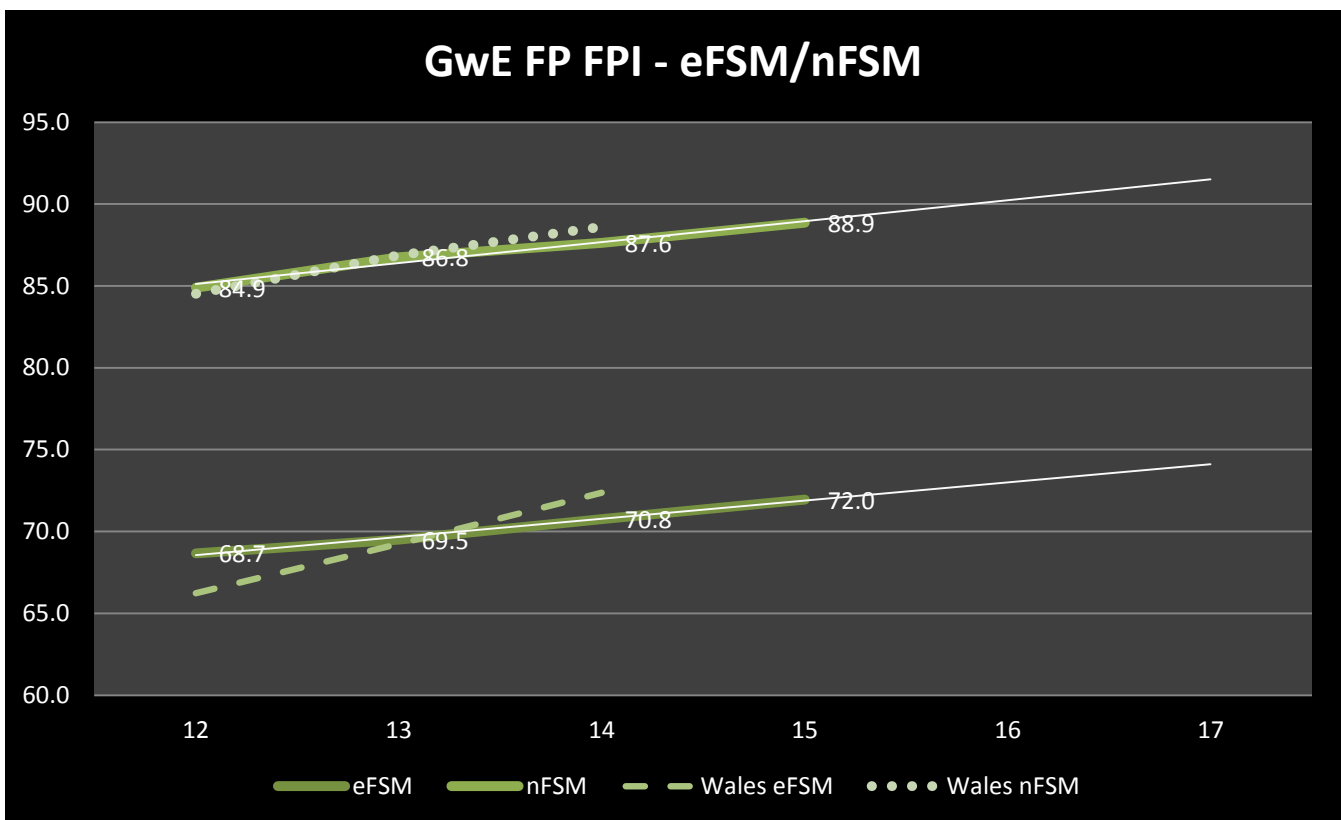
School	Capacity Building	Revenue	Capital
Caergybi	£13,260	£149,298	£199,876
Holywell	£16,025	£159,202	£12,500
Rhosnesni	£15,525	£138,700	£110,000
Bryn Alyn	£71,125	£180,300	£140,000
Clywedog	£71,875	£162,500	£180,000

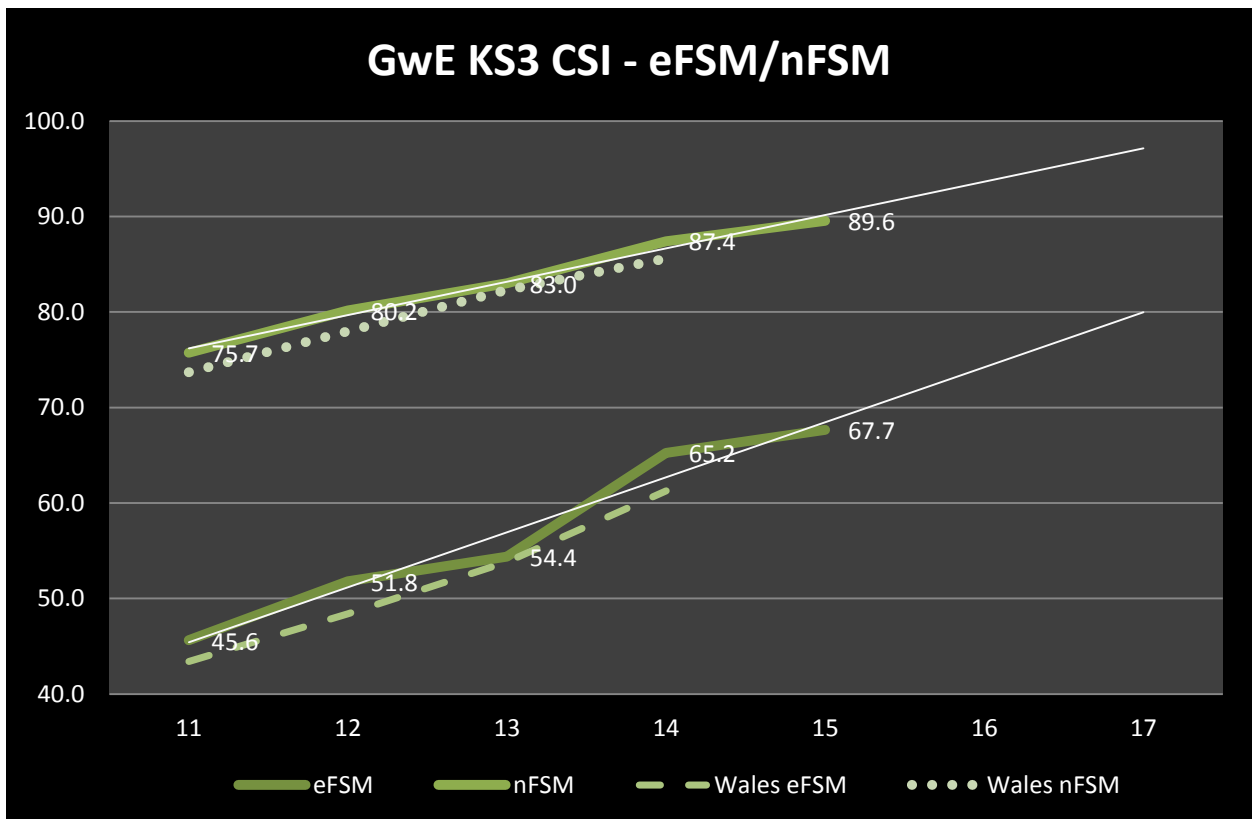
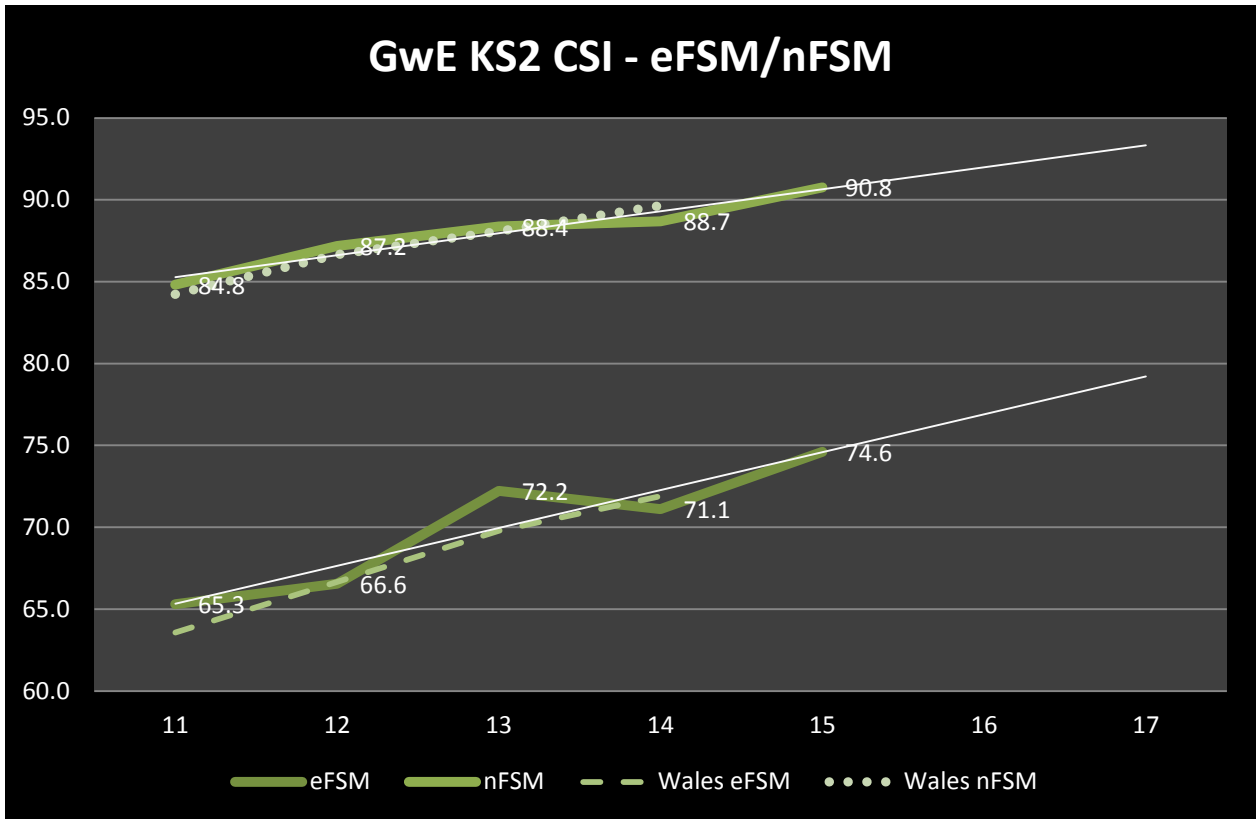


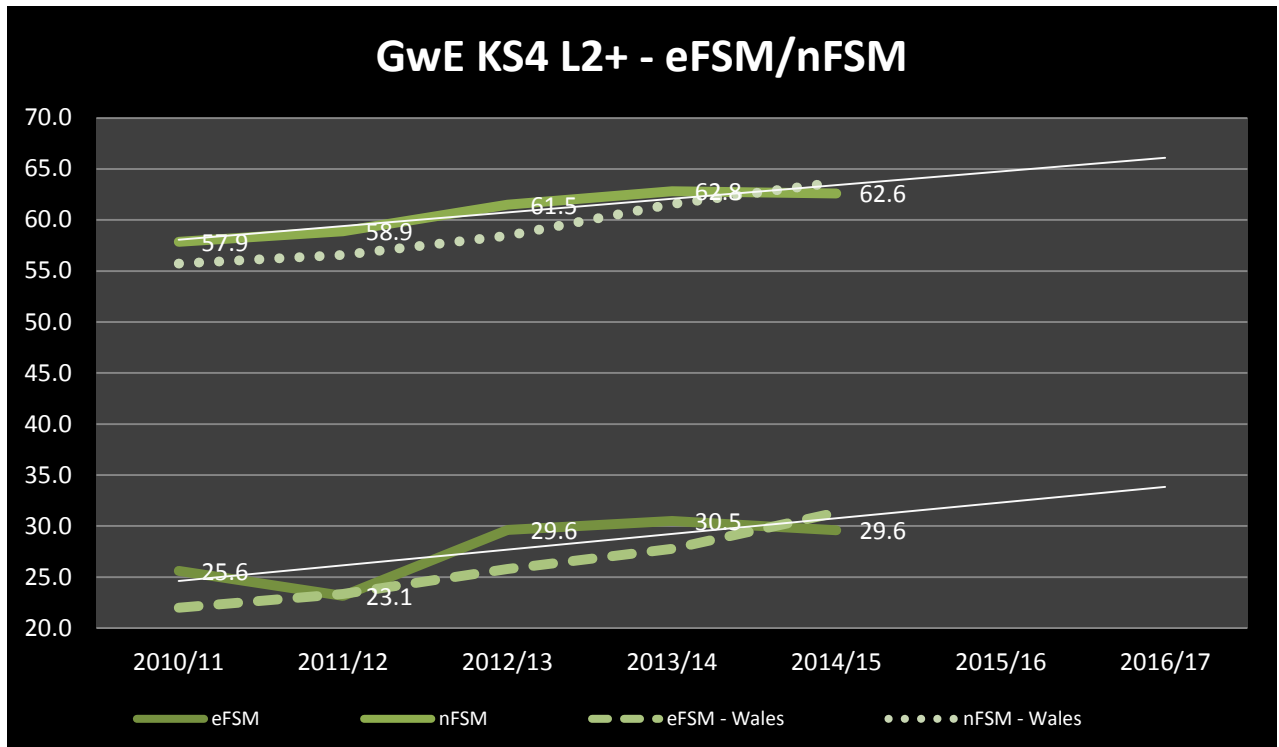




2. Raise standards for learners eligible for FSM







GwE has sought to ensure that every school has a clearly designated lead for FSM pupils and that schools have appropriate plans for effective deployment of Pupil Deprivation Grant (PDG) funding [as part of a wider strategy to raise standards for this cohort of learners].

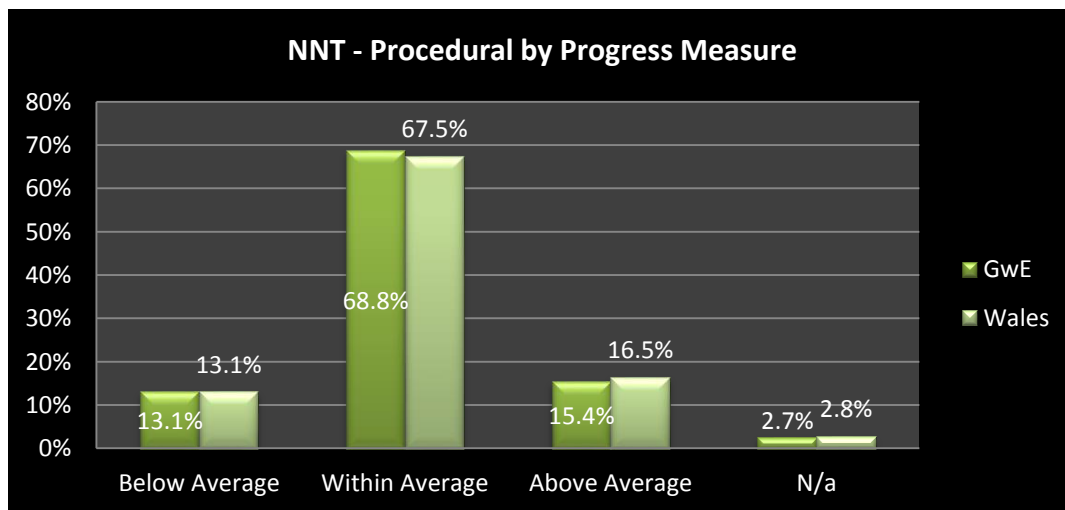
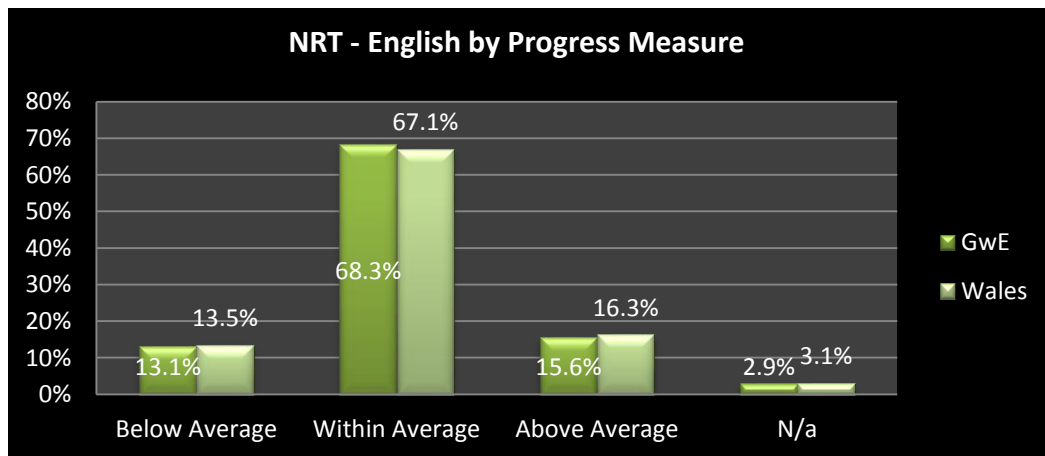
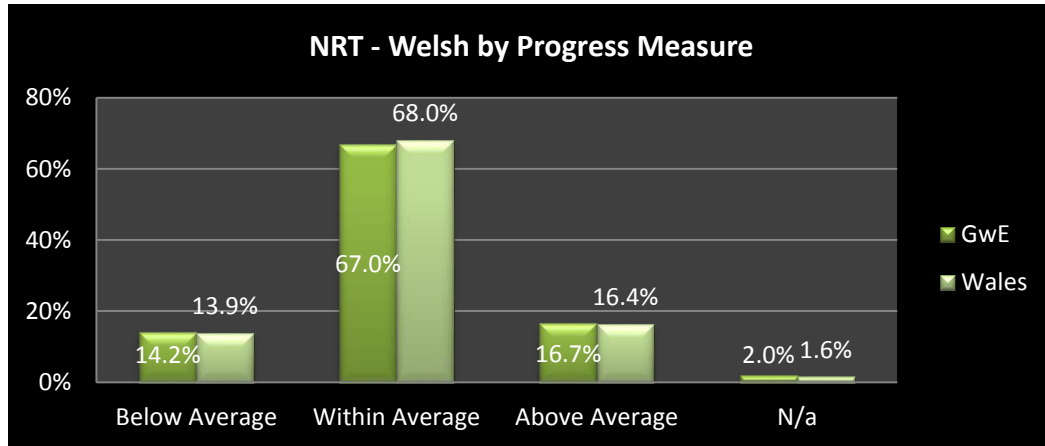
A session was held for Challenge Advisers on 23 April on the requirements of PDG planning for 2015/16. Relevant documents were shared with schools via the GwE website, which include many case studies of successful practice. All Visit 1 sessions with schools required the Challenge Adviser to focus specifically on outcomes for FSM learners. The quality assurance visits carried out by Senior Challenge Advisers and an audit of Visit 1 reports confirmed that this was being carried out as planned. In most cases the Advisers also discussed with schools the new requirements for School Development Plans and the future PDG funding arrangements.

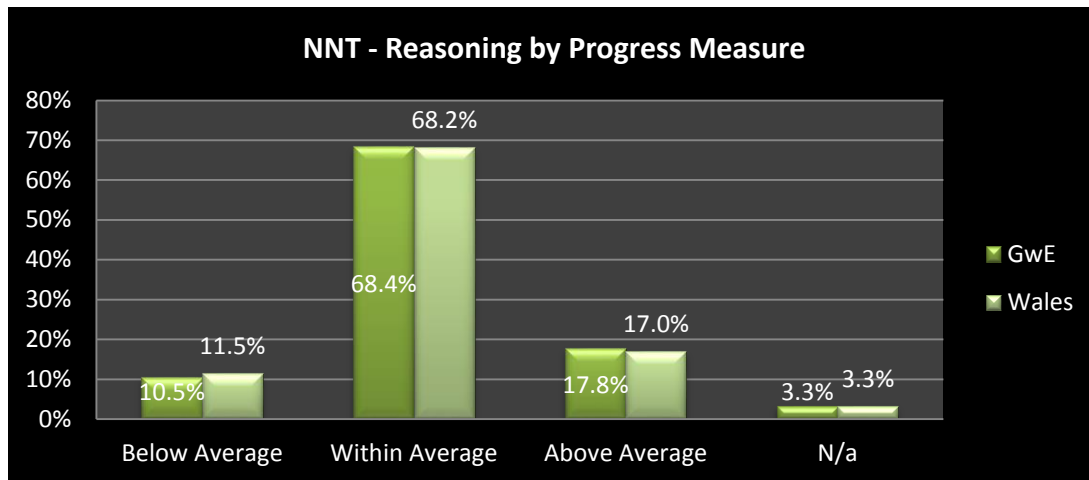
During the school-to-school conference held on 2 June 2015, eight lead schools delivered workshops in which they shared their effective practice with regard to raising the attainment of FSM learners.

A regional lead was seconded to co-ordinate the LAC regional strategy, who started in post on 1/6/15. Sessions to share information and plan support for vulnerable learners were held on 9/10 July 2015. This gave an opportunity for vulnerable learner leaders/coordinators in every school within the region to attend (211 attended in total).

GwE is arranging a National Conference on reducing the impact of deprivation on education attainment, to be held on 9th November 2015 at Venue Cymru, Llandudno. The minister has been invited.

3. Raise the literacy and numeracy standards of learners





A Senior Challenge Advisor (SCA) has been in post to lead on this work since September 2014. This has significantly increased capacity and the pace of action with regards to this priority area.

Regional Strategy has been developed under the leadership of the SCA, working with a *Task and Finish Group* with representatives from schools, LAs and the NSP.

Strategy has been shared with stakeholders together with SCA follow-up to headteachers' strategic meetings by invitation. Autumn term actions have been 'RAG'ed by the SCA and this was scrutinised and challenged by the Regional Strategic Group on 11/2/15

Implementation of the strategy for 2014/15 has been evaluated and areas for development for the forthcoming year have been identified. A meeting was held on 23 June to report to LA officers.

Due to the increased capacity (see above) there have been more regular meetings between the SCA and the NSP Senior Partner. This has resulted in a more coordinated approach to the support being offered to schools, and less duplication, although this has not been totally eradicated. An agreement between the NSP and GwE with regards to partnership working has also been established and shared with all stakeholders. These meetings have also resulted in a faster response to support requests from schools. There has also been reduced duplication at local level; however this continued to be a concern at a national level.

The NSP will come to an end in July 2015 and the focus has more recently been on the transfer of information to GwE, which will take on the responsibility of supporting schools with literacy and numeracy from September onwards. The SCA has continued to attend National meetings with CfBT so as to ensure there is no duplication in the support offered to schools.

GwE's Associate Partners (AP) have provided support for leaders of literacy and numeracy in schools this term through:

- network meetings for literacy and numeracy leaders in secondary schools
- training for numeracy co-ordinators in primary schools on developing numerical reasoning
- training for literacy leaders in Flintshire LA on developing extended writing in their primary schools

Secondary school networking sessions have been very successful this year, with very positive feedback from a high percentage of schools that attended. However, literacy and numeracy leaders in secondary schools not having enough non-contact time to take action on the recommendations of these meetings is still a cause for concern, as is lack of time to share the information with colleagues and to support other staff.

During the spring and summer term 2015, the following training for literacy and numeracy leaders took place:

Numerical Reasoning (Primary) – 84 schools

Procedural Numeracy (Primary) – 62 schools

Higher Order Reading Skills (Primary) - 166 schools

Numerical Reasoning (Secondary) – 14 schools

Developing Whole School Literacy (Secondary) – 21 schools

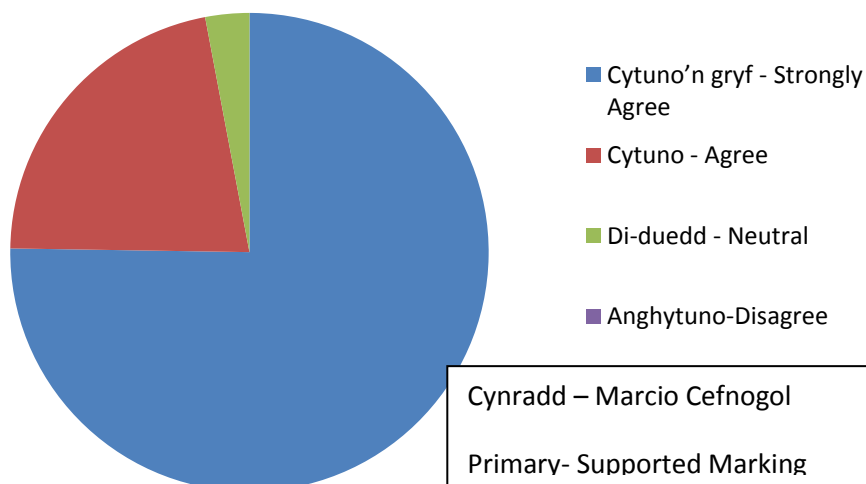
Revised Areas of Learning and Programmes of Study (Primary and Secondary) – 321 schools

Supported Marking – Numerical Reasoning (Primary and Secondary) – 133 schools

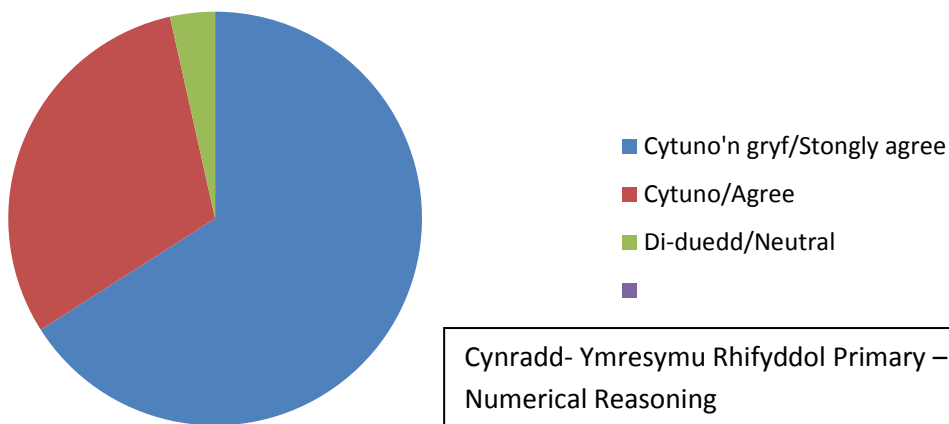
The feedback for all these sessions was very positive indeed.

Evaluations of Primary Training 2014/2015

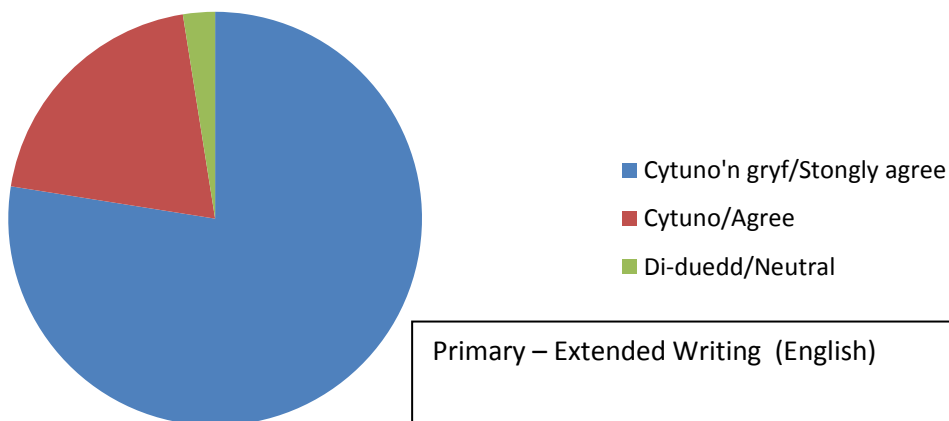
7. Rwy'n teimlo'n fwy hyderus i gefnogi staff gyda marcio'r profion. I feel more able to support staff in the marking of numerical reasoning tests



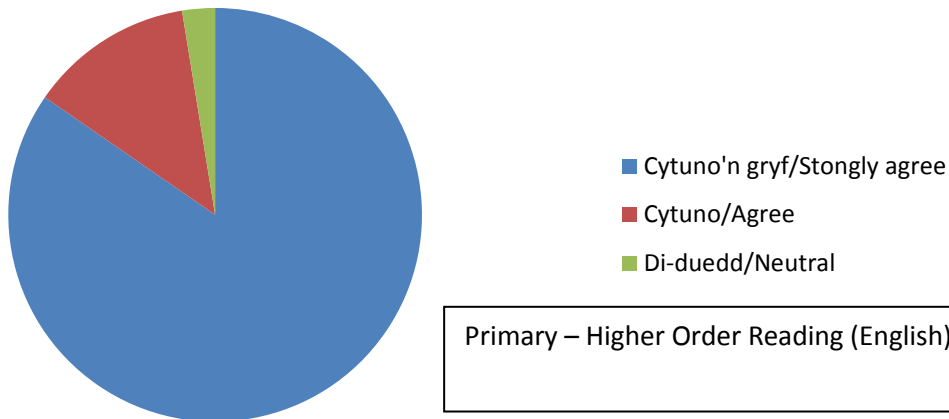
6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work



6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work

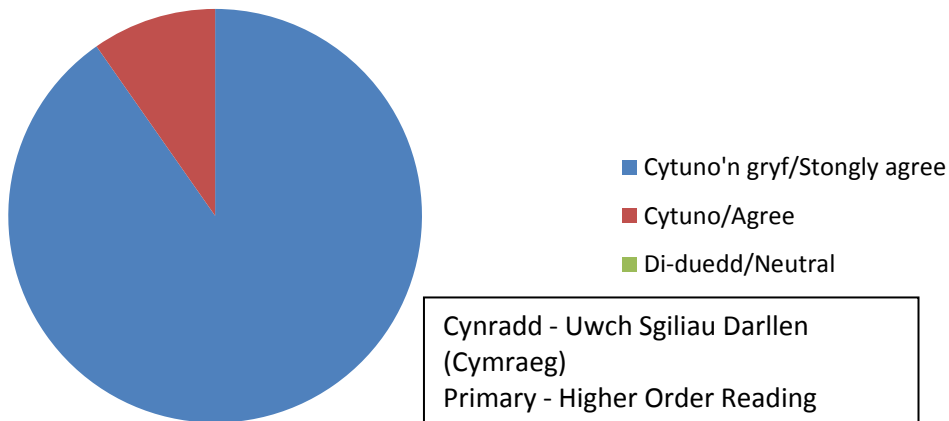


6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work



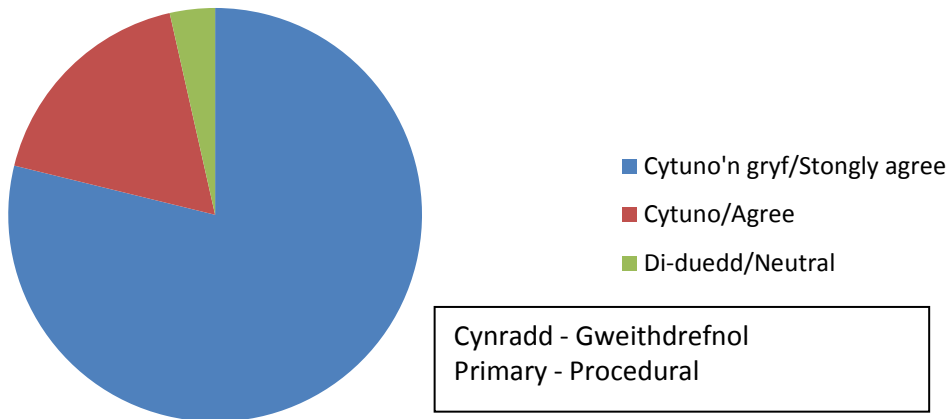
Primary – Higher Order Reading (English)

6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work



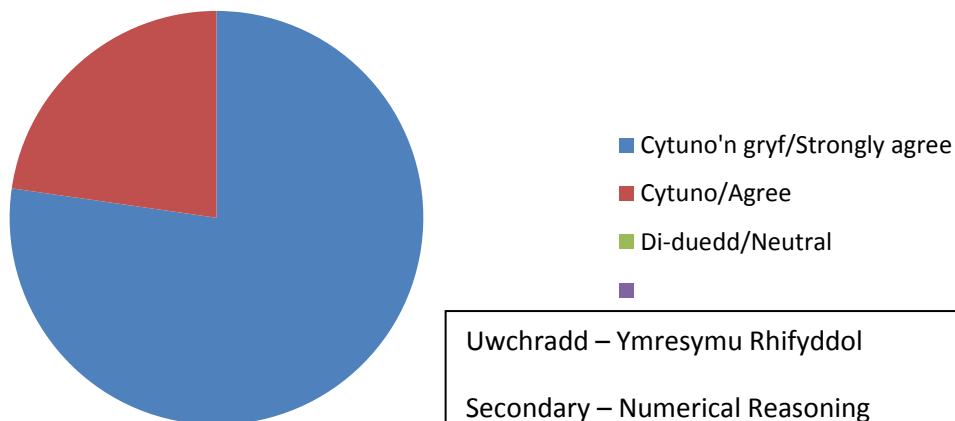
Cynradd - Uwch Sgiliau Darllen
(Cymraeg)
Primary - Higher Order Reading
(Welsh)

6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work

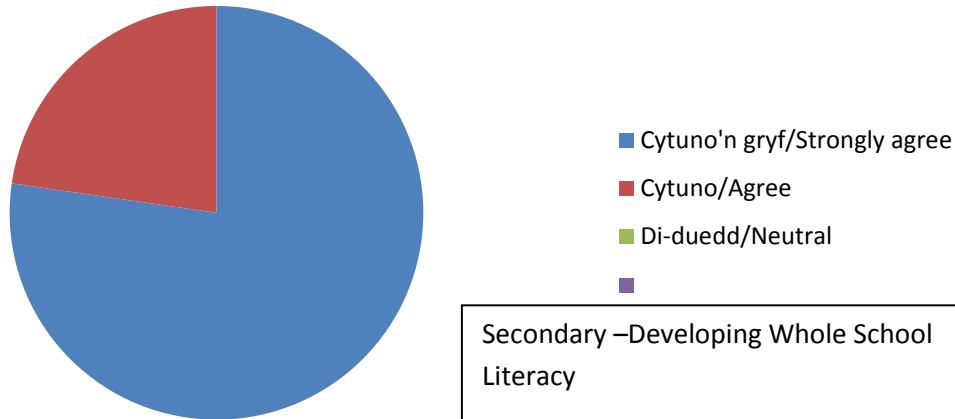


Evaluations of Secondary Training 2014/2015

6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work



6. Bydd yr hyfforddiant hwn yn ddefnyddiol yn fy ngwaith - This training experience will be useful in my work

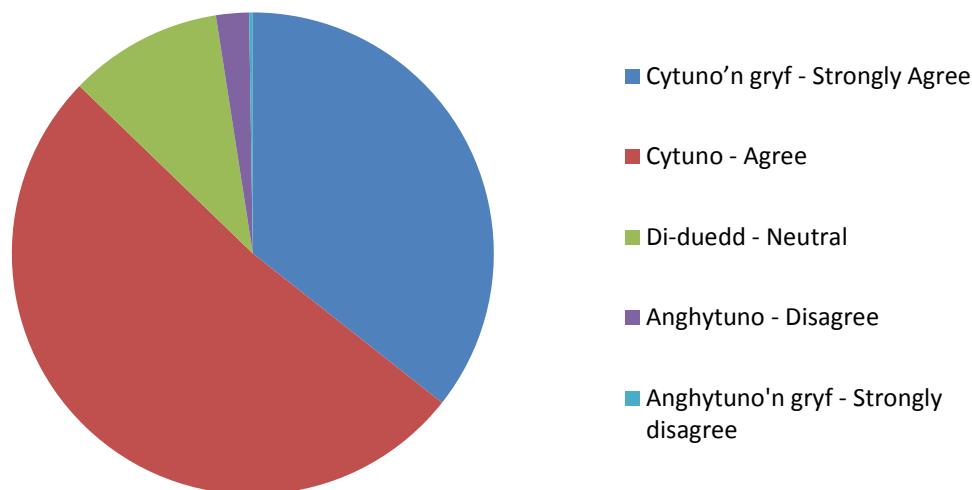


Secondary –Developing Whole School Literacy

Support for Phase 1 of the revised AoL and PoS

	Cytuno'n gryf - Strongly Agree	Cytuno - Agree	Di-duedd - Neutral	Anghytuno - Disagree	Anghytuno'n gryf - Strongly disagree
Rwyf yn teimlo bod y gefnogaeth y rwyf wedi cael hyd yn hyn yn helpu i mi baratoi i ddechrau defnyddio'r Meysydd Dysgu/Rhaglenni Astudio newydd o fis Medi 2015 - 7. I feel the support I have received will help me prepare to start using the new POS/AOL from September 2015	145	210	42	9	1

Rwyf yn teimlo bod y gefnogaeth y rwyf wedi cael hyd yn hyn yn helpu i mi baratoi i ddechrau defnyddio'r Meysydd Dysgu/Rhaglenni Astudio newydd o fis Medi 2015 - I feel the support I have received will help me prepare to start using the new POS/AO



Through the NSP, all schools have had the opportunity to access support in analysing test data by including it as one of their five support priorities. At the end of this term, the NSP will transfer to GwE all the information about their support to schools in the region; following this, there will be an opportunity to analyse exactly what training each school has had during the existence of the NSP.

SCA shared key regional messages about the national test data at a full CA team meeting, thus making all CAs aware of the regional improvement priorities for 2015.

Sessions were held for Gwynedd Headteachers during the summer term 2015 on monitoring and managing intervention programmes. Similar input will be included as part of the training for literacy and numeracy leaders during the autumn term.

Overall, most of the requests for support for individual schools were made by the CA rather than the NSP.

Secondary literacy and numeracy network meetings held in each LA area during the Autumn Term. Effective practice and key developments shared. A literacy and numeracy bulletin was published every half term during the year. They are all now available on the GwE website.

Numeracy co-ordinators from 243 primary schools attended training provided by GwE's AP team on Numerical Reasoning in November. This was a 'train the trainer' session. Numerical Reasoning was the main support request identified by the NSP in GwE schools. Numeracy co-ordinators in secondary schools in Gwynedd and Ynys Mon also received training in this area.

Satisfaction levels were high for this course, with 96% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing numerical reasoning in their school.

Literacy co-ordinators from 40 Flintshire primary schools attended training provided by GwE's AP team on Extended Writing across the curriculum in November. A higher % of primary schools had requested support on literacy than any other LA in GwE.

Satisfaction levels were high for this course, with 98% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing extended writing in their school.

GwE facilitated and delivered the National Literacy Trust's Premier League Reading Stars training in November/December. This pilot is funded by WG and has successfully improved boys' motivation and standard in reading in England. Around 120 schools have attended this training. In every LA in GwE girls outperform boys in SS115+ in the reading test, both Welsh and English. The AP who delivered this training on behalf of the National Literacy Trust is supporting schools who have requested follow-up to this training.

Individual APs have supported over 100 schools in total during the Autumn Term. These have been targeted according to need identified by the CA, or through the schools' own request for support via the NSP.

The region's lowest performing schools in the national tests have been identified and those not already supported by the APs were then offered training and support in the Spring term.

Higher order reading skills training offered to schools in 5 LAs in the spring term (2 days in English and 3 days in Welsh)

Procedural Numeracy training offered to schools in 3 LAs in the spring term (2 days in English and 1 day in Welsh)

A spreadsheet of all the schools in the region was prepared, which notes what literacy and numeracy support each school has received from GwE during this academic year. This was shared with LA officers and with the GwE SMT. There are 7 schools in the region that have not received any support or training.

3 training sessions delivered for volunteers to support pupils with reading and basic numeracy skills – a total of 24 volunteers were deployed to their local schools in the new year.

75 teachers and teaching assistants were trained in Catch Up Literacy or Catch Up Numeracy during the Autumn term.

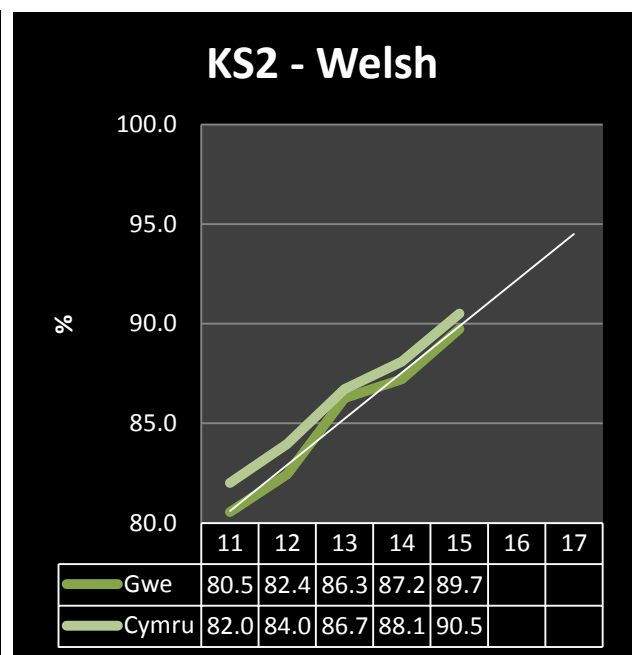
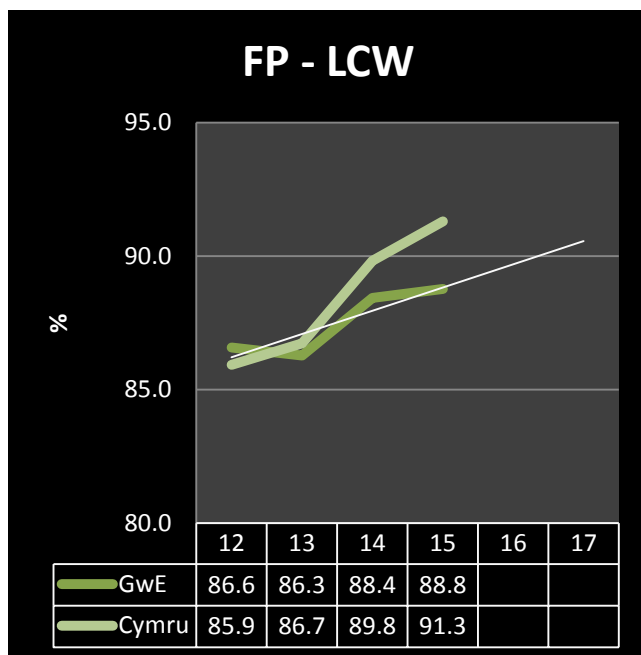
Follow up sessions in Dyfal Donc literacy and numeracy were held during the summer term 2015. 38 members of staff attended the numeracy sessions and 52 attended the literacy sessions, which were an

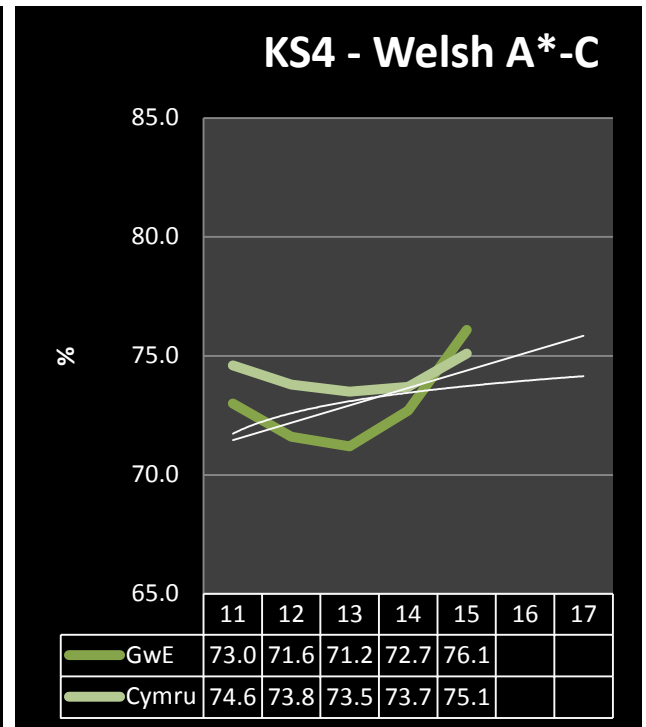
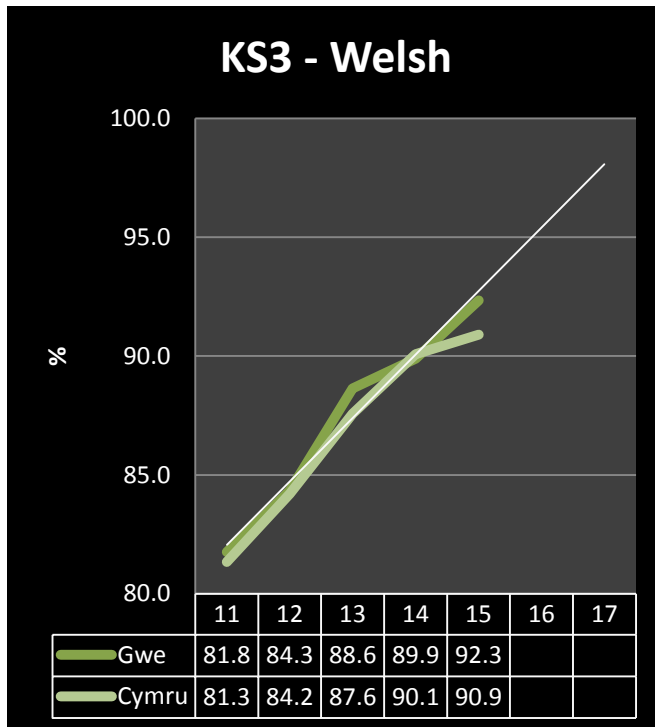
opportunity for those who are already implementing the intervention programme to reinforce and evaluate.

Schools who are interested in receiving training during the autumn term were given an opportunity to express interest by 26 June. This will be arranged in response to need.

4. Increase the uptake of, and raise standards in, Welsh as a First Language across the region.

GwE has been working with Welsh Government colleagues to develop national and regional data sets which will enable progress in Welsh to be tracked [to include identifying and challenging the reduced cohort who study Welsh as a First Language as a proportion of the total cohort for all other core subjects]. In addition, the standards achieved within that reduced cohort have to be identified and challenged.





A full-time SMT member was appointed on a two-term secondment to lead on this priority (January 2015) and preliminary discussions were held with Welsh Government (2.12.14)

LA Strategic Welsh Education Plans have been collated and analysed (February 2015)

A report was prepared on standards in Welsh First Language in KS4, which includes recommendations that focus on raising standards and improving progression and continuity between key stages

There was GwE representation on a WG working group, discussing the informal use of the Welsh language by children and young people.

The strategic regional lead for Welsh, as well as the allocation of the Welsh in Education Grant, is offered by the Building Capacity Welsh Medium Subgroup of NW ADEW and is chaired by Gwynedd LA. GwE is represented on this group.

Welsh was identified as a priority for discussion during 2015 Spring Term challenge and monitoring visit. This included discussions on:

- standards and provision for Welsh, and to gather information and good practice on a regional basis
- school's actions for the development of Welsh as a subject and medium
- extent to which the school responds to the Authority's policy and Welsh in Education Strategic Plan
- extent to which the school responds to Welsh Government policy, objectives and guidelines
- school's self-evaluation for performance indicators 1.1.5 (Standards in the Welsh Language) and 2.1.3 (Provision of Welsh and Welsh Dimension)

All CAs informed and briefed on the focus for the Spring Term challenge and monitoring visit.

Headteachers were informed of the focus for the termly challenge and monitoring visits. Discussions with Headteachers have also taken place in strategic forum meetings and in User Group meetings.

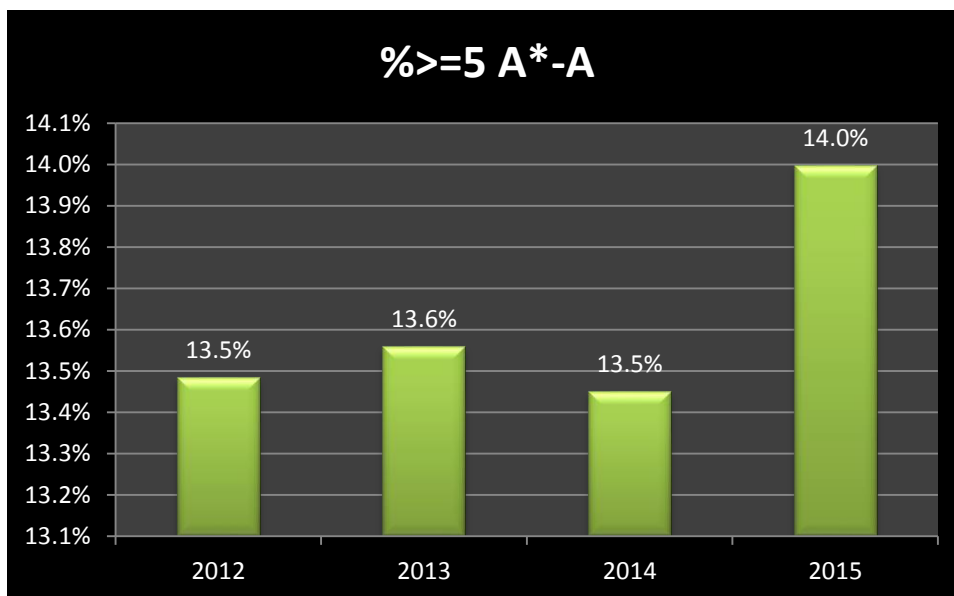
The information gathered during the spring term's monitoring and challenging visits has been collated and shared.

Leading practitioners have produced exemplar learner profiles to support the moderation of Teacher Assessment at the end of KS2 and KS3 and delivered training for schools.

Discussions were held with *Athrawon Bro* (Conwy, Denbighshire and Flintshire) on developing exemplar learner profiles for Welsh Second Language

Leading schools have delivered workshops on the new Welsh First Language GCSE (February and July 2015). The workshops focus on the methodology required to successfully implement the new specification.

5. *Increase the proportion of 16 year old learners who achieve at least 5 A* or A grades [including language and mathematics] by the end of KS4*



Discussions between WG and the 4 consortia have led to the inclusion of a new indicator as part of the national categorisation system based on 5+ A*/A grades or equivalent. However, this measure does not include language/mathematics. Awareness-raising has had the effect of ensuring this measurement is known to all.

Effective practice has been disseminated via school to school and co-leading practitioner approaches and discussion on A*/A performance has been challenged in all secondary monitoring visits.

In the majority of Local Authorities the A*/A indicator had previously been included in the target-setting processes but has now been included in the revised target-setting processes provided by GwE for all secondary schools.

6. Establish and promote an effective regional model for school>school support

GwE has established a regional strategy for school to school support which has been developed and shared with all stakeholders. All GwE Challenge Advisers have been briefed and updated.

School to school collaboration was discussed and challenged during Visit 1.

A financial incentive was given to all schools within the GwE region based on an agreed formula with all Las and an information and application details sent to all schools with closing date noted.

9 effective cross-authority collaboration projects are now operational across the GwE region. Many key areas are addressed. Workshops were presented in the School to School Conference to share good practice.

Schools have also been notified of GwE's intention to create Co-leading Schools (CLS) across the region. These were initially referenced within the GwE school to school strategy. GwE Challenge Advisers were also briefed on the intention of creating co-leading schools and asked to start identifying potential schools, departments, lead practitioners and leaders.

Headteachers were also briefed on GwE's intention to create CLS through Headteacher forums and meetings and information and application details sent to all schools with closing date noted.

Part 1 of GwE's Co-leading Strategy is currently operational with 19 Co-leading Literacy/Numeracy/MFL schools having been identified

GwE is also working with Welsh Government to promote the Co-leading Schools in the Arts programme.

A National School to School Conference was held on 2 June 2015, organised by GwE, with Professor Mel Ainscow as the keynote speaker. The conference showcased effective collaboration and over 300 attended. The feedback was very positive.



GwE is also in the process of working with Welsh Government to promote the '*Pioneer Schools New Deal*', the '*Pioneer Schools Successful Futures*' and the '*Pioneer Schools Digital Competence*' as a result of the Donaldson and Furlong reviews.

7. Develop quality leadership and teaching and learning at all levels

An audit to determine the current provision for leadership development across North Wales has taken place and a report written detailing this provision across the six local authorities.

The key features of programmes required have been determined and presented in a report to GwE SLT. The report includes '*high level principles*' for proposed programmes. As a consequence, the **Prospectus for a Middle Leadership Programme** was drafted and discussed with stakeholders. The prospectus contains the vision, aim and objectives, strategic intention, details of target audience, funding information, process, timings and programme content. As a result, GwE's Middle Leadership Development Programme is developing effectively. 60 individuals have completed the training with a further 32 part of the development of Middle Leadership/Physical Literacy at present. A further 60 individuals will commence the programme at the end of September 2015. The programme is currently being externally evaluated after being massively welcomed by participants and their headteachers.



GwE's **Experienced Headteachers Development Programme** is also operational – 19 individuals have successfully taken part in the programme and are assisting GwE in amending the programme for September 2015 onwards.

An example of the quotes from some of the participants are included below:

Last week was the most pleasurable experience I have had in a long time and I'm glad that I engaged openly from the beginning. It opened my eyes and changed my outlook on a lot of things. The first day back yesterday was one of the best days I've had so far in the job.

What an amazing four days we had! My only wish is that this kind of experience was available 10 years ago for us. I thought the whole programme throughout the four days was very cleverly thought out. Felt very emotional at the end of the experience and never thought for a minute the impact my four days experience would have on my role as a school leader. I know look at my staff in a different way. Have I successfully managed a couple of my under-performing members of staff? Have I delegated the correct tasks to the correct people on my team? I have already thought out some different ways of approaching certain areas we need to develop in my school following my new experience. I'm feeling really excited about the future. I very much so appreciate the fact that I had this enlightening experience.

I had an absolutely great experience over the four days last week and I met some amazing people (including you). Team Sky are regularly in touch and we have some collaborative projects planned, which is another positive off-shoot of last week's experience. We are going to meet up again before the end of term. My staff all think I have been 'Body-snatched' as I am breezing around the place gripping the team and they are all smiling and laughing, almost hysterically. They all want to have the same training now!!

I just want to say a personal thank you for the past week. I can honestly say that I was completely out of my comfort zone for most of it, but that's what I loved about the experience. I truly believe I've made some friends for life. Thank you for stepping in & guiding me on the last quest in particular. .. your calm manner steered me through and helped the team climb back!

GwE's **Leadership Development Programme** includes Continued Professional Development for every part of the developing leadership pathway for practitioners in North Wales. The programme has been discussed with Welsh Government and approved as good practice.

Welsh Government and the other three consortia are interested in adopting specific elements of the GwE programme and GwE is currently in discussions about taking a national role in leadership development at all levels.

Discussions and evaluations are also taking place regarding external providers that could be commissioned to provide training in a number of areas.

Effective external providers have been identified and commissioned to provide two programmes as part of GwE's Leadership Development Programme

GwE have successfully tendered to deliver the **NPQH** regionally and have arranged and facilitated the selection process for the 2014/2105 process. GwE is also collaborating with Welsh Government and the other three consortia on planning and implementing the new NPQH.

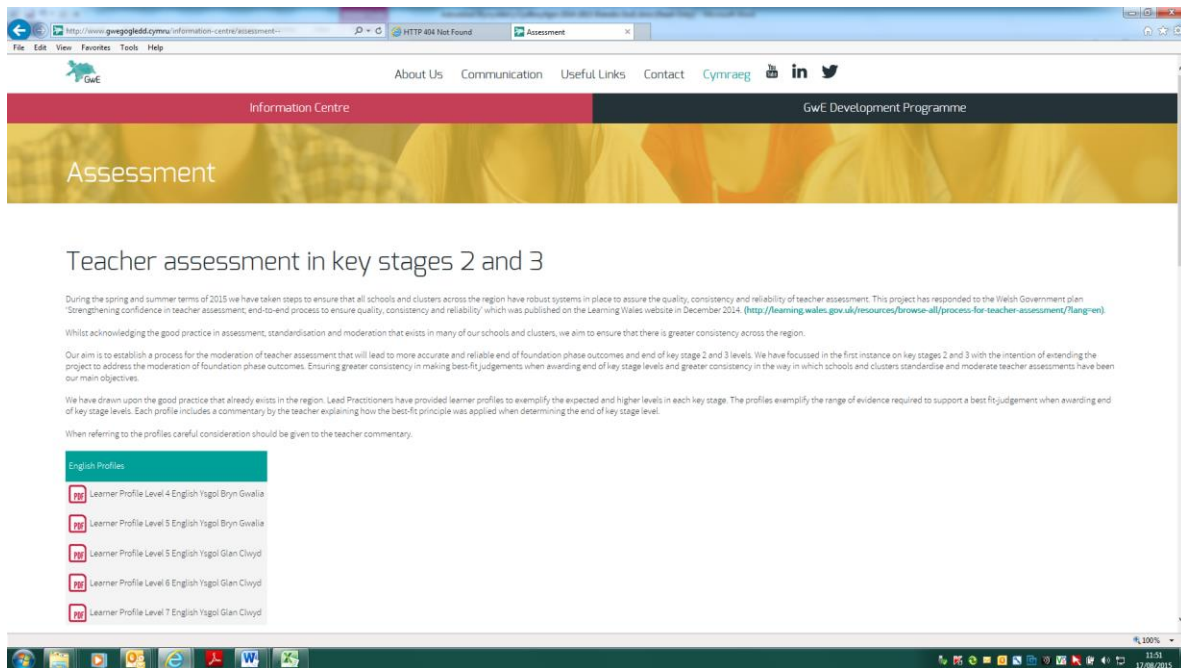
Pedagogy training events have also been implemented with initial focus on effective assessment and moderation procedures.

A number of hub based training events have taken place during the autumn term e.g. what works best in the classroom, assertive Mentoring training, moving learners to the next level, ICT etc.

Moderation training taking place through *GwE Teacher Assessment Working Group*.

During March, training on the assessment and moderation of Teacher Assessment at the end of KS2 and KS3 in Welsh First Language, English, Mathematics and Science was held. Every cluster was invited to send a primary and a secondary representative for each subject to the training sessions. There were 11 sessions held in locations across the three hubs. Although concern had been expressed about insufficient warning of the training dates, the feedback on the content of the course and the quality of the training material was very encouraging. 91% of clusters ensured representation in each of the subject sessions.

All the training material was published on the GwE website, including the exemplar Learner Profiles.



Reports were received on cluster moderation meetings. Following the training, it seems that the moderation process has been strengthened, and clusters that have not ensured that consistent moderation meetings have taken place during recent years have now ensured that this occurs.

8. Support schools to develop more robust and effective assessment, standardisation and moderation processes

GwE is now represented at national level on WG working groups looking at ensuring consistency in Teacher Assessment across Wales. The GwE Representative is leading a regional working group made up of Challenge Advisers who have expertise in this area.

GwE has identified eight expert practitioners (representing primary x1 and secondary x1 from each core subject) to create a regional portfolio of standardised work for each subject in all three Key Stages. High quality portfolios have been distributed to all schools across the region to be used as part of school's own CPD on teacher assessment. GwE staff have quality-assured the resources and published materials on GwE website.

GwE has also identified sixteen 'deputy' expert practitioners (2 people per subject per phase). Practitioners have been trained by the expert practitioner in the delivery of the training resources. GwE staff have quality-assured the training.

Lead practitioners have attended Headteacher forums to present guidance and profiles. Training sessions were held in March. Positive comments were received on the content of the course and the quality of the training materials, including the learner profiles, although there was concern that not

much notice was given of the sessions and that the timetable for the moderation process is tight. All the training materials has also been made available on the GwE website.

Trainers held cluster training sessions attended by one secondary and one primary representative from each cluster. Identified cluster leads were expected to disseminate the resources to all schools in cluster meetings. Register of attendance at cluster meetings were taken and non- attenders were required to attend a subsequent one off *mop-up* training session. Challenge Advisors sampled a selection of these sessions. Consequently, clusters have sent minutes and Challenge Advisors have completed reports on moderation meetings in which they were present.

Cluster meetings took place by end of Spring Term to undertake cross phase moderation. Standards were informed by regional training and the agreed resource. Cluster schools' work required to be signed off by a Headteacher from cluster. Hub Challenge Advisors were expected to attend at least one moderation meeting within hub to quality assure the process. It was intended that summer cluster moderation meetings were held to confirm judgements of learner profiles at the expected and higher level for pupils at point of transfer – Years 2, 6 and 9. However, these second cluster meetings were not timetabled in most clusters, but the moderation process has been considerably strengthened across the region this year.

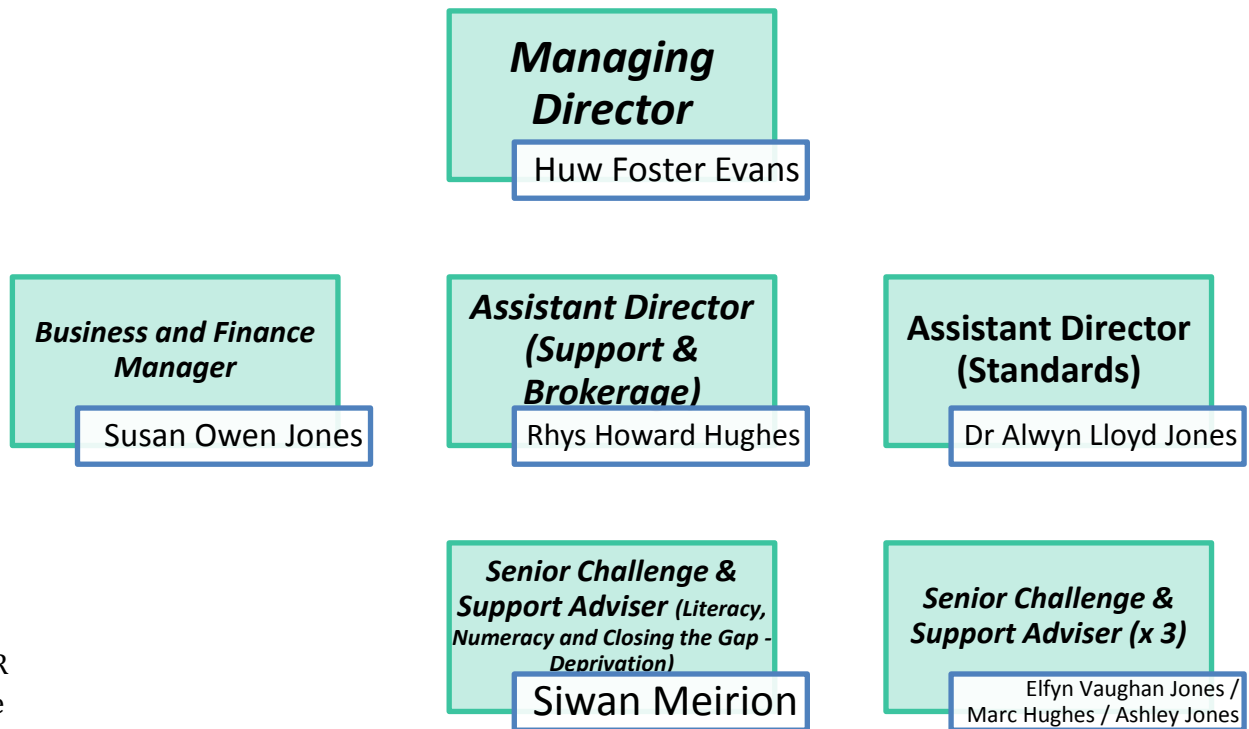
Every school is aware of WG guidance on Strengthening Teacher Assessment and has been advised to plan a standardisation and moderation programme for the next academic year.

A sample of schools across the region were part of the **National Verification Programme** to strengthen teacher assessment. GwE was successful, in partnership with the other three consortia, in tendering for this national contract. A team of verifiers within GwE have been part of verifying teacher assessment in other regions (ERW mainly). The team will meet with the national working group to discuss the outcomes of the process this year and to identify priorities for next year. There will be a briefing session for Headteachers on the outcomes of this year's external verification programme and to plan for meeting the statutory requirements for 2016.

Section 2: Key priorities for developing the business capacity and functions of GwE as an organisation

1. *Develop leadership and business capacity to effectively fulfil key functions.*

The Assistant Director (Brokerage and Support) and the Senior Challenge Adviser Literacy/Numeracy have taken up full-time post since September 2014. We have also appointed a Headteacher secondment to lead on national projects [Schools Challenge Cymru/PISA Project] and have increased the cadre of seconded Headteachers within each hub. This has significantly increased capacity and has allowed GwE to respond much more effectively to the breadth of responsibilities and expectation. The Assistant Director (Standards) has been in post full time since April 2015 and completes the Senior Leadership Team.



R
e
g

The regional consortium *Data and Information Manager* has transferred to GwE in April 2015 and is line managed by Assistant Director (Standards). LA historical data is being collated at regional level and data sharing protocols agreed. This will allow for a more effective and efficient system for analysing data and targeting resources.

GwE is developing and publishing reports on a regional, authority and school level as well as developing the ability to publish them so that users can self service.

GwE is also investing in Fisher Family Trust (FFT) data at a consortium level.

The former consortium support staff have transferred to GwE and roles and line management structure have been confirmed. This increased business capacity allows for a more cohesive approach to budget planning and monitoring. In addition, more robust financial monitoring systems and arrangements have been implemented between the GwE Business Manager and host LA Finance Department. The monitoring of budget and any under/overspend is undertaken in all GwE SLT meetings, as well as at appropriate meetings of the Management Board.

All Challenge Advisers participated in the national training provided by WG [October 2014]. Effective and rigorous Performance Management procedures are operational across all three hubs. All Challenge Advisers are expected to participate in specific Estyn training.

There are robust QA procedures operational for all termly visits.

A **GwE Challenge Adviser Development Programme**, with a specific focus on the core elements of the post, is now operational. Challenge Advisers have attended specific training:

- three days developing coaching skills
- training on effective use of tracking systems and target setting

The Development Programme will continue, with the next step focussing on the specific skills required for responding to the needs of schools in different colour categories.

Challenge Advisers are regularly briefed and updated on regional developments and expectations re: promoting and facilitating more effective collaboration between schools. CA Performance Management objectives are aligned with this key priority.

GwE's new model of working with schools from 2015-2016 will also ensure a mature programme of school to school support. Specific training has been developed for CAs and is to be held early in September 2015.

2. Ensure the effective governance of GwE.

The Joint Committee and User Group membership/terms of reference currently align with NM expectations.

There is an agreement in place to establish Executive Advisory Board with initial membership and terms of reference. The group will have advisory and reporting powers which correspond to the functions set out in the National Model, along with delegated decision powers. The GwE MD will have access to the EAB along with the 6 Chief Education Officers. Membership has been confirmed, and 2 meetings of the (shadow) Advisory Board were held in April and July

A summary of decisions/discussions at the EAB to be shared with the Joint Committee, for information

A governance model has been agreed which outlines clearly the extent of delegated authority to directors and/or the MD and his team.

A report outlining the changes to the GwE governance structure (in response to the National Model) has been presented and approved by the 6 local authorities and the Joint Committee. The report includes membership/terms of reference of the various groups as well as the authorised delegation levels to the various tiers.

The six Local Authorities intend to re-visit the original Inter Authority Agreement and Service Level Agreement to include additions as a result of the National Model during the autumn term 2015.

3. Ensure robust quality assurance, scrutiny and accountability at all levels

Robust Performance Management procedures are now being applied consistently and national training programmes for up-skilling Challenge Advisers are being underpinned and reinforced by regional support.

Full self-evaluation against regional performance, leadership and governance aspects and quality of provision and support by GwE were completed for Estyn thematic inspection. 5 stakeholder surveys were undertaken during period between April 2013>December 2014. Key strengths and areas for further improvement have been identified and included within revised Business Plan.

GwE now ensures that Senior Challenge Advisers (SCA) attend SLT meetings of LA home team to report on progress against key priorities [including performance of targeted schools].

SCA evaluates respective LA performance in the Autumn Term and presents annual report to scrutiny committee and LA Senior Officers. LA Lead Members/Portfolio Holder/Cabinet Member report on findings of individual scrutiny processes to Joint Committee.

MD evaluates GwE regional performance in the Autumn Term and presents :

- i. annual report for scrutiny to Advisory Board and Joint Committee
- ii. updates on progress against key priorities at timetabled meetings

4. Ensure that GwE becomes a sustainable and effective partner within the educational community

GwE has developed a high level of brand identification across the region so that all professionals know what GwE can/will deliver. GwE has commissioned an external “branding company” to assist, advise and implement developments.



Challenge Advisers and key stakeholders have been briefed and updated regarding developments

Prospectus of GwE activities re. support, bespoke and generic training which will be available to schools is being developed.

GwE website/moodle/VLE platform to inform and share best practice across the region is also developing and the GwE User Group has been advising, assisting and evaluating developments.