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GwE Annual Report 2022-2023 Gwynedd



GwE ANNUAL REPORT GWYNEDD 2022-23

GwE's Annual Report for this year is specific to every Local Authority and its schools.

EXECUTIVE SUMMARY

The Learning Service, via GwE's regional service, knows its schools well and provides a firm and appropriate challenge together with effective support and intervention for them. There are very clear strategies, policies and processes for school improvement that are clear to all stakeholders and which shape and steer the Learning Service. There are robust procedures in place for setting a direction and holding the regional service to account. The specific role of the regional service in school improvement is explicit and clear to all stakeholders and they are held to account effectively by local scrutiny procedures.

The Team of Supporting Improvement Advisers working across the schools has wide-ranging experience and subject and sector-specific expertise. This ensures that an appropriate level of challenge and support is targeted in a timely manner. There is a robust system in place to report to the authority on the performance and progress of schools overall. Through collaboration between the Learning Service and Regional School Improvement Service, there are effective processes and actions in place to challenge and support schools and to identify those causing concern. Where follow-up action has been identified by Estyn, progress was seen at an appropriate pace. There is no school in an Estyn statutory category.

Overall, the quality of senior leadership is robust across the schools' sector. Ensuring succession in headteachers' posts, especially in the secondary sector, has been and continues to be challenging. A rich array of professional learning is provided to develop leadership at every level, together with targeted focused support for schools as and when needed. Moreover, there are robust arrangements in place where school leaders collaborate to support one another in primary clusters and secondary alliances and take ownership and increasing accountability for one another's improvement journey.

The quality of teaching is good overall across the sectors and purposeful action is taken to further improve and align the quality of teaching in most schools. Positive steps have been taken to support leaders and teachers to improve the quality of teaching and learning prior to, during and after the Covid-19 period.

The increasing focus on supporting schools to improve the quality and consistency of leadership and pedagogy has resulted in improved standards across nearly every school. Improvement needs to gather more pace in a few schools.

All secondary schools are making more informed use of data and information about teaching, learning and assessment to evaluate standards and to identify priorities for further improvement however it is acknowledged that these processes need to be strengthened further to ensure more focus on pupil progress in some schools. Secondary schools also introduce intervention programmes which they monitor through tracking systems to tackle underachievement and variation. In some secondary schools, these approaches need to be further strengthened and fine-tuned.

Processes for tracking learner progress and raising standards are strongly evolving in most primary schools. Progress tracking spreadsheets have evolved to include learners' holistic progress. Many schools are currently working to fine tune ongoing assessment processes in schools to include more learner input. Where processes have not developed as effectively, support is provided for those schools to fine tune their processes for tracking progress and capturing impact.

All schools are on track to realise the steps outlined in the 'Journey to 2022' (Curriculum for Wales) document. There is specific support in place for the very few schools requiring further guidance. Since September 2022, 5 secondary schools have been formally delivering the new Curriculum. This is a significant percentage in comparison with the profile across the region.

Subject standards and standards in skills are robust overall across most schools and good in several schools. Work is ongoing to target further improvements in the provision and standards in skills with the most vulnerable groups of learners. In a minority of schools, more intense work has been undertaken to improve provision in the skills.

The following have been identified as main improvement and developmental priorities to further challenge schools' performance:

- continue to strengthen leadership at all levels, focusing in the secondary sector on further improving evaluation and improvement planning processes.
- further develop the capacity of senior and middle leaders to lead effectively on teaching.
- further strengthen schools' internal accountability processes to ensure robust and timely interventions to tackle underperformance.
- ensure that all leaders are actively involved in peer collaboration and review to move towards a self-improving system.
- strengthen systems for capturing the impact of improvement strategies on pupils' standards and progression.
- further improve the quality of teaching and assessment to minimise variation within and across schools.
- further strengthen the quality of the provision to develop learners' skills.
- ensure that all schools take firm approaches to support vulnerable learners.
- further develop tracking and intervention programmes to tackle under-performance and in-school variation - especially in relation to vulnerable learners.
- ensure that all secondary schools deliver the new curriculum successfully for Years 7 and 8 from September 2023 onwards.
- ensure that all schools ensure equity for all learners, and that they have an inclusive learning environment to support those who are vulnerable.
- ensure that all primary/secondary clusters implement effective transition plans.
- ensure that schools causing concern or in any follow-up action by Estyn gather pace to demonstrate marked improvements including improvements in the quality of teaching and learning and in the quality of leadership across the school.

These have been included in the business plan for 2023-24.

INTRODUCTION AND CONTEXT

The Learning Service, via GwE's regional service, knows its schools well and provides a firm and appropriate challenge together with effective support and intervention for them. There are noticeably clear strategies, policies and processes for school improvement that are known to all stakeholders and which shape and steer the Learning Service. There are robust procedures in place both regionally and locally for setting a direction and holding the regional service to account. The specific role of the regional service in school improvement is explicit and known to all stakeholders and they are held to account effectively by local scrutiny procedures.

The regional service evaluates its work regularly and uses qualitative data and information effectively to ensure that areas for improvement are identified swiftly and are firmly addressed via detailed business planning. There is a clear and effective process in place to ensure that the regional service meets the Authority's corporate priorities and targets.

GwE has re-purposed its work appropriately and has employed flexible approaches over the past few years to deliver effective services and support to its school communities. The regional service has redirected its energy and resources several times during this period to meet the needs of the authority's schools and stakeholders. Flexibility and effective collaboration in different teams (often across sectors) have had a significant impact on institutional behaviour. At the core of the redirection, the need to ensure the wellbeing of school leaders, staff and learners was central to support processes.

Preparations for the Curriculum for Wales is a significant reform programme where effective teaching and realisation of the Four Purposes are central to its success. In line with delivering the new curriculum in September 2022, all primary schools have been supported by GwE to meet the new statutory requirements within the expected timescale. Support is ongoing across the LA for secondary and special school settings to prepare to deliver the new curriculum for Years 7 and 8 in September 2023. Curriculum reform, particularly direct engagement with secondary and primary schools, is ongoing to effectively support learner transition. In order to facilitate this professional dialogue, GwE continues to provide Curriculum for Wales networks. Schools have been developing and sharing effective practice to unpack the potential of the six Areas of Learning and Experience (AoLE) and whole school planning and assessment, with regular guidance and feedback from Professor Graham Donaldson.

The report notes progress against five key areas as well as the next steps along the improvement journey:

- Key Area 1 - Improve Leadership
- Key Area 2 - Improve Teaching and Learning
- Key Area 3 - Curriculum and Provision
- Key Area 4 - Learner Progression and Standards
- Key Area 5 - Support and Challenge for Schools causing concern.

IMPROVING LEADERSHIP

Overall, the quality of senior leadership is robust across the schools' sector. Ensuring succession in headteachers' posts, especially in the secondary sector, has been and continues to be challenging. Due to the focus and support for leadership:

- almost all schools have taken steps to further strengthen leadership focusing on fine tuning and improving evaluation and improvement planning processes at every level.
- almost all schools are prioritising guidance and support to develop the capacity of senior and middle leaders to lead and evaluate the quality of teaching and learning effectively.
- uptake on leadership development training and programmes has increased.
- an increasing number of schools have senior leaders who are trained peer reviewers and improvement facilitators and actively involved in peer review activities.

A rich array of professional learning is provided to develop leadership at every level, together with targeted focused support for schools as required. For instance, workshops were run this year on evaluation and improvement planning for leaders in every school as part of the support to implement the School Improvement Framework. This has had a positive impact on the ability and understanding of leaders to implement strategic plans.

GwE has effective procedures to support schools with their self-evaluation and improvement planning which includes a series of guidance workshops to help them with the process. Schools are firmly challenged on the quality and accuracy of their self-evaluation processes. SIAs are actively involved in evaluation activities in schools such as work scrutiny, lesson observations and learning trails and gathering learners' voice.

Most schools managed to continue to evaluate the quality of their provision throughout the Covid-19 period using various sources of useful information and evidence, including regular discussions with other schools and a discussion with GwE's Link Adviser. Most schools in Gwynedd have gathered the views of stakeholders effectively via questionnaires for pupils and parents, telephone calls or conversations with individuals. Based on these findings, most schools adapted and improved their provision considerably by finding new ways of teaching throughout the pandemic. Since the summer of 2022, most schools have been working to ensure that evaluation activities are strengthened following the pandemic working towards the expectations of the new School Improvement Guidance.

In response to the recruitment and retention challenge, a good number of practitioners have followed the National Leadership Programmes contributing towards developing leadership capacity across the Authority at every level. This includes middle leaders, senior leaders, new head teachers and experienced head teachers. However, staff recruitment and retention are still a challenge. Effective collaboration takes place between the Learning Service and GwE to support leaders' development across the 'Leadership Pathway'. Information about their progress is communicated on a regular basis through meetings of the Regional Leadership Group. Such collaboration and communication ensure an understanding of developmental needs and where further support needs to be targeted, if necessary.

During 2021-22, 54 practitioners attended the Leadership Programmes. During 2022-23, 7 practitioners have reached the standard in order to obtain the NPQH qualification.

There are effective arrangements to support new heads and acting heads. The programme consists of a rich array of regular training including briefing sessions on finance management, safeguarding, site safety amongst other managerial elements. It equips head teachers to be able to successfully undertake their work. All new heads have access to a mentor who are experienced and successful head teachers to provide firm support on local managerial matters. This means that new heads are provided with timely and punctual support and that they have access to several sources of support.

An inclusive training programme is in place to support Governors' development. The programme has been put together partly in consultation with Governors in response to their specific developmental needs. Feedback from governors on the programme has been very positive. The regional service has a diverse training provision to enrich the training offer.

A rich provision is available to support the professional development of teaching assistants via the national programmes, i.e., the Teaching Assistants Learning Pathway (TALP). TALP includes 'Induction', 'Practising Assistants' and the 'Aspiring HLTAs' programme, leading up to HLTA status assessment. In the same manner as the Leadership programme for teachers, these programmes encourage individuals to become reflective practitioners who evaluate their practice against the 'Professional standards for assisting teaching'.

All TALP programmes have been adapted for virtual delivery, a change that was very well-received by assistants during the pandemic. The 'Induction' programme was put in the form of a digital playlist and during 2020-21 and 2021-22, 20 assistants successfully completed this programme. The 'Induction' Programme will continue in this format.

The 'Practising Assistants' programme was also adapted during 2021-22 for virtual delivery. Towards the end of 2021-22, the programme gradually returned to being a face-to-face provision, as the situation permitted. This was welcomed by assistants and facilitators alike. The programme is available on a regional basis or can be delivered to a cluster of schools.

A new national Aspiring HLTA programme was created in 2020 which has now been running over four cycles, with 20 teaching assistants from Gwynedd participating. Upon completion of the new Aspiring HLTA programme, and meeting literacy and numeracy qualification requirements, teaching assistants can apply for HLTA status assessment. Twelve assistants have recently been awarded HLTA status.

Overall, effective cluster collaboration exists in the primary. This year, work to develop the role of secondary school alliances within the Authority is starting to become embedded. There exists thorough knowledge of the strengths and needs of schools and clusters. There are numerous examples across the primary catchment areas showing that systems and processes for collaboration are maturing and, consequently, sharing expertise and successful practices have been more prominent. At best, collaboration involves leaders from all tiers meeting regularly to discuss and share good practice, collaborating in a structured and directed manner and successfully developing a wide variety of areas such as Curriculum for Wales, pedagogy, Additional Learning Needs, digital and primary-secondary transition. This collaboration has resulted in improving learner experiences and outcomes.

A Digital Facilitator Programme has been up and running since November 2021, where all clusters have nominated an individual to lead on strategic aspects of digital learning, to collaborate closely with the Local Authority and GwE to develop strategic leadership within every school in their clusters. As a result, 77% of clusters in Gwynedd have established a digital learning working group, with 61% schools engaging in these groups. The aim of these groups is to oversee digital developments and fully incorporate digital competence as a mandatory element of the Curriculum for Wales. All clusters that have formed a working party have now established a shared vision between all schools for digital learning to ensure alignment of schools' objectives and aspirations. Thus far, the programme has provided training for 128 practitioners and has facilitated 18 strategic meetings in the authority. A total of 46 practitioners have attended a training session offered through the digital professional learning offer for 2023-24. A total of 16 digital leaders attended the digital leadership development programme over the last year. This was a 2-day programme to develop key strategic leadership skills that would help to strengthen their role as digital lead in their school.

All Primary, Secondary and Special Schools have been involved in the pioneering assessment for learning project (guided by Shirley Clarke), and good work has been undertaken to embed these principles as a natural part of teaching and learning in most of the Authority's schools.

A total of 11 secondary schools and 18 primary schools are taking part in the *Schools Partnership Programme*. Under this arrangement, all schools are engaged in a cycle of self-review and peer-review and mutual support to improve priority areas. A rich training programme was organised to up-skill leaders and to establish the 'improvement facilitator' role in every school.

IMPROVING TEACHING

Summary of main findings, engagement and impact

Due to the increasing focus on support and guidance to improve teaching:

- almost all schools are demonstrating improvements in specific aspects of pedagogy.
- almost all schools have taken appropriate steps to strengthen pedagogy.
- targeted subject-specific support has resulted in improved teaching across many subjects and improved depth and breadth of understanding.
- support in the cross-curricular skills has resulted in improvements in the quality of planning, provision and standards in many schools.
- nearly all schools have appropriate literacy and numeracy interventions.

However, the pace and scale of improvement needs more attention in some schools.

The quality of teaching is good overall across the sectors and purposeful action is taken to further improve and align the quality of teaching in most schools. Positive steps are taken to support leaders and teachers to improve the quality of teaching prior to, during and after the Covid-19 period. Steps are taken to tackle areas causing concern and to minimise in-school variations.

Since the beginning of lockdown, the Learning Service and GwE have been proactive in their support for schools. A wide range of quality materials and models for remote/distance and blended learning have been provided through digital platforms such as 'Google Classroom' and GwE Support Centre. [GwE Support Centre - Canolfan Gefnogaeth GwE \(gwegogledd.cymru\)](#) The work has drawn on the findings of research into effective international practices.

Almost all head teachers have appreciated the input of Supporting Improvement Advisers and officers of the Learning Service in providing guidance and support for schools and clusters to further develop their provision. Almost all head teachers noted that the SIA's role in facilitating cluster meetings had been crucial in order to share ideas and good practice to develop their distance/remote and blended learning provision. It was also noted that these meetings have had a positive impact on their mental health and wellbeing.

GwE has also provided a range of high-quality guidance and resources to support schools to improve parental engagement and has also worked with Mike Gershon to facilitate parental access to quality materials. 'Helping your Child to Learn' (HYCTL) and 'Helping your Teen to Learn' (HYTTL) materials and the 'Revise with Mike' resource have all been very well-received. The range of revision strategies has also impacted on teachers' classroom floor practices as they prepare learners for end-of-year examinations.

Over recent years, most schools have made very effective use of guidelines and guidance from the Local Authority and Regional Service on delivering remote/distance and blended learning. These have included guidance on planning successful recall of knowledge and recall of learning as pupils return to face-to-face education. There has also been an appropriate focus on identifying a baseline upon learners' return to formal education and ensuring the implementation of purposeful plans in response to any gaps in learning.

Over the period, GwE supported schools to evaluate the quality of their blended and remote/distance learning provision, and shared examples and local case studies of effective provisions to minimise variations. Regular discussions with leaders and teachers over the period, scrutiny of learners' work (both on-site and virtually) and learning trails, resulted in valuable and focused experiences being provided to the ability range. There is also explicit evidence that a higher number of practitioners are now able to use technology more confidently to support learning. This is one of the key 'growth points' arising from the Covid-19 period.

Schools have received purposeful guidance and guidelines to support their preparations for delivering the new curriculum. The focus on pedagogy and the 12 principles are central to this work. The service and school representatives have been working effectively with Professor Graham

Donaldson in an attempt to deepen understanding of the Curriculum for Wales Framework. This work has involved promoting successful collaboration meaning that teachers have been able to jointly-plan examples and models to share across schools.

The Curriculum Networks share the fruits of their labour with all schools via GwE's Support Centre. Under the guidance of network members, effective webinars have taken place for all school leaders on curriculum design, assessment and progression and planning principles. Most schools noted that the presentations have boosted their confidence to develop their high-level curriculum design to incorporate the four purposes in their planning. All schools have accessed these workshops either via a live recording or through subsequent discussions with the Link Supporting Improvement Adviser. The regional service has placed a strong focus on developing pedagogy as part of the support for developing the Curriculum for Wales.

There has also been a consistent focus on supporting schools to improve differentiated support across the ability range. Establishing the secondary More Able and Talented [MAT] Coordinators' Network is one specific example of this work. Specific guidance and support have been issued to develop better understanding and confidence amongst coordinators to lead on this across schools and to develop their processes and systems for identifying, tracking and supporting this particular group of learners. There was also input to ensure that they were aware of the national developments in this respect. As a group, they have collaborated to ensure a shared understanding and how to ensure an appropriate level of challenge and how to promote recall and revision strategies.

A range of networks and forums are operational to support leaders in the secondary sector, at all levels, to lead on pedagogy with more confidence and effectiveness. This includes networks for senior leaders on teaching and for core subject heads of department. There is evidence that this collaboration within the networks has been a particular strength and mutual support has been vital to ensure consistency of teaching.

Subject networks have focused on supporting middle leaders to take the lead on teaching; on facilitating and supporting peer collaboration and on strengthening evaluation and improvement planning processes and procedures; on promoting a better understanding of planning and pedagogy in the context of the new curriculum; on improving literacy and numeracy interventions as well as supporting specific aspects of KS4 and KS5 preparations and assessments. The work of the networks is much appreciated by secondary leaders who make effective use of the quality resources that have been jointly developed and hosted on GwE's Support Centre.

The Welsh, English and Literacy Networks have been a combination of presenting key messages, training and discussions on pedagogy development, GCSE schemes and approaches, developing literacy, recall practice and oracy strategies. Following meetings of the Maths and Numeracy Heads' network, individual schools have had further support to implement various approaches discussed. Heads of Science meetings allow discussions and activities on planning, delivery and evaluation of new CfW activities, GCSE schemes of work, examples of assessment and pedagogic approaches that work well in their schools.

The impact of the subject networks is clear on several levels and across a range of aspects:

- middle leaders have been up-skilled in their knowledge and understanding of methodology and quality of planning e.g., recall strategies, strategies to improve oral and writing work, use of technical equipment to develop subject skills etc.
- middle leaders have improved their knowledge and understanding of the 12 pedagogical principles and preparations for the new curriculum.
- good practices have been disseminated and are being more widely adopted. A considerable number of leaders have noted their appreciation of the opportunities to share ideas and developments and to support one another professionally.
- increasing use of the digital library resources on GwE's Support Centre and of the subject websites to improve learner experiences, to prepare learners for examinations and to prepare purposeful intervention programmes.

- leaders and teachers are more confident in their digital skills.
- leaders and teachers are more confident with predictions, pupil assessment and grading.
- effective targeting to promote Welsh oracy skills.

In addition to the networks and forums, specific support is available for every individual secondary school and such targeting has resulted in visible improvements in several instances. The content of the Support Plan for individual schools is based on the school's specific needs arising from their self-evaluations and is a priority in the School Development Plan. Support to improve aspects of teaching underpins these plans. They are jointly produced with the senior management teams and Supporting Improvement Adviser. The relationship and collaboration between schools and GwE is very strong, and the positive impact of the support is evident in several aspects of schools' work.

Supporting Improvement Advisers work with primary leaders to develop a bespoke Support Plan for every school. This aligns with the expectations of the new School Improvement Framework. There are numerous examples of purposeful and effective support for schools on improving specific aspects of teaching, learning, pupils' skills and leadership. For example, all SIAs support their schools to monitor through a range of activities including work scrutiny, learning walks and listening to learners and staff. This enables primary school leaders to fine tune their monitoring and self-evaluation processes to identify, focus and develop areas for improvement and focused improvement planning. SIAs provide first-hand guidance, signpost practitioners to relevant professional learning or alternatively support schools to access support from various sources. This enables every primary school to access targeted support.

There is robust evidence that guidance and support for 3–8-year-olds have a positive impact on teaching and learning at an individual school and cluster level. In most schools, this has had a positive impact on provision and pupil outcomes as well as reducing variation within schools. The support has also ensured a deeper understanding of 3-8 principles and pedagogy, in line with the Curriculum for Wales 'Enabling Learning' and 'Pedagogy' guidance. The toolkit includes a professional offer for SLT, teachers and assistants of 3–8-year-olds in the form of termly networks, a regional training programme and bespoke cluster training. The focus is primarily on developing aspects of pedagogy, teaching and wellbeing within practical and holistic learning experiences, and training practitioners to become effective learning facilitators. All practitioners have access to the professional offer and resources to support learning via GwE's Support Centre. Many schools within the Authority use the webinars in staff meetings and INSET to up-skill the workforce. Evidence from schools notes that this has a positive impact on the quality of provision (teaching experiences) and on pupil outcomes.

The professional offer includes support for Year 3 practitioners to build on some of the Foundation Learning Principles higher up in the school in preparation for Curriculum for Wales. The professional offer continued throughout lockdown with the provision designed to target those aspects identified by schools as needing to be prioritised following Covid-19, e.g., pupils' communication skills, health and wellbeing. The focus was upon developing these skills within developmentally appropriate pedagogy. Evidence of the impact of this support programme includes:

- deepening practitioners' understanding of how the pedagogical principles (including the 12 CfW principles) are interconnected to create productive and effective learning experiences.
- practitioners using a range of developmentally appropriate pedagogical methods that meet the needs of learners (including emotional and social skills).
- practitioners creating effective cross-curricular links to deliver a broad and balanced curriculum, drawing on learners' previous knowledge and experiences.
- practitioners not only considering the physical learning environment, but also the emotional climate that supports learners to reach their potential.
- practitioners' deepening their understanding of the importance of daily practice to improve their understanding of pupils' needs, skills and progression; allowing practitioners to find the preferred learning approaches of children and young people and how best to engage them in learning; identifying those pupils who might require extra support to help them reach their full potential.

- practitioners understanding that effective observations enable them to plan an appropriate provision that supports learner commitment and enjoyment within their learning activities, as well as planning to support them to move on to the next stage in their learning.
- practitioners understanding the need for assessment to be an ongoing process rooted in day-to-day practices, invisible within teaching.

Overall, observations by Supporting Improvement Advisers and Estyn inspection findings where relevant, note that the support programme has a positive impact on the quality of provision and pupil outcomes with practitioners making better use of observations and Assessment for Learning strategies to plan the next stages of learning.

Collaboration and engagement between GwE and schools were strong during the pandemic and resulted in a better classroom floor provision in general and further development of approaches to support vulnerable learners. As a result, almost all schools develop their provision to provide educational equity for all learners, and they have an inclusive learning environment in which to support vulnerable children and young people so that they are given every possible opportunity to achieve their potential.

Almost all primary schools agree that the support of the Accelerated Learning Programmes has had a positive impact on basic skills and wellbeing once children had returned to formal education following the lockdown periods. Almost all schools had ensured that they carried out either a qualitative or quantitative internal assessment procedure to identify the impact of lockdown on children's wellbeing and learning. Teachers believed lockdown had affected the confidence and wellbeing of the majority of pupils with some pupils' behaviour having worsened. School leaders successfully drove the accelerated support work once baseline standards and pupils' basic skills had been identified.

Almost all schools have made purposeful use of the various grants, and most have employed or extended the hours of teachers or assistants in order to target groups and individuals in literacy, numeracy and wellbeing. GwE provided guidance and guidelines, with a good number of schools accessing specific training such as Trauma Informed Schools wellbeing sessions, SAFMEDS, Headsprout and Elklan training.

Overall, Gwynedd schools have responded well to the challenge and can testify to visible improvements and progress in the basic skills of many pupils targeted through these accelerated programmes.

Schools continue to deliver effective intervention strategies for pupils, e.g., through daily precision teaching sessions, SAFMEDS, RILL and iFOR sessions to develop Welsh and English reading/spelling skills, 'Tric a Chlic' sessions to develop literacy skills in the Foundation Phase, specific Trauma Informed Schools activities, conducting Nurture groups, Talkabout, or Mind Mechanics. All schools acknowledge that this precise targeting has had a positive impact on pupils' standards, wellbeing and confidence and a good number note that they have seen vulnerable pupils being able to cope well with mainstream classroom challenges and various social challenges.

In addition to the professional learning menu, individual schools have received specific input and support in response to their developmental needs. The impact of these interventions is visible in the quality and standards of skills in several schools, in teachers' confidence levels and in the progress seen in collaboration between schools. The guidance and support provided for schools includes planning guidance for Literacy and Numeracy Coordinators and Teaching Assistants; support for NQTs on effective lesson delivery, specific support for developing oracy in order to improve mathematical and scientific skills; guidance to improve the level of challenge in planning; deepening mathematical skills and improving higher-order reading skills. The programme is further enhanced by termly meetings of the relevant networks. Over lockdown, there was close collaboration with schools to develop materials and remote/distance learning packs to support schools in developing learners' basic skills. The impact of the work has been captured in several monitoring and evaluation reports and in the feedback received from school leaders.

In cooperation with Bangor University and research experts, resources, programmes and packs have been developed to support reading proficiency in both languages. Collaboration has also taken place on SAFMEDS materials to support numeracy skills and RILL/iFOR to support reading fluency/literacy. In

several schools, these programmes have had a positive impact on learners' standards in numeracy and reading and on the confidence of teachers and staff to deliver.

Live briefing sessions were delivered to heads and leaders on how to make effective use of the national assessments in reading and number to improve understanding and confidence amongst the workforce when measuring individual learners progress over the period.

In the secondary schools, there was a specific focus on supporting accelerated learning programmes and providing intervention resources in KS3 and guidance on strategies to improve parental engagement. A toolkit was also developed for literacy to support planning and scaffolding opportunities for reading and writing and helping with learning and developing vocabulary along with revision and recall materials. These have been shared with schools via the Tanio website and GwE's Support Centre. This has resulted in better quality intervention programmes and schools report improved fluency and confidence in learners and a better understanding amongst staff of how to approach scaffolding and planning.

In terms of Digital Competence, the professional learning offer has been operational in every school. The offer focuses on making effective use of the services available through Hwb to develop teaching and learning and to develop learners' digital competence.

CURRICULUM AND PROVISION

Summary of the main findings, engagement and impact

Due to effective collaboration and engagement between the LA, GwE and schools:

- all schools are responding to the four purposes of the new curriculum.
- all schools are working to develop a balanced curriculum offer to meet the needs of their learners, including the more able.
- all clusters operate transition plans.
- all schools are actively involved in cluster/alliance collaboration within and across sectors.
- all secondary schools are on track to meet the statutory requirements by the time they deliver the Curriculum for Wales in September 2023.
- all primary schools and 5 secondary schools are delivering the new curriculum which they are currently evaluating and evolving.

The regional service has supported leaders effectively to prepare for the Reform Journey and Curriculum for Wales and has been flexible in its provision to meet schools' various needs during the pandemic. Sessions were held for leaders on the following areas: leading change, vision and curriculum design, and thinkpieces were shared which had been developed in collaboration with Professor Graham Donaldson. These training sessions were run in the form of clusters of primary schools and their secondary schools for a meaningful discussion to take place across the 3-16 continuum. In June and July of 2021, Professional Learning sessions were held over a 3-week period for senior leaders, focusing on developing vision, curriculum design and development. These sessions were delivered in a virtual format in clusters and provided rich and regular opportunities for breakout discussions with peers. Link Advisers ran successful follow-up cluster sessions to drive further collaboration and form a joint catchment area vision.

High-level engagement has ensured that primary schools are more confident in delivering the new curriculum. Primary/secondary collaboration is also strengthening and transversal themes such as Schools as Learning Organisations have emerged in their approach - Time, Technology, Trust and Thinking Together. The Professional Learning presentations to senior leaders have been cascaded to teachers and assistants via staff meetings and/or specific INSET, meaning that all staff now have a better understanding of the framework. Effective engagement with wider stakeholders in order to collaborate to develop a shared vision has developed successfully across Gwynedd. Effective use is made of the resources presented in the sessions for leaders to continue with discussions and deepen understanding back at school.

Representatives from every cluster attended a recent professional learning conference by GwE on transition, where all clusters jointly planned their next steps to improve continuity for pupils across the learning continuum. This Professional Learning was a follow up to the regional 2-day conference which included updates from Estyn, Welsh Government, and educational experts to determine a common approach to school improvement. Consequently, all clusters are collaborating on an action plan for the delivery of the new curriculum and a consistent approach to continuity. SIAs continue to support every cluster to develop their transition plans. This support has resulted in better consistency in the quality of curriculum design within and across schools.

LEARNER PROGRESS AND STANDARDS

The increasing focus on supporting schools to improve the quality and consistency of leadership and pedagogy has resulted in improved standards across almost every school. Subject standards and standards in skills are robust overall across most school and robustly good in several schools. In a minority of schools, more intense work has been undertaken to improve provision in the skills. Work is ongoing to target further improvements in the provision and standards in skills with the most vulnerable groups of learners. Improvement needs to gather more pace in some schools and particularly so around the skills.

Secondary Schools

All secondary schools:

- are making more informed use of data and information about teaching, learning and assessment to evaluate standards and to identify priorities for further improvement however it is acknowledged that these processes need to be strengthened further to ensure more focus on pupil progress in some schools.
- introduce intervention programmes which they monitor through tracking systems to tackle underachievement and variation. In some secondary schools, these approaches need to be further strengthened and fine-tuned.
- are developing a purposeful offer for KS4 pupils so that there is clear progression to further education, training, or employment once they leave school.

The Link SIA and Subject SIAs collaborate with individual schools who need to improve or align specific aspects - at a subject level and in the cross-curricular skills.

Primary and Special Schools

Schools have generally:

- accessed workshops and guidance on embedding assessment for learning to allow opportunities for learners to work independently and improve their own work following feedback from teachers and peers.
- adapted their schemes in line with CfW requirements and are currently collaborating on long- and medium-term planning to ensure progression and continuity in the application of skills through rich cross-curricular activities.
- identified groups of pupils requiring support and are providing interventions to target their progress. In almost all schools, this progress is captured by recent systems that track progress and attitudes.
- targeted Welsh oracy because of the detrimental impact of the pandemic. A scheme such as Ein Llais Ni is up and running in most schools and progress is already visible in standards of speaking, listening and in learners' confidence to speak Welsh.

SUPPORT AND CHALLENGE FOR SCHOOLS CAUSING CONCERN

Summary of actions and impact

The Team of Supporting Improvement Advisers working across the schools has wide-ranging experience and subject and sector-specific expertise. This ensures that an appropriate level of challenge and support is targeted in a timely manner. There is a robust system in place to report to the authority on the performance and progress of schools overall. In collaboration with the Learning Service and Regional School Improvement Service, there are effective processes and actions in place to challenge and support schools and to identify those causing concern. Where follow-up action has been identified by Estyn, progress was seen at an appropriate pace. There is no school in Estyn statutory category.

The Learning Service has recently reviewed and revised its support and monitoring procedures. In response to the national pilot to support schools causing concern through the multi-agency model, procedures, and structures for supporting, monitoring and challenging schools were reviewed. The aim was to ensure that all schools could access good-quality support in a timely manner in order to move along the 'desired' pathway at the required pace. A regional Task and Finish Group was established consisting of officers from each authority, together with GwE advisers, to drive the work.

There is a clear strategy for schools causing concern and all identified schools have a support plan which clearly notes the nature and intensity of the support provided by GwE.

Within the revised structure there exists a group to identify needs consisting of senior officers, lead officers from the relevant services and GwE staff who meet regularly to share information and evidence so that concerns are identified at an early stage. This group is held accountable by the County Quality Board. Thresholds and triggers have been adopted to ensure consistency in identifying concerns in relation to standards, teaching, assessment, leadership, inclusion, or managerial matters. To ensure an agreed understanding and consistency of approach, training was organised for all officers and advisers. Once a school is identified as causing concern, the lead officer, Core Lead and Link Improvement Support Adviser work with the school's leadership team to develop a bespoke support plan. The above group has responsibility for ensuring that this plan is developed, delivered, and monitored effectively. Where concerns arise about lack of pace or progress, these are escalated to the Chief Education Officer so that an appropriate decision is taken regarding whether to execute statutory powers. GwE Core Leads share a steady, timely, appropriate, and regular flow of information with officers of the Learning Service.

KEY PRIORITIES FOR FURTHER DEVELOPMENT AND IMPROVEMENT OF SCHOOLS

Improve Leadership

- continue to strengthen leadership at all levels, focusing in the secondary sector on further improving evaluation and improvement planning processes.
- further developing the capacity of senior and middle leaders to lead effectively on teaching.
- further strengthen schools' internal accountability processes to ensure robust and timely interventions to tackle underperformance.
- ensure that all leaders are actively involved in peer collaboration and review to move towards a self-improving system.
- strengthen systems for capturing the impact of improvement strategies on pupils' standards and progression.

Improve Teaching

- further improve the quality of teaching and assessment to minimise variation within and across schools.
- further strengthen the quality of the provision to develop learners' skills.
- ensure that all secondary schools take firm approaches to support vulnerable learners.
- further develop tracking and intervention programmes to tackle under-performance and in-school variation - especially in relation to vulnerable learners.

Curriculum and Provision

- ensure that all secondary schools deliver the new curriculum successfully for Years 7 and 8 from September 2023 onwards.
- ensure that all schools ensure equity for all learners, and that they have an inclusive learning environment to support those who are vulnerable.
- ensure that all primary/secondary clusters implement effective transition plans.

Improve Challenge and Support for Schools Causing Concern

- ensure that schools causing concern or in any follow-up action by Estyn gather pace to demonstrate marked improvements including improvements in the quality of teaching and learning and in the quality of leadership across the school.

APPENDIX 1

Leadership: Progress and Impact in Secondary and Special Schools

The size, context and nature of the communities of the 14 secondary schools in Gwynedd vary considerably, including pupil numbers entitled to free school meals.

A number of secondary schools have also seen considerable changes within the senior leadership teams over the past few years. Senior leaders at all levels have been supported by the Authority, and every new head teacher in post has been assigned a mentor. Head teachers and senior leaders also receive support and training through national programmes, the professional offer from GwE and bespoke support from SIAs.

In most schools, members of the SLT in schools support their head teachers well and have an appropriate understanding of areas of responsibility.

Most schools have clear systems in place to support middle leaders, to provide support and to ensure a high level of accountability for the quality of their work at this tier. At best, there is a meeting calendar in place and discussions focus on teaching, standards, and learner progress.

At the middle tier, there are several examples in schools of effective leadership that ensure robust experiences for learners and high standards on the classroom floor and beyond. Nevertheless, there is still variation in the quality and impact of middle leaders in general across schools in the authority.

There are clear self-evaluation and improvement planning processes across most schools and there are fixed periods for lesson observations, discussions with learners and stakeholders and work scrutiny across the school. SIAs have collaborated with all schools to support their quality enhancement processes. Within Gwynedd schools, five networking partnership alliances have been established. Meetings have now been scheduled between schools, including joint scrutiny of work exercises and lesson observations. This has boosted the confidence of senior leaders in evaluating the quality of experiences for learners and provides schools with an independent judgement on their provision. At best, this collaboration has resulted in creating agreed professional development programmes between teachers within the alliance. Overall, leaders at every level are confident in reaching a judgement on strengths and areas for improvement within their schools. There is room to boost the confidence of leaders in evaluating the impact of teaching on learners' standards and progress.

Collaboration with Governors is beneficial in most schools and, at best, members of the Governing Body are actively involved in schools' evaluation processes and collaborate closely with leaders to set a strategic direction.

Addressing further improvements

- Respond purposefully to the requirements of the new Framework for evaluation, improvement and accountability.
- Continue to respond to findings from evaluation processes and ensure subsequent monitoring to measure the impact of implementation.
- Continue to align the quality of approach by leaders at every level.
- Ensure better understanding and accuracy of standards and progress in subjects, particularly so the skills.

Improve Teaching and Learning: Progress and Impact in Secondary and Special Schools

Developing pedagogy in the Authority's secondary schools has involved a great deal of work and investment. Useful and high-quality guidance and training has been delivered to teachers internally by senior leaders and externally by GwE. The strategies followed to improve the quality of pedagogy in schools vary e.g., Building Learning Power, Mike Gershon and Mark Burns teaching principles. Following the pandemic, several schools have also invested in strategies to develop pupils' independence and ability to work more independently.

Evaluation processes over the last year have focused on positive learning environments and good teacher-pupil relationships in a large number of lessons. Expectations were high in several lessons observed with teachers providing useful support and guidance to learners. Various activities are found to be appropriately challenging in most lessons and engage learners. There is room to further develop elements of differentiation in lessons and to ensure an appropriate level of challenge to meet the requirements of pupils of different abilities.

The quality and effectiveness of feedback varies in schools. Although a number of teachers acknowledge good work and give advice on how to improve, this is not consistent and further work remains to be done to ensure improvements in the area.

Addressing further improvements

- Improve the quality and impact of feedback for learners.
- Align standards of teaching and quality of planning for skills.
- Support and train practitioners to set an appropriate level of challenge.
- Ensure that there are appropriate accountability arrangements in place to drive improvements in pedagogy.
- Align the quality of feedback given to pupils ensuring that it allows pupils to make appropriate progress in their learning.

Curriculum and Provision: Progress and Impact in Secondary and Special Schools

Schools deliver a broad and balanced curriculum for pupils. Successful collaboration exists with other schools and colleges to widen choices for KS4 and sixth form pupils. A wide variety of general and vocational courses are offered which meet pupils' interests and abilities. There are comprehensive extra-curricular programmes in place in schools.

All schools have developed a clear and focused vision for the delivery of the new Curriculum. They have also continued to develop an understanding of the 4 purposes which are celebrated in classrooms and underpin planning. Every school is also continuing to experiment with different approaches to planning, teaching and ensuring rich experiences. Planning over time to ensure progression, ensuring attention is given to each statement of what matters and the mandatory elements, is still developing. Schools will need to evaluate the provision and modify as required.

The Welsh language is prominent in schools' curriculum design, and the provision reflects this vision successfully in most schools. The experiences planned to promote pupils' skills in Welsh and literacy are rich and broad. In most schools, there are well-planned opportunities to promote the development of skills in the curriculum. There is further work to be done to ensure planning for progression and continuity in skills.

Assessment arrangements for the new curriculum vary from school to school and continue to be undeveloped in a few schools.

There are good examples of effective partnerships with feeder primary schools. This work is ongoing.

Addressing further improvements

- Continue to strengthen plans for delivering the new curriculum focusing on reflecting the vision shared by all stakeholders, assessment and progress and on further developing transition from primary.
- Ensure progression and continuity for learners in the skills.

Learner Standards and Progress: Progress and Impact in Secondary and Special Schools

Schools operate tracking systems allowing leaders to identify those pupils underperforming. The response to findings in schools varies, with some examples of thorough procedures in place to target appropriate support in some schools. Other examples show insufficiently robust follow-up resulting in outcomes not being as good as expected.

According to findings from lesson observations in schools, overall, most pupils are making appropriate progress in their lessons with the majority pupils listening attentively and being prepared to respond. Most pupils were seen to be responding positively to their teachers in the majority of schools however a large number of schools in the authority are prioritising developing positive attitudes to learning by learners. Overall, pupils' reading skills vary. Some learners were seen to be confident readers and given the opportunity, using reading strategies successfully to help them analyse and understand text. Oral skills vary with most pupils being able to confidently express themselves orally in both languages, whilst others are more reluctant to respond. Given the opportunity, pupils produce extended writing for a range of purposes and audiences in a large number of subjects however the quality of work is inconsistent.

The majority of pupils were seen to be applying numeracy skills appropriately across the curriculum and their digital skills are developing. GwE SIAs have worked closely over the course of the year to support schools to develop clear strategies to develop learners' literacy, numeracy and digital skills across every school.

Addressing further improvements

- Align GCSE standards of attainment.
- Continue to plan and map out opportunities to ensure progression in skills.
- Ensure that developing pupils' Welsh language skills is a priority.
- Improve and align the quality of feedback to ensure progression in standards.

APPENDIX 2

Leadership: Progress and Impact in Primary School Clusters

Across Gwynedd primary schools there is a mix of headteachers, from the most experienced in the authority to those who have been appointed to their first headship role in the last three years as well as acting headteachers. Headteachers' teaching responsibilities vary - some teach over half the time and others teach part-time or less.

Leadership in the majority of schools is good with many very good aspects. There are two primary schools in Estyn follow-up category. There is no primary school in Estyn statutory category.

Most schools have a clear staffing structure, with leaders on all levels aware of their responsibilities and playing an important part in school improvement processes. Most have robust evaluation procedures. Every school is gradually evolving their evaluation processes to meet the requirements of the new curriculum and in every cluster, there are plans in place to develop a response to the new accountability framework. Nearly every headteacher has engaged in GwE's self-evaluation and improvement planning workshops. Most schools have a comprehensive improvement plan with priorities leading clearly to evaluation processes as a result. In many clusters, schools collaborate on cluster-agreed priorities in aspects such as Pedagogy, ALN and Digital.

At a headteacher level, most schools in the clusters collaborate well with mature discussions taking place to agree on whole cluster strategic matters or to ensure similar local approaches. Collaboration on documents and plans is well-established in many schools within and across clusters. In most individual schools in the clusters, teachers collaborate well, and successful practices are shared across schools and across clusters. In most clusters, collaboration between teaching assistants is

developing effectively to create a very effective tier of assistants in almost every school who are willing to take the lead and experiment to support individuals and specific groups of children.

Some clusters and individual schools have committed to GwE's Schools Partnership Programme. Schools committed to the programme have engaged in cycles of self-review and peer-review and provide mutual support to improve priority areas. Following training for Peer Reviewers and Improvement Facilitators over the year, work is ongoing in these clusters and cycles are being completed. Further training is proposed to equip more improvement facilitators and to roll out the mindset to all school staff.

Almost all schools give high priority to developing Welsh and have a relevant priority or plan to continue to develop their provision based on a thorough self-evaluation of the area. Cluster work to develop the Welsh language reinforces this effectively.

Collaboration with local secondary schools is strengthening. It is hoped that the cluster's transition strategy will strengthen this collaboration even further.

Addressing further improvements

- Continue to develop teachers' leadership roles and collaboration between schools.
- Respond successfully to the requirements of the new Framework for evaluation, improvement and accountability.
- Continue to develop leadership on all levels and create self-improving organisations.

Improve Teaching and Learning: Progress and Impact in Primary School Clusters

Nearly all headteachers are leading teams of good teachers with many examples of excellent teaching. Teachers in most schools are enthusiastic and are successful in ensuring good standards or better in the majority of classes.

In most schools, evaluation processes have found teaching and learning to be good, at least, with many being very good or better. This judgement is reinforced through professional conversations with headteachers, teachers and the rest of staff. This has been confirmed by SIAs during visits by means of learning walks, joint scrutiny of work with schools and opportunities to talk to pupils about their work. There are a number of examples where the work of individual teachers or cluster groups was used to contribute to regional training, or national presentations on pedagogy.

Expectations are high in nearly all classes, with pupils' work and assessments capturing the progress they make in developing cross-curricular skills through rich experiences.

Provision for the 3-8 age range is a strength in the majority of schools, with Foundation Learning principles and effective use of outdoor learning areas having been well-established. Many schools are gradually transferring the mindset to develop similar approaches in terms of outdoor learning for all classes.

Leadership in the majority of schools is very good. Pupils are given regular opportunities to influence their learning and to have a strategic input in their schools' activity.

Arrangements for pupils on the ALN register are good or better in almost every school and cluster. In some clusters, coordinators from every school meet on a regular basis, under the guidance of the catchment area advocate, and their work has been used as regional good practice. The expertise of assistants also drives good progress by these groups of pupils.

The close working relationship between staff and pupils is a strength in all clusters, with concern and respect ensuring a pleasant atmosphere and ethos in every school. Teaching staff in every

school are models of good spoken language, which has a very effective influence on pupils' language development. The enthusiasm and concern shown by staff in all schools ensures that the majority of pupils have a very positive attitude to their learning, showing interest and dedication. Most schools have appropriate wellbeing interventions in place for the few pupils whose attitude is not as good. Teachers in all schools give their pupils a voice and ensure valuable opportunities for them to influence their learning.

Many schools in the clusters are prioritising the understanding of wellbeing amongst their staff. A high percentage of staff in the clusters, head teachers, teachers and assistants alike, have either followed or are following the Trauma Informed Schools Diploma training. This has had a positive impact on pupils in most schools.

Addressing further improvements

- Continue with the effective collaboration in cluster groups
- Ensure allocated time for teachers to share aspects of excellent learning across the cluster.
- Continue to develop the provision for the Welsh language promoting high standards and social use amongst pupils.

Curriculum and Provision: Progress and Impact in Primary School Clusters

Preparations for delivering the Curriculum for Wales in September 2022 have been good or better in most schools. Every school has a clear vision developed through discussions and gathering the views of all stakeholders. Some schools have been identified to showcase successful practices on a regional and national scale in regard to their approach to forming a vision and planning for the new Curriculum.

Every school has turned its vision into an effective curriculum design, which continues to develop and evolve as the depth of knowledge and provision plans mature.

The Welsh language is prominent in schools' curriculum design, and the provision reflects this vision successfully. The ethos and provision in schools for developing Welsh language skills and literacy are rich, and the experiences provided have been carefully and purposefully planned and are both stimulating and contemporary. Most practitioners understand the importance of their role in modelling and developing the language. Consequently, this promotes learners' enjoyment and confident use of the language in lessons and beyond their classrooms.

This year, all schools have continued to develop an understanding of the 4 purposes. They are being celebrated in classrooms and are a focus in planning. Every school is also continuing to experiment with different approaches to planning, teaching and ensuring rich experiences. The process of planning over time to ensure progression, ensuring attention is given to each statement of what matters and the mandatory elements, is still developing.

The majority of clusters have also created groups to discuss and develop the Areas of Learning and Experience which has ensured that all members of staff in every school have been involved in the discussion surrounding the areas, have understood the progression steps and learning descriptions and collaborated on planning. INSET and twilight sessions have been used over the year to cascade information from one group to the other.

Addressing further improvements

- Continue to identify what progression looks like to plan next steps purposefully over time.

- Continue to conduct discussions/professional dialogue regarding learner progress with learners themselves, school staff and staff in other schools.

Learner Standards and Progress: Progress and Impact in Primary School Clusters

Standards and the progress pupils make are good in most schools, and very good in the majority.

Pupils' literacy and numeracy skills are developing well and are being applied across the curriculum in the majority of schools, with digital skills developing well. The majority of pupils in most schools have good Welsh language skills, and they listen, speak and communicate with increasing confidence in the language. However, the impact of the pandemic continues to affect the oracy skills of a few pupils and the standard of extended writing and application of numeracy of a few older pupils. These aspects are being addressed in improvement plans and intervention programmes in these schools.

The majority of schools have been collaborating to ensure a procedure for identifying pupils' baseline upon entering school. Many schools are also developing appropriate arrangements to assess pupils' progress as they follow the new curriculum.

In the majority of schools, there is agreement across the cluster to focus on capturing the progress of individuals in class through assessment for learning procedures.

In most schools, different personalised spreadsheets are used for individual pupils which capture examples of pupils' standard assessment results and wellbeing measures and attitudes to work and school over time. Many schools are also trialling tracking tools to help ensure that assessments lead to planning the next steps in learning.

Addressing further improvements

- Agree on ways to capture and ensure progress in skills, ensuring effective transition.
- Further develop pupils' ability to use and apply their literacy, numeracy and digital skills across the curriculum.

APPENDIX 3

REGIONAL PRIORITIES AND PROVISION 2022-2023

OBJECTIVE 1 - CURRICULUM AND ASSESSMENT

Supporting a national curriculum with equity and excellence at its core that sets high standards for all learners.

3-16 EDUCATION CONTINUUM

<p>Regional data:</p> <p>Pedagogy transition project</p> <ul style="list-style-type: none"> Schools: 25 <p>Pontio (Transition) workshop:</p> <ul style="list-style-type: none"> Schools: 284 <p>3-8 Toolkit:</p> <ul style="list-style-type: none"> Support for schools: 74 Number of visits: 184 Cluster support (number of schools): 132 3-8 Network: 735 attended regionally. Workshops for Teachers and Teaching Assistants new to the 3-8 age 778 attended regionally. 	<p>Local Authority Data:</p> <p>Pedagogy transition project</p> <table border="1"> <thead> <tr> <th></th> <th>Clusters</th> </tr> </thead> <tbody> <tr> <td>Gwynedd:</td> <td align="center">3</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Schools</th> </tr> </thead> <tbody> <tr> <td>Gwynedd:</td> <td>Y Moelwyn/Maenofferen Dyffryn Ogwen/Bodfeurig/Tregarth Ardudwy /Cefn Coch</td> </tr> </tbody> </table> <p>Pontio Workshops:</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td align="center">71</td> </tr> </tbody> </table> <p>3-8 Toolkit:</p> <table border="1"> <thead> <tr> <th></th> <th>Number of schools</th> <th>Number of visits</th> </tr> </thead> <tbody> <tr> <td>Gwynedd:</td> <td align="center">18</td> <td align="center">39</td> </tr> </tbody> </table> <p>Cluster support (number of schools):</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td align="center">65</td> </tr> </tbody> </table> <p>Network:</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td align="center">180</td> </tr> </tbody> </table> <p>Workshops:</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td align="center">191</td> </tr> </tbody> </table>		Clusters	Gwynedd:	3		Schools	Gwynedd:	Y Moelwyn/Maenofferen Dyffryn Ogwen/Bodfeurig/Tregarth Ardudwy /Cefn Coch	Gwynedd:	71		Number of schools	Number of visits	Gwynedd:	18	39	Gwynedd:	65	Gwynedd:	180	Gwynedd:	191
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Gwynedd:	65																						
Gwynedd:	180																						
Gwynedd:	191																						

CURRICULUM REALISATION (CURRICULUM FOR WALES)

<p>Regional data:</p> <p>Number attending national on-line CfW Professional Learning sessions:</p> <ul style="list-style-type: none"> Total of 668 across Wales - 251 from GwE 	<p>Local Authority Data:</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td align="center">39</td> </tr> </tbody> </table>	Gwynedd:	39
Gwynedd:	39		

AoLE TEAMS

<p>Regional data:</p>	<p>Local Authority Data:</p>
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<p>More website hits - access to materials and examples shared by networks and schools:</p> <p>Between 1/9/21 and 20/1/23</p> <ul style="list-style-type: none"> 8418 CfW GwE Support Centre 8100 CiG Canolfan Cefnogaeth GwE <p>Between 1/9/21 a 30/3/23:</p> <ul style="list-style-type: none"> 9021 CfW GwE Support Centre 8504 CiG Canolfan Cefnogaeth GwE 	<p>N/A</p>
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OBJECTIVE 2 - DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION Improving teaching and learning in our schools											
MODERN FOREIGN LANGUAGES											
<p>Regional data:</p> <p>Primary webinars</p> <ul style="list-style-type: none"> Power Language + Institut français: May - June 2022: 35 schools (41 teachers) <p>Primary upskilling:</p> <ul style="list-style-type: none"> June - July 2022 - 3 sessions - 8 schools (13 teachers) November 2023 - 1 session - 7 schools - (9 teachers) January 2023 - 2 sessions - 8 schools (10 teachers) <p>Power Language - Primary Training:</p> <ul style="list-style-type: none"> 16.11.22 - 28 schools (30 teachers) 21.3.23 - 31 schools (36 teachers) <p>Primary Network Meeting</p> <ul style="list-style-type: none"> February - March 2023 - Number of schools: 25 	<p>Local Authority Data:</p> <p>Primary webinars</p> <table border="1" data-bbox="826 1016 1414 1061"> <tr> <td>Gwynedd:</td> <td>7</td> </tr> </table> <p>Power Language - 3 Year Subscription</p> <p>Gwynedd (31.10.22): 2 Gwynedd (31.03.22): 15 Gwynedd (04.07.22): 16</p> <p>Primary upskilling:</p> <p>Gwynedd (June/July 2022): 2 Gwynedd (November 2023): 1</p> <p>Power Language - Primary Training:</p> <table border="1" data-bbox="826 1630 1385 1760"> <tr> <td></td> <td>16.11.22</td> <td>21.3.23</td> </tr> <tr> <td>Gwynedd:</td> <td>4</td> <td>4</td> </tr> </table> <p>Primary Network Meeting</p> <table border="1" data-bbox="826 1928 1401 1973"> <tr> <td>Gwynedd:</td> <td>10</td> </tr> </table>	Gwynedd:	7		16.11.22	21.3.23	Gwynedd:	4	4	Gwynedd:	10
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Gwynedd:	4	4									
Gwynedd:	10										

<p>Cerdd iaith German:</p> <ul style="list-style-type: none"> Number of schools: 3 <p>Sharing successful practice Primary February 2023</p> <ul style="list-style-type: none"> Number of schools: 6 <p>Designing for Languages Programme October 2022 - March 2023</p> <ul style="list-style-type: none"> International Languages and the Welsh Language: 26 schools <p>Secondary Network Meeting</p> <ul style="list-style-type: none"> November 2022 - Number of schools: 29 February 2023 - Sharing successful practice: 15 schools. 	<p>Cerdd iaith German:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>1</td> </tr> </table> <p>Sharing successful practice Primary February 2023</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>0</td> </tr> </table> <p>Designing for Languages Project</p> <table border="1"> <tr> <td></td> <td>October 2022</td> <td>March 2023</td> </tr> <tr> <td>Gwynedd:</td> <td>10</td> <td>8</td> </tr> </table> <p>Secondary Network Meeting</p> <table border="1"> <tr> <td></td> <td>November 2022</td> <td>February 2023</td> </tr> <tr> <td>Gwynedd:</td> <td>7</td> <td>4</td> </tr> </table>	Gwynedd:	1	Gwynedd:	0		October 2022	March 2023	Gwynedd:	10	8		November 2022	February 2023	Gwynedd:	7	4
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HLTA - TALP

<p>Regional data:</p> <p>Newly appointed teaching assistants:</p> <ul style="list-style-type: none"> 62 <p>Practising teaching assistants:</p> <ul style="list-style-type: none"> 137 <p>Aspiring HLTA Cylch 4, 5 and 6:</p> <ul style="list-style-type: none"> 88 <p>HLTA status Cylch 3 and 4:</p> <ul style="list-style-type: none"> 38 <p>New HLTA Assessors' Training:</p> <ul style="list-style-type: none"> 5 <p>Curriculum for Wales presentation:</p> <ul style="list-style-type: none"> 219 	<p>Local Authority Data:</p> <p>Induction</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>3</td> </tr> </table> <p>Practising teaching assistants</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>20</td> </tr> </table> <p>Aspiring HLTA Cylch 4, 5 and 6</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>7</td> </tr> </table> <p>HLTA status Cylch 3 & 4</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>3</td> </tr> </table> <p>New HLTA Assessors' Training</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>0</td> </tr> </table> <p>Curriculum for Wales presentation:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>30</td> </tr> </table>	Gwynedd:	3	Gwynedd:	20	Gwynedd:	7	Gwynedd:	3	Gwynedd:	0	Gwynedd:	30
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Gwynedd:	3												
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Gwynedd:	30												

Y Gymraeg (PL)

<p>Regional data:</p> <p>Sabbatical Courses 2022-2023:</p> <ul style="list-style-type: none"> 27 	<p>Local Authority Data:</p> <p>Sabbatical Courses 2022-2023: Gwynedd:</p> <ul style="list-style-type: none"> Welsh in a Year course: 0 Part 2 Spring term: 0 Part 2+3: 0
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<p>GwE attendance at heads' forums:</p> <ul style="list-style-type: none"> 7 <p>Ein Llais Ni</p> <ul style="list-style-type: none"> Case studies submitted: 65 Schools committed to the project: 81 <p>Access to The National Centre for Learning Welsh courses.</p> <ul style="list-style-type: none"> Total learning activities: 54 Number continuing with learning activities: 23 	<ul style="list-style-type: none"> Part 3 summer term only: 0 <p>Attendance at heads' forums:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>2</td> </tr> </table> <p>Ein Llais Ni - case studies submitted:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>34</td> </tr> </table> <p>Ein Llais Ni – schools committed to the project:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>41/49</td> </tr> </table> <p>Access to The National Centre for Learning Welsh courses</p> <p>Total learning activities</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>11</td> <td></td> </tr> </table> <p>Number continuing with learning activities</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>9</td> </tr> </table>	Gwynedd:	2	Gwynedd:	34	Gwynedd:	41/49	Gwynedd:	11		Gwynedd:	9
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Gwynedd:	9											

A LEVEL

<p>Regional data:</p> <p>Number attending post-16 leaders' conference:</p> <ul style="list-style-type: none"> 35 	<p>Local Authority Data:</p> <p>Number attending post-16 leaders' conference:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>11</td> </tr> </table>	Gwynedd:	11
Gwynedd:	11		

EVALUATION AND APPRAISAL

<p>Regional data:</p> <p>KiVa Anti-bullying Research Study:</p> <ul style="list-style-type: none"> Number of schools: 30 	<p>Local Authority Data:</p> <p>KiVa Anti-bullying Research Study:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>3</td> </tr> </table>	Gwynedd:	3
Gwynedd:	3		

ITE

<p>Regional data:</p> <ul style="list-style-type: none"> Significant increase in the number (%) of short-term supply teachers (STS) attending national sessions 1 and 2 of the professional learning programme. There were 51 (81%) newly qualified STS in post in Session 1, a considerable increase in comparison with the previous year. External Validator Programme - 100% of GwE External Validators (83) and External Mentors attended the national training workshop and have a sound understanding of the NQT Induction Process. Number of NQTs attending mandatory PL 	<p>Local Authority Data:</p> <p>N/A</p>
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sessions: 172

Regional data:

Analysis of NQTs attending mandatory PL sessions.

- 386

DIGITAL

Regional data:

Number registered on Digital Training:

- 386

Local Authority Data:

Data on Hwb use - average number of schools engaging during quarter 4:

Gwynedd:	96.5%
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MATHEMATICS AND NUMERACY

Regional data:

	Number of schools	Number of visits
Individual subject support for primary schools	6	18
Individual support for secondary schools	32	79
Network meetings for Heads of Mathematics	47	N/A

Local Authority Data:

Support for primary schools:

	Number of schools	Number of visits	Number of clusters	Number of cluster visits
Gwynedd	0	0	2	2

Individual support for secondary schools

	Number of schools	Number of visits
Gwynedd	7	25

Network meetings for Heads of Mathematics

	Number of schools (November)	Number of schools (March 2023)
Gwynedd	12	12

Secondary Numeracy Coordinators' Network Meetings

Gwynedd: 10

Primary and Secondary Mathematics Workshop

	Number of secondary delegates	Number of primary delegates

	Gwynedd	23	40				
ENGLISH AND LITERACY							
Regional data: Bespoke support for schools: <ul style="list-style-type: none"> Primary: 145 Secondary: 50 	Local Authority Data: <table border="1"> <tr> <td>Gwynedd:</td> <td>12 - Secondary</td> </tr> <tr> <td></td> <td>14 - Primary</td> </tr> </table>			Gwynedd:	12 - Secondary		14 - Primary
Gwynedd:	12 - Secondary						
	14 - Primary						
WELSH AND LITERACY							
Regional data Literacy Co-ordinators Network Meeting (Welsh-medium and bilingual schools): <ul style="list-style-type: none"> 20 'Ein Llais Ni' Project (GwE) <ul style="list-style-type: none"> Number of schools involved in the project: 12 'Designing for Languages CfW' project <ul style="list-style-type: none"> Secondary school Welsh Departments involved in the project: 6 Members of 'GwE' Teams/Google Classroom: <ul style="list-style-type: none"> Y Gymraeg: 27 Y Gymraeg – Uwchradd YCS: 19 	Regional data Literacy Co-ordinators Network Meeting (Welsh-medium and bilingual schools): <ul style="list-style-type: none"> Gwynedd: 10 'Ein Llais Ni' Project (GwE) <ul style="list-style-type: none"> Gwynedd: 6 'Designing for Languages CfW' project <ul style="list-style-type: none"> Gwynedd: 3 Members of 'GwE' Teams/Google Classroom: <ul style="list-style-type: none"> Y Gymraeg - Gwynedd: 14 						
SCIENCE							
Regional data: Heads of Science Networks Autumn term 2022: <ul style="list-style-type: none"> 37 Technology Development Group Network: <ul style="list-style-type: none"> 6 schools Heads of Science Networks Spring term 2023: <ul style="list-style-type: none"> 38 Receiving bespoke school support: <ul style="list-style-type: none"> 22 	Local Authority Data: Heads of Science Networks Autumn term 2022: <ul style="list-style-type: none"> Gwynedd/Anglesey: 12 schools Heads of Science Networks Spring term 2023: <ul style="list-style-type: none"> Gwynedd/Anglesey: 11 schools Receiving bespoke school support: <ul style="list-style-type: none"> 22 						
3-8							

<p>Regional data:</p> <p>Support for schools:</p> <ul style="list-style-type: none"> Number of schools: 74 Number of visits: 184 Cluster support (number of schools): 132 <p>3-8 Network:</p> <ul style="list-style-type: none"> 735 attended regionally <p>Workshops for Teachers and TAs new to the 3-8 age:</p> <ul style="list-style-type: none"> 778 attended regionally 	<p>Local Authority Data:</p> <p>Support for schools:</p> <table border="1"> <thead> <tr> <th></th> <th>Number of schools</th> <th>Number of visits</th> </tr> </thead> <tbody> <tr> <td>Gwynedd:</td> <td>18</td> <td>39</td> </tr> </tbody> </table> <p>Cluster support:</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td>65</td> </tr> </tbody> </table> <p>3-8 Network</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td>180</td> </tr> </tbody> </table> <p>Workshop:</p> <table border="1"> <tbody> <tr> <td>Gwynedd:</td> <td>191</td> </tr> </tbody> </table>		Number of schools	Number of visits	Gwynedd:	18	39	Gwynedd:	65	Gwynedd:	180	Gwynedd:	191
	Number of schools	Number of visits											
Gwynedd:	18	39											
Gwynedd:	65												
Gwynedd:	180												
Gwynedd:	191												

OBJECTIVE 3 - LEADERSHIP
Supporting inspirational leaders working collaboratively to raise standards. Including prospective leaders and professional networks

LEADERSHIP

Regional data:

	2021-22
1. Middle Leadership Development Programme	102
2. Senior Leaders' Development Programme	72
3. Prospective Heads' Development Programme (preparing for NPQH)	35
4. Acting and New Headteacher Development Programme	32
5. Development Programme for Experienced Headteachers	17
TOTAL	258

Numbers following Leadership programmes

<u>Programme</u>	<u>2021-22</u>	<u>2022-23</u>	<u>Difference</u>

MLDP	74	86	+14%
RhDAG	29	41	+30%
SLDP	44	74	+40%
RhDUA	27	30	+10%
Total	174	231	+25%

<u>Rhaglen / Programme</u>	<u>2021-22</u>	<u>2022-23</u>
RhDDB (CPCP) / AHT (NPQH)	35	*35 applications
Penaethiaid Newydd a Mewn gofal / New and Acting Headteachers	15	30
Penaethiaid Profiadol / Experienced Headteachers	17	6

OBJECTIVE 4 - STRONG AND INCLUSIVE SCHOOLS

Committed to excellence, equity and wellbeing

REIGNITING LEARNING

Regional data:

Improving Fluency in Oral Reading (iFOR)

- A total of 52 schools and 66 teachers have accessed on-line training videos.

The number of teachers who have used Google Classroom:

- 63 have used the English resources
- 41 have used the Welsh resources.
- Schools registering to access training videos and intervention resources in (2021/22): 52
- Schools registering to access training videos and intervention resources (September 22): 31

iFOR Training sessions

- A total of 28 schools and 32 teachers registered to receive training and resources relating to reading

Local Data:

Improving Fluency in Oral Reading (iFOR)

Schools registering to access training videos and intervention resources in (2021/22)

Gwynedd:	12
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Schools registering to access training videos and resources (September 22)

Gwynedd:	2
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<p>fluency interventions (Repeated Reading and High Frequency Words).</p>							
<p>Keeping Pupils Reading (KPR).</p> <ul style="list-style-type: none"> Numbers from GwE schools partaking: 45 <p>Keeping Pupils Reading (KPR). Details regarding numbers of teachers and parents and on-line resources views:</p> <ul style="list-style-type: none"> Number of attendees: 9 <p>Keeping Pupils Reading (KPR) Project</p> <ul style="list-style-type: none"> Total of GwE schools engaging: 45 A total of 8 schools and 16 teachers accessed Webinar 1 and 1 school and 1 teacher joined to access Webinar 2. 	<p>Keeping Pupils Reading (KPR) Project. Number of schools partaking:</p> <table border="1" data-bbox="820 423 1409 510"> <tr> <td></td> <td>2022-23</td> </tr> <tr> <td>Gwynedd:</td> <td>6</td> </tr> </table> <p>Webinar:</p> <table border="1" data-bbox="820 584 1409 629"> <tr> <td>Gwynedd:</td> <td>1</td> </tr> </table>		2022-23	Gwynedd:	6	Gwynedd:	1
	2022-23						
Gwynedd:	6						
Gwynedd:	1						
<p>Remote Instruction of Language and Literacy (RILL) - PHASE 2</p> <ul style="list-style-type: none"> A total of 33 schools were trained in RILL (58 teachers) during the 2021-22 school year, with the majority being Welsh-medium A total of 61 schools have been trained in RILL during the autumn term 2022 (RILL Cymraeg = 27 schools, 39 teachers; RILL English = 34 schools, 60 teachers). 	<p>Remote Instruction of Language and Literacy (RILL)</p> <table border="1" data-bbox="820 1016 1409 1055"> <tr> <td>Gwynedd:</td> <td>21</td> </tr> </table>	Gwynedd:	21				
Gwynedd:	21						

Keeping Pupils Reading (KPR) Project

	07/2021	07/2022
Number of schools renewing licence(s) directly with SR since September 2021	30	15
Number of pupils joining Google Classroom	40	40
Number of staff joining Hwb	71	73
Viewed video guidelines: Headsprout at home (Parents and staff members)	399	513
Viewed video guidelines: How to use Headsprout stories (Parents)	106	363
Viewed video guidelines: How to administer Benchmarks (Parents)	18	46
Viewed video guidelines: How to administer	13	54

Developing Fluency (Parents)		
Viewed video guidelines: How to organise a free trial/purchase or renew licence (School staff)	65	77
Viewed video guidelines: How to add pupils to a programme (School staff)	84	135
Viewed video guidelines: How to check scores (School staff)	39	85
Viewed video guidelines: How to input Benchmark scores (School staff)	16	25
Viewed video guidelines: How to access Google Classroom (Parents)	33	50
Webinar 1 Getting started with Headsprout	-	2
Webinar 2 Monitoring progress when using Headsprout	-	0

STRATEGY TO SUPPORT PARENTS / CARERS

<p>Regional data:</p> <p>Users registered across the region:</p> <ul style="list-style-type: none"> Helping Your Child to Learn: 378 Helping your Teen to Learn: 451 	<p>Local Authority Data:</p> <p>Helping Your Child to Learn:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>83</td> </tr> </table> <p>Helping your Teen to Learn:</p> <table border="1"> <tr> <td>Gwynedd:</td> <td>11</td> </tr> </table>	Gwynedd:	83	Gwynedd:	11
Gwynedd:	83				
Gwynedd:	11				

OBJECTIVE 5 - SUPPORTING A SELF-IMPROVING SYSTEM

Supporting a system in which the education profession has the skills, capacity and agency to continually learn and improve their practice

PEER ENGAGEMENT

<p>Regional data:</p> <p>Number of schools/clusters/alliances committed:</p> <ul style="list-style-type: none"> 206 / 37 <p>Number of Peer Reviewers trained:</p> <ul style="list-style-type: none"> 266

Number of Improvement Facilitators trained:

- 226

SCHOOLS CAUSING CONCERN**Regional data:****Secondary Schools**

- Special Measures: 3
- Significant Improvement: 1

Primary schools

- Special Measures: 2
- Significant Improvement: 2

Local Authority Data**Secondary Schools in statutory category:**

Gwynedd:	0
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Primary Schools in statutory category

Gwynedd:	0
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COACHING AND MENTORING**Regional data:****Train the Trainer Welsh training**

- 21 (56% of the All-Wales Welsh cohort)

Train the Trainer English training:

- 32

Local Authority Data:

Gwynedd:	Wel: 9
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