

EDUCATION QUALITY PROJECT – PROGRESS REPORT

SCRUTINY ENQUIRY REPORT	WHAT HAS BEEN ACHIEVED	RESULTS
<p><b>Leadership within Schools</b> - Firm proposals should be developed to confirm educational leadership's key role in schools by headteachers, senior management teams and heads of department, and support work to boost confidence to fulfil the role</p>	<p>A report commissioned for leadership field in Gwynedd. The specification has been prepared, and the visits/research will be held in October 2015.</p> <p>There is a specific focus on leadership in the LA and GwE's business plans.</p> <p>A specific programme of leadership development workshops has been held by GwE; 27 prospective leaders have been registered from Gwynedd.</p> <p>Establish 'The Moelwyn Plan', -a pilot scheme of strategic collaboration between schools in the catchment-area (primary and secondary).</p> <p>Specific cases of strategic leadership and management collaboration promoted by the LA and by the schools governing bodies.</p> <p>Strategic collaboration in terms of leadership and management between the headteachers of all secondary schools in Meirionnydd.</p>	<p>The report into the leadership field and recommendations to consider, will be presented to the Education Department in November.</p> <p>Mandatory training in the leadership and management fields, and teaching and assessment provided for headteachers, setting a baseline regarding expectations for the current school year and beyond.</p> <p>The 'Moelwyn Plan', a pilot scheme of strategic collaboration between schools in the catchment-area (primary and secondary) has been extremely successful and has received attention and praise from the National Leadership Development Board.</p>
<p><b>Mathematics</b> – Need to immediately focus on developing excellent teaching methods in Mathematics teaching within the county's</p>	<p>The LA and GwE have identified English and mathematics as areas of concern in our secondary schools.</p>	<p>GwE has issued a Regional advertisement for a Mathematics Challenge Adviser.</p>

<p>Primary and Secondary Schools and with other partners.</p>		
<p><b>Understanding Performance and Data</b> – A clear expectation should be set regarding system of tracking achievement, monitoring guidelines and use made of the information in every school in the county, including when bridging between the primary and secondary sectors</p>	<p>Work needs to be done on developing effective tracking and targeting, specifically in the secondary schools, to increase number of pupils who achieve the level 2+ threshold (five GCSE's A*-C including mathematics, and Welsh or English). It will need to be ensured that the LA and GwE's business plans address raising standards at underperforming schools.</p>	
<p><b>Raising and Conveying Expectations:</b> - The LA's, Governors, staff and pupils expectations should be inspired and raised about the achievements of the county's pupils so that the targets set for TL2+ can be exceeded.</p>	<p>A conference was held in June 2015 on 'Promoting Quality at Gwynedd's Secondary Schools' to clearly set out the expectations. Presentations were held on the following fields:</p> <ul style="list-style-type: none"> <li>• Creating a successful school</li> <li>• Turning the vision into reality</li> <li>• Thinking outside the box</li> <li>• Cycle and nature of school and department self-evaluation and primary-secondary transfer specifically focussing on learning and teaching.</li> <li>• Develop distributed leadership and develop middle leadership and ensure that all staff members jointly aspire</li> <li>• Respond to the challenge and raise Gwynedd secondary schools expectations</li> </ul>	<p>Minimum expectations clearly set out for the schools with the aim of exceeding 70% regarding principal KS4 indicator, TL2+, has been set. This aim is also reflected in the schools targets and the Education Department's Business Plan.</p>
<p><b>Polarize Quality</b> - The LA should develop a</p>	<p>Appropriate support targeted through</p>	<p>Schools receive an appropriate level of</p>

<p>model of continual improvement with effective support and challenge to improve schools</p>	<p>implementing the 'new model' (GwE) led by the link Challenge Adviser.</p>	<p>support and challenge to address their specific needs.</p> <p>Schools who are at risk of slippage identified at an early stage so that appropriate intervention can be implemented.</p> <p>Strengthen school to school support systems and develop new partnerships.</p> <p>Identify areas of excellence and practice that is worth sharing.</p> <p>The LA and GwE monitor and challenge the schools who give cause for concern, using all of the LA's available powers to improve leadership and management at underperforming schools.</p>
<p><b>The LA's role</b> – A broad mutual understanding of the LA's role should be highlighted and established and, specifically, its relationship with Schools regarding the responsibility for quality and releasing school leaders to focus on quality</p>	<p>The LA's role and main priorities are noted clearly in the Education Department Business Plan and Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Improve leadership conditions to raise standards.</li> <li>• Improve leadership and management, with the aim of moving towards the objective that headteachers are non-contact, i.e. do not teach children.</li> <li>• Improved quality of leadership within the county's schools.</li> <li>• A clearer career structure in place for teachers.</li> <li>• Ensure that children and young people gain from more consistent</li> </ul>	<p>To be done in 2015-17</p> <ul style="list-style-type: none"> <li>• Work on the county's leadership and management conditions and implement the agreed recommendations.</li> <li>• Monitor and challenge every school and use all the powers at the LA's disposal to improve leadership and management at under-performing schools.</li> <li>• Develop managers and prospective managers within services and identify future leaders.</li> <li>• Develop a robust school to school system and ensure that there are</li> </ul>

	<p>standards at our schools, as the impact of strong leadership will have a positive impact on children and young people's achievement.</p> <ul style="list-style-type: none"> <li>• The Schools Modernisation Team will now specifically focus on improving leadership and management conditions. This will create viable schools and allow better conditions for effective leadership and management.</li> <li>• Develop a viable schools network in future.</li> <li>• Create better conditions to develop leadership, increase and reconcile standards of education, and improve experiences for children and young people.</li> </ul>	<p>arrangements in place to avoid duplication.</p> <ul style="list-style-type: none"> <li>• Ensure that capital investments lead to improved conditions of leadership and management.</li> </ul>
<p><b>Governors Role</b> – Need to review the type of support provided for governors role so that it is more fit for purpose within the quality programme context.</p>	<p>A system has been established to provide Mandatory courses for New governors, Chairpersons, Clerks and Understanding Data.</p> <p>North Wales Consortium has developed modules on the Internet for the Mandatory Courses.</p> <p>LA Officers visit governing bodies in the red categories for training and assisting in running and effectiveness of the governing body.</p> <p>Following the annulment of the Bronze Award, Officers have prepared a handout to</p>	<p>The courses are ongoing in 3 areas.</p> <p>Mandatory courses are available on the Internet for any governor.</p> <p>Have worked with schools in the red category, and receive the Governors and management team's appreciation, in situations when ESTYN re-visit.</p> <p>Recently presented the self-evaluation to a school in the red category. Have not yet</p>

	present to governing bodies as a self-evaluation tool. A national procedure is also created.	proceeded to involve more schools.
<b>Links with Pupils</b> – There should be regular arrangements to include pupils views on quality of education to the attention of governors at their meetings and to the LA's attention.	<p>Secondary school governors are encouraged to arrange for 2 School Council representatives to attend governors meetings.</p> <p>Primary school governing bodies are encouraged to arrange that a delegation from the School Council provide an annual presentation to the Governors.</p>	This was a requirement in the Bronze Award and is now noted as a requirement in the self-evaluation process.

ANOTHER ELEMENT OF THE QUALITY PROJECT THAT DID NOT ARISE FROM THE INVESTIGATION

<b>FIELD</b>	<b>THAT WHICH HAS BEEN ACHIEVED</b>	<b>RESULTS</b>
<b>More effectively support vulnerable learners</b>	A whole school strategy to Support Vulnerable Children has been presented to the Secondary Schools.	<p>A strategy is implemented in the secondary schools.</p> <p>Raise Vulnerable Learners Standards of Performance and Well-being.</p>