Public Document Pack

CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Mr Dylan J. Williams
Prif Weithredwr – Chief Executive
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RHYBUDD O GYFARFOD	NOTICE OF MEETING
PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
DYDD MAWRTH, 7 CHWEFROR, 2023 am 9:30 y bore	TUESDAY, 7 FEBRUARY, 2023 at 9.30 am
SIAMBR Y CYNGOR, SWYDDFEYDD Y CYNGOR AC YN RHITHIOL DRWY ZOOM	COUNCIL CHAMBER, COUNCIL OFFICES AND VIRTUALLY VIA ZOOM

Swyddog Pwyllgor	Mrs. Mairwen Hughes 01248 752516	Committee Officer

AELODAU / MEMBERS
Cynghorwyr / Councillors:-

Y Grwp Annibynnol/ The Independent Group

Gwilym O Jones **(Is-gadeirydd/Vice-Chair)**

Plaid Cymru / The Party of Wales

Non Dafydd, Euryn Morris, Trefor Ll Hughes MBE, John I Jones, Dylan Rees **(Cadeirydd/Chair),** Margaret M Roberts, Ken Taylor

Annibynnwyr Môn/Anglesey Independents

Paul Ellis, Jeff Evans, Derek Owen

Llafur Cymru/Welsh Labour

Pip O'Neill

Aelodau Ychwanegol/Additional Members (gyda hawl pleidleisio ar faterion addysg/with voting rights in respect of educational matters) Sedd Wag/Vacant Seat (Yr Eglwys yng Nghymru/The Church in Wales), Sedd Wag/Vacant Seat (Rhiant Llywodraethwr – Sector Ysgolion Cynradd/Parent Governor – Primary Schools Sector), Mrs Llio Johnson-(Rhiant Llywodraethwyr – Sector Ysgolion Uwchradd ac ADY/Parent Governor – Secondary Schools Sector and ALN) Mr John Tierney (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)

Aelod Cyfetholedig/Co-opted Member (Dim Hawl Pleidleisio/No Voting Rights)
Mr. Dafydd Gruffydd (Rheolwr Gyfarwyddwr/Managing Director - Menter Môn)

A G E N D A

1   **<u>APOLOGIES</u>**

2   **<u>DECLARATION OF INTEREST</u>**

To receive any declaration of interest by any Member of Officer regarding any item of business.

3   **<u>MINUTES</u>** (Pages 1 - 8)

To submit, for confirmation, the minutes of the previous meeting held on 17 January, 2023.

4   **<u>GWE ANNUAL REPORT FOR THE ISLE OF ANGLESEY 2021/2022</u>** (Pages 9 - 144)

To submit a report by the Director of Education, Skills and Young People.

5   **<u>EDUCATION SCRUTINY PANEL PROGRESS REPORT</u>** (Pages 145 - 152)

To submit a report by the Scrutiny Manager.

6   **<u>FORWARD WORK PROGRAMME</u>** (Pages 153 - 160)

To submit a report by the Scrutiny Manager.

PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE

Minutes of the hybrid meeting held on 17 January 2023

PRESENT: Councillor Dylan Rees (Chair)
Councillor Gwilym O Jones (Vice-Chair)

Councillors Non Dafydd, Euryn Morris, Trefor Ll Hughes MBE, Derek Owen, Pip O'Neill, Margaret M Roberts, Ken Taylor.

Portfolio Members

Councillor Llinos Medi (Leader of the Council); Councillor Carwyn Jones (Deputy Leader and Portfolio Member for Economic Development, Leisure & Tourism); Councillor Gary Pritchard (Portfolio Member for Children's Services – Social Services and Youth Services); Councillor Alun Roberts (Portfolio Member for Adult's Services – Social Services); Councillor Nicola Roberts (Portfolio Member for Planning, Public Protection and Climate Change); Councillor Dafydd R Thomas (Portfolio Member for Highways, Waste and Property); Councillor Ieuan Williams (Portfolio Member for Education and the Welsh Language).

IN ATTENDANCE: Chief Executive,
Director of Function (Resources)/Section 151 Officer,
Director of Social Services,
Director of Education, Skills and Young People,
Head of Adults' Services,
Service Manager (Safeguarding) (AH) (item 4 only),
Scrutiny Manager (AD),
Committee Officer (MEH).

APOLOGIES: Councillors Jeff Evans, John I Jones.

Councillor Robin Williams (Portfolio Member for Finance, Corporate Business and Customer Experience).

Head of Housing Services.

ALSO PRESENT: Ms Sandra Thomas - Gwynedd and Anglesey Public Services Board Programme Manager (for item 5).

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1   APOLOGIES

As noted above.

2 DECLARATION OF INTEREST

Councillor Euryn Morris declared a personal interest in respect of Item 4 – Corporate Safeguarding – Annual Report (November) 2021/2022 and Item 6 – Progress Report Quarter 2 – 2022/2023 : North Wales Economic Ambition Board.

3 MINUTES

The minutes of the previous meeting of the Partnership and Regeneration Scrutiny Committee held on 23 November, 2022 were confirmed as correct.

Arising thereon:

Gwynedd and Ynys Môn Community Safety Partnership

The Vice-Chair ascertain as to whether there was an update on the provision of mobile CCTV cameras within rural communities. The Chief Executive responded that the matter has been raised within the Gwynedd and Ynys Môn Community Safety Partnership and the conclusion was that there is no funding at present to provide mobile CCTV cameras. However, Community Safety is highlighted within the government's Shared Prosperity Fund and discussions will be undertaken within the Safer North Wales Partnership Board in due course.

4 CORPORATE SAFEGUARDING - ANNUAL REPORT - NOVEMBER 2021/2022

Submitted – the Corporate Safeguarding Annual Report – November 2021/2022.

The Director of Social Services highlighted that this Annual Report is a corporate arrangements safeguarding report which describes the progress made and how embedded safeguarding is within all aspects of council services, functions and duties. He reported that the Authority has established a Strategic and Operational Corporate Safeguarding Boards which has a robust agenda in place which includes important data which is shared with the Boards. He noted that each service has an identified Safeguarding Champion which is a source of advice on all safeguarding matters for other staff within their service and ensuring compliance with the Corporate Safeguarding Policy.

The Service Manager (Safeguarding) reported that the governance structures are in place to ensure that the legal duties are carried out, and that the Authority's approach to safeguarding is delivered. The Local Authority must ensure that all employees and volunteers understand their roles and responsibilities for safeguarding and are aware that this includes reporting concerns about children and adults they encounter. She further said that this year the Prevent and Channel has been included within the Council's Constitution. A list of Statutory and Appropriate Officers sets out who leads on Prevent and Channel was included in the report. She noted that Wales National Safeguarding Training Standards is structured into groups, defining the responsibilities associated with different employee, executive or leadership roles. A key action, reflected in the action plan, is to map the workforce to the various groups and to plan training delivery. This is an opportunity to map the workforce training requirements in terms of Prevent and

Modern Slavery at the same time. The Service Manager referred to the effective support and interventions as noted in the report for the responding to safeguarding concerns about those whose work, either in paid or voluntary capacity, which brings them in contact with children or adults at risk. A list of allegations made against council employees/volunteers who work with children or adults with care and support needs were listed within the report.

Reference was made to the effective practice in Councils as regards to procurement provision when commissioning services. The Authority has published an Advice Note on Safeguarding and Procurement and Contract Management which helps services to ensure that services delivered by partners are safe and promote safeguarding. Each service are responsible for their own Procurement and Contract Management arrangements and decision on how to apply the provisions of the Advice Note lies with each individual service.

The Committee considered the report and raised the following main points:-

- Questions raised as how the Council ensures that safe practice in commissioning services is ensured and that all providers who act on behalf of the Council exercise their safeguarding responsibilities effectively. The Director of Social Services responded that the required arrangements are put in place as regards to ensuring that all providers exercise their safeguarding responsibilities. The Service Manager also responded that the Advice Note on Safeguarding and Procurement and Contract Management helps to ensure services are delivered by partners are safe and promote safeguarding. When contracts are set, monitoring and reviewing processes are undertaken to ensure robust safeguarding procedures are in place;
- Questions raised as to what extent is there evidence that robust corporate procedures are in place and that they are implemented consistently. The Director of Social Services responded that there is an Operation Plan in place as is set out in the attachment to the report. He noted that any issues arise when departments needs support with regard to safeguarding issues, the maters can be brought to the attention of the Operational Corporate Safeguarding Board to strengthen the corporate arrangements and to support staff who work with children and adults;
- Reference was made as to whether there are resources in place for delivering the Work Plan. The Director of Social Services responded that the resource is the workforce that deal with safeguarding issues. He noted that the expertise varies from each department with the Social Services and Education Service having more expertise in safeguarding due to the nature of their work. However, he emphasised that each individual within the Council has safeguarding responsibilities;
- Questions raised as to the progress being made against the work plan. The Director of Social Services responded that the Work Plan is reviewed on a regular basis and he reports to the Corporate Safeguarding Board on any issues that are not moving forward as expected;
- Reference was made to the list of allegations against council employees/ volunteers who work with children and adults with care and support needs as noted in the report. Questions were raised as to how the Authority is addressing these allegations and whether lessons have been learnt as to the

recruitment procedure. The Service Manager responded that there was no problems highlighted with the recruitment process with regards to the allegations made against certain individuals highlighted within the report. She noted that training and supporting individuals in their roles needs to be more robust and these issues are reported to the Regional Safeguarding Board. The Committee referred that there also needs to be support the individuals when allegations against them are not substantiated. The Service Manager responded that Wales Safeguarding Procedures 2019 highlights different investigations in terms of child protection and adults at risk. She noted that it is challenging period for the individuals that have allegations against them together with the people that have made the allegations; the investigation process need to be addressed as soon as is practical. The Director of Social Services said that there are clear procedures in place with the Authority's employees having access to the Counselling process through MEDRA. He noted that each specific case must be reviewed and monitored and to look upon the case from both perspective and how those individuals can be supported.

It was RESOLVED to accept the report and the Work Plan for Corporate Safeguarding arrangements.

ACTION : As noted above.

5   **DRAFT WELL-BEING PLAN - GWYNEDD & YNYS MÔN PUBLIC SERVICES BOARD : 2023/2028**

Submitted – the Draft Well-Being Plan – Gwynedd and Ynys Môn Public Services Board for 2023/2028.

The Leader of the Council said that this is the second joint Well-Being Plan and the statutory consultation process has started at the beginning of the year until 6 March, 2023. Following this, the Board will consider the responses to the consultation before creating a final Well-being Plan.

The Chief Executive reported the Well-Being Future Generations (Wales) Act 2015 places a duty on Public Services Boards to publish a Well-being Plan which outlines how it is intended to improve the well-being of the area's residents. The Public Services Board are eager to make a meaningful contribution to the partnership landscape without duplicating the work of other partnerships and therefore the draft Well-being Plan seeks to clearly highlight whether the Public Services Board has a role in leading or delivering the well-being priorities. He noted that the Act highlights seven national well-being goals and five ways of working in order to give public bodies a common purpose. Working in partnership is imperative to achieve these goals and to make a difference to the well-being of the residents of both Gwynedd and Ynys Môn.

The Gwynedd and Ynys Môn Public Services Board Programme Manager reported that both this Scrutiny Committee and the relevant Scrutiny Committee in Gwynedd Council are statutory consultees in respect of the Draft Well-Being Plan. She noted that the first stage of the work of creating the Well-being Plan was to undertake an

assessment of local well-being and carry out research to understand and learn more about those areas. The statutory three month consultation period will end on 6 March and the Board aim is to widen the scope of consultees in respect of the Draft Plan with an invitation to representatives from the 6th forms from the Secondary Schools in Gwynedd and Anglesey and students from Coleg Menai to challenge the Boards aims and objectives.

The Committee considered the report and raised the following main points:-

- Questions raised as to which way communities could assist to deliver the plan's priorities and to develop them further in the future. The Leader of the Council responded that the local communities have been involved through Medrwn Môn who has a representative on the Public Services Board. The local communities have been part of the consultation process and Medrwn Môn have also been part of those sessions within the communities. Questions were further raised as to whether the Town and Community Councils have been consulted as regards to the Well-Being Plan. The Programme Manager responded representatives from the Board have attended Town and Community Councils Liaison Forms on Gwynedd and Anglesey and have also been invited to attend meetings of the Town and Community Councils;
- Questions raised as it whether it is considered that the well-being objectives and the priorities identified to realise the objectives will improve the social, environmental, cultural and economic well-being of both counties. The Leader of the Council responded that the aim of the Public Services Board is not to duplicate work that is currently undertaken by other organisations. She noted that it is important that the local communities need to see that there is progress within the objectives of the Public Services Board and has added value to their communities. The Chief Executive said that the Council's Place Shaping arrangements, which is a way of working with communities, allows them to achieve their own specific priorities locally;
- Reference was made to well-being objective as regards to support communities to move towards zero net carbon. Questions were raised whether assurance can be given that there will be no duplication of work when other organisations such as the Fire & Rescue Service has the same objective of zero net carbon by 2030. The Programme Manager responded that the Fire & Rescue Service is a statutory member of the Public Services Board and they will be able to support and share good practice with other organisations within the Board;
- Questions were raised as to whether there are any priorities missing, especially given the findings of the Well-Being Assessments at the beginning of the year. The Leader of the Council responded that the economy has not been focused specifically within the priorities as the North Wales Economic Ambition Board has been established to focus on the economy of North Wales;
- Questions were raised as to how information is shared between the partner organisations within the Public Services Board and how has the work of the Board benefited the residents of Gwynedd and Anglesey over the last five years.   The Programme Manager responded that discussion has undertaken during the workshops held last year and the Board will be measuring its success and gathering good practice across Wales. She noted that social media is used to promote the work of the Board and partner organisations also promote the priorities within the Well-Being Plan.

It was RESOLVED to note the draft Well-Being Plan which is to be published in May 2023.

ACTION : As noted above.

6   **PROGRESS REPORT Q2 - 2022/2023: NORTH WALES ECONOMIC AMBITION BOARD**

Submitted – the North Wales Economic Ambition Board - Progress Report Quarter 2 – 2023/2023.

The Chief Executive said that the Progress Report for Quarter 2 is submitted for information and provides an overview of progress on the Growth Deal Programmes and projects. The Quarter 2 report shows projects reporting against the revised portfolio delivery profile approved by the Ambition Board in September 2022. Three projects are reporting as Red in the report due to either risks to the project scope, or significant delays to project timescales:-

- Low Carbon Energy Centre of Excellence (Bangor University) – project under review due to change request for capital and revenue projections. The Portfolio Management Office is working with the project sponsor to explore options to accelerate delivery;
- Glynllifon Rural Economy Hub – planning permission to be secured and potential funding gap due to escalating capital build costs;
- Llysfasi Net Zero Farm – project has now been withdrawn and funding is now available to be reallocated and the process of expressions of interest for new projects will be invited.

The Leader of the Council said that some of the Growth Bids have been withdrawn due to detailed planning work undertaken and affordability due to the economic climate.

The Committee considered the report and raised the following main points:-

- Questions were raised as to whether the listed Growth Deals will not proceed is due to the increasing costs. The Leader of the Council responded that Business Cases as regards to each projects are lengthy and complicated and there are risks that the projects will not be achievable. She noted that the economic climate has changed over the last two years and a number of regions have submitted a request to the Government to revisit the Growth Deals as some projects are facing financial challenges. She referred to the Morlais project that has been reviewed so as to best use of European funding towards the project. The Chief Executive said that the rise in inflation has been a factor with increasing costs to projects;
- Reference was made to the Egnio Trawsfynydd project that has been announced recently and questions were raised as to whether this project will be part of the Growth Bid in North Wales. The Chief Executive responded that the Trawsfynydd project is part of the Growth Deal and capital funding is included and ring fenced towards the project. However, the funding towards the

Trawsfynydd project is profiled towards the future when the developer is ready to develop the site;

- Comments were made as to the requirements of submitting the Progress Reports to the Scrutiny Committee on a quarterly basis. The Leader of the Council responded that the Governance Arrangements requires that the Quarterly Reports are submitted for scrutiny and to change this requirement would need to be discussed regionally and by both UK and Welsh Governments. The Chief Executive said that assurances are needed by both governments that there is a scrutiny process to challenge the Growth Deal and especially due to the new governance arrangements as regards to the CJC's.

It was RESOLVED:-

- **To note the progress made during the Quarter 2 – 2022/2023;**
- **That the process of submitting the quarterly report be discussed at the Chairs and Vice-Chairs Scrutiny Committee meetings.**

ACTION : As noted above.

7   FORWARD WORK PROGRAMME

The report of the Scrutiny Manager setting out the Partnership and Regeneration Scrutiny Committee's indicative Forward Work Programme for 2022/23 was presented for consideration.

It was **RESOLVED:-**

- **To agree the current version of the Forward Work Programme for 2022/23.**
- **To note the progress thus far in implementing the Forward Work Programme.**

**COUNCILLOR DYLAN REES
CHAIR**

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ISLE OF ANGLESEY COUNTY COUNCIL **Scrutiny Report Template**	
Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	**7th of February, 2023**
Subject:	**GwE 2021/22 Annual Report for Anglesey**
Purpose of Report:	**Scrutiny of GwE's Annual Report**
Scrutiny Chair:	**Councillor Dylan Rees**
Portfolio Holder(s):	**Councillor Ieuan Williams**
Head of Service:	**Marc Berw Hughes**
Report Author: **Tel:** **Email:**	**Marc Berw Hughes** **07969324329** **Marchughes@ynysmon.llyw.cym**
Local Members:	**Relevant to all Council Members**

1 - Recommendation/s
The Committee is requested to: **R1** Offer comments on the annual report and propose suggestions on the effectiveness of the offer for Anglesey schools. **R2** Come to a judgement on the scrutiny arrangements in relation to the new Accountability Framework for the future.

2 – Link to Council Plan / Other Corporate Priorities
Direct link to the Council Plan. The Council Plan includes an ambition to work with the people of Anglesey, their communities and with partners to ensure that the best possible services are provided to improve the quality of life for everyone across the island. One of the 3 aims of the Plan is "creating the conditions for everyone to achieve their long-term potential", and GwE's work contributes to this aim.

3 – Guiding Principles for Scrutiny Members
To assist Members when scrutinising the topic:- **3.1** Impact the matter has on individuals and communities **[focus on customer/citizen]** **3.2** A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality **[focus on value]** **3.3** A look at any risks **[focus on risk]** **3.4** Scrutiny taking a performance monitoring or quality assurance role **[focus on performance & quality]** **3.5** Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

[focus on wellbeing]

3.6 The potential impacts the decision would have on:
- protected groups under the Equality Act 2010
- those experiencing socio-economic disadvantage in their lives (when making strategic decisions)
- opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

[focus on equality and the Welsh language]

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4 - Key Scrutiny Questions

The Scrutiny Committee is requested to ask the following questions:
- How do we know what the standards are in Anglesey schools?
- Does GwE's work have an impact on standards in Anglesey schools?
- What are the main challenges for Anglesey schools, the Learning Service and GwE?
- During a period of financial uncertainty, does GwE provide value for money?
- In the wake of the new Accountability Framework, what are the best methods of scrutinising education?

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5 – Background / Context

1. Anglesey Local Authority works in a close and effective partnership with GwE. GwE Is the regional education consortium for north Wales and works in partnership with Anglesey's Learning Service in terms of improving schools, sharing good practice, knowledge and skills, increasing local strengths, and building capacity.

2. Estyn reported as part of its 2022 inspection of Anglesey County Council's Learning Service, that the partnership is productive and:

   As partners, they have a clear understanding of their roles and responsibilities in school improvement processes. Over an extended period, there is a stable situation in terms of regional service staff working with the authority and its schools. This contributes to their thorough identification of schools' needs. There is a sense that everyone contributes to the work of 'Team Môn' and there is purposeful co-operation in order to ensure valuable support and appropriate challenge for schools. The local authority has worked closely with the region to provide valuable training and opportunities for school staff to develop their leadership skills. The local authority works beneficially in partnership with GwE to offer specific services and training in response to the needs of individual schools and their priorities."

3. In order to update the Committee's members on GwE's work, enclosed is the Annual Report for 2021/22, which includes 6 appendices. The report includes appendices on the following:
   - GwE's work programme and support for schools during the Covid-19 pandemic
   - The impact of the work streams
   - The Reform Journey Progress Report – Autumn Term 2021
   - Regional Strategy – Renew and reform: supporting learners' wellbeing and progression
   - Business Plan Data for Anglesey
   - GwE Regional Business Plan 2022-2023

4. In the annual report, the following is described:
   - How has GwE supported Anglesey schools in their preparations towards the Reform Journey and Curriculum for Wales, and by improving the quality of teaching and leadership?
   - How has the service been repurposed several times to satisfy the amended requirements of stakeholders, during and since the Covid-19 pandemic?
   - The effective relationship and the regional leadership approach in conjunction between the Anglesey Local Authority and GwE, and the impact of this.
   - The development of collaboration between Anglesey's schools and catchment areas, including the Curriculum for Wales networks on a regional and local level.
   - The approaches by Anglesey Local Authority and GwE to know their schools well and to provide them with robust and appropriate challenge as well as effective support and intervention.
   - The provision of a rich offering of professional learning to develop leadership at all levels available to Anglesey schools, and targets support for schools as required.
   - Approaches the Local Authority and GwE have positively implemented to support leaders and teachers to improve the quality of teaching and learning.
   - The development of the Welsh language, including the development of oracy teaching and learning practices and strategies between Anglesey schools, Bangor University, and other partners.
   - The unprecedented focus on the safety and wellbeing of children and the workforce, and on supporting the physical and mental wellbeing of our children and young people throughout the period of the pandemic and beyond.
   - Strategic and regional priorities for 2022-2023, including GwE's overall vision in the three-year Business Plan.

5. During the recent inspection, Estyn noted two recommendations for the Local Authority to implement. These recommendations have been discussed in previous scrutiny meetings, and a plan has been put in place to address them. These two recommendations are very relevant to the reports presented today:

- Recommendation 1 – Strengthen processes for evaluating the effect of the Learning Service's work
- Recommendation 2 – Develop and strengthen formal scrutiny arrangements

6. The Learning Service's work (including GwE's work) is regularly scrutinised by the Education Scrutiny Panel. However, to strengthen the scrutiny process, and to respond to Estyn's recommendations, the Learning Service and its partners' work is publicly scrutinised annually via the Partnership and Regeneration Panel.

7. Education is going through a period of substantial change, with a new curriculum and the new Additional Learning Needs legislation amongst monumental changes. As part of this reform, the accountability process is evolving, including reporting on and scrutinising education, which includes school performance and effectiveness.

8. In September 2023, a new guidance was published by Welsh Government, School Improvement Guidance. This year, the guidance is being implemented on a non-statutory basis and will be statutory from September 2024. The guidance will strengthen accountability systems, with schools being held directly accountable by their governing bodies and Estyn for the quality of provision and the progress of learners. In addition to this, the guidance clearly notes that each partner is part of the process, with clear accountability on the support services such as the Learning Service and GwE. Close collaboration will be required between Anglesey Local Authority and GwE to provide support based on the improvement priorities of each school's school development plan. Although there is an element of joint working in some areas, Anglesey Learning Service supports schools with matters pertaining to behavioural, emotional, and mental wellbeing, Additional Learning Needs, attendance, human resources, finance, developing the Welsh language, premises and health and safety. GwE, on behalf of the Learning Service, provides support on teaching and learning, leadership, professional learning, curriculum planning and developing the Welsh language.

9. As part of the new regime, the schools will be required to issue a summary of their school development plan on their websites, noting their high-level improvement priorities, the proposed steps to achieve these priorities, and the relevant milestones. The summary will note the support available to the school by the Local Authority, GwE and other external partners to realise the priorities. It will be expected for schools to issue a report on progress against the priorities of the previous year, including the effectiveness of the support.

10. Because of this, the scrutiny of the Local Authority Learning Service's work, including the work of GwE, will look very different in the future. The Learning Service works with the Education Scrutiny Panel and GwE to plan how this should look, to keep Elected Members and the public completely aware of the standard and effectiveness of the education received by the children and young people of Anglesey.

11. As the new improvement guidance comes into force, committees will be in a strong place to:
    - Scrutinise the Council's work in supporting schools
    - Scrutinise how effective the collaboration is between Anglesey Local Authority and the consortia
    - Monitor and scrutinise the use of statutory powers to support and improve schools causing concern
    - Consider the impact of decisions to modernise schools on school improvement.

12. In light of all of this, you as the Scrutiny Committee are asked to discuss and contribute ideas on the most effective ways to scrutinise the effectiveness of the Learning Service's work, including GwE, in the face of change in culture, and in response to the new school improvement guidelines.

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 Potential impacts on protected groups under the Equality Act 2010
N/A
6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)
N/A
6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language
N/A
7 – Financial Implications
During a period of financial uncertainty, does GwE provide value for money?

8 – Appendices:
GwE Annual Report 2021/22 Appendix 1 – GwE Support Appendix 2 – Impact of the Work Appendix 3 – Progress report on the reform journey Appendix 4 – Renew and Reform Strategy Appendix 5 – Anglesey Data 2021/22 Appendix 6 – GwE Regional Business Plan 2022/23

9 - Background papers (please contact the author of the Report for any further information):

Estyn's Report on Anglesey Local Authority – June 2022

Welsh Government – School improvement guidance: framework for evaluation, improvement and accountability

GwE

Cydweithio · Dysgu · Llwyddo
Collaborating · Learning · Succeeding

ANNUAL REPORT

CONTENT

SUPPORTING DOCUMENTS:

- **APPENDIX 1:** GwE work programme and support to schools during the covid pandemic

- **APPENDIX 2:** Impact of work streams

- **APPENDIX 3:** Progress Report on Reform Journey - Autumn Term 2021

- **APPENDIX 4:** Regional Strategy - Renew and reform: supporting learners' wellbeing and progression

- **APPENDIX 5:** Business Plan Regional Data

- **APPENDIX 6:** GwE Regional Business Plan 2022-2023

1. BACKGROUND AND CONTEXT

The response to COVID-19 has dramatically changed our lives. In this challenging context, the education system and schooling has been significantly disrupted. This year's GwE Annual Report outlines how GwE staff have re-purposed their work appropriately over the last two years to continue to deliver effective services and support for all their communities of schools during the Covid-19 pandemic. During this difficult period, GwE has stayed true to its vision and values as an institution that is still learning. At the heart of the work with schools and partners were the OECD's transversal themes of Trust, Thinking Together, Time and Technology.

The regional service, in its entirety, has redirected several times during the Covid-19 period in an attempt to meet the needs of the range of stakeholders. Flexibility and adaptability 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 well-being of school leaders, staff and learners was of utmost importance in any decision-making, ensuring that the service can accurately direct the appropriate level of support, be that operational support or professional dialogue. This involved operational discussions on the safe opening of schools, and professional discussions regarding distance and blended learning.

The report also describes how GwE has continued to support schools in their preparations for The Reform Journey and Curriculum for Wales, and in improving the quality of teaching and leadership.

Section 9 outlines GwE governance and accountability arrangements. The Management Board monitors matters of governance continuously and GwE has procedures in place to ensure the Joint Committee meetings are conducted effectively and that decision making is effective. A series of reports have been produced and shared with the Management Board and the Joint Committee during the year. These reports include the views of schools, staff and local authorities on the effectiveness of regional practice. Each report describes the quality of the provision and identifies areas for improvement to drive the learning agenda forward.

The report also identifies strategic and regional priorities for 2022-23. GwE's overall vision is reflected in the 3 year business plan and is further strengthened in the annual business plan.

2. GwE WORK PROGRAMME AND SUPPORT TO SCHOOL DURING THE COVID PANDEMIC: MAKING A DIFFERENCE

Appendix 1 outlines how the whole service has been re-purposed several times to meet the revised requirements of our stakeholders during the covid pandemic. Our different roles since the end of March 2020 has consisted of:

• Supporting the wellbeing and development of leaders

• Leading from the middle and lateral leadership

• Meaningful Professional Learning

• Collaborative leadership

• Modelling

• Managing stakeholder expectations

There has been a strong emphasis on modelling appropriate and supportive behaviour throughout the period. This has included very regular contact with headteachers to ensure that they get the appropriate support to operate

effectively and also as a sounding board to support their own well-being. Further support for senior leaders well-being has been provided through a series of workshops and webinars which supported their resilience during this difficult period. GwE staff also conducted face to face pastoral visits on behalf of the Local Authorities and also when schools reopened in spring 2021 after the second lockdown period.

GwE sees itself as a partnership organisation, especially with the Local Authorities and even more so during the pandemic and in moving forward. GwE worked effectively with Welsh Government on policy and continuity of learning. It also worked consistently with the other regions and with Estyn in preparing guidance and resources for distance and blended learning and to provide advice on formative and continuous assessment. It has also strengthened the working relationship between those parties with positive professional exchanges, ensuring that the stakeholders are getting quality advice and resources.

One of the main strengths of work across North Wales has been the consistent messaging from the six local authorities through their political education portfolio holders and directors working with GwE to have one common message for the schools in North Wales. This consistency of messaging has been not only welcomed by schools but also by teacher unions and non-teaching unions who welcomed the clarity of messaging and support for their staff.

The six local authorities and GwE have taken a collegiate and collective regional approach to supporting schools throughout the COVID pandemic. This was clearly demonstrated in the consistent regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

Teamwork, joint working and collaboration has also been at the heart of the work with schools. All schools in the region are part of a cluster or a forum where they can come together to discuss operational issues as well as sharing best practice regarding distance and blended learning. This joint work facilitated by GwE staff has been very successful and sets a very strong infrastructure in place for future work and working relationship across the region.

One noteworthy aspect of the work has also been the bespoke nature of support for teachers and schools. GwE worked on the strengths of individuals within the team and redeployed them where they provided the maximum impact in their roles in supporting individual local authorities, schools, clusters, subject and phase networks. This bespoke provision of support based on strong principles of collaboration, exchanging and sharing and developing the best practice is a key learning principle that we will continue to develop in the next stages of evolving the service.

Schools who were causing concern prior to the pandemic have had access to clear and targeted support to help them through this difficult period. This has been at several levels including network support, support to senior leadership and middle management in those schools and support with provision of distance and blended learning. Schools that have found the lockdown and post lockdown period difficult due to staff having to self-isolate have been supported in various ways. This has included modelling of exemplar materials, webinars, shared materials and resources. Also, GwE staff directly leading, directly teaching in schools or providing distance learning to learners.

A lot of time and energy was put in place to contact international experts and to research international practice to learn and establish the principles of effective distance and blended learning. GwE provided practical support for leaders to enable them to consider their whole school strategic planning of provision for remote and blended learning, refine and evaluate their evolving provision and planning for various scenarios where pupils may be in school and / or at home during the academic year. This has supported schools to have a better strategic overview of their provision.

Many schools acknowledge that parental engagement was a key factor in securing effective remote/blended learning. GwE and the Local Authorities provided a range of guidance to support school in improving parental engagement, including the sharing of good practice.

Many schools also acknowledge that there were operational challenges that changed on a day-to-day basis, where a range of scenarios had to be planned for including cohorts of learners self-isolating or individual / small groups of learners and staff self-isolating. There are many examples of how schools managed these complex situations well, having clear whole school strategies. GwE and the Local Authorities continued to support schools, using clusters and networks of schools to support each other and share resources and strategies. Schools in the GwE region have a significant collection of resources for each age group and these resources can be accessed through the GwE Support Centre: http://cefnogaeth.gwegogledd.cymru/?lang=en

GwE also adopted a regional approach to accelerating learning, working on a tri-level approach which included universal support led by the consortium, targeted support jointly led by the consortia and the local authority, with the acute being the responsibility of the local authority. This work was developed on an evidence base approach working closely with Bangor University and regional staff to ensure a range of high-quality resources to support physical and emotional wellbeing, literacy and numeracy, these being made available to all learners across all age range in all schools.

3. EVALUATING THE IMPACT OF OUR WORK

It is important that schools and all partners are clear about their roles and responsibilities. Without such an understanding, the system is unlikely to function efficiently or effectively. There is also a greater likelihood of conflict between the different bodies, drawing energy and focus from the underlying goal of continuous improvement for the benefit of learners. It is ultimately by working in partnerships, based on trust, that GwE, local authorities, governing bodies, headteachers and school staff will have the biggest impact in continuously improving schools.

The learning organisation research indicates that in order for school improvement to make a difference everyone within the organisation has a part to play to bring about positive change in individuals, organisations and learner progress. Impact is seen to be attributable to an intervention, piece of support, or professional learning activity that influences improvement and makes a difference when the conditions are right. This might include changes in the knowledge skills and behaviours of individuals or groups. These changes may occur in the short medium or longer term and should impact on organisational change and outcomes. Impact can be defined as changes that happen to individuals, to defined groups e.g. leaders, practitioners and organisations as a whole, the ultimate impact will be how these changes impact on learner progress.

GwE use a range of models and surveys to consider impact, based on national and international research, e.g., Kirkpatrick model, etc, as well as working collaboratively with our strategic HEI partners. GwE is working closely with Bangor University on the 'Collaborative Institute for Education Research, Evidence and Impact' (CIEREI) Project to establish more effective systems to evaluate the impact of our work.

This evaluative process informs future planning and allows GwE to develop and improve current support for schools.and future delivery of professional learning programmes across the region. Measuring impact is an area we are continually strengthening to improve our evaluation and planning processes.

MAKING A DIFFERENCE
Effective collegiate relationships and a collective regional leadership approach between the six local authorities and GwE has ensured:
• Effective co-constructed strategic thinking and direction.
• Strong governance, regional consistency in support, messaging and guidance given to schools.
• Strengthened collaboration between school peers at a cluster/forum level
• Approach in place for effective repurposing of both the service and its schools.
• Schools are well informed and confident that effective support is available should any needs arise.

- School leaders' wellbeing supported through professional learning, regular and clear communication.
- Schools provided with coherent guidance and resources to effectively support vulnerable learners with their wellbeing, engagement and learning.
- Best practice being shared between and across schools and clusters, i.e. engaging with reluctant learners and families, digital platforms and communication systems, blended learning models, etc.

In North Wales, we define impact as the difference that we make to:
- Delivering our values and behaviours
- Developing a culture of collaboration and sharing
- Promoting a self-improving system
- Influencing the wellbeing and achievement of learners
- Developing greater resilience and improved Headteacher wellbeing
- Empowering schools to have greater ownership over their direction of travel
- Increasing practical understanding of curriculum design, planning, assessment and progression
- Developing greater understanding and engagement with the 12 pedagogical principles
- Developing greater ability to innovate and deliver teaching practice that is evidence based
- Improving digital skills within the workforce to enhance the pedagogy

The main impact of GwE work during the pandemic is outlined below:
- Joint working has ensured strong governance and regional consistency in support, messaging and guidance given to schools.
- Strengthened collaboration between peers at a cluster/forum level has ensured effective co-constructed strategic thinking and direction.
- Clear regional and local approach in place for effective repurposing of both the service and its schools.
- Schools are well informed and confident that effective support is available should any needs arise.
- School leaders' wellbeing supported through regular and clear communication.
- Clear guidance given on how to prioritise and structure both remote and blended learning.
- Schools provided with coherent guidance and resources to effectively support vulnerable learners with their wellbeing, engagement and learning.
- Best practice being shared across schools and clusters, i.e. engaging with reluctant learners and families, digital platforms and communication systems, blended learning models, etc.
- Schools and settings have built upon several growth points in preparation for the new curriculum and generally have:
  - a more adaptable and skilled teaching profession;
  - greater focus and emphasise on both learner and staff wellbeing;
  - improved digital competency amongst staff, pupils and parents;
  - a more blended approach to teaching and learning;
  - improved partnerships with parents.

Other outcomes and impact include:
- Effective communication provided via single point of contact (Supporting Improvement Adviser) for school leaders and ease of access to support.
- Schools have been able to remain open to key workers in the event of staff shortages.
- Schools are well informed and confident that support is available should any needs arise. School leaders' wellbeing is supported through regular communication.
- Shared understanding of the importance of the welfare of pupils, parents and staff
- Clear guidance given on how to prioritise and structure both Distance and Blended Learning.
- Schools having access to a wealth of quality resources for reference as they plan for and deliver distance and blended learning.
- Comprehensive distance and blended learning models available for schools to adopt, adapt or refer to. This has in turn ensured strengthened leadership and improved balance of work that can be completed at home.
- Co-ordinated approach to supporting schools which has led to greater consistency and quality of remoteand

blended learning across the region.

- Best practice being shared across schools i.e. engaging with reluctant learners and families, digital platforms and communication systems etc.
- Strengthened use of ICT to enable effective communication between schools, within schools and with school stakeholders.
- School staff being upskilled through the use of a digital platform for professional development.
- Information shared with the LA is up to date and timely support is given to any School.
- In conjunction with the LA, ensured that the process of appointing school leadership candidates is appropriate and fair.
- Consistent messages disseminated to schools by GwE / LA officers.
- Strengthened collaboration between peers at a cluster level through digital means ensuring co-constructed strategic thinking.
- Strengthened collaboration between local authority officers and GwE.
- Clear regional and local approach in place for adapting schools for different purposes.
- Effective cascading of key messages to school staff to ensure consistency and clarity.
- Increased collaboration between regions and other stakeholders.
- Increased understanding of key messages and work streams.
- Stronger awareness amongst school leaders of effective strategies to ensure continuation of school business.
- Quality Professional Learning developed in readiness for future needs.
- Newly Qualified Teachers having clarity regarding completing their induction year.
- Strong partnership work with Bangor University to ensure initial teacher training students have clarity on the appointment system for next year.
- Strong partnership working with Caban to ensure increased research opportunities and recognition of excellence by School staff.

The impact of our work steams can be seen in Appendix 2.

4. SUPPORTING SCHOOLS IN THEIR PREPARATION FOR THE REFORM JOURNEY AND CURRICULUM FOR WALES

THE REFORM JOURNEY

GwE has continued to support schools in their preparations for The Reform Journey and Curriculum for Wales and has been flexible in its provision in order to meet schools' various needs during the pandemic.

Wales is committed to an ambitious reform agenda to realising a transformational curriculum. The education reform programme in Wales, built around the new Curriculum for Wales (CfW), provides a positive way forward as we emerge from the restrictions of the pandemic. It has at its heart a number of guiding ideas:

- That the curriculum and associated teaching, learning and assessment should flow from four clear purposes agreed nationally and pursued locally.
- That those purposes should encompass helping all of our young people to become: ambitious and capable learners; enterprising and creative contributors; ethical and informed citizens; and healthy and confident individuals.
- That young people's learning should build progressively towards those four purposes across their time in school education.
- That teachers and schools should have greater freedom to realise those purposes in ways that can meet the needs and characteristics of the young people and the communities that they serve.

These basic ideas give rise to a number of important implications:
- That the national curriculum framework should establish necessary national consistency of purpose and

approach but leave wide scope for local decision making about key aspects of learning and teaching.

- That curriculum making is a process that should involve collaboration amongst teachers, schools and wider interests.
- That accountability should not inhibit the quality or narrow the scope of learning. Wherever possible it should pursue quality enhancement rather than narrow quality assurance.
- The success of the reform programme should be judged against the extent to which it leads to better and more relevant learning for young people and to higher standards of achievement. Both the quality of the learning and the nature of standards should relate to the extent to which the agreed purposes are being realised in practice for all young people.

The impact of the pandemic has naturally influenced how schools and settings can move forward with the reform. They need to re-establish the relevance of its four guiding purposes for Wales's young people. In many ways the pandemic has made those four purposes more relevant than ever as schools seek to build the confidence of their young people and rekindle their desire to learn. Schools have had to think deeply about what matters in learning during periods of interrupted schooling and the four purposes of the new Curriculum for Wales stand up well to that examination. The pandemic has also required changes to the nature of the teaching and learning process, not least in the ways in which digital technologies can enhance possibilities for more independent learning.

GwE have worked with fellow regional consortia, Estyn and Welsh Government to set out the expectations on schools and settings in respect of reform as we move towards implementation of Curriculum for Wales in Curriculum for Wales: The journey to Curriculum Roll-out. This document also acknowledges the challenge that Covid-19 continues to present to all schools within the renew and reform strategy.

The COVID-19 pandemic has shown us that even in the most challenging of circumstances positive change is possible. In North Wales, GwE, the Local Authorities, Schools and PRUs have seized opportunities to explore innovative ways of working. Schools have delivered meaningful teaching and learning experiences through a creative blended learning approach. These experiences need to be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time and preparing for the future.

The four transversal themes of the learning organisation of time, trust, thinking together and technology have developed as strong foundations of a collaborative way of working as we move forward with the renew and reform agenda.

The response to COVID-19 has of course had a significant impact on schools and is likely to have disrupted some of their plans for preparation and implementing the new curriculum. The report in Appendix 3 – 'Progress Report on the Reform Journey' outlines where schools and PRUs were during the autumn term 2021 as they addressed the renew and reform agenda and is based on evidence gathered by GwE Supporting Improvement Advisers as part of their work in supporting schools.

As we undertake national reform, it's clear that we are in a different place to the one that we imagined when the guidance for the Curriculum for Wales was published. We recognise that some of the preparation time for the curriculum will have been devoted to managing the impact of the pandemic over the past year. On the other hand, with an even stronger focus on well-being and significant investment in teaching and learning, the values underpinning the curriculum have been at the heart of how schools have been working. GwE is fully committed to supporting schools and PRUs to maintain this momentum to ensure that every learner in north Wales is offered provision of the highest standard.

Attached (Appendix 4) is our 'Regional strategy - Renew and reform: supporting learners' wellbeing and progression', which sets out the strategic direction of our work during the next stage. Through working with partners and key stakeholders and listening to them, we have identified themes to support our aim of ensuring that every pupil in north Wales benefits from provision of the highest possible standard. These themes are noted in our Business Plans and implemented through partnership programmes and an offer of generic and differentiated

bespoke support to our schools and PRUs.

THE NEW CURRICULUM FOR WALES (CfW)

The Minister for Education has confirmed that the Curriculum for Wales will continue to be implemented in primary schools, maintained nursery schools and non-maintained nursery PRUs from September 2022. The Minister also confirmed that some additional flexibility will be given to secondary schools. In 2022, schools that are ready to roll out the curriculum to year 7 will be able to press ahead with that. However, formal implementation of the new curriculum will not be mandatory until 2023, with roll-out in that year to years 7 and 8 together. This will also be the case in special schools and all-through schools for 3 to 16-year-olds.

GwE have encouraged secondary and special schools who are able to proceed with their current plans to implement the new curriculum with Year 7 from September 2022. We also realise that some secondary schools will continue their path towards curriculum reform from September 2022, and will implement the new curriculum from September 2023 when it will become mandatory for years 7 and 8. However, it is important that the work of reforming the curriculum, and particularly direct engagement between secondary and primary schools, continues in order to support learner transition irrespective of the timeline for implementation adopted by the secondary school.

Beyond 2023, the Curriculum for Wales will be rolled out on a year-by-year basis, and the first qualifications designed specifically for the Curriculum for Wales will be awarded in the 2026-27 academic year, as planned. The reform of qualifications will play a fundamental role in the success of the curriculum and GwE will support the work of Qualifications Wales over the coming year to help shape a set of qualifications of the highest quality that are aligned with the philosophy of the new curriculum.

As part of the support to schools for the new Curriculum for Wales, GwE has worked with the other regional consortia to develop a national professional learning offer that integrates all aspects of the wider reform including Schools as Learning Organisations, Y Gymraeg (towards a million Welsh speakers by 2050) and the Additional Learning Needs Transformational Bill. This cross regional offer is aimed at supporting all school practitioners, and focuses initially on Senior Leaders with the following themes:

- Leading Change
- Leadership for the new curriculum
- Developing a Shared Vision
- Planning for Curriculum Change – to include curriculum design, progression and assessment
- Leading Pedagogy
- Time and Space for Professional Learning

This professional learning offer was originally scheduled to begin in spring term 2020, however was naturally paused due to the priorities of the Covid-19 pandemic. In discussions with Head teachers across GwE, the professional learning resumed virtually in January 2021 with the Leading Change session. These sessions across the region are cluster-based and enable smaller groups of primary schools and their local secondary school to discuss the new Curriculum for Wales across the 3-16 learning continuum. Across the region, 832 Senior Leaders attended these Leading Change sessions. In recognition of the re-opening of schools to all learners in March and April, the Professional Learning sessions were again paused in March 2021.

Following discussions with the Directors of Education through the GwE Management Board, a series of consultative workshops were held in April 2021 in each Local Authority to listen to feedback from Head teachers on the professional learning offer and how best to re-engage. Over 300 Head teachers attended the consultations.

Feedback indicated:
- Head teachers of both primary and secondary sectors recognise the importance of continuing to collaborate across the sectors to support the 3-16 continuum;

- All leaders recognise the importance of maintaining the momentum of the professional learning but acknowledge the challenge of timing given current pressures and challenges;
- Leaders are keen to work with GwE and to draw on the input of external experts where appropriate;
- Leaders recognise that flexibility in engaging with the professional learning offer is key to ensuring effective engagement.

To support re-engaging with the Curriculum for Wales work, a further leadership planning session was held for each individual cluster across the region to build capacity of clusters to collaborate across the requirements of the reform journey as a whole and form an agreed action plan for each cluster. As part of this, Supporting Improvement Advisers facilitated sessions where schools within a cluster had the opportunity to work collaboratively to strategically plan for the implementation of the curriculum. Adopting a flexible and sensitive approach to the timings of these sessions has been a key aspect of the discussions between GwE, the local authority and schools. Activities to support preparations for the new curriculum at school and cluster level have been identified within School Development Plans.

The use of technology to collaboratively develop cluster plans and websites ensure that the dialogue is ongoing and Senior Leaders are able to continue this work, following discussions back at individual school level.

Further support available to schools also includes a series of 'Think-Pieces' which have been written by the GwE team as part of the weekly reform sessions with Professor Graham Donaldson. These papers, which cover key aspects of the curriculum reform journey including leadership, vision, pedagogy, assessment and curriculum design, have been shared and refined through consultation with wider partners in Local Authorities, Estyn and Bangor University.

In addition to the Professional Learning offer, additional support from GwE is available to schools as they prepare for Curriculum for Wales. This support will be accessed at both cluster and individual school level, including tailored bespoke support where needed.

To ensure schools are ready for first teaching in September, all schools should:
- have completed a high-level curriculum design to meet statutory requirements
- developed a shared understanding of what is important in progression of skills and knowledge
- developed whole school shared understanding of progression & assessment
- have examples of planning for trialling to include assessing learners
- have identified increasing opportunities for professional dialogue across the 3-16 continuum

To enable schools to meet expectations, the GwE offer over the Spring and Summer term will include supporting all schools in developing:
- whole school curriculum design and high-level curriculum statement
- effective AOLE planning
- whole school assessment policy and practice

In preparation for the professional learning offer, GwE staff have developed guidance and exemplar models for whole-school curriculum design, curriculum planning and assessment to aid leaders and teachers as they prepare for roll-out. The resources, models and exemplars have been fully endorsed by Professor Graham Donaldson.

Guidance and resources are utilised by both the Regional and Local Curriculum Networks as they continue to promote and instigate partnership working across the system. This will allow all schools access to a rich library of resources and support as they design and plan their own unique local curriculum. Underpinning the work of the networks will be continued input from GwE staff, thus ensuring that this is a truly collaborative venture.

The initial series of workshops have taken take place during February and March to support schools through the process of curriculum design. The workshops focused on creating a high-level curriculum statement where the

rationale is based on local context.

The workshops guide school leaders through different models of design and provide a variety of curriculum statement examples. These models will be further built upon by the regional and local curriculum design networks, providing all schools with a wide variety of examples to consider when approaching their high-level curriculum design and statements. Once a school's rationale and statement is in place, a school will be able to start planning the new curriculum.

Once the curriculum design workshops have been delivered, practitioners from across the region will be able to access professional learning on effective Area of Learning Experience (AOLE) planning. These sessions will prepare leaders and teachers for first teaching of the new curriculum in September. The offer will continue throughout 2022/23 building on learning from first teaching.

The workshops will provide an overview of planning principles followed by working through various models of planning. Workshops will look at:
• Inquiry-based statements or questions as a basis to the planning.
• Planning considerations for the teacher
• Activity ideas
• Progression steps and assessment considerations
• Different planning models i.e. disciplinary, multidisciplinary, interdisciplinary, integrated models

Various examples of planning models have been created for all sectors and for all six AOLEs. These models will be shared with schools and will be utilised by the regional and local networks as a basis in ensuring additional models are created. This will add further capacity to the system.

The third area of support that will be provided over the next two terms is for whole school assessment policy and practice. Learner progress is a key aspect that runs through both the design and planning of the new curriculum. A series of workshops will take place providing schools with an overview of the national guidance and exploring the principles of assessment and leaner progress. As part of these sessions, schools will have access to models and examples of assessment, including a progress tracker designed and created by GwE staff. The Regional and Local Assessment Network will again build upon this work and provide schools with many reference points to explore while considering assessment policies and practices.

A matrix of GwE support will be provided to all schools, detailing the professional learning offer available to support them in ensuring the new curriculum is realized in their schools. Schools will be able to choose which areas of support are appropriate to them and have access to a wide variety of resources, models and examples.

CURRICULUM FOR WALES NETWORKS
GwE continues to facilitate Curriculum for Wales networks at both regional and local levels. The Networks work in partnership with Professor Graham Donaldson, GwE and the six North Wales LAs in developing effective AOLE practice which will help schools on the Reform Journey.

In June 2021, schools were invited to express an interest to be part of the regional Curriculum for Wales networks to contribute to GwE's ongoing support programme for schools in the following areas:
• Whole school Curriculum Design
• Progression and Assessment
• Unpacking the potential of one of the AOLEs
• Language, Literacy and Communication (both Welsh and English)
• Mathematics and Numeracy
• Science & Technology
• Humanities

- Health and Wellbeing
- Expressive Arts

During the Summer term 2021, 300 teachers initially expressed an interest in being part of the networks. During September and October 2021, many more schools requested to be part of the local networks and there are now over 700 practitioners from school settings across the region committed to being part of this work.

Through the networks, practitioners are accessing:
- networking opportunities with school colleagues locally and regionally
- a deepening of understanding of the curriculum design process
- co-construction opportunities and the sharing of examples of local curriculum planning
- development and sharing of examples of assessment within Curriculum for Wales

All materials and recordings of regional meetings are available for all schools to access on the GwE support centre along with resources and examples of design and planning work. In addition to this, link Supporting Improvement Officers are available to offer bespoke support at school and cluster/alliance level.

5. SUPPORTING AND IMPROVING THE QUALITY OF TEACHING AND LEADERSHIP

GwE and the Local Authorities know their schools very well, and provides a robust and appropriate challenge as well as effective support and intervention for them. There are very clear strategies, policies and processes in place for school improvement that are understood by all stakeholders. 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 service in school improvement is explicit and clear to all stakeholders.

GwE 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 to ensure that the regional service meets Local Authorities corporate priorities and targets.

LEADERSHIP
GwE provide a rich array of professional learning to develop leadership at every level, together with targeted focused support for schools as required. In addition, 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 each other's improvement journey.

During 2021, 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.

For schools whose performance is consistently strong or strong overall, improvements are addressed through peer collaboration, LA/GwE's generic Professional Learning Programme, courses of action and professional learning programmes noted in the School Development Plan and via GwE's bespoke support plans for the school. This is the approach taken with the secondary schools in 2021-22. However, when Authority/GwE procedures highlight a concern, more intense support is targeted through the multi-agency approach.

Within the revised structure, a multi-agency group of senior officers, lead officers from the relevant services and GwE staff meets regularly to share information and evidence so that concerns are identified at an early stage. Thresholds and triggers have been adopted to ensure consistency in identifying concerns in relation to standards, teaching and learning, assessment, leadership, inclusion or managerial matters. In order 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 holistic 360 support plan. The multi-agency group takes responsibility for ensuring that the holistic plan and monitoring are undertaken effectively. There are arrangements in place to review plans on a regular basis and, where appropriate, to amend them. Where concerns arise about lack or pace of progress, these are escalated to the Head of Education through meetings of the Quality Standards Board so that an appropriate decision is taken regarding whether or not to execute statutory powers.

The regular flow of information between officers and GwE advisers has ensured effective implementation within the structures. Regular meetings are held between relevant departments and agencies in order to take into account any other schools approaching the threshold and to consider early intervention.

GwE and Local Authorities have an effective procedure to support schools with their self-evaluation and planning for improvement. Schools are firmly challenged on the quality of their self-evaluation processes, and through their visits the Supporting Improvement Advisers support schools effectively to strengthen their evaluation processes such as scrutiny of work, lesson observations and learning trails.

Almost all schools have managed to continue to evaluate the quality of their provision throughout the Covid-19 period using a variety of useful sources of information and evidence, including regular discussions with other schools and GwE link officer. Most schools have gathered the views of stakeholders effectively via questionnaires for pupils and parents, telephone calls or conversations with individuals. Based on these findings, most adapted and improved their provision considerably.

Effective collaboration takes place between the Local Authorities and GwE to support the development of leaders across the 'Leadership Pathway'. Information regarding their progress is regularly communicated via Regional Leadership Group meetings. This thorough collaboration and communication ensure that Local Authorities can identify developmental needs and target further support if necessary.

All leadership programmes have been adapted for virtual delivery. Teachers have shown a very noble commitment to develop their practice and leadership skills during the Covid-19 period.

Effective collaboration takes place to support new head teachers and acting head teachers. The programme consists of a rich array of regular training throughout the educational year in order to equip head teachers to be able to successfully undertake their work as head teachers, including briefing sessions on finance management, safeguarding, site safety amongst other managerial elements (heads and experienced leaders are also invited to attend). All new heads have access to a mentor who is an experienced and successful head to provide firm support on local managerial matters in relation to their work as head teachers. This means that new heads are provided with timely and punctual support and that they have access to several sources of support, as required, as well as good opportunities to develop their knowledge and deepen their skills in the role.

A rich array of professional development is provided for teaching assistants through the national programmes, i.e. the Teaching Assistants Learning Pathway. TALP includes 'Induction', 'Practicing 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 has been very well-received by teaching assistants. The 'Induction' programme was put in the form of a playlist The'Practicing Assistants' programme was adapted during 2021-22 for virtual delivery.

A new national Aspiring HLTA programme was created in 2020 which has now been running over four cycles. Upon completion of the new Aspiring HLTA programme, and meeting literacy and numeracy qualification requirements,

teaching assistants can apply for HLTA status assessment.

Focused collaboration between the Local Authorities and GwE saw very inclusive support being provided to school leaders in order to ensure that their settings were safe for return after the first lockdown. A strategic approach was adopted across the region to create a fit for purpose tool in the form of a very manageable dashboard. This dashboard provides leaders with firm guidance on identifying specific risks in their planning for children, staff and other stakeholders upon return to school. In addition to this, this tool provides very thorough guidance to schools on how to minimise identified risks - by collating all relevant guidance documents in one place under headings such as Safety, Site and Facilities, Staffing amongst other headings.

Effective collaboration at a cluster level in the primary and in the secondary alliance is a strength in the region. All Supporting Improvement Advisers working as Link Advisers with the primary schools are experienced and have been supporting specific clusters for an extended period. This means that the regional service and local authorities now have a thorough knowledge of the strengths and needs of specific schools and clusters/groups of schools. There are numerous examples across the primary catchment areas that show that systems and processes for collaboration are maturing amongst schools in order to share expertise and reduce workload in response to the Reform Journey. 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.

Head teachers and staff engaged in the programme all agree that this process has been a firm foundation upon which they have been able to collaborate and share resources over the lockdowns. They also noted that it is a good foundation upon which to develop future leaders amongst the improvement facilitators.

TEACHING
The quality of teaching is generally robust across the sectors and purposeful action is taken to improve and align where there are anomalies. GwE has been taking positive steps to support leaders and teachers to improve the quality of teaching and learning during and prior to the Covid-19 period. Since the beginning of lockdown, the region has been proactive in their support for schools. A wide range of quality materials and models for distance and blended learning have been provided through digital platforms such as 'Google Classroom' and GwE Support Centre Canolfan Cefnogaeth GwE. The work has drawn on the findings of research into effective international practices.

Collaboration in clusters and alliances to jointly develop and share resources and successful practices in this regard has been a strength and testifies to the strong working relationship between stakeholders. Head teachers have appreciated the input of the Link Supporting Improvement Advisers and Authority officers in terms of providing guidance and support for schools and clusters to develop their provisions. Facilitating cluster and alliance meetings has been instrumental in sharing ideas and good practice for developing their distance and blended learning provision. It was also noted that these meetings have had a positive impact on their mental health and well-being.

We have also provided a range of high-quality guidance and resources to support schools to improve parental engagement, and have also worked with Mike Gershon to facilitate parental access to quality materials so that they also can support their children. 'Helping your Child to Learn' (HYCTL) and 'Helping your Teen to Learn' (HYTTL) materials, and the 'Revise with Mike' resource have been very well-received. The range of revision strategies has also impacted on teachers' classroom floor practices as they prepare KS4 and 5 learners for this year's examinations.

Over the last two and a half years, most schools have made very effective use of guidelines and guidance on delivering distance and blended learning including planning successful recall and learning practices as learners return to face-to-face learning. There has also been an appropriate focus across schools on identifying a baseline upon learners' return and implementing purposeful plans in response to any gaps in learning.

Over the period, GwE has supported schools to evaluate the quality of their blended and distance learning provision, and has 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 in some instances, learning trails, have all resulted in valuable and focused experiences being provided to the ability range, under very difficult and challenging circumstances. There is also explicit evidence that a higher number of practitioners are now able to use the technology more confidently to support learning. This is one of the key growth points.

The support of the Accelerated Learning Programme had a positive impact on basic skills and well-being once children returned to formal education after lockdown. All schools had ensured that they carried out an internal assessment procedure, whether qualitative or quantitative, in order to identify the impact of lockdown on children's well-being and learning. Although only a small minority of parents and families did not engage in tasks and activities during lockdown, this contributed to a situation where pupils required accelerated support upon returning to the classroom. Teachers' deemed that lockdown affected the confidence and well-being of the majority of pupils, with the behaviour of a few pupils having worsened. The accelerated support work was successfully driven by school leaders once baseline standards had been identified.

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

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

Schools are continuing to deliver effective intervention strategies for pupils, e.g. through daily precision teaching sessions, SAMEDS 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. Schools acknowledge that this precise targeting has a positive impact on pupils' standards, well-being and confidence and a good number note they have seen vulnerable pupils being able to cope well with mainstream classroom challenges and various social challenges.

Schools have been provided with detailed guidance to support their preparations for delivering the new curriculum. The focus on pedagogy and the 12 principles are central to this work. Since September 2021, 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 schools have been able to jointly-plan examples and models to share across the region.

GwE and Shirley Clarke's Formative Assessment Action Research project has been one of the pillars of the professional learning programme since November 2017 with schools engaging with the project in 3 tiers, over a 4-year period (Tier 3 over 2 years due to Covid-19 complications). According to a direct impact evaluation on the region's schools:
- there has been a positive impact on the quality of teaching in classes, standards of attainment, pupil well-being, attitudes to learning and development as independent learners.
- teachers have deepened understanding of effective pedagogy on the basis of wide and current research, both on a local and international level. They have also become leaders of teaching in their schools and beyond.
- teachers have undertaken action research in their schools, and have taken part in professional collaboration and become confident pioneers. Consequently, schools that are a part of the project are developing well as learning organisations.
- there has been a sharper focus on effective pedagogy in cluster collaborations.
- there have been explicit inputs to improving schools' readiness and preparations for delivering the new

curriculum e.g. increasing focus on the four purposes, 12 pedagogical principles, schools as learning organisations, professional standards for leaders and teachers, assessment purposes and planning principles.

- schools have made good and effective use of formative assessment principles and strategies for distance and blended learning.
- parents have come to understand more about formative assessment in their efforts to support their children at home e.g. learning powers, learning outcomes, success criteria and verbal feedback.

There has also been a consistent focus on supporting schools to improve the quality of differentiated support across the ability range. Establishing the secondary 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 regard. 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. Feedback from the schools involved has been extremely positive and work is ongoing to evaluate the impact on the quality of provision and standards of achievement.

The service has also worked effectively with an external expert to provide first-class professional development to develop effective styles of differentiation and effective use of discussion in classroom. This has equipped staff to make incisive use of various approaches such as taxonomy, effective questioning, modelling and scaffolding to plan effective differentiation in response to the universal needs of the range of learners in class. This programme has been delivered at three tiers - bespoke sessions for Additional Learning Needs co-ordinators so that they can successfully support teachers in their schools; sessions for assistants to empower them to deal with and support learners in class along with sessions for classroom teachers on developing a rich differentiated provision and to improve the use of discussion in support of that.

A range of networks and forums are up and running to support leaders, at every level, to be able to take the lead on pedagogy with increased confidence and effectiveness. At secondary, for example, a Teaching and Learning Network has been set up for senior leaders. There is evidence that this collaboration in the network has been a particular strength and mutual support has been key in order to ensure consistency of teaching and learning approach in the secondary schools. In order to support teaching and learning over lockdown, there was a specific focus on supporting leaders to respond to the impact of the pandemic on teaching and learning. The Network worked within general parameters and principles with the aim of ensuring that the experiences of every child are the best they can be. As part of GwE's support for the network, guidance was provided on Distance and Blended Learning and resources where shared in order to support schools in this regard.

The network was a vehicle to respond to professional learning needs in order to deliver on the principles and digital training was ensured. In addition, resources were developed and successful practices were shared. The impact of this training and collaboration was reflected in teachers' confidence to adapt their teaching to suit different scenarios, in the breadth of experiences available and in the quality and format of resources available for pupils.

The impact of actions taken during the pandemic was evaluated by ensuring leaders had access to Google Classroom to verify the quality of departmental provision; regular virtual meetings between SMT and staff to discuss and adapt any work programmes/lessons; responding to learner voice/questionnaires; pupil forums and councils. Regular phone calls to homes has also been a strong feature of the team approach that has been apparent in schools, and findings lead to subsequent action being taken or teaching and learning being adapted. Throughout the period, schools have invited Supporting Improvement Advisers to partake in scrutiny exercises and learning trails. During lockdowns and blended learning, they were given access to teaching documents and pupils' work. Reports by Supporting Improvement Advisers refer to the positive impact of action on provision.

The network's coverage of teaching and learning is ongoing and the current focus is on developing the 12 pedagogical principles as part of the preparations for the new curriculum.

The subject networks have also been active for the secondary core subjects. The work has focused on supporting middle leaders to take the lead on teaching and learning; 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, Tanio websites [Science], MathsCymru [Maths], Y Pair [Welsh] and Herio [English].

The impact of the network's work 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 are more confident with pupil predictions, assessment and grading.
• effective targeting to promote Welsh oracy skills e.g. 'Ein Llais Ni' project.

In addition to the networks and forums, specific support is available to all individual secondary schools and this targeting has resulted in clear 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-evaluation and which is a priority in the School Development Plan. Support to improve aspects of teaching and learning 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.

In the primary sector all link Supporting Improvement Advisers are very experienced in working with specific schools over an extended period of time. This has led to them having a sound knowledge of strengths and improvement needs - both at an individual school and cluster level. There are numerous examples of purposeful and effective support for schools on improving specific aspects of teaching and learning.

There is robust evidence that the toolkit for 3-8-year-olds at an individual school, cluster or authority level, is effective. 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 Foundation Phase principles and pedagogy, in line with the Curriculum for Wales 'Enabling Learning' and 'Pedagogy' guidance. The toolkit includes a professional offer for SMT, 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 well-being within practical and holistic learning experiences, and training practitioners to develop as 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 note that this has a positive impact on the quality of provision (teaching and learning experiences) and on pupil outcomes.

Since 2019, the professional offer has involved Y3 practitioners in order to build on some of the Foundation Principles in KS2 in preparation for Curriculum for Wales. The professional offer continued throughout lockdown with the provision planned to target those aspects identified by schools as needing to be prioritised following

Covid-19, e.g. pupils' communication skills and health and well-being. The focus was upon developing these skills within appropriate developmental pedagogy. Evidence of the impact of this support programme includes:

- deepening practitioners' understanding of how the pedagogical principles (including 12 CfW principles) link with one another 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 in order to improve their understanding of pupils' needs, skills and progress; 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 and learning.

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 to allow for progress.

When concerns arise about a primary school, a bespoke and focused Support Plan is agreed with the school leaders and Authority. These plans are monitored on a regular basis and adapted accordingly. Historically, these schools make firm progress as a result of the specific intervention.

Across both sectors, quality support and guidance has been provided to improve the quality of planning and provision in literacy, numeracy and digital competence.

In addition to the professional learning menu, individual schools have received specific input and the impact of the interventions can be seen in the quality and standards of skills in several schools, in teachers' confidence levels and in the progress seen in collaboration between schools. The provision of guidance and support provided to schools includes planning guidance for Literacy/Numeracy coordinators/TA; support for NQTs on delivering effective lessons, 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 the Covid-19 period, there has been close collaboration with schools to develop materials and distance learning packs to support schools in developing learners' basic skills. The impact of the work has been captured in several evaluative 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. In several schools, these programmes have had a positive impact on learners' reading fluency 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 which improved understanding and confidence when measuring individual learners progress over the period.

In the secondary, there was a specific focus on supporting accelerated learning programmes and providing intervention resources in KS3 and guidance on strategies to improve parental engagement. Moreover, a toolkit was developed for Literacy which supports planning and scaffolding opportunities for reading and writing and assisting 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 Digital Competence, the professional learning offer focuses on making effective use of the services available through Hwb to develop teaching and learning and to develop learners' digital competence. In light of training, there has been increase in the number of learners logging on to Hwb every month.

In response to the pandemic, a series of webinars and on-line training were provided focusing on making effective use of learning platforms to sustain teaching and learning during periods of distance and blended learning.

A Digital Facilitator Programme was recently delivered where every cluster nominated an individual, a Digital Champion, to work closely with the LAs and GwE to develop strategic leadership of the digital domain within the cluster. Clusters have started to re-engage with the programme by nominating a facilitator as representative. The majority of clusters have formed a working party to oversee digital developments and to fully incorporate digital competence as part of the Curriculum for Wales.

Specific support has been provided also to improve the quality of teaching and learning in STEM subjects. STEM Gogledd is an ESF European grant funded project, operational across Anglesey, Conwy and Gwynedd. The project began in 2019 with its main aim being to inspire, encourage and support young people to study STEM subjects at school, and encourage them to study and pursue a career in STEM. The project uses Careers Wales trained mentors to provide STEM guidance and support for students on a 1:1 and group basis, and runs alongside the STEM Gogledd Hub which is also a reference point for careers, apprenticeships and post-16 courses.

Groups of pupils are also engaged to challenge stereotypes and promote equal opportunity for girls in particular, encouraging them to partake in other STEM projects such as Technocamps. STEM Gogledd also works directly with teachers to support STEM in their preparations for Curriculum for Wales and also support them to integrate Careers and Work-Related Experiences in the curriculum. Miller Research Audit is carrying out a full evaluation of the project and the final report will be released later in 2022 after consultation with all stakeholders. Based on our involvement with schools over the period, there is firm evidence of the project's positive impact across a wide-range of aspects. Details have been captured in a comprehensive report.

6. Y GYMRAEG

EIN LLAIS NI

This is a co-operative project (funded by Welsh Government) to develop Welsh oracy teaching and learning strategies between GwE schools, Bangor University and other partners. The aim of the project is to:
- Focus on developing learners' Welsh oracy in a modern context relevant to Wales.
- Integrate traditional strategies for teaching oracy with digital strategies.
- Place emphasis on offering 'real' experiences that are relevant to real life.
- Develop pedagogy that integrates naturally with the planning principles and vision of the Curriculum for Wales.
- Develop teachers as action researchers - reflecting on modern research, modelling strategies and evaluating success.
- Teachers sharing case studies of what has worked well.
- Produce an evaluation of the project and a reference for teachers by Bangor University researchers.
- Develop a supplementary pack for professional learning

All Welsh-medium or bilingual Regional schools were given the opportunity to be involved in the Project, and the

100 schools that applied were accepted. The Authorities and GwE encouraged schools through strategic forums and direct contacts to express an interest.

Teachers who have committed to the project are developing effectively as teachers who undertake action research, and are beginning to share their findings to date. They are all working towards submitting a case study by the end of the summer term 2022, elaborating on the success of strategies to promote oral skills through the medium of Welsh.

Schools that are part of the network have had opportunities to share their experiences, and there is positive feedback in terms of the early impact of trialling the strategies in their classrooms. They have appreciated hearing from other schools, including taking ideas and adapting them for their classes.

GwE and Bangor University have collaborated on developing very comprehensive supplementary resources for teachers to assist them with the research. These include:
- **Ein Llais Ni website** - all presentations from the initial launching conference, research papers and documents, examples of successful practice, suggestions for teaching and learning, access to 'Trysorfa Llais 21'(CSC), case studies, examples of digital programmes and apps to promote oral work etc.
- **Podcasts** - a series of conversations on oracy and bilingualism.
- **Newsletters** - to share updates on any developments with schools, including responding to questions and examples from schools.
- **Webinars** - series of sessions promoting the use of digital tools to support and enrich oral work.
- **Networks** - an opportunity to share information and experiences throughout the year.
- **On Demand sessions** - an informal session for any project school to attend, to discuss their work and receive updates.
- **Research** - input from experienced researchers on the associated research and any useful recommendations to support teachers' options when planning.

From the direct contact with project teachers either via telephone calls/Teams, during on-demand meetings or in breakout rooms in networks, it was noted that being involved in the project has allowed a specific and successful focus on developing speaking and listening skills in Welsh, in which there has been a deterioration following lockdown periods, and that purposeful planning for progress in those skills is beginning to come to fruition, especially in terms of enthusiasm and confidence to use the Welsh language. The project has also improved teachers' confidence to develop digital and more modern methods of developing oral skills, which ties in effectively to the formative assessment process, especially aspects such as reflecting on work and improving the quality of spoken language. Consequently, learners are enthusiastic to complete their tasks through the medium of Welsh.

There is a strong link between the project and preparing for the Curriculum for Wales, and the Welsh aspect, with schools encouraged to provide 'real' experiences, provides a purpose and context with learners seeing the language in use beyond the school gates and at work in their community. Digital webinars have effectively equipped teachers with ideas for planning the enrichment of oral skills using relevant programmes or apps, and have provided suggestions and ideas for improving the quality of speaking and listening.

CLUSTER WORK
Funding for developing informal Welsh and the Welsh language skills of the workforce has been provided on an annual basis for 3 years, directly to clusters in order to support schools to hold Language Charter activities and support any member of staff to develop language skills on the appropriate level.

Regular and constructive meetings are held with local authority officers in order to collaborate on the support for schools. Consequently, there is agreement on the principles of the cluster co-ordinators' programme of work in order to plan for the grant funding for Welsh. This has successfully led to consistency of action across the north.

Co-ordinators plan purposefully and update a 'dashboard' spreadsheet for Welsh funding in consultation with Local Authority officers in order to collate planning information, costs and report on progress. As a result of close collaboration, the process is progressing smoothly and purposefully with funding allocated to the 54 clusters in 2021-22.   Co-ordinators report on progress and impact in meetings during the year and formally at the end of the financial year in order to exemplify good practice and identify next steps for development.

LANGUAGE CHARTER
In a few clusters planned activities have been adapted during the year due to staffing challenges, or it was not possible to take the intended action. Nevertheless, there are excellent examples where learners have had exciting experiences of planning and preparing for developing the use of the Welsh language e.g. collaborating with many artists to undertake various activities such as composing school anthems, composing new melodies, language games, creating podcasts to celebrate the local area. Consequently, this has led to deepening a sense of pride in Welsh identity and inspiring the use of spoken language. In addition, there are examples of successful collaboration between primary and secondary schools, with one Welsh department in a secondary school setting musical challenges for the primary schools in the cluster. Co-ordinators are in the process of updating the information on progress and impact in their cluster 'dashboard', taking into account next steps for planning for 2022-23 funding.

DEVELOPING THE LANGUAGE SKILLS OF THE WORKFORCE
Data has been received by the National Language Centre regarding Croeso on-line training. Following discussions with Welsh Government, the Welsh in a Year course has been offered to schools for the next academic year. Monthly meetings are being held with Canolfan Bedwyr and Canolfan Dysgu Cymraeg (Bangor University) to promote courses that are already up-and-running and to collaborate on developing specific courses for Authorities or education practitioners e.g. course for teaching assistants.

7. WELLBEING

Our main priority during this time of unprecedented change and disruption has been the safety and well-being of our children and our workforce, doing all we can to support the physical and mental well-being of our children, young people and workforce throughout this period. There has been a focus on a variety of aspects within the wellbeing agenda e.g. resilience, adapting to a changing environment, personal reflection, action learning etc.

All Supporting Improvement Advisers (SIAs) have ensured regular contact with the head teacher of their link schools, to check on their wellbeing and to ensure that they receive the required support. To support this further, a series of workshops was be offered to school leaders and education officers.

PDG
The regional PDG strategy has been implemented across the region with all school's/settings accessing the digital Thinking Differently professional learning offer in addition to the SIA support. All schools / settings are accessing the PDG grant dashboard as evidence of funds.

There is evidence of effective use of the additional consortia led funding to support the accelerated learning additional projects in line with the research team at CIEREI / health and wellbeing whole school and targeted support. The PDG is aligned to supporting whole school approach to wellbeing and targeted support/interventions. Early Years PDG element of the regional strategy – a number of Talk Boost sessions has been delivered for targeted schools; 8 schools have received the training so far. We have also developed a LA annual monitoring form showing the proposed use of the grant in line with the regional priorities for non-maintained settings.

LAC PDG & WELLBEING
The main developments are as follows:
• Most schools have started the process of change in school culture/ethos and mindsets via the whole school

framework of Trauma Informed Schools / Restorative Approach and Nurture.

- Nearly all schools have attended the TIS whole school approach PL across the region.
- Nearly all schools have attended at least 1 of our Wellbeing PL sessions.
- Clusters who have high number of LAC have all attended TIS or Observational Checklist PL.
- More Relationship based policies & strategies in schools as a result of the Trauma Informed Schools PL.
- Evidence of developing collaborative practice between schools/clusters/CAMHS and children services.
- More settings confident in using a range of impact and evaluation measures in regards to wellbeing.
- Stronger communication and collaboration in place with local authorities and Health in regards to the targeted and universal support.
- Regional and LA Wellbeing mapping completed.
- Increase in schools using a neuro-science based approach within teaching and learning, with
  o Staff more confident in their approaches
  o Learners more able to self-regulate / reflect on their behaviors and feelings.
  o Changes in Learners Behavior and Exclusions
  o Attitudes to learning changed –both learners/staff
  o Learners happier in school
- Practical TIS Toolkit for Schools to use via the universal approach
- Established Trauma Informed Community network / Mental Health First Aid that brings together education with mental health to support learners.
- Staff accessing Reflective Space and support sessions.
- LAC PDG has been aligned to whole school focus and CfW with nearly all clusters having completed the dashboard.
- All LA/Schools have had access to the Designated Lead PL offer.
- Increase in the schools who have LAC who have engaged with our PLO
- Supported schools/settings to implement the professional learning into the curriculum delivery and
- pedagogy in addition to additional interventions.
- Delivered 3 PL sessions to NQT's across the region to be trauma informed and embed practice into
- teaching and learning.
- 3 primary schools in the region have been awarded Trauma Informed Status.
- We have 2 trainers qualified to deliver TIS whole school training in Welsh.
- During the last months SIA's have achieved TIS practitioner status and incorporated their skills and knowledge into the supporting school's role.

8. PEER ENGAGEMENT

The support for individual schools from GwE is ongoing and is strengthened by the alliances between schools and the Partnership Programme that reflect their quality enhancement processes.

Prior to the COVID pandemic agreement was reached on a regional set of principles for peer engagement. For this purpose, a peer review model was distributed (the Schools Partnership Programme [SPP]) to stakeholders, approved by the Management Board and Joint Committee.

Continuous training and support were provided for all GwE SIAs on peer review, facilitation, mentoring and coaching. By March 2022, twenty-nine SIAs have been trained as peer reviewers and improvement facilitators as part of the SPP. All GwE staff members received SPP refresher training on 17 September, 2021. On 4 October 2021, thirteen SIAs were trained to deliver the Programme, and following a programme of observing training they can now deliver SPP training to schools and clusters. This means that by March 2022 twenty-one SIAs have the capacity to deliver the Programme successfully.

By March 2022, eighteen clusters/alliances (105 schools) have received SPP training, and they have already undertaken peer review, or are preparing to undertake peer review during the summer term / beginning of the

autumn term 2022. One hundred and sixty-one Headteachers / senior leaders have been trained as peer reviewers across the region. One hundred and fifty-four senior leaders / middle leaders and proficient teachers have been trained as 'improvement facilitators'. This enabled leaders and teachers to benefit from professional education of a high standard and it will contribute to improving leadership capacity across the region. The first tier of primary schools and clusters involved in the Programme received training at the beginning of the summer term 2021. Due to the impact of the pandemic additional training was offered for those schools to train additional staff and increase their capacity to complete the work in January 2022. The latest training for secondary schools / clusters involved in the Programme was delivered during March 2022. All special schools in the region completed the full training during the summer term 2021.

There is a programme in place to offer SPP training to all 407 regional schools and Referral Units. The intention is to train approximately 15 clusters every term during the 2021-22 academic year, and in 2022-23. The Programme will be aligned to developing a new curriculum in order to support schools and clusters to evaluate their progress towards the reform journey. To this end a series of reflection questions with a focus on the reform journey have been created in alignment with the peer process.

In September 2021, schools and clusters were asked to express an interest in participating in SPP training. A total of 33 clusters across the region expressed interest, which included 193 regional schools. During March 2022, thirty-three schools received training and it has now been arranged for the remaining clusters to receive training during the summer/autumn term 2022. Three clusters / alliances have been identified to be included in a case study on research into the impact of the Programme in 2022-23.

9.   BUSINESS MATTERS

STAFF DEVELOPMENT
The consistency and quality of challenge and support to schools is good. Regular training, support and discussions ensure that Supporting Improvement Advisers' knowledge and understanding of national and local developments, and the implications of this on their roles, is good.

Quality Assurance processes continue to develop and evolve in line with national developments and principles. Messages and information are communicated clearly and on a regular basis to all employees. Generic, purposeful and effective support programmes are offered. Full and sector team meetings offer regular opportunities for collaboration, consultation and contributing to discussions and decisions regarding GwE's direction of work during a period of considerable change.

PERFORMANCE MANAGEMENT AND ACCOUNTABILITY
The clear and robust accountability framework in a key strength in GwE. Detailed business plans on all levels of planning address all aspects of the work of GwE, and clearly note the contribution of the service to the transformation agenda. Plans are fully costed, with clear success criteria and milestones for delivering objectives.

There are detailed self-evaluation arrangements. Plans are reviewed on a quarterly basis, evaluating progress and impact. Staff on all levels fully understand their responsibility for continued improvement and accountability.

Each Local Authority has a detailed business plan agreed upon by the head of service and the core adviser. Progress towards agreed outcomes on a local authority level is monitored on a quarterly basis and discussed regularly in meetings between the lead adviser and Local Authority. Ongoing issues are referred to GwE Senior leaders in a timely manner.

Self-evaluation is a strong feature in GwE and the self-evaluation process is cyclical and ongoing. Great emphasis is placed on accountability and continuous review, and there is consistent emphasis on progress in line with priorities. Consequently, GwE leaders accurately identify areas of good performance and areas for development, or areas

where there is an element of risk in terms of improving experiences and educational outcomes for learners.

VALUE FOR MONEY

The consortium has effective financial management processes in place. Communication and consultation on financial arrangements is effective, and GwE staff, the host local authority and Joint Committee all review the core funding and grant expenditure on a regular basis.

A robust financial analysis supports the work of delivering the business plan. A medium term financial plan and workforce plan are both aligned with the business plan. Through increasingly effective use of data to identify key priorities, the link between the business planning process and decisions regarding financial planning is strengthened as the work streams that underpin the business plan clearly note the resources to be used.

A formal framework was produced to assess the wider value for money provided by GwE. The judgement is now consistent across all stakeholders on how to measure the value for money of GwE activities within the structure and objectives of the business plan.

RISK REGISTER

There are rigorous and comprehensive arrangements in place to accurately identify and manage risks on a local, regional and national level. The risk register is a live document, which is updated on a regular basis in order to identify increasing risks or risks which are no longer deemed as high level. It is reviewed every month in a senior leadership meeting and the Management Board and the Joint Committee review the register on a quarterly basis.

Through effective management of risks to the region, GwE is able to support the region's objectives, make effective use of resources and meet the outcomes as intended.

10. BUSINESS PLAN PRIORITIES 2022-2023

The regional priorities and areas for improvement are based firmly on the findings of our internal self-evaluation processes, external reviews on our current practice and direction of travel, and through consultation with headteachers and the Local Authorities. The Business Plan also addresses Welsh Government and the Local Authorities strategic priorities that fall within the remit of the work of GwE.

Additionally, GwE will work in partnership with Local Authorities to support additional local priorities, as appropriate. It also takes into consideration the views and priorities of other middle tier partners such as Estyn, Qualifications Wales, WJEC, National Academy for Educational Leadership (NAEL), Initial Teacher Education (ITE) and Education Workforce Council (EWC).

Our priorities are a combination of improving school provision, leadership and outcomes, as well as delivering the reform journey. Our approach to the reform journey has been integrated in all aspects of our work from the beginning. Not one element of the reform journey can stand alone. It is viewed from the need of learners and the baseline of individual schools and clusters to deliver change according to agreed expectations.

GwE has encouraged schools to collaborate through sharing practice and co-constructing areas that need improving and the challenges of the reform journey. We have invested in various cluster models and encouraged schools to find a range of appropriate partners to deliver improvement and changes. The region has also looked outward for good practice in terms of identifying effective peer review models as well as encouraging our schools to develop and evolve their own practice. GwE believe that peer engagement should closely complement the dimensions identified within the OECD publication 'What Makes a School a Learning Organisation'.

Our focus is on support and on capacity-building for a self-improving system. Challenge Advisers have become 'Supporting Improvement Advisers' and this is more than a name change – it signals a determination to build trust

with key stakeholders and to move away from a top-down approach to school improvement, developing a more long-term, supportive and sustainable strategy.

In partnership with stakeholders, GwE has developed a long-term supportive and sustainable strategy which is successfully building capacity across the region to meet the challenges of the wider reform. The integrated approach has focused on developing collaborative opportunities across clusters of schools. To further support schools, GwE has developed the concept of creating termly milestones through the information management system G6. These offer all schools an opportunity to reflect and through continuous professional dialogue with SIAs, activity and its impact along with identification of next steps are shared.

Professional learning will be central to ensuring that all school staff have the professional knowledge and skills to deliver on the education reforms that are well underway in Wales. Taking into consideration the system expecations and working in collaboration with partners, a clear framework for themes for professional learning has been identified for practitioners within schools.

Our **strategic priorities** for improvement for 2022-2023 are:

OUR STRATEGIC OBJECTIVES

1. **Curriculum & Assessment** - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners

2. **Developing a high-quality education profession** - improving the teaching & learning in our schools

3. **Leadership** - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

4. **Strong & inclusive schools** committed to excellence, equity & well-being

5. **Supporting a self improving system** - supporting a system in which the education profession have the skills, capacity & agency to continually learn & improve their practice

6. **Business** - ensure that GwE has strong governance and effective business and operational support that provides value for money.

The four purposes as outlined in the *Curriculum for Wales* guidance should be the starting point and aspiration for schools as they prepare to design the new curriculum and support their learners to become:

• Ambitious, capable learners, ready to learn throughout their lives;
• Enterprising, creative contributors, ready to play a full part in life and work;
• Ethical, informed citizens of Wales and the world; and
• Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
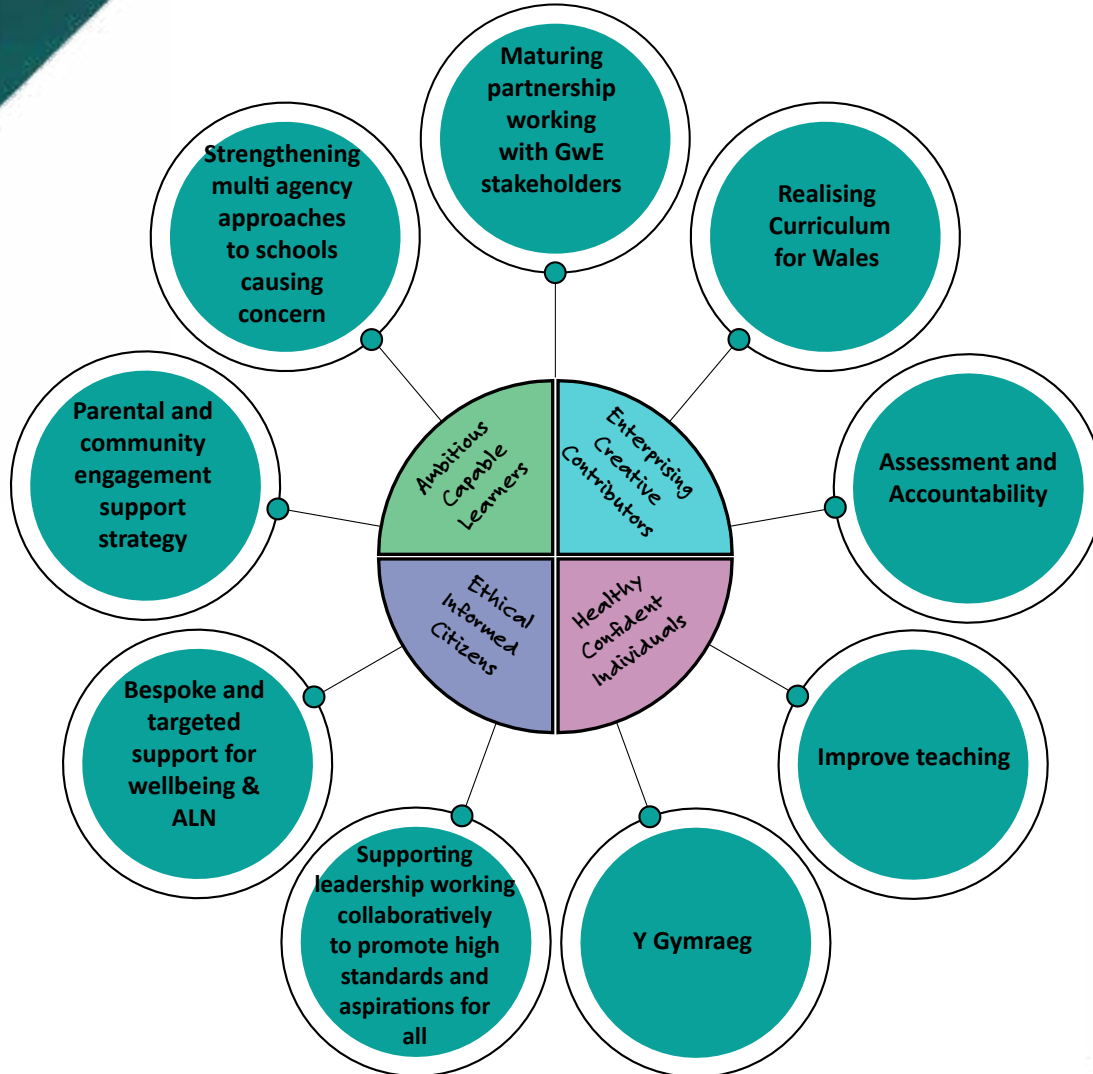
Our **regional priorities for 2022-23** are outlined below are aimed to support schools as they work towards those four purposes (Appendix 6 – GwE Regional Business Plan 2022-2023).

These priorities are supported by the service's detailed plans, outlining how and when the aspects of each priority will be delivered and setting expectations for the next steps in delivering the reform journey. Also, each Local Authority has a detailed business plan agreed upon by the head of service and the core adviser.

OUR HIGH LEVEL PRIORITIES 2022-2023

PROFESSIONAL LEARNING

ENHANCEMENT

GROWTH POINTS

Collaboration

Learning Organisation

Quality Enhancement

Developing leadership and supporting workforce wellbeing

- Maturing partnership working with GwE stakeholders
- Strengthening multi agency approaches to schools causing concern
- Realising Curriculum for Wales
- Parental and community engagement support strategy
- Assessment and Accountability
- Ambitious Capable Learners
- Enterprising Creative Contributors
- Ethical Informed Citizens
- Healthy Confident Individuals
- Bespoke and targeted support for wellbeing & ALN
- Improve teaching
- Supporting leadership working collaboratively to promote high standards and aspirations for all
- Y Gymraeg

GwE

GwE

Collaborating • Learning • Succeeding

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RHAGLEN WAITH GWE A CHEFNOGAETH I YSGOLION YN YSTOD PANDEMIG COVID

GWE WORK PROGRAMME AND SUPPORT TO SCHOOLS DURING THE COVID PANDEMIC

- Gwasanaeth yn ei gyfanrwydd wedi ail-bwrpasu sawl gwaith er mwyn diwallu gofynion diwygiedig y rhanddeiliaid.

- Whole service has been re-purposed several times to meet the revised requirements of stakeholders.

Gwahanol rolau ers diwedd mis Mawrth 2020

- **Cefnogi lles a datblygiad arweinwyr – Atebolrwydd a monitro**

- **Arwain o'r canol ac arweinyddiaeth ar draws**

- **Dysgu proffesiynol ystyrlon**

- **Arweinyddiaeth gydweithredol**

- **Modelu**

- **Rheoli disgwyliadau rhanddeiliaid**

Our different roles since the end of March 2020

- **Supporting the wellbeing and development of leaders - Accountability and monitoring**

- **Leading from the middle and lateral leadership**

- **Meaningful Professional Learning**

- **Collaborative leadership**

- **Modelling**

- **Managing stakeholder expectations**

Gwaith a wnaed ers mis Mawrth 2020

Cam 1: Cyn y cyfnod clo

- Cytuno ar strategaeth gyfathrebu â Chyfarwyddwyr y chwe awdurdod lleol.
- Cyswllt ffôn rheolaidd â phob ysgol drwy'r YCG i gefnogi penaethiaid i gadw ysgolion ar agor a lleddfu pryderon.
- Lleoli staff GwE mewn ysgolion ac UCD, ble roedd angen, i'w cefnogi i aros ar agor.
- Lleoli staff GwE yn yr awdurdodau i'w cefnogi gyda gwasanaethau hanfodol.
- Timau GwE yn llwytho adnoddau cychwynnol ar Google Classroom penodol i gefnogi ysgolion ddechrau cynllunio ar gyfer dysgu o bell.

Work undertaken between March 2020 – present

Phase 1: Pre-lockdown

- Communication strategy agreed with Directors of six local authorities.
- Regular phone contact with each school through SIA to support head teachers to keep schools open and assuage concerns.
- Deploy GwE staff in schools and PRUs where identified to support them to stay open.
- Deploy GwE staff in the authorities to support them with essential services.
- GwE teams upload initial resources to a designated Google classroom to support schools with initial planning for distance learning.

**Cam 2:	Cefnogi ysgolion ar ddechrau'r cyfnod clo**

- Cadw mewn cysylltiad rheolaidd ag ysgolion er mwyn sicrhau iechyd a lles y staff a'r disgyblion.
- Parhau i gefnogi ysgolion neu Hybiau unigol ble roedd prinder staff yno.
- Uwch sgilio staff GwE o ran dysgu'n ddigidol.
- Datblygu canllawiau, cymorth ac adnoddau dysgu i ysgolion ddechrau cefnogi dysgu o bell mewn ysgolion.
- Cefnogi ysgolion gyda Dysgu o Bell a chynhyrchu fideos defnyddiol ar 'Sut i….." fel bod athrawon yn gallu datblygu ac amrywio eu dulliau dysgu o bell.

**Phase 2:	Supporting schools at the beginning of lockdown**

- Keeping regular contact with schools in order to ensure health and wellbeing of both staff and pupils.
- Continuing to support individual schools or Hubs when there was a shortage of staff to attend.
- Upskilling of GwE staff for digital learning.
- Developing guidance, support and learning resources for schools to begin to support distance learning in schools.
- Supporting schools with Digital Learning and producing useful 'How To' videos so that teachers can develop and vary their distance learning methodology.

Cam 3: Dysgu o Bell

- Datblygu **canllawiau dysgu o bell** i ysgolion ar y cyd â rhanbarthau eraill.
- Ar y cychwyn, llwytho deunyddiau a syniadau priodol ar Google Classrooms ar gyfer pob Cyfnod Allweddol.
- Cymorth fel bod athrawon ac arweinwyr yn gallu gweithredu yn unol â'r arferion gorau wrth greu a defnyddio adnoddau dysgu ar-lein.
- Datblygu modelau DP effeithiol o fewn GwE a'u rhannu'n genedlaethol a'u mabwysiadu gan bob rhanbarth.
- Annog ysgolion, arweinwyr ac athrawon i rannu adnodau ar draws y gyfundrefn ac annog ysgolion i ddefnyddio Hwb i rannu eu dulliau gweithredu, eu cynlluniau a'u hadnoddau dysgu.
- Sicrhau bod gan bob dysgwr fynediad cyfartal at ddysgu ac adnoddau dysgu.
- Pob YCG wedi cael DP priodol ar yr hyn yw DP effeithiol.

Phase 3: Distance Learning

- Developed **distance learning guidance** for schools in collaboration with other regions.
- Initially, google classrooms populated with appropriate materials and ideas for all Key Stages to refer to.
- Support to enable leaders and teachers to act in line with best practice in creating and using online learning resources.
- Effective DL Models were developed in GwE and were shared nationally and adopted by all regions.
- Schools, leaders and teachers were encouraged to share resources across the system and to encourage schools to use Hwb to share their approaches, plans and learning resources.
- Ensured all learners have an equitable access to learning and learning resources.
- All SIAs to have appropriate PL as to what makes effective DL.

Cam 4: Cefnogi ysgolion i ail agor

- Cydweithio â'r chwe Awdurdod Lleol.

- Sefydlu trefn gyfathrebu glir efo rhanddeiliaid allweddol.

- Cyfarfod yn wythnosol â'r Cyfarwyddwyr a'r Deilyddion Portffolio Addysg.

- Creu Fframwaith Polisi a Dangosfwrdd.

- Modelu asesiad risg i bob sector.

- Adnabod rolau rhanbarthol a lleol o ran cefnogi dysgwyr bregus.

- Uwch sgilio staff GwE i gefnogi arweinwyr ysgolion yn y meysydd hyn.

Phase 4: Supporting schools to re-open

- Joint work with 6 Local Authorities.

- Establish clear lines of communication with key stakeholders.

- Weekly meetings with Directors and Education portfolio holders.

- Created a Policy Framework and Dashboard.

- Modelled risk assessment for each sector.

- Regional and local roles identified in supporting Vulnerable learners.

- Upskilled GwE staff to support school leadership in these areas.

Cam 5: Dysgu Cyfunol

- Uwch sgilio tîm GwE gyda gwaith ymchwil rhyngwladol ar ddysgu cyfunol.

- Plethu'r Cwricwlwm i Gymru yn naturiol â'r arferion presennol.

- Unedau aml-ddisgyblaethol i atgyfnerthu a datblygu sgiliau.

- GAC/Cymwysterau/Arholiadau

Phase 5: Blended Learning

- Upskilling of GwE team with international research on blended learning.

- Naturally blending CfW into current practice.

- Multi disciplinary units to consolidate and develop skills.

- CAGs / Qualifications / Exams

Cam 6 Dysgu ar Garlam

- Triongl o angen;
- Lles corfforol;
- Lles emosiynol;
- Llythrennedd a rhifedd;
- Sail y dystiolaeth.

Phase 6 Accelerated Learning

- Triangle of need;
- Physical well being;
- Emotional well being;
- Literacy and numeracy;
- Evidence base.

Cam 7
Cymorth cyfunol i ysgolion ac ALl

- Canolfan Cefnogaeth GwE
- Adborth o'r 'cyfnod gweithredol' gan ysgolion. Rhannu arferion gorau.
- Cynllunio ar gyfer gwahanol sefyllfaoedd, ar wahanol lefelau.
- Symud yr agenda dysgu yn y cyfnod nesaf. Cefnogi ysgolion o ran DC – cynllunio a'r ddarpariaeth
- Cefnogi Arweinyddiaeth / Penaethiaid – atgyfnerthu hyder ac adeiladu gwytnwch i'r system.
- Dysgu Proffesiynol
- Cefnogi ALl (cynhwysedd)
- Lles dysgwyr
- Cyfathrebu a chydweithio

Phase 7
Blended support to schools and LAs

- GwE Support Centre
- Feedback from 'operational period' from schools. Shared good practice.
- Planning for different scenarios, on several levels.
- Moving the learning agenda forwards in the next phase. Support schools as regards BL – planning and provision.
- Support for Leadership/Head teachers – restoring confidence and resilience building within the system.
- Professional Learning
- LA Support (capacity)
- Pupil wellbeing
- Communication and collaboration

Cydweithio â Chymheiriaid

- Datblygu ar fuddsoddiad cryf mewn gwaith a chydweithio clwstwr.
- Hwyluso cydweithio clwstwr o fewn sector, ac ar draws sector, i gefnogi ysgolion drwy'r pedwar cam.
- Hwyluso cyfarfodydd i arweinwyr dysgu ac addysgu a rhwydweithiau pynciol i drafod dulliau dysgu o bell a chyfunol (math PISA).
- Cydweithio â phenaethiaid a Swyddogion yr ALl drwy gyfarfodydd fforymau strategol.
- Cydweithio â swyddogion yr ALl drwy grŵp safonau lleol.
- Hwyluso gwaith i gyd-lunio modelau dysgu cyfunol.
- Cydweithio â phartneriaid yn yr haen ganol.
- Arwyddo Memorandwm Dealltwriaeth rhwng GwE a Phrifysgol Bangor.

Peer Collaboration

- Building on strong investment in cluster working and collaboration.
- Facilitation of sector and cross-sector cluster collaboration to support schools through the four phases.
- Facilitation of meetings for teaching and learning leads and subject networks to discuss distance and blended learning approaches (PISA style).
- Collaboration with head teachers and LA Officers via strategic forum meetings.
- Collaboration with LA officers via local standards group.
- Facilitation of co-construction of blended learning models.
- Collaboration with middle tier partners.
- MoU between GwE and Bangor University signed off.

Ein rôl ni wrth symud ymlaen:

- **Cefnogi lles a datblygiad arweinwyr – Atebolrwydd a monitro**

- **Arwain o'r canol ac arweinyddiaeth ar draws**

- **Dysgu proffesiynol ystyrlon**

- **Arweinyddiaeth gydweithredol**

- **Modelu**

- **Rheoli disgwyliadau rhanddeiliaid**

Our role in going forward:

- **Supporting the wellbeing and development of leaders - Accountability and monitoring**

- **Leading from the middle and lateral leadership**

- **Meaningful Professional Learning**

- **Collaborative leadership**

- **Modelling**

- **Managing stakeholder expectations**

Canllawiau ac adnoddau

- Google Classroom
- Cymorthyddion
- Grŵp Dychwelyd i'r Ysgol rhanbarthol
  - Asesiadau Risg
  - Dangosfwrdd
  - Lles
  - AD
  - Cyfathrebu

- Weminarau
- Gwefan DC
- Dysgu Carlam

Guidance and resources

- Google Classroom
- Support staff;
- Regional return to School Group;
  - Risk assessments;
  - Dashboard;
  - Well being;
  - HR
  - Communication

- Webinars;
- BL Website
- ALP

Dysgu Proffesiynol

- Canllawiau DC a DoB

- Rhaglen waith GwE

- Rhwydweithiau Dysgu ac Addysgu a phynciol

- Hyfforddiant i'r Clystyrau

- Cwricwlwm i Gymru

Professional Learning

- DL and BL guidance;

- GwE work programme;

- Teaching and Learning and subject Networks;

- Training for clusters

- Curriculum for Wales

Cyfathrebu

- Un i un gyda phennaeth;
- Clwstwr;
- Bwrdd Rheoli;
- Fforymau Penaethiaid;
- BAS;
- Aelodau Etholedig;
- Cyd Bwyllgor;
- Bwletin a'r wefan.

Communication

- One to one with HT;
- Cluster;
- Management Board;
- HT fora;
- LAQB;
- Elected members;
- Joint Committee;
- Bulletin and website.

Workstream - The 12 Pedagogical Principles

Difference made

- Schools are developing further as self-improving schools with a deepened understanding of a collegiate approach to improving teaching and learning
- Schools are developing as learning organisations by collaborating in research and to implement shared understanding, consistency in planning and delivering the pedagogical principles in schools across the 3-16 continuum within the clusters
- Raising standards of teaching and learning in schools and a solid foundation for Curriculum for Wales
- An agreed vision for pedagogy in place in the clusters that contributes to realising the 4 Purposes
- Deepen practitioners understanding of how the pedagogical principles relate with each other in the creation of productive, effective learning experiences.
- Practitioners using a blend of developmentally appropriate pedagogical approaches that responds to learner needs(including emotional and social skills)
- Practitioners creating effective cross-curricular connections to deliver a broad and balanced curriculum, drawing on learners' previous knowledge and experiences.
- Practitioners to consider not only the physical spaces but also the emotional climate that support learners to achieve their potential.
- Pupils taking responsibility for their own learning and developing their metacognitive skills.
- Pupil voice having a more integral role in the teaching and learning.
- Pupils can make connections to solve rich, authentic real-life problems by using their critical and creative thinking skills.

Workstream - Formative Assessment

Difference made

- Participating schools have developed well as learning organisations, undertaken action research , and have had valuable opportunities to collaborate with schools across the region
- Teachers have deepened their understanding of effective pedagogy based on extensive and current local and international research
- Consistency of messages on effective teaching principles
- Positive impact on learner independence, wellbeing and attitude to learning
- Positive impact on learning climate, teaching and learning quality
- Has made a significant contribution to schools' readiness and preparations for the Reform Journey and the CfW

Workstream - Formative Assessment and Assessment

Difference made

- Deepening practitioners understanding of the importance of observation in their everyday practice to:
  - ➢ gain a greater understanding of the needs, skills and progress of pupils
  - ➢ allows practitioners to identify the ways in which children and young people prefer to learn, and how best to motivate them to participate in the learning process.
  - ➢ identify those learners who might need extra support to help them reach their full potential.
- Practitioners have a clearer understanding that effective observations enable them to plan appropriate provision that supports learners' involvement and enjoyment in their learning, as well as planning to support them in moving to the next stage of learning.
- Greater understanding that assessment needs to be an ongoing process embedded into day-to-day practice, in a way that is indistinguishable from teaching and learning

GwE and Shirley Clarke Formative Assessment Action Research

Implementation, Impact and Evolving Practice

Aims

- Build expertise across the region to collaborate on pedagogy and self- improvement
- Raise teaching standards and ensure consistently high quality teaching across and within schools
- Develop teams of teachers to be active researchers
- Update teachers with current research findings
- Support teachers as they review and adapt their practice, develop their confidence and expertise to lead others.
- Share and celebrate successes and passion for teaching
- All this in preparation for Curriculum for Wales and the national reform journey

The vision/ the plan

Tier 1 (October 2017 - Nov 2018)
    27 schools - 54 teachers
     Formative Assessment Action Research Teams led
    by Shirley Clarke

Tier 2 (Sept 2018- Sept 2019)
     Formative Assessment Action Research Teams led
    by Tier 1 and GwE following Shirley Clarke's work

Tier 3 (Sept 2019- Sept 2020)
     The remainder of the schools in the region.
     Formative Assessment Action Research Teams led
    by Tiers 1, 2 and GwE following Shirley Clarke's work

Numbers

89% of the region's schools

- ➢ 96% Primary
- ➢ 80% Secondary
- ➢ 70% Special

	Schools	Teachers
Tier 1	27	54
Tier 2	193	386
Tier 3	140	261
TOTAL	360	701

Research Areas - over a year

Growth mindset ,'learning powers, Learning zone 'bullseye' diagram

Talk Partners

Prior Knowledge Questioning

Learning Intentions - out of context, when to present, recording, Open and closed

Success Criteria - pupils co- constructing, closed (compulsory) and open (choice) SC, exemplification of 'excellence

Feedback - oral and written, before, during and after a lesson.

Eliminate ability grouping

Eliminate comparative reward

Reducing cognitive load

Measuring Impact

Used both qualitative and quantative data to evaluate the impact of teacher's action research

Project teachers;

Discussion in structured review meetings,

Discussions with their schools' Supporting Improvement Adviser

Questionnaires

Collaboration with Bangor University:

Administered 3 questionnaires

- Teachers' Evidence Informed Practice
- Teachers understanding and confidence with Formative assessment strategies
- Pupils feedback questionnaire

PhD Student Research - Tier 2 schools - using a health economics perspective to evaluate the regional action research

Estyn - for Tiers 1 and 2. Inspection Area 2 (Wellbeing and Attitudes to Learning) and Inspection Area 3 (Teaching and Learning Experiences).

Workstream - Developing Pedagogy during the lockdown (Digital Learning)

Difference made

Increased number of schools using a range of digital services to support teaching and learning and early evidence shows that the enhanced usage during the lockdown period has been sustained since returning to school.

In response to the pandemic we hosted a series of webinars and produced online training that focused on making effective use of learning platforms to support teaching and learning through periods of distance and blended learning. Following the training offered, there has been an average increase of 326% in the number of learners logging in to Hwb monthly. There is a 341% increase in the number of times each learner engages with Hwb on average each month compared to pre covid months. In 2021 'Google Workspace for Education' login data increased by 904% through Hwb. In 2022 to date the average remains 771% above pre-pandemic levels suggesting that these platforms continue to be used regularly within schools.

•Total number of asynchronous support videos views - 9,693 views
•Total number of users participated on online asynchronous courses – 948
•Regional Hwb engagement average for Quarter 3 – 98.3%

Number of effective examples uploaded to GSC (School to School) - GwE Support Centre - School to School

•Total number of page views of effective examples uploaded to GSC (School to School) - 27,576

Number of useful resources uploaded to GSC – GwE Support Centre

•Total number of page views - 123,690
•Total number of downloads - 23,067

Workstream - Assessment

Difference made
- Most schools in the region are part of an emerging dialogue on revising and developing assessment processes
- Small number of schools trialling a progress record

Workstream - MAT

Difference made
- Increased focus on needs of MAT pupils
- Schools adopting T and L approaches suited to MAT and useful for all pupils.
- Increased precision in pedagogical approaches in schools.
- Refined understanding of what challenge in T and L is – and isn't
- Providing teachers with practical teaching strategies based on recent research
- Ensuring the issue of challenge and high aspiration feeds into development of CfW

Workstream - Differentiation

Difference made
- Schools had access to bilingual resources on differentiation covering a range of learning needs
- Schools had ongoing support to embed and develop according to own school needs
- Additional support for English and Welsh departments provided a depth and focus on application

Workstream - Developing Pedagogy during the lockdown (Distance Learning, Blended Learning and Live Learning)

Difference made

- A greater understanding of how adaptations to the school day structures can be further developed to support learning within the new curriculum
- Pupil and parent voice have contributed to monitoring of engagement and wellbeing. Schools have responded better to feedback and adapted their provision appropriately.
- An effective blended approach to remote learning including live learning adopted in most schools. A variety of methods used including recorded video presentations, use of breakout rooms, online quizzes and opportunities for independent study time to apply new knowledge and skills. Schools continue to build upon this to further develop their teaching and learning.
- SIAs have supported all schools to evaluate their provision and with planning to build on successes to develop CfW.
- Evolved GwE PL offer - recordings of all PL virtual sessions has offered flexibility and access to all members of staff in schools

Workstream – Evolving and Strengthening Peer Engagement

Difference made

- Strengthened collaboration at all levels across the region
- Greater ownership within partnerships of the improvement journey for each school
- Increasing readiness and confidence to share practice between schools, clusters and alliances

- Number of schools / clusters participating in the program: 105/18
- Number of trained Peer Reviewers: 161
- Number of Improvement Facilitators trained: 154
- Number of schools / clusters for the next tier: 154/20

Workstream - ALN

Difference made

- Develops effective collaboration between ALNcos
- Schools fully aware of the Transformation requirements.
- Schools able to identify effectively areas for further development with implementation of the transformation.

Workstream – Trauma Informed Practice (Wellbeing)

Difference made

- Nearly all schools/settings have accessed 1-day whole school training on TIS practice. Over 120 schools have gone on to complete the 11-day Diploma. As a result, schools are now using a neuro-science based approach within teaching and learning. Staff are more confidence tin their approaches and pupils are more able to self-regulate and reflect on their behaviours and feelings (a key element to reducing toxic stress and mitigating a life-long trajectory of mental Ill-health).
- We are the first region in the country to develop a Trauma Informed Community network that brings together education with other sectors who work holistically with children.
- Networks of practitioners built and offering both formal and peer supervision and support building well-being and capacity of staff.
- We have teachers training as trainers to further develop capacity and embed a common language and practice across the region and Wales. We also have 16 short films showcasing effective practise and impact.

Workstream – Wellbeing of Leaders/Staff

Difference made

- All leaders who have taken part in the pilot have embraced the opportunity to access 6 x reflective sessions.
- Nearly all, 17 out of 20 colleagues in the initial phase of the offer have requested continuing sessions and the offer now has a waiting list.

Workstream – Universal Wellbeing Support

Difference made
- Aligned funding to develop better collaborative practice
- More settings confident in using a range of Impact and evaluation measures regarding wellbeing.
- Stronger communication and collaboration in place with local authorities and key stakeholders
- A range of evidence-based resources/ guidance is available to support schools with wellbeing models and professional learning offer

Workstream - Supporting Parents

Difference made
- Enables parents to play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere.
- Builds upon increased parental engagement that developed during COVID pandemic and provides a valuable tool for schools if there are further lockdown.

Workstream – Supporting Teaching Assistants with their teaching

Difference made
- Increase in engagement of teaching assistants in professional development.
- Google Classroom has raised the awareness of teaching assistants of the training available to them and led to an increase in numbers on the national programmes within the region. It is also a valuable tool for schools for INSET days and should a further lockdown arise.
- Improved awareness of the new curriculum and the ability to support pupils.
- Induction – changing the delivery of this training has resulted in numbers doubling during 2020-21 to over 100.
- Aspiring HLTA – raising professional skills leading towards HLTA status, with 85% achieving the status at the end of Cylch 1.

Work stream - Y GYMRAEG

Difference made

- As a result of establishing and delivering the collaborative 'Ein Llais Ni' project (between GwE and Bangor University), teachers involved in the project now have a better understanding of the importance of purposeful planning to improve opportunities and the quality of learners' speaking and listening skills. This has also resulted in developing teachers' action research skills and increasing their use of evidence in order to select successful and specific teaching methods for their learners.

- Partnership working with Bangor University, amongst others, has resulted in Welsh-medium evidence-based intervention programmes being compiled and evaluated (reading, language comprehension and vocabulary recognition).

- By empowering discussions and collaborations with local authorities, arrangements and activities involving the cluster plans to support Welsh have deepened and developed effectively. There is robust evidence that collaboration and joint-development have resulted in strengthening the provision for learners across sectors and in every linguistic context.

- Full commitment to the Sabbatical courses has been successful and has further built teachers' confidence to speak Welsh and inspired them to continue to develop their skills.

- GwE staff continue to receive weekly Welsh lessons and are becoming more confident and are fully committed to attending a week-long course at Nant Gwrtheyrn at the beginning of April.

Workstream - Recruit, Recover, Raise Standards: The Accelerating Learning Programme

RRRS projects:

➢ **Improving Fluency in Oral Reading (iFOR) Project**: These resources are focused on the use of evidence-informed teaching and fluency-building strategies to help pupils improve basic reading skills. 42 schools signed up for training in spring term 2021-22. All schools will now be invited to attend four remote implementation support sessions in November 2021, January, March and May 2022, and will be able to contact the research team for any support in the meantime. Further development of the Welsh medium materials is also underway, bringing them in line with the more recent developments of the English medium resources. Schools are also being invited to get involved in measuring progress in Oral Reading Fluency using the DIBELS screening test as well as trailing the use of these fluency materials by parents at home. 103 teachers that have accessed the bilingual Google Classroom resources.

• **Remote Instruction of Language and Literacy (RILL) Project**: RILL is an 8-week teaching programme that can be delivered either remotely or in school. It is designed to help maintain and/or improve reading and spelling skills for children with and without literacy difficulties, and targets core skills for word-level literacy (phonological awareness, vocabulary, word reading and spelling). In 2021 we developed a bilingual version of RILL. 54 schools have signed up for training in September 2021, the majority being Welsh medium schools. 31 schools and 55 teachers have been trained in RILL so far. In addition to a full day training, we currently offer weekly drop-in sessions to support teachers. We have also developed a Hwb network where teachers can access information and training materials (e.g., tutorials and how to videos), ask questions, and reflect on their experience with the research team/other teachers.

➢ **Keeping Pupils Reading (KPR) Project**: This is a continuation of our longstanding Headsprout implementation projects. Headsprout Early reading and comprehension programme is an evidence-based intervention to help struggling readers in primary schools. This project is designed to support schools and parents make effective use of Headsprout programmes. 63 schools have engaged with this support since 2020. This includes over 700 views of the teacher and parent support videos and resource centre. 74 teachers have joined the Hwb support network, and many of these are literacy and/or ALN specialists.

Workstream - Recruit, Recover, Raise Standards: The Accelerating Learning Programme

RRRS projects:

➢ **Evidence Reviews**: These four reviews provide a summary of the current evidence for a range of commonly used programmes and interventions. For each programme, a range of practical information useful for school leaders is presented, including information on efficacy, cost, training requirements and curriculum links. These are hosted on the GwE Support Centre. These reviews are on the GwE Support Centre and have been promoted as part of Welsh Government's Evidence Informed Profession Project (EIPP).

➢ **SAFMEDS numeracy support**: Say All Fast Minute Every Day Shuffled (SAFMEDS) is an evidence-based teaching strategy designed to help pupils improve their fluency and progress in mathematics. This resource is focused on the use of evidence-informed teaching and fluency-building strategies to help pupils improve basic number skills. The strategies have been identified as having a strong theoretical research base and alongside positive evidence from efficacy trials. The strategy can be used in class, online and at home. The following SAFMEDS resources have been created and shared with schools: Monthly 'drop-in' sessions have been accessible to all regional schools; Bespoke training delivered to regional schools and PRUs; Promotion of SAFMEDS through the Bulletin and GwE Support Centre; Creation of bilingual resources; SAFMEDS online tutorial; SAFMEDS bespoke online website; Introduction to Precision Teaching training; Additional Phase SAFMEDS hand-held cards to extend breadth of coverage from the Numeracy Framework; Commissioned creation of new Learning materials – these can be used as targeted and universal provision, targeting regular retrieval practice and fluency development.

Work stream - Research and Evaluation

- **Evidence-Informed Profession Project (EIPP):** We have recruited 11 clusters (41 schools) to this project from all six LAs. The launch meeting took place in December 2022, and the research team are now distributing the baseline survey to schools before we commence the school input sessions from February to June 2022. We have delivered two 'active ingredient' evidence sessions for schools in 2022, namely 'using logic models' and using evidence reviews'.

- **National Professional Enquiry Project (NPEP):** We currently have 42 schools participating in the NPEP project, comprising 11 lead and 31 partner schools across all LAs. GwE continue to work with Bangor and Glyndwr university staff to support these schools via half termly meetings and input on research and evaluation methods. We meet these schools regularly to support their enquiry and evaluation work.

- **Developing a model for collaborative research with schools:** Two research papers accepted for publication this year:

- Owen, K., Watkins, R. C. and Hughes, J. C. (2022). From Evidence-Informed to Evidence-Based: An Evidence Building Framework for Education. *Review of Education*

- Pegram, J., Watkins, R. C., Hoerger, M. and Hughes, J. C. (2022). Assessing the Range and Evidence-Base of Interventions in a Typical School Cluster. *Review of Education*

Workstream – REGIONAL AND LOCAL AOLE NETWORKS

Brief Overview

- All schools invited to be part of regional and local Curriculum for Wales networks. **300+** expressions of interest in July 2021, rising to **700+** expressions of interest by October 2021.
- March 2022,currently have **733** members from schools, GwE SIAs, LA colleagues, CABAN staff
- **49** networks have been established - 6 x AOLEs, curriculum design, progression & assessment
- Infrastructure established with monthly regional meetings with Professor Graham Donaldson attending and offering guidance / feedback - focus of meetings based on expectations within **Journey to Rollout**
- All local meetings across all 6 LAs meet monthly in between the regional meetings
- Communication key aspect in sharing work with all schools through GwE SIAs, website, regular updates at Headteacher forums
- Established a TEAMS infrastructure where regional and all local networks have dedicated TEAMS to share work and collaborate
- Realises GwE strategy to support both leaders and teachers to engage in professional learning and collaboration

Workstream – REGIONAL AND LOCAL AOLE NETWORKS

Difference made

- Between **117-130** Regional group members meeting monthly has enabled understanding of the Curriculum for Wales framework and principles of working to **deepen significantly**
- Regional chairs, who are school practitioners report they have **increased confidence and ownership** to establish local communication channels, leading discussions in local forums and across clusters of schools
- **Increased number of schools** developing and sharing examples of their approaches to curriculum design and planning
- **Increased number of website hits** accessing **greater number of materials and examples** shared by networks & schools – 3923 hits on the Networks page within Curriculum for Wales Jan - March 2022
- **Increased usage and communication across TEAMS** areas where Individuals within networks share key messages and examples of further sharing within their clusters and secondary alliances.
- **Confidence in the system** that there is a clear and transparent strategy to respond to the statutory requirements of September 2022.

Workstream – PROFESSIONAL LEARNING

Curriculum for Wales Workshops:
- Leading Change sessions took place in Feb 2021 with 30 sessions and 732 SLT practitioners attending
- 54 sessions during June – July 2021 based on shared vision, planning for curriculum change sessions (108 hours of PL)
- % who've attended 1 session or more in June/July was 80.3%
- 1155 attended the sessions = 2310 hours of Professional Learning for school leaders
- All clusters have access to bespoke website link with padlets and collaborative documents which act as central resource base for PL work, capture discussions and identify areas for further local discussions (examples available)

Curriculum Design Workshops
- Target audience was SLT members and 10 sessions run virtually over a week period in March 2022
- 101 Secondary SLT members, 504 primary SLT members, Special schools/PRUs 16 and 8 other consortia/Estyn attended
- Many SLTs used these sessions to have wider staff join the webinar for discussions
- All schools have had access to this material and follow up sessions with SIAs taking place in most schools/clusters
- CFW regional and local networks able to feed into PL with examples of high level curriculum summaries and principles of design in line with Journey to Rollout expectations

Progression & Assessment Workshops
- Target audience was SLT members and 10 sessions run virtually over a week period in March 2022
- 141 Secondary SLT members, 620 primary SLT members, Special schools/PRUs 18 and 11 other consortia/Estyn attended
- CFW networks feeding into examples shared on the purposes of assessment, along with Heads sharing their experiences
- Very positive feedback received 'the session was spot on! Excellent messages presented in a clear and simple way."
- All materials and recordings available on GwE CFW support centre – xxx hits

Principles of planning workshops to follow in April 2022 (rearranged due to feedback from schools on their capacity)
Next phases of cross-regional national PL programme for CFW to be shared in April.

Workstream – PROFESSIONAL LEARNING

Difference made

1. **Increased levels of engagement** across the region by SLT members and teachers since Summer 2021 – **all schools** engaging with PL offer

2. **Increased confidence** of SLT members and teachers in understanding the principles of CFW framework and their planning to reach new statutory requirements

3. All SIAs engaged in regular professional dialogue with SLT members across all schools as follow up to the local PL offer and offering bespoke PL to individual school needs where appropriate

4. **Increased number of schools** on track to meet new statutory requirements by September 2022 (6 steps report)

5. Increasing number of examples of Senior Leaders in schools using PL resources to engage wider with all staff e.g. leading change

6. Clear programme in place for SIAs regular professional learning with input from Graham Donaldson has led to increased understanding and confidence across the team – bringing secondary and primary colleagues to better understand the 3-16 continuum (#sessions & hours).

7. **Sharing integrated messages** across team allows all SIAs to follow up in classrooms and staffrooms e.g. CFW PL – many examples of schools sharing developing their vision and using road map to plan implementation priorities for 2020-21, high level curriculum design follow up work

Workstream – PROFESSIONAL LEARNING

Next phases of cross-regional national PL programme for CFW to be shared in April – e.g. focus on progression, strategic planning 2022 and beyond

Senior Leaders	Middle Leaders, Teachers
What do we mean by progression?	Understanding the CFW framework / AOLEs
How do we design high level progression / different models	What do we mean by progression?
Strategic planning for curriculum development Sept 2022 and beyond	Planning for progression within disciplines / AOLEs
Designing mandatory and wider elements	Planning different curriculum models
Curriculum design across 3-16 continuum	Planning for cross-curricular skills
Purposes of assessment within CfW	Planning for integral skills
The role of assessment within accountability	Planning for cross-cutting themes
Evaluating CfW within your schools	Planning for increasing breadth & depth across 3-16
CFW within a smaller school setting	Planning for the Principles of Progression within AOLEs
	Purposes of assessment
	Role of research & enquiry in curriculum planning

Workstream – PROFESSIONAL LEARNING

Data that shows the engagement during Summer term 2021 – vision / planning for curriculum change 1 & 2

Cod ALl	Awdurdod Lleol	Nifer o Ysgolion	Nifer wedi Mynychu 3 sesiwn	% wedi Mynychu 3 sesiwn	Nifer heb fynychu dim un sesiwn	% heb fynychu sesiwn	Nifer wedi Mynychu 1 neu fwy o sesiynau	%wedi Mynychu 1 neu fwy o sesiynau	Nifer wedi Mynychu 2 neu fwy o sesiynau	%wedi Mynychu 2 neu fwy o sesiynau
660	Ynys Môn	46	34	73.9%	4	8.7%	42	91.3%	37	80.4%
661	Gwynedd	96	49	51.0%	10	10.4%	86	89.6%	69	71.9%
662	Conwy	60	31	51.7%	5	8.3%	55	91.7%	49	81.7%
663	Sir Ddinbych	54	18	33.3%	16	29.6%	38	70.4%	26	48.1%
664	Sir y Fflint	77	26	33.8%	15	19.5%	62	80.5%	45	58.4%
665	Wrecsam	68	28	41.2%	14	20.6%	54	79.4%	43	63.2%
	Cyfanswm	401	186	46.4%	64	16.0%	337	84.0%	269	67.1%

Workstream – Leadership Development

Difference made

- School leaders on all levels participating in the Leadership programmes are showing a general increased confidence and understanding of effective leadership. Delegates are developing into self-reflecting leaders who demonstrate competence, innovation, high expectations, clearly articulated goals and the ability to develop and influence others.
- All Programmes lead delegates to develop close professional peer to peer collaboration networks which will help them contribute on cluster and regional levels to the national reform agenda.
- By undertaking whole school 'Leadership Development Tasks' to improve aspects of the work of their schools, delegates have developed their leadership skills and have a specific responsibility within their organisations to drive whole school improvement.
- By contributing to driving priorities within their schools the individuals on the programmes are accountable for improvement activity. In addition, they are able to self-evaluate their personal actions against the Professional Standards for Leadership, adopting personal responsibility for their own professional development.
- Through critical reflection and consideration of the impact of their actions, individuals are able to exemplify how following the programmes not only help develop their organisations but also how they themselves have grown and developed as leaders.

- Middle Leadership Development Programme: 98
- Senior Leaders Development Programme: 61
- Aspiring Headteacher Development Programme (preparing for NPQH): 72
- New and Acting Headteacher Development Programme: 37
- Experienced Headteacher Development Programme: 17
  TOTAL: 285

Progress Report on the Reform Journey

AUTUMN TERM 2021

CONTENT

PURPOSE OF THE REPORT

The COVID-19 pandemic has shown us that even in the most challenging of circumstances positive change is possible. In North Wales, GwE, the Local Authorities, Schools and PRUs have seized opportunities to explore innovative ways of working. Schools have delivered meaningful teaching and learning experiences through a creative blended learning approach. These experiences need to be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time and preparing for the future. The four transversal themes of the learning organisation of time, trust, thinking together and technology have developed as strong foundations of a collaborative way of working as we move forward with the renew and reform agenda.

The response to COVID-19 has of course had a significant impact on schools and is likely to have disrupted some of their plans for preparation and implementing the new curriculum. This report provides an outline of where schools and PRUs are currently at as they address the renew and reform agenda and is based on evidence gathered by GwE Supporting Improvement Advisers as part of their work in supporting schools during the autumn term 2021.

For each school and PRU, Supporting Improvement Adviser reported on:

Pupil Progress

Primary and special sectors
- *How does the school capture and measure progress in areas such as literacy, numeracy, basic skills, well-being, learners who are vulnerable to learning?*
- *What is the information that comes out of this summative or qualitative data?*

Secondary sector including relevant special schools and PRUs
- *How have secondary schools used 2021 Centre Determined Grades for GCSE and A level to undertake self-evaluation to support continuous improvement?*

Curriculum for Wales (CfW)
- *What are your school priorities for CfW during the Autumn term?*
- *What are you cluster priorities for CfW during the Autumn term?*
- *How are you engaging further with the resources from the CfW professional learning offer?*
  - *Leading change*
  - *Developing a shared vision*
  - *Curriculum reform*
- *What will be the role and contribution of your SIA and extended GwE team members in supporting this work?*
- *What are your initial approaches to developing curriculum design within your school and across your cluster?*

ALN Reform and Progress Towards Implementation
- *How will the regional and local networks support your school/cluster?*
- *What are your priorities for ALN Transformation as a school/cluster for the Autumn term?*

Professional Learning
- *Have you identified further areas/aspects for professional learning?*

Accountability
- *What should accountability look like?*
- *How will you measure progress and the impact of your work?*
- *What will reporting look like?*

The report also summarises the **GwE Professional Learning Offer and support provided to schools**.

The **areas for further development and support** and the **high-level regional priorities** are summarised below:

AREAS THAT NEEDED FURTHER DEVELOPMENT AND SUPPORT

School across all sectors have identified the following areas where they would like further support for development:
- Curriculum for Wales implementation - especially curriculum design and planning the Areas of Learning and Experience;
- Approaches to assessments and the concept of progression in preparation for the new curriculum;
- Implementing the 12 pedagogical principles to improve teaching and learning, differentiation and formative assessment;
- Using quality enhancement processes including the use of qualitative and quantitative data as evidence to support improvement;
- Further strengthen primary cluster collaboration and continue establishing and facilitating secondary alliances to agree on the principles and functions of their collaborative work;
- Further establishing and developing peer review through the School Partnership Programme
- Improving Welsh Language skills and especially oracy;
- Strengthening transition arrangements and provision between primary and secondary/ special and developing a 3-16 continuum;
- Developing parental engagement to support the learning;
- Supporting secondary school to prepare for the 2022 summer examination and their contingency arrangements should there be further disruptions.

REGIONAL PRIORITIES IDENTIFIED

The evaluation process has identified the following high-level regional priorities:

1. Ensure that all school will be ready to roll out the curriculum and are addressing mandatory/statutory requirements for planned delivery in 2022 or 2023 (secondary sector option).

   The rollout will be supported by:
   - Providing regional and local networks with clear guidance on curriculum design, planning, assessment and progression through modelling and exemplifying curriculum practice;
   - Promoting learner transition by ensuring effective direct engagement between secondary and primary schools;
   - Working in tandem with leaders to ensure that all settings have a clear plan to effectively respond to the guidance delivered in the Curriculum for Wales Professional Learning Programme;
   - Ensuring all settings adopt and publish a summary for key stakeholders of their curriculum and assessment arrangements as outlined by the 'Journey to Rollout' guidance.

2. Implement processes addressing schools causing concern and work with Local Authorities to ensure

schools have the appropriate level of support and challenge for their improvement.

3. Further strengthen and embed peer review especially within secondary alliances to strengthen self-evaluation and the improvement planning.

4. Support the Local Authorities in the delivery of ALN Transformation by providing Professional Learning to improve teaching and learning.

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MAIN FINDINGS

PRIMARY AND SPECIAL SECTORS INCLUDING RELEVANT PRUs

MEASURING LEARNER PROGRESS
- *How does the school capture and measure progress in areas such as literacy, numeracy, basic skills, well-being, learners who are vulnerable to learning?*
- *What is the information that comes out of this summative or qualitative data?*

Nearly all primary and special schools have prioritised pupil wellbeing engaging with several schemes/ activities such as 'Trauma Informed Schools', 'PASS', 'Nurture Groups', 'Talkabout', 'Mind Mechanics', 'Lego Therapy' and 'Seasons for Growth'. This has enabled them to better support and track their pupils' wellbeing. There are many examples of good practise across the region where an effective approach to monitoring well-being has been developed. These include schools who have carried out a baseline assessment for learners' well-being to identify those vulnerable to learning on return to school. Some schools have been supported by Universities to carry research on how best to identify wellbeing needs. This has allowed them to identify Individuals and groups of learners for the most appropriate intervention such as 'ELSA'. Teachers and school staff have been trained in a variety of specialist interventions, e.g., mental health practitioners, 'Seasons for Growth' and 'Mindfulness' while school-based counselling, 'NICOS' and Educational Psychologist input is also being used effectively within many schools. There is no doubt that pupil wellbeing remains a high priority for most schools as they continue to address the impact of COVID on their pupils.

Over the last year, almost all schools have continued with their internal assessment systems to track progress. These tracking and assessment systems include:
- Tracking of performance following individual interventions;
- Using standardised scores from national tests;
- Using reading and spelling tests such as 'Salford reading tests' and 'Youngs spelling tests';
- Undertaking 'CAT 4 tests';
- Undertaking 'White Rose' maths assessments to inform planning;
- Undertaking baseline assessments with both nursery and reception;
- Using 'Incerts' to track levels from baseline onwards;
- Individual teachers' using tracking notes effectively;
- Teachers keeping 'Read Write Inc' records;
- Leaders using 'Building Blocks', 'Maestro' and 'Taith 360';
- Schools beginning to trial the GwE tracker for tracking Curriculum for Wales Areas of Learning and Experience progress'
- Using wellbeing questionnaires such as 'PASS' and 'Boxhall';
- Using pupil portfolios for standardising and moderation.

Many schools stated that the support and close rapport with families ensured that most pupils returned to education ready for learning after the lockdown. However, they also acknowledged challenges with the school's youngest pupils and the most vulnerable individuals.

There is therefore a significant variation reported by schools regarding pupil progress. Many primary schools report that good progress is being made overall whilst others identify limited progress by cohorts of pupils. Many schools have focused targeted schemes to support groups of pupils as deemed necessary. For example, there is a consensus that lockdown has impacted more at the lower end of the school. Most schools have identified the need to prioritise support in foundation phase to develop pupils' speaking and listening skills.   Key Stage 2 pupils have tended to 'catch-up' sooner after returning from lockdown.

However, most schools have identified the need to maintain a focus on improving pupils' fine motor skills, including presentation of their work, social interaction, writing stamina and perseverance. Most schools, including Welsh medium schools, acknowledge the need to improve pupils' Welsh oracy skills.

Nearly all schools are continuing to deliver effective intervention strategies for pupils, e.g. through daily precision teaching sessions, 'SAFMEDS' sessions to develop Welsh and English reading/spelling skills, 'Tric a Chlic' sessions to develop literacy skills in the Foundation Phase. Nearly all schools report that this focused targeting has had a positive impact on standards.

Most schools are continuing to monitor the progress made by learners from different groups such as vulnerable learners, entitlement to Free School Meals (eFSM), ALN pupils, Black Asian and Minority Ethnic Communities. Most schools provide appropriate and purposeful support for these pupils and are seeing the impact of this work through their assessment processes and are reporting that vulnerable pupils can then deal much better in mainstream class and with various social challenges.

CURRICULUM FOR WALES (CfW)
- *What are your school priorities for Curriculum for Wales during the Autumn term?*

All primary schools have School Development Plan priorities linked to the Curriculum for Wales in 2021-22, and these are linked to head teachers' performance management. These priorities are in line with the national professional learning journey and journey to roll-out, and include aspects of developing vision, familiarisation with content and planning and trialling.

Throughout the autumn term, examples of areas implemented by our regional primary and special schools include:
- Focussing upon the Four Purposes of the new curriculum, e.g., pupils describing what they mean to them, staff auditing where current provision addresses these. All primary schools now have access to GwE's 'Quality Assessment Framework' which supports primary schools in this audit, a minority of primary schools have already begun to use this tool effectively.
- Trialling with planning, e.g., referring to Areas of Learning and Experience in the planning and highlighting coverage;
- Developing parents' information sheets/ communications to inform them about the Curriculum for Wales;
- Teaching subjects and relabelling books around the Areas of Learning and Experience;
- Trialling with the progression statements in planning;
- Staff are attending relevant professional learning;
- Leaders are considering ways to track and assess the Curriculum for Wales;
- Regular updates to governors and governor monitoring of progress in the Curriculum for Wales;
- Developing appropriate whole school themes and topics;
- Including more pupil voice in planning;
- Auditing against the GwE Pedagogical Principles tracker;
- Revisiting feedback and formative assessment work;
- Continuing to develop outdoor learning – embedding wellbeing through exciting and engaging outdoor experiences;
- Continuing to focus upon wellbeing including learners, their families and staff wellbeing;
- Implementing physical fitness initiatives;
- Continuing to develop digital skills.

Nearly all schools have made initial preparations for the implementation of the new curriculum, i.e., the Four Purposes and 12 Pedagogical Principles have received appropriate consideration and are now

becoming a natural part of their teaching and learning provision.

Across the region, there are numerous examples of innovative practice with various approaches to planning themes, tasks and activities to meet the requirements of the new curriculum. Many schools are also collaborating well and are sharing successful practice.

Most schools are planning a suitable Professional Learning provision to develop effective teaching and learning considering Curriculum for Wales principles and requirements. Schools have arranged a variety of professional learning opportunities to enrich teaching, learning and pedagogy to further support Curriculum for Wales development.

Nearly all schools have planned their grant expenditure to support their work in meeting September 2022 statutory requirements. In general, this expenditure has been earmarked to improve staffing ratios, to target pupils, purchase additional resources and to release staff to attend training.

- *What are you cluster priorities for Curriculum for Wales during the Autumn term?*

Most clusters across the region work well together and genuinely collaborate. This collaboration strengthened during lockdown when the clusters met regularly on-line.

Clusters across the region have agreed on a variety of priorities. These include:
- Ensuring all staff in all schools within the cluster have a good understanding of Curriculum for Wales and the principles that underpin it;
- Further developing the pedagogical aspects and how that transfers itself into classroom practice;
- Developing high level curriculum design;
- Exploring pedagogy and enquiry-based learning model for the Gymraeg aspect Language Learning and Communication Area of Learning and Experience;
- Building on Outdoor Learning Experiences training and putting the principles and methodology into practice.

Nearly all school leaders have collaborated to co-create priorities and to set a direction for the Curriculum for Wales developments. The work is progressing well and is beginning to show impact e.g. a cluster planning format is in place, common cluster visioning sessions, cluster newsletters etc.

Primary/Secondary collaboration is also developing well in some areas; however, this currently varies in effectiveness from cluster to cluster. Further work remains to be done by leaders in some clusters to create and agree a vision and specific direction for the cluster. In general, the clusters are only just beginning to plan for a shared, 3-16 curriculum which includes strengthening transition. This is a next step for many clusters. Many have planned next term to:
- Share ideas and models for curriculum design including links to the local Curriculum for Wales networks;
- Share planning of similar age groups between schools;
- Share topics/themes to support 3-16 transition work, including work on integral and cross curriculum skills;
- Begin to develop a shared approach to assessment;
- Begin to develop modern languages 3-16;

Twelve primary clusters and all special schools have engaged in peer review training to support their improvement journey. During the autumn term 33 additional clusters, comprising 193 regional schools and 6 PRUs, have applied to participate in peer review through the Schools Partnership Programme.

- *How are you engaging further with the resources from the Curriculum for Wales professional learning offer?*
  - *Leading change*
  - *Developing a shared vision*
  - *Curriculum reform*

In most primary and special schools, leaders have made effective use of these resources to develop staff skills in planning for the curriculum for Wales. In other schools, SIAs have re-familiarised leaders with the resources and they plan to use them in the spring term. Where the resources have been used effectively, leaders have planned practical and engaging ways to utilise the regional Curriculum for Wales resources, such as think pieces, PowerPoints, and webinars, through regular weekly staff meetings, often supported by the Supporting Improvement Advisers.

Most Head teachers attended all the Curriculum for Wales workshops and engaged very well with the process, providing thoughtful insights. Many are implementing the approach from this professional learning with their schools, e.g., writing to stakeholders to develop a truly local curriculum vision; and holding stakeholder groups to participate in developing a shared vision. Governors are very much part of this process and in general very well informed and beginning to lead curriculum change in their schools.

- *What will be the role and contribution of your Supporting Improvement Adviser (SIA) and extended GwE team members in supporting this work?*

Across the region, school leaders have requested the following from their SIAs:
- Staff meeting support on the GwE resources and support centre;
- Self-evaluation and improvement planning support;
- Support for monitoring curriculum developments;
- Support and advice on assessment and progression and how to plan for these;
- Bespoke support where appropriate for staff;
- Support to develop the cluster's Curriculum for Wales plan;
- Support for 3-16 planning and transition;
- Facilitating School Partnership Programme projects;
- Sharing examples and models of how to design the curriculum;
- Disseminating information and resources from the regional networks and raise awareness of the programme;
- Continued pastoral care.

- *What are your initial approaches to developing curriculum design*
  - *within your school?*
  - *across your cluster?*

Most schools across the region have plans in place to develop curriculum design through the academic year through their School Development Plans. These are linked to the regional and national reform journey stages. Staff will continue to redesign their curriculum in line with these as the year progresses. However, curriculum design remains a key area for support and guidance.

Schools noted that teachers have trialled planning approaches to support the Curriculum for Wales and are continuing to do so through:
- Planning on new formats including references to Areas of Learning and Experience and the Four Purposes;

- Whole school topics have been planned including the local curriculum;
- Topics and themes include pupil voice planning – especially at the start of topics;
- Immersion activities to engage learners in their new topics and themes;
- Planning taking consideration of the cross-curricular and integral skills and cross cutting themes;
- Developing the learning environment to support work in the Curriculum for Wales, which includes significantly developing outdoor learning, relevant to the locality;
- Continuing to build upon digital learning.

Most clusters are planning to develop a shared approach to planning for 3-16 progression during the spring term.

Many schools have already developed systems for collaborating within teams and jointly experimenting with and sharing successful practices in planning for the arrival of the new curriculum. Work undertaken to evaluate the use of the 12 Pedagogical Principles is also effective groundwork for this work.

- *How will the regional and local networks support your school/cluster?*

There are 228 primary and special schools with 533 practitioners involved in the Regional and Local Networks. The networks have established a system for sharing the work at a regional and local authority level. Through these and through collaborating with cluster colleagues in other Areas of learning and Experience areas, schools are already improving their knowledge of specific areas of the Curriculum for Wales and are already beginning to share ideas and planning. Throughout the term they have been involved in the development of shared resources and approaches and have developed learning through working with other colleagues in other Areas of learning and Experience areas within the authority and across the region.

ADDITIONAL LEARNING NEEDS

- *What are your priorities for ALN Transformation as a school/cluster for the Autumn term?*

Cluster area priorities to develop ALN have been compiled in every cluster, and schools are currently refining and taking ownership of these priorities.

Most schools appear to be responding successfully to the act and statutory requirements overall across the region and regularly updating members of staff on developments.

The ALN Coordinator (ALNCO) role in schools is developing. Most schools have used G6 milestones to review the school's progress and to see whether there are further aspects that need attention, with the remainder in the process of completing this work before the end of the autumn term.

Key ALN staff have received 'Eclipse' training and are ready to develop the system across the school. Examples of School priorities for this term include:

- Policies will be updated to reflect ALN reform once these become available from the Local Authority;
- Trialling with Individual Development Plans (IDPs) is taking place – new learners will have an IDP;
- All children will have a one-page profile by the end of term
- ALNCo, governors and teachers to undertake relevant professional learning, including whole school Pupil Centred Training (PCP) training and 'Eliesha'.
- Schools will update families on their rights to appeal and tribunal;
- Continue to implement universal and targeted provision working in clusters;

- Develop practice of children planning and co-constructing their own IDP style review meetings.

PROFESSIONAL LEARNING

- *Have you identified further areas/aspects for professional learning?*

All schools are committed to professional learning for developing staff on the journey towards Curriculum for Wales and are following a national and regional timescale. Regional and local networks will be a key driver for this work.

Overall, schools' Professional Learning plans have been purposefully aligned with their Performance Management processes. This ensures that they provide developmental opportunities that respond to the requirements of the school's priorities in an effective and structured manner.

There are numerous examples of Professional Learning opportunities in schools across the region to develop and upskill staff. Some specific examples involve upskilling the workforce to support pupil wellbeing through the 'Trauma Informed Schools' diploma, 'Seasons for Growth', 'ELSA' and 'MAPA'. Most schools are continuing to address the development of Assessment for Learning aspects too by attending Shirley Clarke training. Over a hundred schools are committed to developing the Welsh language oracy skills via the 'Ein Llais Ni' project. Leadership development remains a priority through the GwE's Leadership Programmes.

Most leaders, teachers and staff participate well in professional learning and, in most schools, information is shared with colleagues following training opportunities. Professional learning is clearly identified in nearly all schools through the School Development Plan. Many leaders have requested support to plan and develop their own and staff skills through:
- SIA input in staff meetings, especially for Curriculum for Wales developments;
- Continued staff development through national and regional programmes, e.g., Teaching Assistants, Newly Qualified Teachers (NQTs), Leadership, etc;
- Cluster and joint collaborative working;
- Regional and local networks;
- Input for developing 3-16 planning across the cluster.

ACCOUNTABILITY

- *What should accountability look like?*
- *How will you measure progress and the impact of your work?*
- *What will reporting look like?*

Nearly all primary head teachers produce regular, detailed reports for governors, these are created though whole school self-evaluation. Accountability procedures include a variety of stakeholders including children and parents. Many schools have a draft monitoring timetable in place, linked to School Development Plans' priorities, which include a range of monitoring strategies such as:
- Pupil and staff learning walks;
- Book looks;
- Interviews and questionnaires;
- Lesson observations in line with performance management;
- Peer observations and triads.

Clusters' working with the School's Partnership Programme will further develop cluster monitoring,

contributing towards developing joint accountability across the cluster. ALN provision is monitored through self-evaluation against the 'G6' milestones and through the ALN cluster group.

Leaders' capacity to develop monitoring and accountability has been hindered by the pandemic during the term, and many have not yet fully implemented book scrutiny and performance management processes across their schools.

Curriculum for Wales is a key priority for all schools this year and will be monitored through self-evaluation and monitoring systems. In addition, the cluster aspects of these priorities will be monitored in regular cluster meetings with the link SIA involved in discussions.

Most school leaders ensure that their teachers are accountable for adapting, fine tuning and experimenting with their teaching while considering Curriculum for Wales principles and requirements through regular staff meetings and lesson monitoring procedures. In doing so, leaders ensure consistency of pace in responding to the reform journey across their schools whilst encouraging individuals to experiment and trial new teaching and learning strategies.

A large number of schools ensure opportunities for staff to share their work through focused professional dialogue, e.g., in staff meetings. This helps when ensuring consistency and identifying best practice.

All schools report to governors and stakeholders on the reform journey, including the impact of any actions or trialling over the coming year.

SECONDARY SECTOR INCLUDING RELEVANT SPECIAL SCHOOLS AND PRUs

2021 CENTRE DETERMINED GRADES FOR GCSE AND A LEVEL

In his written statement (dated 21 June 2021) the Education Minister confirmed 'that the suspension of Key Stage 4 and legacy sixth form performance measures will be extended to the 2021/22 academic year. Qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and must not be used to hold schools to account for their learners' outcomes.' He also confirmed that 'all schools and post-16 providers will continue to be required to undertake effective self-evaluation to support continuous improvement. Our evaluation, improvement and accountability arrangements require consideration of a broad range of information, relevant to a school's own context, when undertaking self-evaluation and identifying improvement priorities. This will involve schools, with support from local authorities and regional consortia, using the learner level information they have to reflect on and improve their existing arrangements.'

All schools and settings ensured internal procedures met the requirements for the awarding of qualifications set out by Qualifications Wales and WJEC in 2021 for the Centre-Determined Grade process. Assessment plans were submitted and – following amendments in some cases – all accepted by the awarding body.   All schools and settings engaged in pre-preparatory sessions run by the region with Qualifications Wales and WJEC.

Many schools reported that Headteachers and staff benefited from working in collaboration within their secondary Alliance to respond to national expectations and develop school level policies and processes. This ensured consistency and shared understanding.

All schools ensured that guidance from awarding bodies was shared quickly and clearly with teaching staff and that clarification was sought when needed. Schools – for the most part- made full use of the recommended WJEC assessments and mark schemes to provide the base of evidence for the Centre Determined Grades. All schools ensured there were appropriate access arrangements in place for learners with ALN and special consideration was considered where applicable. All schools used internal moderation procedures exercises to support the moderation and standardisation of assessments. Several schools built on their work through local alliances and used cross-school moderation to support internal standardisation. This was particularly the case where subjects were taught by one teacher or where subject teams were small; it was less necessary in larger teams within larger schools.

During the process schools were generally strong at communicating and sharing policies and expectations with parents (via written communication and virtual briefing sessions). This was a particular strength of the schools' processes and provided transparency to parents on current performance against targets and expected outcomes.

Effective remote learning assisted the transition back to school for most learners in exam years in April 2021. There were some issues with the engagement of specific groups of learners. Learners from low-income families had been identified as a 'concern' group in relation to engagement and progress. The performance of groups of learners and especially those in receipt of FSM remains a priority area for a number of schools.

A*-A grades increased significantly. Many schools reported this was due to the diligence of the learners and from making effective use of national resources available to them to prepare for the assessments. In addition, many learners had generally benefitted from having less materials and content to revise, shorter time scales between revision and assessment thus fostering a greater degree of retention of learning, fewer

assessments and assessments that had been presented beforehand to pupils via WJEC website.

Most schools analysed in-school variance using Information Technology platforms and developed an overall review of individual students' grades against their previous year profiles. Many schools looked closely at their target-setting and data collection points to ensure consistency in practice. Target-setting was often based around 'FFT' projections / 'CATS scores' and internal assessments. 'ALPS' was also used to support data collection and evaluation at Sixth Form level. In many schools, actions are being undertaken to address issues that have arisen in specific departments where the base for establishing grades was not as strong or where inconsistencies were identified. Most are working to ensure that departments will be ready to present a strong evidence base of assessments if required to undertake similar processes this year.

Several schools have identified the low levels of literacy among groups of learners and are taking steps to support and further improve this. The Welsh language skills of learners, especially those from non-Welsh speaking homes and in Welsh medium education has clearly been affected by the lockdown periods.

CURRICULUM FOR WALES (CfW)

• ***What are your school priorities for Curriculum for Wales during the Autumn term?***

At the beginning of the Autumn Term, nearly all 54 secondary/all-through schools indicated their intention to embed Curriculum for Wales from September 2022. However, many secondary schools are finding it increasingly difficult to adhere to the timelines they have set themselves due to the pandemic. Many have struggled during this term due to staff absence and a lack of supply cover. Arrangements for the summer examination series may also further hamper their ability to engage with the new curriculum from September 2022. If the pandemic continues to blight the work of schools post-Christmas, we would envisage an increasing percentage of secondary schools reviewing their position and possibly deferring until 2023. Schools need to confirm arrangements with Welsh Government by April 8th 2022.
Ensuring the effective prioritisation of Curriculum for Wales planning has been a challenge for most schools which are in an Estyn statutory follow-up category. Effectively supporting these schools will continue to be prioritised.

In nearly all schools, the Curriculum for Wales is a whole school priority and actions for the autumn term align with the national expectations as set out in the amended document 'Curriculum for Wales: the journey to 2022'. All schools have identified the need for staff in the autumn term to further develop their knowledge and understanding of Curriculum for Wales framework and ensure that teachers are planning for progression within / across AOLEs and cross-curriculum skills. Much of the focus this term is on developing their curriculum design, unpacking the statements of what matters and developing a shared understanding of progression within and across the progression steps. Possible processes exemplified in the regional and local Curriculum for Wales networks have been shared with staff in most schools to support their planning.

Amongst the priorities for Curriculum for Wales identified by secondary schools are:
• planning for progression in cross curricular skills and cross-cutting themes;
• high level curriculum design;
• planning and implementing the AOLEs;
• assessment and progression;
• further developing the 12 pedagogical principles and digital learning;
• community engagement, particularly around outdoor learning
• pupil voice activities feeding into development planning;
• developing a coherent vision to underpin the new curriculum and share this with stakeholders;

- building on cluster work with partner primary schools and working towards a seamless transition in learning.

- *What are your cluster priorities for Curriculum for Wales during the Autumn term?*

This term nearly all secondary schools have worked in collaboration with their primary clusters to plan for Curriculum for Wales. Most clusters have revisited their vision and shared their experiences with the GwE regional and local networks. In others, secondary teachers are working closely with cluster primaries to develop a common understanding around pedagogy or working effectively together focusing on how to articulate a curriculum that is seamless and where progression is understood and underpinned in their learning plans.

Primary/Secondary collaboration is developing well in many clusters; however, this is not consistent across the region and further targeted support will be required to ensure effective engagement at all levels. Further work remains to be done by secondary leaders in some clusters to better engage in creating and agreeing a joint vision and specific direction for the cluster.

Amongst the cluster priorities for Curriculum for Wales identified by secondary schools are:
- Developing effective transition plans;
- Plan transition activities that fit in with Areas of Learning and Experience design;
- Focusing on Progression Steps 2 to 4 and a 3-16 continuum;
- Looking at data and information transfer around learners – what needs to be passed on and understood;
- Where engagement is as yet under-developed, take steps to move this forward;
- Sharing and developing a common element to vision, values and behaviours;
- Looking at assessment methods that can be used as part of teaching and learning; how progression can be evaluated;
- Joint training day to share plans and progress;
- Developing work around shared areas within the context of Curriculum for Wales. For example, joint work around trauma-informed schools; pedagogical approaches around Modern Foreign Languages; common approaches to literacy, numeracy and digital skills;
- Planning for a curriculum focussed joint-cluster training day;
- Developing a cluster enquiry-based research approach supported by the School Partnership Programme.

- *How are you engaging further with the resources from the Curriculum for Wales professional learning offer?*
  - *Leading change*
  - *Developing a shared vision*
  - *Curriculum reform*

These sessions were run during a very busy period for secondary schools who were preparing to award Centre Determined Grades. Thus, the level of engagement varied across the region. Most schools attended at least one of these sessions and many accessed recordings of the training at a later date. Many schools shared the resources with SLT members; some found this challenging and re-engaged during the autumn term with support from their SIAs and the recorded sessions. Some resources, e.g., those around the vision or curriculum design, have been effectively used in schools. In one school, for example, each member of the senior staff led a workshop with the whole teaching body; in another, findings were shared and discussed around senior leadership teams to inform decisions. Many schools are continuing to make use of elements of this support, such as for example using the route planner app, and using the visioning ideas

about evaluating current provision against the vision.

- *What will be the role and contribution of your Supporting Improvement Adviser (SIA) and extended GwE team members in supporting this work?*

- Supporting Improvement Advisers (SIAs) have encouraged designated staff to be part of the Curriculum for Wales regional/local networks and have supported and facilitated the work.
- SIAs have supported school based bespoke Curriculum for Wales developments with guidance and input to training and meetings as per school's needs and capacity.
- Core Lead / SIAs support developments and curriculum design in the secondary schools and the clusters.
- Subject SIAs have supported Heads of Core Subjects with Areas of Learning and Experience (AOLE) planning. As a result, middle leaders have improved their knowledge and understanding of the Curriculum for Wales framework and considerations for planning;
- SIA teams continue to deliver staff professional learning, contributing to professional development days and to support the work of Areas of Learning and Experience teams in designing and delivering the new curriculum.
- SIAs are supporting senior leaders and Governors in updating whole school plans for implementing the new curriculum from 2022.
- SIAs are raising awareness of the available resources that have been and are being developed and shared through the GwE Support Centre.

- *What are your initial approaches to developing curriculum design*
    - *within your school?*
    - *across your cluster?*

Schools are taking a variety of approaches to 'designing' the new curriculum. For example, some schools are looking closely at the development of a clear vision; some have looked at curriculum planning tools and asked departments to plan new schemes with authentic contexts and skills as key elements; others are tackling the curriculum through revised approaches to pedagogy. Some have made changes to staffing structures or made additional appointments to support key initiatives. Some have focussed strongly on developing local and authentic contexts to support learning. During the past few years, many schools have developed and embedded effective pedagogical approaches and progression of skills. Learning in new technologies and digital pedagogies can also be built on and developed to support learning within the new curriculum.

Some schools are building on the work of the consortium workshops delivered in the summer and looking at curriculum design closely, trialling more work in multi-disciplinary areas, across Science and Technology or integrated outcomes in Expressive Arts. One school has appointed a teacher for wellbeing and are developing a bespoke curriculum for the school in that area. Others are looking at curriculum allocations through a critical lens and asking what is fit for purpose for learners moving forward. Some schools now have specific Curriculum for Wales meetings to replace historical departmental meetings. There is an increasing focus in schools on cross-departmental working. Some schools have moved to restructure their staffing based on the AOLE's.

Some schools are also looking at other curriculum elements, e.g., cross curricular skills, integral skills, cross-cutting themes and mapping links across the curriculum.

Many schools are taking advantage of the GwE offer to make use of consortium expertise in supporting this. Ideas are being shared across schools through regional and local networks. However, curriculum design

remains a key area for support and guidance.

• *How will the regional and local networks support your school/cluster?*

All schools are engaged with consortium-led training and development activities. Currently there are 44 secondary schools (88%) and 197 secondary teachers involved in the networks. All four of the 3-16 all-through schools are involved with 22 practitioners participating.

ADDITIONAL LEARNING NEEDS

• *What are your priorities for ALN Transformation as a school/cluster for the Autumn term?*

Most schools reported that they are progressing well towards implementation. In most, there is a good awareness of the reforms and the changes they will bring across staff and governors.

Priorities for ALN Wales Transformation in secondary schools include:
• Developing the role of the ALN Coordinator (ALNCo) as a strategic lead;
• Revising and finalising relevant policies;
• Establishing and confirming rights of appeal procedures and sharing with parents;
• Further developing expertise and training capacity amongst teaching and support staff;
• Developing universal and targeted provision which enables learners to make progress regardless of their starting point;
• Improving differentiation and the universal provision;
• Continuing to develop Person Centred Practice (PCP);
• Undertaking a systematic evaluation of the quality of leaders' and practitioners' knowledge and use of PCP to identify how well it is used to inform teaching and learning;
• Ensuring smooth transition from primary to secondary and that robust transitional plans are in **place;**
• Developing strategies to provide additional learning provision in Welsh (in some Local Authorities).

PROFESSIONAL LEARNING

• *Have you identified further areas/aspects for professional learning?*

Professional learning needs identified in secondary schools include:
• Curriculum for Wales: deepening understanding; 'unpicking' curriculum design; promoting good teaching and learning; building and understanding assessment and progression;
• Understanding how to develop the skills underpinning the new curriculum, e.g. numeracy, literacy and digital competency;
• Implementing ALN reforms, including further Person Centred Planning (PCP)/ provision mapping work and looking at transition across a cluster;
• ALN reform – regular updates for staff and governors and targeted PL for ALN Coordinators and relevant staff;
• Effective differentiation strategies;
• Further developing current and future leaders through national leadership programmes, e.g., Preparing for NPQH, Senior leaders, Middle leaders, post-16 leaders;
• Supporting effective teaching and learning (pedagogical principles);
• Developing coaching and mentoring for middle leaders;
• Provide training & support for new Core Subject leads;
• Governors – whole school evaluation and improvement planning;
• Support for self-evaluation, monitoring process and improvement planning;

- Support for developing and restoring Welsh Language skills;
- Specialised support to develop wellbeing and attitudes to learning.

ACCOUNTABILITY

- *What should accountability look like?*
- *How will you measure progress and the impact of your work?*
- *What will reporting look like?*

Most schools are concerned about the lack of clarity that remains around the use of national performance measure for accountability and the uncertainty around the design and content of the new suite of qualifications linked to the new curriculum. Support and guidance with understanding the assessment requirements and capturing pupil progress for the new curriculum is a priority for most schools.

Some schools, especially those with a higher eFSM number are uncomfortable with the 'vacuum' created by the removal of benchmarking data and are concerned that the school's performance could be exposed misinterpretation if contextual factors are not duly taken into consideration.

Overall, secondary schools are comfortable with moving to a more intelligent model of accountability, with a focus on 'improving' rather than 'proving'. The schools' use of robust processes to track the progress of individuals and groups of pupils is key as is identifying and addressing in-school variation.

Schools are well aware of the need to re-establish quality enhancement processes and are aware of the current challenges in doing this. Many schools have maintained a degree of quality enhancement activities in remote learning during periods of lockdown. Some schools have invited GwE link SIAs and subject SIAs to support senior and middle leaders with quality enhancement activities, e.g., lesson observations, review documentation, book scrutiny, attend and support internal pastoral and subject review meetings. Most schools are by now moving back to a more robust system of Quality Assurance processes and have a clearer picture of the quality of provision and outcomes.

Neary all schools are in discussions with partners to establish Alliances and all are eager to engage or re-engage with peer review through the School Partnership Programme. The role of and contribution of robust peer challenge and verification is accepted as crucial in moving forward.

Listening to learner voice have generally been strengthened during the pandemic and it remain an important and impactful element of internal measures for nearly all schools.

The Governing Body in nearly all schools have been updated on developments relating to various areas of school improvement including teaching and learning, Curriculum for Wales and its impact on the quality of provision and standards.

SUMMARY OF GWE PROFESSIONAL LEARNING OFFER AND SUPPORT TO SCHOOLS

The delivery of effective professional learning programmes has supported schools across all sectors with developing their initial curriculum plans. Leaders and teachers across the vast majority of schools are experimenting with approaches to developing a broad range of knowledge, skills and experiences of their pupils. Planning at individual school and cluster levels are supporting a clearer understanding of the 'what matters' statements and how the 12 pedagogical principles should underpin approaches to teaching.

Regional and local networks and forums are effectively supporting practitioners' understanding of what works in curriculum design. Over 700 regional staff and school practitioners are working closely together to address this at whole school and AOLE level. GwE are working in collaboration with partners in Higher Education Institutes in supporting schools to develop the role of enquiry in preparation for the Curriculum for Wales. This work is an important aspect of the wider work on developing effective teaching and learning, which in turn builds on the work of developing assessment for learning. For this purpose, GwE have worked with schools across the region over the last three years to develop and share effective practice in formative assessment using evidence-based learning. There are 360 schools across the region participating in this work.

During the last three years, the regional consortia has invested heavily in delivering an ambitious professional learning for all practitioners. The core principle of the offer has been on developing institutional capacity as a 'learning organisation' and allowing leaders to more effectively reflect on the challenges of leading change. Prior to lockdown, in many schools across the GwE region, teachers began trialling with the Curriculum for Wales, initially familiarising themselves with its content. In many primary schools, teachers have begun to experiment with new ways of planning, teaching and learning. During the pandemic, teachers across most schools have supported learners to develop a variety of skills linked to the 4 purposes. For example, an emphasis on skills and wellbeing was strongly continued throughout the lockdown period and learners, parents and school staff's digital skills were revolutionised. Leaders across the region have already made use of resources available via the GwE Resource Centre to develop staff skills in planning for the Curriculum for Wales. Where these resources have been used effectively, leaders have planned practical and engaging ways to utilise them, e.g., Think Pieces, PowerPoints and webinars stimulating discussions in weekly staff meetings and often supported by the link Supporting Improvement Advisor. Across the region, many teachers attended GwE Curriculum for Wales workshops with several schools now implementing the shared ideas and approaches. These professional learning opportunities have also been attended by colleagues from other regions and by north Wales local authority officers.

Below is a brief outline of the GwE Professional Offer to schools and clusters:
• principles of Curriculum for Wales are embedded in all training and the four curriculum purposes are always at the forefront of presenters' minds, as they set about planning relevant, up-to-date and engaging training.
• we have integrated all aspects of the wider reform into our PL offer, including Schools as Learning Organisations, Y Gymraeg (towards a million Welsh speakers by 2050) and the Additional Learning Needs Transformational Bill.
• resources and areas of professional learning includes the 12 Pedagogical Principles within the broader context of teaching and learning, assessment, regional Areas of Learning and Experience networks and curriculum design and planning at school level.
• cross regional offer aims to support all school practitioners, but focused initially on Senior Leaders with the following themes: Leading Change; Leadership for the new curriculum; Developing a Shared Vision; Planning for Curriculum Change – to include curriculum design, progression and assessment; Leading Pedagogy; Time and Space for Professional Learning. These sessions are cluster-based and enable smaller groups of primary schools and their local secondary school to discuss the new curriculum across

the 3-16 learning continuum. Across the region, 832 Senior Leaders attended the Leading Change sessions. During June and July 2021, GwE ran a series of sessions over a three-week period for senior leaders, focused on the themes of developing a shared vision and planning for curriculum change, to include curriculum design. These sessions were hosted digitally on a cluster basis and allowed for breakout opportunities for schools to discuss this work within their local networks. Over 1150 senior leaders attended the sessions across the region.

- as part of the preparations, all Supporting Improvement Advisers have facilitated sessions where schools within a cluster have the opportunity to work collaboratively to strategically plan for the implementation of the curriculum. Activities to support preparations for the new curriculum at school and cluster level have been identified within School Development Plans. Many of the clusters have also developed a Cluster Development Plan for implementing the reform journey.

- in addition to the Professional Learning offer defined above, additional bespoke support from GwE is being made available to schools as they prepare for Curriculum for Wales. This support can be accessed at both cluster and individual school level and tailored according to need.

- supporting resources include a series of 'Think-Pieces' which have been developed by the GwE team as part of the weekly reform sessions with Professor Graham Donaldson. These papers, which cover key aspects of the curriculum reform journey including leadership, vision, pedagogy, assessment and curriculum design, have been shared and refined through consultation with wider partners in Local Authorities, Estyn and Bangor University. All senior leaders were invited to attend a webinar in May 2021 to explain and share this work on the 'Think Pieces'.

- a key aspect of the support offer is the Curriculum for Wales networks established at both a regional and local level. School based practitioners and wider partners from across the region are working collaboratively with a network of peers supporting development of the six Areas of Learning and Experience, assessment and curriculum design. Practitioners communicate and cascade learning and successful practice across the schools within each local authority and contribute to developing planning and design models to support schools in trialling, evaluating and preparing the workforce for first teaching. A regional strategic group, made up of cross-sector representatives from the eight LA groups provides direction and an overview of the work. Networks have access to Professional Learning and work in partnership with Professor Graham Donaldson, GwE and the six North Wales LAs. During the Autumn Term 2021, there have been four regional and over 80 local network meetings involving 272 schools and well over 700 practitioners. All resources produced are shared with all schools through the GwE Support Centre and information cascaded to each secondary/primary cluster group.

- GwE are also working in collaboration with partners in Higher Education Institutes in supporting schools to develop the role of enquiry in preparation for the Curriculum for Wales. This work is an important aspect of the wider work on developing effective teaching and learning, which in turn builds on the work of developing assessment for learning. For this purpose, GwE have worked with schools across the region over the last three years to develop and share effective practice in formative assessment using evidence-based learning. There are 360 schools across the region participating in this work.

- schools have access to a series of milestones within the GwE information management system that allows them to reflect on their progress on the reform journey. These milestones have been warmly welcomed by schools

- the GwE Support Centre continues to be a point of referral for all settings and we are currently working to further enhance and enrich the resource bank. By the end of the Autumn Term 2021 there have been over 75,000 'hits' on the site.

- GwE has also worked with practitioners and wider partners to develop a framework of qualitative indicators which will allow schools to reflect and evaluate how they are implementing the four purposes of the new curriculum.

REGIONAL STRATEGY

Renew and reform: supporting learners' wellbeing and progression

CONTEXT

The COVID-19 pandemic has shown us that even in the most challenging of circumstances positive change is possible. In North Wales, GwE, the Local Authorities, Schools and PRUs have seized opportunities to explore innovative ways of working. Schools have delivered meaningful teaching and learning experiences through a creative blended learning approach. These experiences need to be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time and preparing for the future. The four transversal themes of the learning organisation of time, trust, thinking together and technology have developed as strong foundations of a collaborative way of working as we move forward with the reform agenda.

As we undertake national reform, it's clear that we are in a different place to the one that we imagined when the guidance for the Curriculum for Wales was published 18 months ago. We recognise that some of the preparation time for the curriculum will have been devoted to managing the impact of the pandemic over the past year. On the other hand, with an even stronger focus on well-being and significant investment in teaching and learning, the values under-pinning the curriculum have been at the heart of how schools have been working. GwE is fully committed to supporting schools and PRUs to maintain this momentum to ensure that every learner in North Wales is offered provision of the highest quality.

We will ensure that all learners in North Wales are able to learn effectively. Their mental health and emotional wellbeing, their relationships and their physical health are all critical enablers of good learning. We will support schools to focus on these areas and also to develop the key enabling skills which include oracy, literacy, numeracy, planning, organising and critical thinking.

We will support schools to ensure that learners are making meaningful progression in their learning. Focusing on progression is forward-looking, emphasising what learners need to make the next steps in their education. This avoids a deficit based model focused on 'catching up' on everything that has been missed. Appropriate assessment arrangements support this progression, helping to identify, capture and reflect on individual learners' progress over time. We will support schools to develop both formative and summative assessment as they plan to implement the new curriculum.

The Minister for Education, has confirmed that the Curriculum for Wales will continue to be implemented in primary schools, maintained nursery schools and non-maintained nursery PRUs from September 2022. The Minister has also confirmed that some additional flexibility will be given to secondary schools. In 2022, schools that are ready to roll out the curriculum to year 7 will be able to press ahead with that. However, formal implementation of the new curriculum will not be mandatory until 2023, with roll-out in that year to years 7 and 8 together. This will also be the case in special schools and all-through schools for 3 to 16-year-olds.

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GwE will encourage secondary and special schools who are able to proceed with their current plans to implement the new curriculum with Year 7 from September 2022. We also realise that some secondary schools will continue their path towards curriculum reform from September 2022, and will implement the new curriculum from September 2023 when it will become mandatory for years 7 and 8. However, it is important that the work of reforming the curriculum, and particularly direct engagement between secondary and primary schools, continues in order to support learner transition irrespective of the timeline for implementation adopted by the secondary school.

Beyond 2023, the Curriculum for Wales will be rolled out on a year-by-year basis, and the first qualifications designed specifically for the Curriculum for Wales will be awarded in the 2026-27 academic year, as planned. The reform of qualifications will play a fundamental role in the success of the curriculum and GwE will support the work of Qualifications Wales over the coming year to help shape a set of qualifications of the highest quality that are aligned with the philosophy of the new curriculum.

In North Wales, GwE and the six Local Authorities firmly believe that it is of the utmost importance, that leaders and staff in every establishment are encouraged and supported in the work of forging strong and effective partnerships within and across the education system. Our regional approach has already adopted a cluster/alliance working model to implement key transformational reform areas such as curriculum development, ALN and Welsh Language. It has also been used effectively to share resources and effective practice during the COVID-19 pandemic. GwE is fully committed to continue this work and also to develop and embed structured and planned partnership programmes that will be evidence informed. GwE and the six Local Authorities, will continue to support schools and PRUs to ensure that peer engagement and collaboration becomes a mainstay of our approach in developing a robust, sustainable and effective self-improving system.

We fully support the Minister's vision, as outlined in the '*Cymraeg 2050: our plan for 2021 to 2026'* strategy, to create bilingual citizens who are confident to use Welsh in all aspects of everyday life. GwE will work in partnership with the six Local Authorities to ensure that schools and PRUs are fully supported to develop the Welsh language skills of the workforce and the learners.

The Welsh Government have updated the document '*Curriculum for Wales: the journey to 2022*' which sets out the expectations on schools to reform the curriculum. GwE will support both regional and national networks for curriculum implementation from the autumn onwards. Regional schools will work in partnership with Professor Graham Donaldson, GwE and the six Local Authorities in developing effective practice to unpack the potential of the six Areas of Learning and Experiences (AOLEs) and to develop whole school curriculum design and assessment.

Structures and processes for identifying and supporting schools causing concern will ensure that intervention is timely and appropriate to the context of the school. All schools identified as a school causing concern will have a holistic 360 support plan clearly articulating the nature and intensity of the support provided by either GwE or the Local Authority service that is

responsible for the delivery. This process is outlined in the Partnership Agreement between each Local Authority and its schools. All schools causing concern will be involved in cluster/alliance working that will also contribute to their improvement journey.

GwE and the six Local Authorities, will work closely with key partners such as Welsh Government, Estyn and Qualifications Wales to influence policy, the new Estyn Framework and the reform of qualifications to ensure that we contribute to implementing the Minister's priorities.

THEMES

Through working and listening to partners and key stakeholders, we have identified the following themes to support our aim of ensuring that every learner in North Wales is offered provision of the highest quality. These themes will be actioned by our Business Plans and will be implemented through partnership programmes and an offer of differentiated generic and bespoke support for our schools and PRUs.

The Reform Journey / Curriculum Realisation
- Ensure support for schools in responding to the education reform journey, with strong emphasis on pedagogy, effective teaching and action research.
- Ensure good or better use of formative assessment strategies in all schools.
- Ensure support for all schools in responding to the education reform journey, with strong emphasis on the 12 pedagogical principles and action research.
- Ensure consistency in schools' understanding of the key principles of the new assessment guidance.
- Ensure support for schools in relation to whole-school Curriculum Design and within AOLEs.

Re-ignite learning (RRRS)
- Implement programmes which aims to mitigate the effects of school closures on pupils' reading and writing attainment in both English and Welsh.
- Evidence-based teaching strategy designed to help pupils improve their fluency and progress in mathematics.
- Develop online resources suitable for both school staff and parents to enable use of these interventions to assist the reading development of children.
- Continue to develop and produce a suite of universal support materials for secondary numeracy and literacy.

Strategy to support parents / carers to help their children to learn
- Develop a holistic package that supports and helps parents and carers to transform their understanding of learning and what they can do to help their child.
- Develop a comprehensive course for parents and carers, giving them all the tools, knowledge and confidence they need to help their children to learn while they are at home.
- Provide written guidance containing strategies and techniques that parents/carers can use to support their child's learning.

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- Provide practical strategies, activities and techniques that can be used by parents and carers to help their children to learn.
- Develop and adapt resources appropriately to meet the needs of specific groups of parents and carers.
- Review the provision that is offered across the region in order to ensure that current resources fully and effectively support and meet local and regional needs.

Learners and whole school wellbeing
- Continue to work closely in partnership with Local Authorities to provide wellbeing support for learners in schools and settings.
- Continue to provide support to school leaders on the identification, engagement and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionally affected by school closures.
- To further develop & implement the national PDG strategy across the region.
- Develop a Whole School Approach to wellbeing, promoting 'Ethically Informed Citizens of Wales'.
- Co-create Whole School Wellbeing resources with schools from across the region.

Workforce wellbeing (GwE and schools)
- Continue to work closely in partnership with Local Authorities to provide wellbeing support for practitioners in schools and settings.
- Support the emotional well-being of the individual in the context of their professional role.
- Placing health and wellbeing at the heart of everything we do.
- Use a coaching framework in conversations, meetings and everyday leadership to unlock potential and encourage individual growth.

Additional Learning Needs (ALN)
In collaboration with the Local Authorities:
- Support the process of reviewing the quality of ALN provision.
- Develop a professional learning offer that meets the needs of the workforce.
- Continue to support clusters to develop innovative plans to achieve ALN transformation goals.
- Continue to support the delivery of the schools support and training programme.

Y Gymraeg
In collaboration with the Local Authorities we will work to implement the Welsh Government '*Cymraeg 2050: our plan for 2021 to 2026*':
- Develop the informal use of Welsh through 'Siarter iaith' and 'Cymraeg Campus'.
- Provide a professional offer for the Welsh language which is part of the region's Accelerated Learning Strategy.
- Offer professional learning to develop the Welsh language skills of the workforce.
- Promote the profile of the Welsh language amongst leaders in preparation for the Curriculum for Wales and the Welsh Government target of achieving a million Welsh Speakers by 2050.

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- Provide support for schools and settings who teach through the medium of Welsh as their first language to improve the Welsh First Language skills of their learners, and especially those from non-Welsh speaking homes.
- Work in partnership to support each Local Authorities with their WESP priorities.

Developing leadership
- Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential.
- Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.
- Continue to offer a wide range of Professional Learning opportunities in relation to leadership developmental programmes in order to develop present and future leaders:
  - Middle Leaders
  - Senior Leaders
  - National Professional Qualification for Headteachers (NPQH)
  - New and Acting Headteachers
  - Experienced Headteachers:

Digital
- Ensure that the region's schools' understanding of digital resilience is current and that the teaching and learning of digital security issues is purposeful and effective.
- Develop effective digital leadership within the region's schools to strengthen strategic approaches to improvement planning, change management and impact monitoring.
- Ensure professional learning opportunities are available to all school staff to train them how to use the tools available through *Hwb* and how to make effective use of the tools to improve the quality of learning.

Professional Learning
- Provide professional learning and bespoke support and guidance to schools and settings to help them realise the Reform Journey and prepare for the new curriculum.
- Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.

EVOLVING THE REGIONAL MODEL

The role of the Supporting Improvement Advisor (SIA) is continuing to evolve as we continue to meet the needs and expectations of all our stakeholders. Our approach will be to support wellbeing and learner progress through working in partnership across the system to enable renewal and reform. With the learner at the centre of everything we do, advisors with use a variety of approaches to support Welsh Government in renewing education post pandemic and ensuring the reform journey remains on track.

5
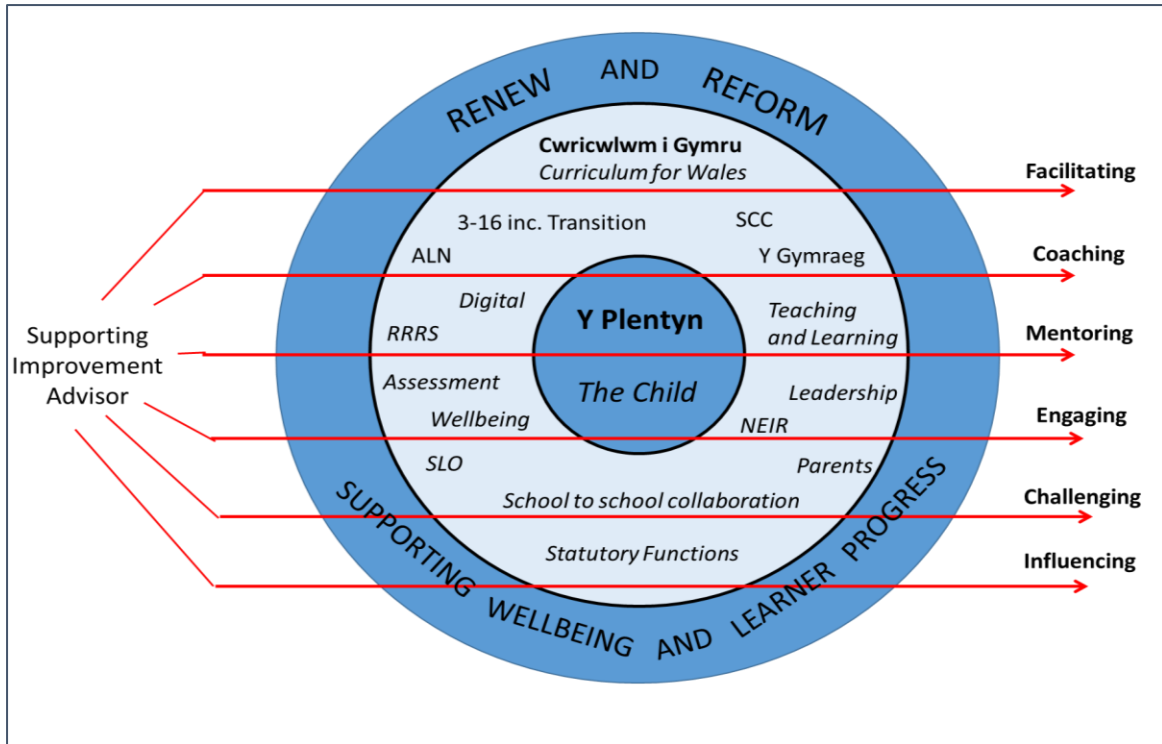
The two core aspects of our work moving forward; the reform journey and school improvement will be underpinned by five areas of work:

- Collaboration
- Rich Data to inform Self-evaluation
- Intensive Support when required
- Professional Learning
- Communication

The Core Function of the work will involve a regional partnership approach with collaborations of schools and individual schools. This will give local flexibility regarding the model of delivery.

6
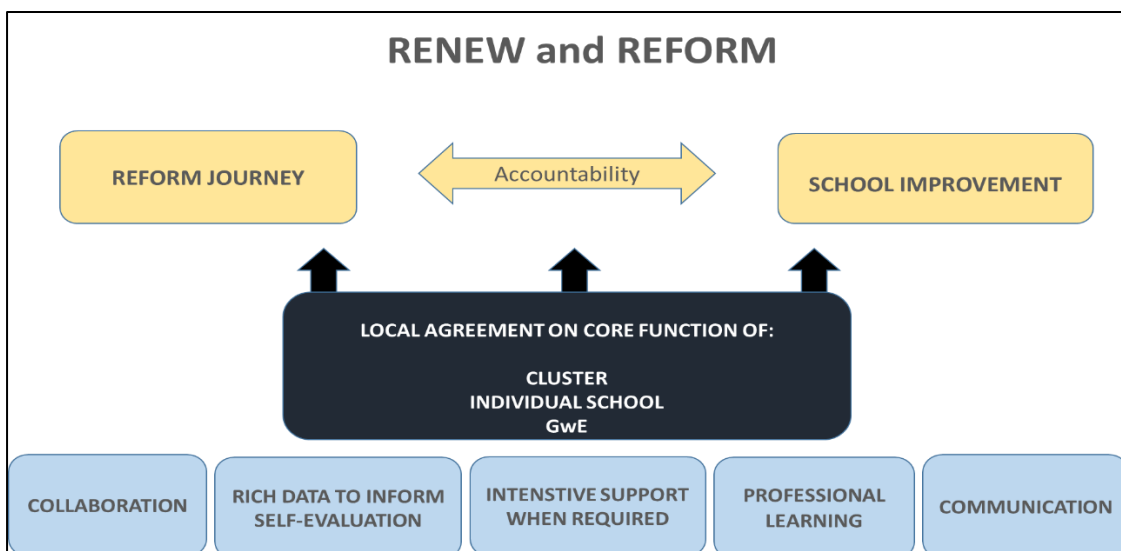
To ensure that we continue to meet the requirements and expectations of stakeholders, our schools partnership model will need to further evolve. With schools, clusters and alliances at differing points on the self-improving continuum, a nuanced approach will need to be adopted.

Primary focus is on enabling schools to improve by developing a high quality self-improving system which ensures the best for every child.

Arrangements at all levels will be rigorous, robust and coherent and underpinned by the principle of encouraging and supporting schools, clusters and alliances to take increasing ownership and accountability for their improvement journey.

We will ensure that the regional approach for schools partnership is:

- Fair: where we promote equity and inclusion and never lose sight of the learner.
- Coherent: where schools and GwE work together with locally determined core functions, roles and expectations.
- Proportionate: where we ensure that we have a manageable model which makes a difference to all schools. Our approach will support greater autonomy for those schools, clusters and alliances who have the capacity for self-improvement, whilst also allowing for a more comprehensive and intensive support package to be agreed with schools who face specific challenges at a certain point in time and for a specific period of time.
- Collegiate: where no school sees itself as an island. By working together in a structured way, schools can improve faster and more sustainably. Peer collaboration and engagement will be a central feature of our model. All key partners will engage in developing collective efficacy based on high trust, transparency, openness and honesty. It is about partners working together to build capacity into the system through quality enhancement processes and activities.
- Transparent: where we recognise the breadth of learning experience across the region and the value added by schools, leaders, teachers, support staff and advisers working together to an agreed common purpose.

As we move forward with the planning and delivery of the reform journey, our school partnership approach will allow flexibility for schools, clusters and alliances to agree core functions for:
  - collaborative developmental work
  - approaches to supporting improvements in individual schools within their cluster/alliance
  - reporting and accountability processes

Clusters and alliances will also be given the flexibility to agree what the core function and contribution of GwE should be to the three aspects identified above. Where a cluster/alliance determines it has the capacity to undertake many of the core functions, it will be given resources to support with the work and the contribution of GwE will be proportionate. Where a cluster/alliance determines that they require GwE to undertake a greater percentage of the

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core functions, the level of resources allocated will be proportionate. GwE contribution could include:

- Leading on or participating in quality assurance or quality enhancing opportunities
- Leading or contributing to developmental work
- Coaching or mentoring groups or individuals
- Facilitating cluster/alliance collaborative activities
- Leading on whole school or cluster/alliance professional development
- Delivering a more intensive support package to individual schools within a cluster/alliance
- Specialist role contributions
- Supporting the professional development of the workforce
- Signposting and sharing best practice

Roles and contributions will be defined within a cluster/alliance *'partnership agreement'* which will be reviewed and evaluated at the end of the year (see Infographic below).

SCHOOLS PARTNERSHIP PROGRAMME

CORE FUNCTIONS	CO-DEVELOPING		SUPPORTING IMPROVEMENTS		REPORTING AND ACCOUNTABILITY	
	What?	*How?*	*What?*	*How?*	*What?*	*How?*
Cluster						
Individual Schools						
GwE						
IDENTIFIED EXPECTED OUTCOMES OF SCHOOLS PARTNERSHIP PROGRAMME						
AGREED ALLOCATED RESOURCE BY GwE FOR CLUSTER						
£XXXXX						

To strengthen the development of the new curriculum, AOLE development networks will be established at regional and a local level. School leaders and practitioners will collaborate to unpack the potential of each AOLE through modelling, designing and sharing curriculum practice.

Collaborative networks will work on the following areas:

1. Unpacking the potential of one of the AOLEs
   - Language, Literacy and Communication (both Welsh and English)
   - Mathematics and Numeracy
   - Science & Technology
   - Humanities
   - Health and Wellbeing
   - Expressive Arts

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2. Assessment
3. Whole school Curriculum Design

School based practitioners and wider partners from across the region will have the opportunity to work collaboratively with a network of peers supporting curriculum design and AOLE development on a local and regional level. Practitioners will communicate and cascade learning and successful practice across the schools within each local authority and contribute to developing planning and design models to support schools in trialling, evaluating and preparing the workforce for first teaching. The principle of subsidiarity will ensure a local context to this work.

Curriculum for Wales Networks
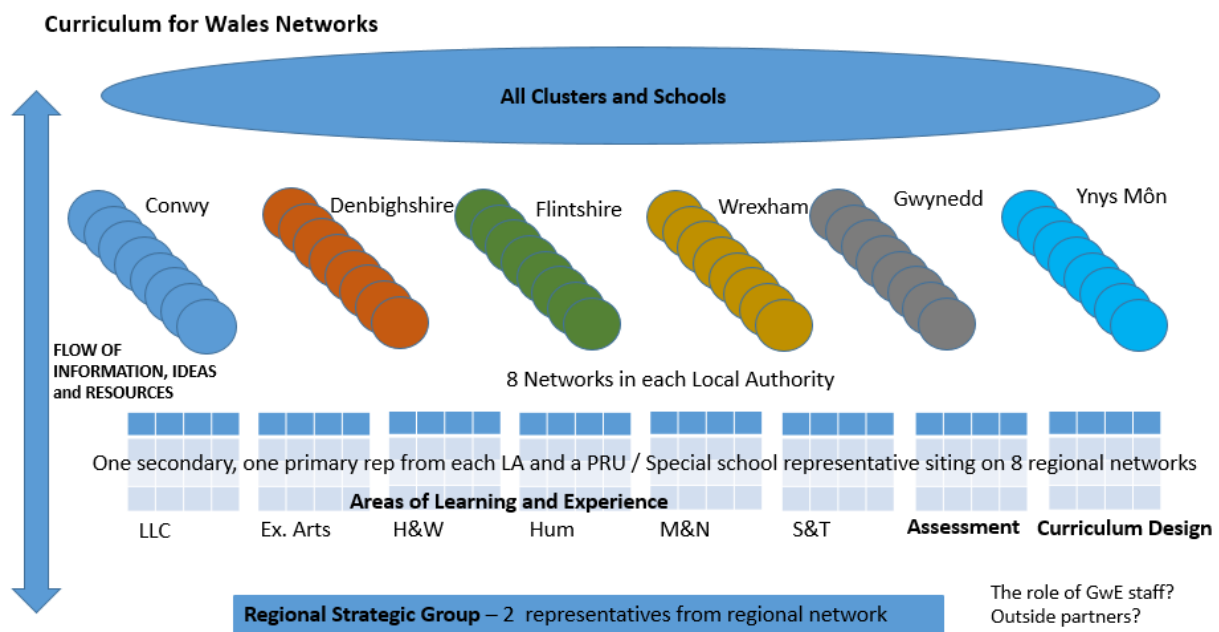
Eight local AOLE networks will be established in each Local Authority, one for each of the areas noted above. Individuals from these local groups will represent the LA in eight regional AOLE networks, ensuring consistency of approach across the region. A regional strategic group, made up of cross-sector representatives from the eight LA groups will provide direction and an overview of the work.

Networks will have access to Professional Learning and work in partnership with Professor Graham Donaldson, GwE and the six North Wales LAs in developing effective AOLE practice which will support all schools on their Reform Journey.

Peer review and school to school support

In North Wales, we firmly believe that peer review and school to school support should be a key driver for continuous improvement in schools as they plan to deliver the new curriculum and national reform. We will work with schools and PRUs to embed a programme of peer review that is based on the following processes:

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- *Self-review*: effective peer review should start with how well the school knows itself and be led by the school being reviewed. Self-evaluation should focus on the learner, their achievements, progress and experiences in school and focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion. In moving forward, the self-evaluation should also focus on the four purposes of the new curriculum and evaluate the progress the school is making towards realising the new curriculum. The self-evaluation processes should allow the school to identify areas of strengths and priorities for improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.
- *Peer-review*: the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.
- *School-to-school support*: if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

Schools Causing Concern

Structures and processes for identifying and supporting schools causing concern will ensure that intervention is timely and appropriate to the context of the school.

A **Multi-agency Group** will meet on a regular basis (monthly or as appropriate) to:

- Identify those schools at risk of causing concern
- Agree with the school the bespoke 360 support plan. Plans will clearly identify which service will provide support and resources against identified actions
- Agree the monitoring arrangements of the 360 support plans
- Evaluate the effectiveness of the 360 support plans and work with schools to monitor progress and impact
- Share any effective practice within and across regional local authorities
- Where concerns escalate, the Multi-agency Group will report to the Quality Board so that Directors/Heads of Service can make informed and timely decision regarding the use of statutory powers of intervention

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The **LA Quality Board** will meet on a half termly basis and will be chaired by the Chief Education Officer. Decisions for action by the Board should be recorded and shared with the Multi-agency group or supporting service as appropriate.

The Board's main focus will be on:
- assessing the progress of those schools causing concern that have been identified by Estyn or by local processes
- assessing the quality of the support planning for schools causing concern undertaken by the Multi-agency Group
- ensuring the Multi-agency Group undertakes its monitoring functions effectively
- taking required actions when escalation of concerns are shared by the Multi-agency Group and specifically around ability of school leadership and governance to improve at sufficient pace
- considering use of statutory powers of intervention when there are concerns around progress or pace of progress
- identifying best practice to share within and across local authorities

Where required, the local authority could also establish an **Accelerated Improvement Board** to support individual schools on their improvement journey. Membership will include representatives from the local authority, GwE, the head teacher and the governing body of the school. The purpose of the AIB will be to:
- Provide support for school improvement
- Provide an internal and external challenge forum
- To identify any concerns
- To identify any actions to be prioritised
- To further inform the Head of Education as to whether it is necessary for the LA to use its powers of intervention

The regional structures and processes for supporting and challenging schools causing concerns are summarised below:

Regional structures and process for supporting and challenging SCC.
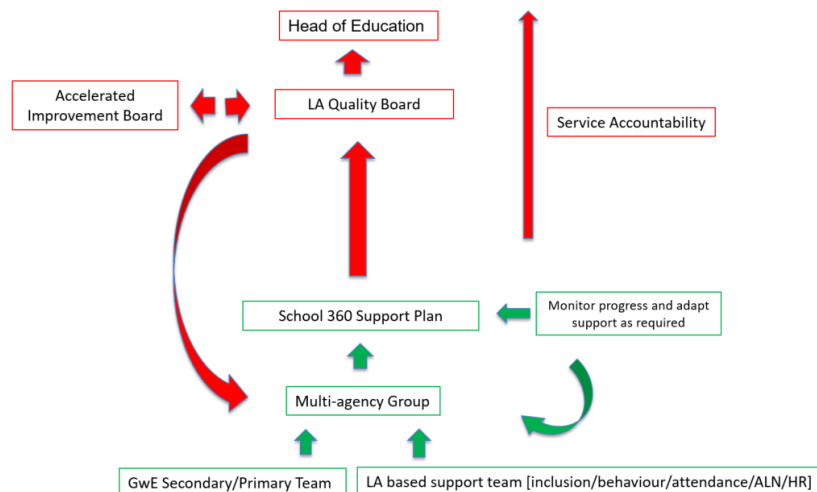
Statutory Functions and Accountability

The GwE Core Lead and the Supporting Improvement Advisers will work in partnership with Local Authority officers to implement the *Local Authority-School Partnership Agreement*. Monitoring and evaluation of overall standards, quality of teaching, learning and leadership will be undertaken by GwE's Core Lead and Supporting Improvement Advisers working in partnership with schools and clusters. However, GwE and the six Local Authorities will work with schools to evolve the current accountability system to allow schools and clusters to become more autonomous. Peer review will be a key element in supporting schools to evaluate their strengths areas for improvement and in helping them focus on specific improvement areas as they plan and deliver the new curriculum.

In moving towards a self-improving system, there will be a greater emphasis on moral and professional accountabilities. Accountability relationships for school will include those with pupils, parents, colleagues and the local community. The challenge for us over the next few years will be to create a culture where schools feel greater ownership of accountability and shift the perception that accountability is based just on data and inspection and imposed from above.

In North Wales, GwE and the six Local Authorities are committed to work in partnership with schools to develop a robust accountability system that has the confidence of all key stakeholders and holds each partner fully accountable for their role in developing our learners to become:
- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical, informed citizens of Wales and the world; and
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

System expectations in North Wales

By September 2024:

- All schools will meet the statutory requirements of the *Curriculum for Wales* and each school will have a strong relationship with their community and are developing a broad range of learner skills that will make them ready for further education, training and employment.

- Planning around the four purposes of the new curriculum will provide a balanced offer to meet the needs of all learners.

- A basic skills strategy comprising literacy, numeracy and digital competency will underpin the curriculum in every school.

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- A strategy for children who are vulnerable to learning, concentrating on their inclusion, emotional wellbeing, attendance and any additional learning needs will be operational and impacting positively on their progress and wellbeing.

- We will have worked with schools and local authorities to adopt a new accountability model, which will include robust quality assurance processes, to ensure that there are clear and appropriate lines of accountability at all levels for regional school improvement and developments.

- An effective school causing concern   strategy will be in place with the right capacity to identify and address need.

- Improving teaching will be at the heart of all improvements.

- Mature school collaborations through clusters and alliances will be in place across the region and a more collegiate approach to school improvement will be firmly established in order to secure   better outcomes for learners.

- A robust regional Welsh in Education Strategic Plan will be operational to fully support both local and national priorities for improving the Welsh Language skills of both learners and the workforce.

- There will be a robust professional learning offer in place that meet the needs of all leaders and teaching staff to help each school implement all aspects of the reform journey and enable their learners to develop towards the four   purposes of the new curriculum.

- GwE will effectively operate as a learning organisation in line with the seven 'action-orientated' dimensions identified by the OECD, and will have strong mature partnerships with its key stakeholders that will include a clear communication strategy.

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GwE Business Plan

2021-2022

Regional and

Anglesey LA data

Quarter 4

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REGIONAL PRIORITES & PROVISION 2021-2022

Regional and Local Authority Data

OBJECTIVE 1 - CURRICULUM & ASSESSMENT
Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners

EDUCATION CONTINUUM 3 TO 16	
Regional data: **GwE and Shirley Clarke project** Total schools across the region who have participated in Tiers 1,2, and 3 	**Local Authority data:** **Shirley Clarke twilight session 12/10/2022.** **Percentage of registrations by LA**

Regional data:

GwE and Shirley Clarke project
Total schools across the region who have participated in Tiers 1,2, and 3

	Schools	Teachers
Tier 1	27	54
Tier 2	193	386
Tier 3	140	261
Total	**260**	**701**

- 89% of the region's schools
- 96% Primary
- 80% Secondary
- 70% Special

Over 1000 teachers from across the region attended the Shirley Clarke twilight session 12/10/2022. Unable to get a definite number as whole schools were attending under one registration to ensure that all could attend in Zoom

Local Authority data:

Shirley Clarke twilight session 12/10/2022.
Percentage of registrations by LA

Anglesey	19%

CURRICULUM REALISATION (CURRICULUM FOR WALES)	

Data Rhanbarthol / *Regional data:*

Curriculum design sessions
- Secondary attendees: 101
- Primary attendees: 504
- Special schools and PRUs: 16
- Others e.g. LA, ESTYN, other consortia: 8

Progression & Assessment
- Secondary attendees: 141
- Primary attendees: 620
- Special schools and PRUs: 18
- Others e.g. LA, ESTYN, other consortia: 11

Principles of Planning
- Taking place post Easter

Data Awdurdod Lleol / *Local Authority data:*

Attendance at the 3x SLT sessions in Summer term 2021 – figure engaging in at least 1 session or more

Anglesey	91.3%

GwE support centre (as of 24/3/22)
- Page views 122k
- File downloads 23k

Curriculum for Wales Section (as of 24/3/22)
- Curriculum For Wales 2,845 views
- Cwricwlwm i Gymru 2,674 views
- Curriculum Design 856 views
- Dylunio Cwricwlwm 1002 views

AoLE TEAMS	

Regional data:

Numbers who have declared an interest in contributing to the ongoing support programme for schools in relation to the Reform Journey:

Description	Number
Assessment	120
Curriculum Design	153
Science and Technology	89
Health and Well-being	88
Languages, Literacy and Communication	118
Mathematics and Numeracy	86
Expressive Arts	81
Humanities	69

Attendance at Regional Meetings
21/9/21 – 132 attendees
6/10/21- 115 attendees
16/11/21 – 117 attendees
14/12/21 – 130 attendees
2/3/22 – 116 attendees
5/4/22 – 112 attendees

Local Authority data:

Numbers who have declared an interest in contributing to the ongoing support programme for schools in relation to the Reform Journey:

Anglesey	106

OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION
Improving the teaching & learning in our schools
MODERN FOREIGN LANGUAGES

Regional Data:

Cerdd Iaith - Ysgolion Cynradd : 5	22.6.21

Power Language new subscription 2021-2022:
- October - 35 primary schools
- March – 69 primary schools

Local Authority Data:

Cerdd Iaith- Primary/ number of schools : 5	22.6.21
Anglesey	1

Power Language no. of new schools

	October	March
Anglesey	8	9

Webinar Primary Power Language Number of schools: 23	22/11/21

Webinar Primary Power Language Number of schools 23	22/11/21
Anglesey	2

Anthea Bell Prize-Translation competition- secondary : Number of schools:	18

Anthea Bell Prize-Translation competition- secondary : Number of schools/: 18	
Anglesey	2

Year8/9 Mentoring programme: number of schools :18 Turbo tutoring	Oct 21-March 22

Year8/9 Mentoring programme: number of schools :18 Turbo tutoring	Oct 21-March 22
Anglesey	1

HLTA - TALP

Regional data:

Newly appointed TAs

	2021-22
Regional	77

Teaching assistants at work

Regional	85

Aspiring HLTA Cylch 3

Regional	39

Aspiring HLTA Cylch 4

Regional	33

HLTA Status Assessments Cylch 2

Regional	30

HLTA Assessors

Regional	35

Local Authority data:

Newly appointed TAs

Anglesey	14

Teaching assistants at work

Anglesey	14

Aspiring HLTA Cylch 3

Anglesey	2

Aspiring HLTA Cylch 4

Anglesey	1

HLTA Status Assessments Cylch 2

Anglesey	3

HLTA Assessors

Anglesey	2

Y Gymraeg (PL)

Regional data:

Ein Llais Ni – 100 schools involved in the project

Local Authority data:

'Ein Llais Ni' schools

Anglesey	21

	Conference 20/10	On demand 9/11
Anglesey	23	9

Network 23/11	On demand 7/12
15	2

Autumn term provision for schools involved in the project:
Conference: 111
On demand: 1: 41
Network: 67

Sabbaticals Scheme - Regional: 12

'Cymraeg mewn Gwaith' course - intermediate for GwE: 8

A LEVEL

Regional data:

Networking and sharing of practice across Heads of 6 - Networks across joint authorities: 17

Local Authority data:

Networking and sharing of practice across Heads of 6 - Networks across joint authorities:

Anglesey	2

DIGITAL

Regional data:

Hwb

Data on Hwb usage in the region remains high. The average number of schools in the region that engaged with Hwb during quarter 4 was 98.06%. The average for each month was as follows:
- January - 98.17%
- February - 98%
- March - 98%

Local Authority data:

Hwb usage Quarter 4

Anglesey	98%

Number of individuals who have been involved in activity from the digital facilitator program to date

Anglesey	17

MATHS AND NUMERACY

Regional data:

Introduction to Mathematics and Numeracy AOLE
- Welsh Medium session – 39
- English Medium session -56

Local Authority data:

Maths/Numeracy Support

Schools Causing Concern: Anglesey	1

Introduction to Mathematics and Numeracy AOLE

	Primary - Welsh 15/11/21	
	No. of schools	No. of people
Anglesey	8	9

		Primary- English session 23/11/21	
		No. Schools	No. people
	Anglesey	1	1

Financial Education
- Number completed e-learning – 48
- Number trained 'Face to Face - 69

ENGLISH AND LITERACY	
Regional data:	**Local Authority data:**
Literacy support for school either in Estyn category/Special Measures, causing concern or needing guidance. Secondary = 20 schools have received individual support All secondary schools attended Heads of English forum	

WELSH AND LITERACY	
Regional data:	**Local Authority data:**
Network meeting and 'Drop in' sessions (February 22) = 14	Anglesey 2
HoD who attended WJEC session: February '22 + March '22 = 16	Anglesey 2
Members of the Teams / Google Classroom 'GwE - Welsh - Secondary' = 27	Every Welsh HoD in every LA is a member of this digital network. Anglesey = 5
Member of the Teams / Google Classroom 'GwE - Y Gymraeg – Secondary English Medium' = 18	Anglesey = 1
Welsh A Level Conference (GwE/Partneriaeth) = 10	Anglesey 2
'Ein Llais Ni' (GwE) Project - number of secondary schools that are members of the project = 13	Anglesey 2
Prosiect 'Creu ar draws ieithoedd' - prosiect MDaPh Ieithoedd, Llythrennedd a Chyfathrebu (ar y cyd â YCG Ieithoedd Rhyngwladol ac YCG Saesneg, yn ogystal â Phrifysgol Bangor) = 2	Ynys Môn = 1

'Creating across languages' project - Languages, Literacy and Communication AOLE project (in conjunction with International Languages and English SIAs, as well as Bangor University) = 2	

SCIENCE	
Regional data:	**Local Authority data:**
No Science specific networks have taken place in this time, due to the development of the regional and local Science and Technology AoLE networks No. of schools that have received bespoke school support: 27	No. of secondary schools that have received bespoke school support: | Anglesey	1	

FOUNDATION PHASE	
Regional data:	**Local Authority data:**
Number of schools receiving bespoke support: 32 Wood work project: 26 Spring network meeting: 303	Wood work project | Anglesey	4 | Spring Network Meeting | Anglesey	40	

OBJECTIVE 3 - LEADERSHIP
Supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

LEADERSHIP	
Regional data:	**Local Authority data:**

Regional data:

	2020-21	2021-22
1.Middle Leadership Development Programme	98	102
2.Senior Leaders Development Programme	61	72
3.Aspiring Headteacher Development Programme (preparing for NPQH	71	35
4.New and Acting Headteacher Development Programme	46	32
5.Experienced Headteacher Development Programme	17	17
TOTAL	294	258

Local Authority data:

2020-21	1	2	3	4	5	**T**
Anglesey	19	4	6	6	1	**36**

2021-22	1	2	3	4	5	**T**
Anglesey	9	5	5	2	1	22

GOVERNORS	
Regional data:	**Local Authority data:**

A representative of GwE has attended four meetings during quarters 2 and 3: ADEW / GSO meeting 18/06/21 (national) GwE region GSO meeting 23/06/21 (regional) ADEW / GSO meeting 14/10/21 (national) GwE region GSO meeting 21/10/21 (regional)	Anglesey	20 governors in total during 2 x sessions on Zoom – September 2021 20 governors in total during 2 x sessions on Zoom 3/2/21

ALLIANCES / NETWORKS / CLUSTERS	
Data Rhanbarthol / *Regional data:*	**Data Awdurdod Lleol / *Local Authority data:***
• **Number of secondary schools participating in alliance collaboration :** 51 • **Number of primary schools participating in cluster collaboration :** 331 • **Number of secondary schools participating in CfW cluster collaboration :** 54 • **Number of primary schools participating in CfW cluster collaboration :** 331	• **Number of secondary schools participating in alliance collaboration :** Anglesey = 5 • **Number of primary schools participating in cluster collaboration :** Anglesey = 40 • **Number of secondary schools participating in CfW cluster collaboration :** Anglesey = 5 • **Number of primary schools participating in CfW collaboration :** Anglesey = 40

OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS
Committed to excellence, equity & well-being

PDG LAC	
Regional data:	Local Authority data:

Professional Learning:
 	
• **Introduction to Protective Behaviours to Support Wellbeing = 68**
 	
• **TIS PACE MODEL = 45**
 	
• **Trauma Informed Schools Early Years = 700** And non-maintained EY settings = 15
 	
• **Whole School Approach Trauma Informed = 91**
 	
• **SLT TIS = 25**
 	
• **Biophilia = 90**
	Professional Learning:
	
	• **Introduction to Protective Behaviours to Support Wellbeing**
	  Anglesey = 3
	
	• **TIS PACE MODEL**
	  Anglesey = 3
	
	• **Trauma Informed Schools Early Years –**
	  Anglesey = 3
	
	• **Whole School Approach Trauma Informed**
	  Anglesey = 7
	
	• **SLT TIS**
	  Anglesey = 0
	
	• **Biophilia**
	  Anglesey = 11

• **Talk Boost = 9**	• **Talk Boost** Anglesey = 0
• **Drawing and Talking = 20**	• **Drawing and Talking** Anglesey = 1
• **Designated Person for LAC training** = 25	• **Designated Person for LAC training = 0**
• **Governor's LAC in schools training** = 10	• **Governor's LAC in schools training** = (10)

RE-IGNITE LEARNING

Regional data:

Remote Instruction of Language and Literacy (RILL) – PHASE 2: 54 schools have signed up for training from September 2021 and into spring term 2022.

Local Authority data:

Remote Instruction of Language and Literacy (RILL) – PHASE 2:

Anglesey	12

Precision Teaching and SAFMEDS: Eight regional training sessions have been delivered in the autumn term 2021, and now all GwE schools can access the live SAFMEDS pupil website, webinars and online resources.
- *English: 1023 views on the reignite learning webinar and 391 views on the SAFMEDS training video.*
- *Cymraeg: 474 for the webinar and 70 for the SAFMEDS training.*
- *Pupils completing around 677 maths activities in the first launch week.*

Precision Teaching and SAFMEDS:

Anglesey	3

Improving fluency in Oral Reading (iFOR): 42 schools have signed up for training from September 2021 and into spring term 2022 as follows:

The number of teachers that have accessed the Google classroom is as follows:
- *62 have accessed the English resources*
- *41 have accessed the Welsh resources.*

Improving fluency in Oral Reading (iFOR):

Anglesey	5

Warwick Collaborative Well-being Project

In January 2022 we recruited 33 primary schools to take part in both language strands of our Connect well-being study.

Warwick Collaborative Well-being Project

Anglesey	1

UK National Institute for Health Research KiVa Anti-Bullying Study

From 2020 we have been working with 29 primary schools to evaluate the impact of KiVa.

UK National Institute for Health Research KiVa Anti-Bullying Study

Anglesey	1

Evidence-Informed Profession Project (EIPP)	Evidence-Informed Profession Project (EIPP)	
In the autumn term 2022 we recruited 52 primary schools.	Anglesey	3
National Professional Enquiry Project (NPEP)	**National Professional Enquiry Project (NPEP)**	
We are currently supporting 40 primary and secondary schools.	Anglesey	9

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		
Regional data:	**Local Authority data:**	
Number of schools / clusters participating in the programme: 105/18	**Number of schools:**	
	Anglesey	10
Number of trained Peer Reviewers: 161	**Number of trained Peer Reviewers:**	
	Anglesey	13
Number of Improvement Facilitators trained: 154	**Number of Improvement Facilitators trained:**	
	Anglesey	11
Number of schools / clusters earmarked for the next tier: 154/20	**Number of Schools to Train Summer and October 2022**	
	Anglesey	20

SCHOOLS CAUSING CONCERN	
Regional data:	**Local Authority data:**
• **Number of regional secondary SCC:** 11	• **Number of regional secondary SCC:** Anglesey: 0
• **Number of regional primary SCC:** 2	• **Number of regional primary SCC:** Anglesey: 0
• **Number of secondary schools in the National SCC Pilot [Special Measures]:** 4	• **Number of secondary schools in the National SCC Pilot [Special Measures]:** Anglesey: 0

GwE Regional
Business Plan

2022-2023

Collaborating · Learning · Succeeding

CONTENTS

Collaborating, Learning, Succeeding

OUR VISION

- Our work is driven by genuine ambition to see the schools and organisations we work with achieve their aspirations and to see all learners succeed.

- Proudly Welsh and internationally informed, we will support our schools to become successful and confident learning organisations. We will collaborate to provide learners with the climate and education they deserve so that they become capable and resilient individuals who realise their full potential.

OUR VALUES

RESPECT

TRUST

WELLBEING

INNOVATE AND INSPIRE

SUPPORT AND COLLABORATE

CYMRU A'R GYMRAEG
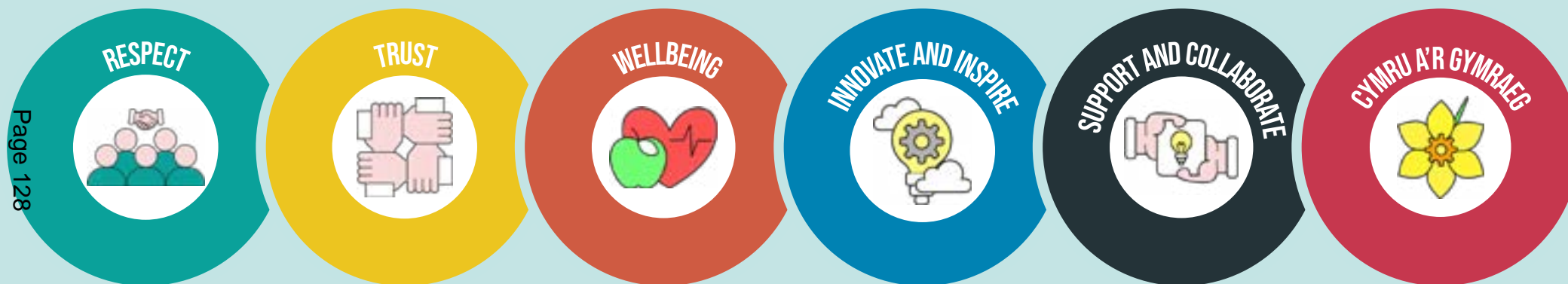
OUR BEHAVIOUR

We will be consistent, objective and fair in our work, valuing everybody's effort, contribution and achievement.	We will be professional, honest and open in our work with everybody. This is the core of successful collaboration.	We will show care, empathy and concern for the wellbeing of all.	We will be ready to take risks with our schools, embracing challenge, curiosity, perseverance and the willingness to learn from successes and failures. By being knowledgeable and sharing good practice we aim to empower and motivate schools to research and develop.	We will be dependable, flexible and sensitive in our support. We will be ready to collaborate and encourage working in partnership with others, recognising that there is room for us all to improve, develop and learn.	We will embrace and celebrate the Welsh language and culture in all aspects of our work.

2. REGIONAL CONTEXT

GwE provides school improvement services for a region of six local authorities: Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey.

The number of pupils of compulsory school age in 2021 was 82,432. This represents 21.7% of all pupils in Wales. There are 401 maintained schools in the region, 27.2% of all maintained schools in Wales (School Census Results, 2021).

The percentage of pupils of compulsory school age who are eligible for free school meals increased yet again from 18.2% in 2020 to 20.4%, which is lower than the national figure of 22.9%. This level of eligibility is still the lowest of the four regional consortia (School Census Results, 2021).

In the region, 41.6% of people aged three and over say that they can speak Welsh compared to the Wales average of 29.5% (Annual Population Survey, Office for National Statistics).

As of the 30th of September 2021, ethnic minorities account for 2.2% of the population in the region and this is below the Wales average of 4.8%. (Annual Population Survey/Office for National Statistics (ONS).

As of the 31st March 2021, 1,465 children in the region are looked after by a local authority and this represents 20.2% of looked-after children in Wales. (Children Receiving Care and Support Census)

GwE continues to look outward and to welcome challenge from both inside and outside Wales whilst making sure that what it is developing is right for its context. This includes continuously listening to the voice of all stakeholders especially those of teachers and leaders in schools across all sectors.

GwE has a clear plan that sets out how, in close collaboration with key stakeholders, it will strengthen leadership, improve teaching and learning and increase aspiration to impact on standards.

3. INTRODUCTION

Our regional business plan sets out the priority areas for improvement across the region.

The regional priorities and areas for improvement are based firmly on the findings of our internal self-evaluation processes, external reviews on our current practice and direction of travel, and through consultation with headteachers and the Local Authorities. The business plan also addresses Welsh Government and the Local Authorities strategic priorities that fall within the remit of the work of GwE.

Additionally, GwE will work in partnership with Local Authorities to support additional local priorities, as appropriate. It also takes into consideration the views and priorities of other middle tier partners such as Estyn, Qualifications Wales, WJEC, National Academy for Educational Leadership (NAEL), Initial Teacher Education (ITE) and Education Workforce Council (EWC).

In North Wales, GwE and the six Local Authorities are committed to working in partnership with schools to ensure that we have robust and purposeful systems and processes in place to adhere to national expectations in relation to the 'National School Improvement Guidance: Framework for Evaluation, Improvement and Accountability'. Our approach will ensure that we have the confidence and support of all key stakeholders and that each partner will take full accountability for undertaking their role and contribution with transparency, effectiveness and efficiency.

Our priorities are a combination of improving school provision, leadership and outcomes, as well as delivering the reform journey. Our approach to the reform journey has been integrated in all aspects of our work from the beginning. Not one element of the reform journey can stand alone. It is viewed from the need of learners and the baseline of individual schools and clusters to deliver change according to agreed expectations.

GwE has encouraged schools to collaborate through sharing practice and co-constructing areas that need improving and the challenges of the reform journey. We have invested in various cluster models and encouraged schools to find a range of appropriate partners to deliver improvement and changes. The region has also looked outward for good practice in terms of identifying effective peer review models as well as encouraging our schools to develop and evolve their own practice. GwE believe that peer engagement should closely complement the dimensions identified within the OECD publication 'What Makes a School a Learning Organisation'.

Our focus is on support and on capacity-building for a self-improving system. Challenge Advisers have become 'Supporting Improvement Advisers' and this is more than a name change – it signals a determination to build trust with key stakeholders and to move away from a top-down approach to school improvement, developing a more long-term, supportive and sustainable strategy.

In partnership with stakeholders, GwE has developed a long-term supportive and sustainable strategy which is successfully building capacity across the region to meet the challenges of the wider reform. The integrated approach has focused on developing collaborative opportunities across clusters of schools.

Professional learning will be central to ensuring that all school staff have the professional knowledge and skills to deliver on the education reforms that are well underway in Wales. Taking into consideration the system expecations and working in collaboration with partners, a clear framework for themes for professional learning has been identified for practitioners within schools.

4.   GwE REGIONAL BUSINESS PLAN

Our business plan, along with the Regional Strategy 'Renew and reform: supporting learners' wellbeing and progression' incorporates how GwE will respond to the impact of post-Covid in the context of education. Through working with partners and key stakeholders and listening to them, we have identified specific themes to support our aim of ensuring that every pupil in north Wales benefits from provision of the highest possible standard. Their mental health and emotional well-being, their relationships and physical health are all essential enablers of good learning. We will support schools to focus on these areas as well as developing the key enabling skills, which include oracy, literacy, numeracy, planning, organising and critical thinking. In addition, the Supporting Improvement Advisers' initial visit to schools at the beginning of the year have focused on the needs of schools, taking into consideration the impact of Covid. Compound information arising from these visits inform schools' support plans, and we have refined our business plan to reflect this.

The high level priorities for 2022-2023 were agreed with the Joint Committee on 16 February 2022. The Business Plan for 2022-2023 has been formally agreed by the Chief Education Officers of each Local Authority, the Joint Committee and the Lead Chief Executive on 13 July 2022.

STRATEGIC OBJECTIVES

Our strategic objectives reflects the current regional and national priorities.

OUR STRATEGIC OBJECTIVES FOR 2022-2023

1   **Curriculum & Assessment** - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners.

2   **Developing a high-quality education profession** - improving the teaching & learning in our schools.

3   **Leadership** - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks.

4   **Strong & inclusive schools** committed to excellence, equity & well-being

5   **Supporting a self improving system** - supporting a system in which the education profession have the skills, capacity & agency to continually learn & improve their practice

6   **Business** - ensure that GwE has strong governance and effective business and operational support that provides value for money.

REGIONAL PRIORITIES 2022 - 2023

The four purposes is the starting point and aspiration for schools as they prepare to design the new curriculum and support their learners to become:

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

Our priorities outlined below are aimed to support schools as they work towards those four purposes.

These priorities are supported by the service's detailed operational plans, outlining how and when the aspects of each priority will be delivered and setting expectations for the next steps in delivering the reform journey. Also, each Local Authority has a detailed business plan agreed upon by the head of service and the core adviser.

OUR HIGH LEVEL PRIORITIES 2022-2023

PROFESSIONAL LEARNING

GROWTH POINTS
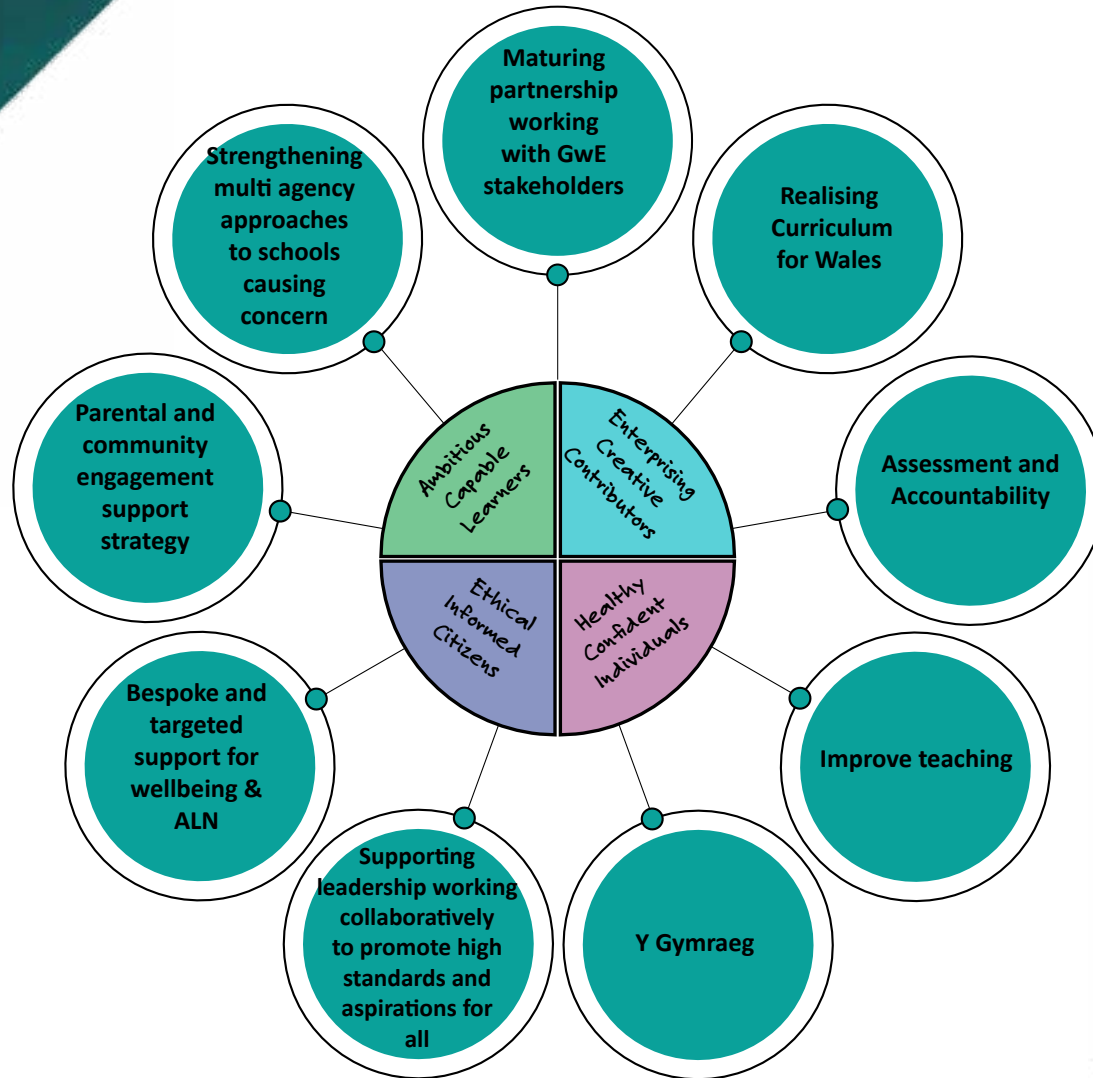
ENHANCEMENT

Collaboration

Learning Organisation

Quality Enhancement

Developing leadership and supporting workforce wellbeing

Maturing partnership working with GwE stakeholders

Strengthening multi agency approaches to schools causing concern

Realising Curriculum for Wales

Parental and community engagement support strategy

Assessment and Accountability

Bespoke and targeted support for wellbeing & ALN

Improve teaching

Supporting leadership working collaboratively to promote high standards and aspirations for all

Y Gymraeg

Ambitious Capable Learners

Enterprising Creative Contributors

Ethical Informed Citizens

Healthy Confident Individuals

GwE

OUR HIGH LEVEL PRIORITIES 2022-2023

OBJECTIVE 1: CURRICULUM & ASSESSMENT

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

1.1	**Realising Curriculum for Wales**	» Provide professional learning and bespoke support and guidance to schools and settings to help them realise all aspects of the Reform Journey and implement the new curriculum.

» Support all staff and governors to realise Curriculum for Wales through ensuring that all schools are ready for first teaching of the new curriculum and meet mandatory requirements for September 2022

» Provide support for secondary schools and settings in preparing for the new curriculum in Years 7 and 8 in September 2023 by:

· Providing regional and local networks with clear guidance on curriculum design, planning, assessment and progression through modelling and exemplifying curriculum practice;

· Supporting schools to ensure that learners have the opportunity to use, apply and extend the mandatory cross-curricular skills of literacy, numeracy and digital competence in a range of authentic contexts;

· Promoting learner transition by ensuring effective direct engagement between secondary and primary schools;

· Working collaboratively with leaders to ensure that all settings have a clear plan to effectively respond to the guidance delivered in the Curriculum for Wales and plan effectively for Professional Learning;

· Ensuring all settings adopt and publish a summary for key stakeholders

· Continuing to encourage schools to develop and refine their curriculum and assessment arrangements as part of continuous evaluation

» Encourage schools to develop methods of holistically capturing and evaluating progress and success of all learners towards an agreed end that encompass the Four Purposes within their school community.

1.2	**Assessment and Accountability**	» Work in partnership with schools to support the development of effective assessment rationale that addresses the reasons of why and what is assessed and identifies the requirements of different stakeholders for relevant assessment information

» Support the principles and practices of the Curriculum for Wales, and create the significant system and culture change necessary for the Curriculum to succeed.

» Work in partnership with schools to facilitate effective professional dialogue within and between schools to develop a shared understanding of progression across the breadth of the curriculum, allowing practitioners to identify, capture and reflect on

learner progress over time.
- » Support schools to effectivley report on learner progress to parents/carers.
- » Work in partnership with schools and local authorities to develop performance indicators, both quantitative and qualitative, which effectively captures the progress of schools and settings against the four purposes of the new curriculum.
- » Work in partnership with schools and local authorities to adopt a revised accountability model, which will include robust quality assurance processes, to ensure that there are clear and appropriate lines of accountability at all levels for regional school improvement.

OBJECTIVE 2: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION
Improving the teaching & learning in our schools

2.1	**Improve Teaching**	» Support schools in responding to the education reform journey, with strong emphasis on pedagogy, effective teaching and action research » Ensure effective and consistent implementation of formative assessment principles and strategies across and within all schools » Ensure consistency of messages in GwE Professional Learning and support for schools regarding the 4 purposes and pedagogy, including the 12 pedagogical principles » Support schools to implement the key principles of the assessment guidance » Support cross sector collaboration to ensure consistency of effective teaching practice to support learner transition
2.2	**Y Gymraeg**	In collaboration with the Local Authorities: » Support schools to promote the benefits of bilingualism and the benefits of Welsh-medium education; » Support and incentivise the development of the growth of Welsh-medium provision in the English-medium schools; » Develop a professional learning offer for the Welsh Language in preparation for the Curriculum for Wales (3-16) and strengthen collaboration / transition from primary to secondary sector; » Promote the profile of the Welsh language amongst leaders in preparation for the Curriculum for Wales and the Welsh Government target for a million Welsh speakers; » Develop the informal use of Welsh through the 'Siarter iaith' and 'Cymraeg Campus'; » Develop the language skills of the education workforce to expand the proportion who can teach and work through the medium of Welsh.

OBJECTIVE 3: LEADERSHIP

Supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

3.1	**Supporting leadership working collaboratively to promote high standards and aspirations for all**	»	Continue to support collaboration at all levels of leadership to ensure all learners achieve their potential. Specifically:
		·	Ensuring that all clusters and alliances are effectively engaging in developmental work within and across sectors.
		·	Further strengthen and embed peer review in all clusters and alliances to ensure robust and rigorous self-evaluation and improvement planning.
		·	Support leaders in clusters and alliances with Quality Enhancement processes which evaluate the quality of provision and pupil progress as we move to the new curriculum.
		·	Ensuring that the principles of distributive leaderships are embedded in all learning organisations across the region.
		»	Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.

OBJECTIVE 4: STRONG & INCLUSIVE SCHOOLS

Committed to excellence, equity & well-being

4.1	**Bespoke and targeted support for wellbeing & ALN**	»	Continue to work closely in partnership with Local Authorities to provide wellbeing support for practitioners and learners in schools and settings.
		»	Continue to implement regional strategies for children who are vulnerable to learning, concentrating on their inclusion, emotional wellbeing, attendance and any additional learning needs to impact positively on their progress and wellbeing.
		»	Develop a Whole School Approach to wellbeing, promoting 'Ethically Informed Citizens of Wales'.
		»	Support the Local Authorities in the delivery of ALN Transformation by providing Professional Learning to improve teaching and learning.
4.2	**Support schools to tackle the impact of poverty on educational attainment and set high standard for all**	»	Support schools to deliver the long-term programme of education reform, and ensure educational inequalities narrow and standards rise.
		»	Continue to provide support to school leaders on the identification, engagement and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by the pandemic.

		» Further develop and implement the national PDG strategy across the region.
4.3	**Parental and community engagement support strategy**	» Develop a parental and community support strategy to help parents and carers on how to best support their child's learning. Encourage schools to listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.
		» Support schools to embed a whole-school approach to family and community engagement;
		» Encourage schools to develop community partnerships and multi-agency working in order to strengthen family engagement, improve standards and have a positive impact on learning outcomes for those learners from poorer backgrounds;
		» Support schools and Local Authorities to invest in the learning environment of community schools to secure stronger engagement with parents and carers outside traditional hours.

OBJECTIVE 5: SUPPORTING A SELF-IMPROVING SYSTEM	
Supporting a system in which the education profession have the skills, capacity & agency to continually learn & improve their practice	

5.1	**Strengthening multi agency approaches to schools causing concern**	» In partnership with the Local Authorities, further strengethen and develop the processes for supporting and challenging schools causing concern.
		» Ensure that all schools in statutory category or which have been identified locally as SCC have access to an agreed comprehensive support plan to help them on their improvement trajectory.
		» Ensure the support package is effectively delivered in a timely manner and is robustly monitored to ensure impact on standards and provision.
5.2	**Maturing partnership working with GwE stakeholders**	Strengthen our collegiate approach to school improvement by:
		» Continuing to work closely with schools and settings to deepen the peer work already established to plan, develop and evaluate their priorities and share the professional Learning gleaned.
		» Providing professional learning to further develop peer review.
		» Continuing to develop our work in clusters, alliances and sector transition to improve quality and develop the Curriculum for Wales agenda.
		» Continuing to implement our memorandum of understanding with Bangor University to further develop our evidence-based practice.
		» Continuing to work collaboratively with other Regions to bring a more consistent approach to deliver national priorities.

OBJECTIVE 6: BUSINESS

6.1   **Business**   »   Ensure that GwE has strong governance and effective business and operational support that provides value for money.

5. GOVERNANCE: MONITORING AND EVALUATION

There is a clear and robust accountability framework in GwE.

GwE GOVERNANCE AND ACCOUNTABILITY

Management Board

LA Local Quality Boards

Joint Committee

Headteachers User Groups

Scrutiny Committees

Welsh Government Challenge & Review

Advisory Board

GwE Annual Accountability

Lead Director & Chief Executive

Chief Executives

Children & Young People's Committee

Estyn Local Authority Link Visits

Internal and External Audit

LA Estyn Inspections / Improvement Conferences

The GwE Business Planning Framework that is in place ensures clarity, accountability and strategic coordination in the delivery of the priorities on a local, regional and national level and provides the structure for monitoring progress effectively.

Through our detailed business plans, progress is reported upon quarterly which provides a progress report on:
• Impact against actions and outcomes
• Issues or new risks identified for the reporting period
• Regional data

- Local Authority data
- Expenditure profile

Throughout the year, reports associated with our priority streams within the business plan will be reported through our governance groups as outlined above. Progress against the regional business plan is reported on a quarterly basis to the Joint Committee.

6.   RISK REGISTER

The GwE Risk Register is a live document which is kept under regular review. It is presented to the Joint Committee on an annual basis and also when new risks are identified where the Joint Committee needs to be made aware.

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities. These are:

- Cuts in funding to the GwE Core Budget affects strategic long term planning.
- Uncertainty regarding grant cuts and funding arrangements from WG hampers strategic long term planning. Significant delays in confirmation of funding levels affects the implementation of the Strategic Business Plan.
- Uncertainty around accountability and performance measures hampering the pace of the Reform Journey especially in the secondary sector.
- Uncertainty around what 2027 qualifications will look like is a restrictive factor in secondary schools.
- The impact of Covid-19 pandemic has made it more difficult for schools to work on engaging with their original Curriculum for Wales preparations.
- Difficulties in the recruitment and succession planning of Senior Leaders across the region especially Welsh medium.
- Pace of moving deep routed issues in secondary schools placed in Estyn Statutory category.
- Coherence and range of Reform Journey and its impact on systemic leadership between WG, middle tier and schools with an increasing level of funding going directly from WG to schools.

7.   FUNDING

We like everybody else are living in very difficult financial climate and have to make some difficult decisions. We are grateful for the support of the Chief Executives across the Region and our Elected Members in the Joint Committee for their advice and support in making the best decisions to support our learners and schools.

In 2022-2023 our core budget is £3,924,269. Our core budget is now around 25% less than just before GwE was set up. This year our Education Improvement Grant will be £29,309,224 (including match funding). This is a £7.5million cut on the 2015 budget. At the same time, there has been a 22% increase in costs through introduction of minimum wage, living wage and pension contributions. As we manage these financial challenges, we have continued to increase our delegation rates to schools. GwE retains around 3% of the EIG to provide support for schools.

		Grant and match	Grant and match Cut (£)	Grant and match Cut (%)
11 Individual Grants	14/15	£37,021,296		
EIG	15/16	£33,549,764	-£3,471,532	-9.38%
EIG	16/17	£31,902,703	-£1,647,061	-4.91%
EIG	17/18	£31,672,444	-£230,259	-0.72%
EIG	18/19	£29,124,247	-£2,548,197	-8.05%
EIG	19/20	£29,064,551	-£59,696	-0.20%
EIG	20/21	£28,776,349	-£288,202	-0.99%
EIG	21/22	£29,397,227	£620,878	2.16%
EIG	22/23	£29,309,224	-£88,003	-0.30%
		Cumulative	**-£7,712,072**	**-22.39%**

8.   ADDITIONAL SUPPORTING DOCUMENTS

- Detailed Business Plans 2022-2023
- GwE Risk Register
- Regional Professional Learning Offer
- Strategic Priorities of Local Authorities 2022-2023
- Reform Journey Think Pieces

GwE

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V7 16/10/17

ISLE OF ANGLESEY COUNTY COUNCIL	
Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	7th February, 2023
Subject:	Education Scrutiny Panel
Purpose of Report:	Provide an update on progress of the Education Scrutiny Panel
Scrutiny Chair:	Cllr Dylan Rees
Portfolio Holder(s):	Cllr Ieuan Williams
Head of Service:	Marc Berw Hughes, Director of Education, Skills and Young People
Report Author: **Tel:** **Email:**	Anwen Davies, Scrutiny Manager 07971167198 AnwenDavies@ynysmon.llyw.cymru
Local Members:	N/A

1 – Recommendation/s
The Partnership and Regeneration Scrutiny Committee is requested to: **R1** Note the initial progress to date regarding the work of the Education Scrutiny Panel **R2** Support the intention to develop a revised scrutiny model for Education matters as a basis for the Education Scrutiny Panel and the two parent Scrutiny Committees as noted in Part 5, paragraph 2.7 below.

2 – Link to Council Plan / Other Corporate Priorities
Direct link to the Council Plan: • Ambition to work with the people of Anglesey, their communities and with partners to ensure the best possible services are delivered which will improve the quality of life for everyone across the Island. One of the 3 aims of the Plan is to "create conditions that will enable everyone to reach their full potential." • Identifies Education as a priority – ensuring effective provision for today and future generations. The work of the Panel makes a contribution towards this aim.

3 – Guiding Principles for Scrutiny Members
To assist Members when scrutinising the topic:- **3.1** Impact the matter has on individuals and communities **[focus on customer/citizen]** **3.2** A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality **[focus on value]**

3.3 A look at any risks **[focus on risk]**

3.4 Scrutiny taking a performance monitoring or quality assurance role **[focus on performance & quality]**

3.5 Looking at plans and proposals from a perspective of:
- Long term
- Prevention
- Integration
- Collaboration
- Involvement

[focus on wellbeing]

3.6 Possible effects this decision could have on:
- The groups that are protected under the Equalities Act 2010
- People who face socio-economic disadvantage in their lives (whilst making strategic decision)
- Opportunities for people to use Welsh and not to treat the Welsh language less favourably than English **[focus on equality and the Welsh language]**

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4 - Key Scrutiny Questions

At the Panel's request:
1. To what extent is the Scrutiny Committee satisfied with the initial direction of the Panel's work?
2. What suggestions does the Committee have to further strengthen the Panel's work?
3. What other areas does the Panel need to scrutinise?

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5 – Background / Context

1. CONTEXT

Members will be aware that scrutiny has developed during the previous Administration through the work of 3 scrutiny panels. The new Administration[1] has confirmed that the structure of the scrutiny panels for the current Council will be as follows:

- Social Services / Corporate Parenting Scrutiny Panel
- Finance Scrutiny Panel
- **Education Scrutiny Panel**.

The Panel's Governance Arrangements

The Panel's terms of reference[2] has been confirmed by the Scrutiny Committee in order to create the conditions to allow the Panel to broaden the scope of its work with the following key benefits:

i.   Develop a model of working in Education which focuses on a smaller group to enable Members to be more involved, to develop a level of subject expertise and to encourage good attendance and teamwork

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1 Meeting of the Partnership and Regeneration Scrutiny Committee held on 21st June, 2022

2 Partnership and Regeneration Scrutiny Committee, 21st June, 2022

3 Meeting of the Partnership and Regeneration Scrutiny Committee held on 20th April and 27th June 2017

ii.   Further strengthen the capacity of Members to challenge performance by improving the quality of their general information and their understanding of schools' performance data

iii. Forum to discuss information around Service risks as a basis to inform the forward work programme of the Partnership and Regeneration Scrutiny Committee

iv.   Forum to develop a group of Members with the expertise and ownership to lead discussions on education matters in the Partnership and Regeneration Scrutiny Committee.

Members will be aware of the robust governance arrangements in place to underpin the work of the Panel[3] and it is intended to continue to hold monthly meetings of the Panel in the future. Furthermore, a process has been established for Cllr Gwilym Owen Jones, Panel chair to report progress on a quarterly basis to the Partnership and Regeneration Scrutiny Committee.

Councilor	Scrutiny Committee
Gwilym O Jones (Panel Chair)	Partnership and Regeneration Scrutiny Committee
Margaret M Roberts (Panel Vice-Chair)	
Non Dafydd	
Derek Owen	
Arfon Wyn	Corporate Scrutiny Committee
Dyfed Wyn Jones	
Alwen Watkin	
Keith Roberts	

Membership of the Panel:

In terms of local context, it is noted that 2/3 of the membership of the Education Scrutiny Panel comprises of Members newly elected in May of this year[4]. It will therefore be necessary for the Council to continue to create the conditions for all Members to fully take part in the Panel's scrutiny work e.g. skills for effective scrutiny, effective questioning, understanding of the Education system, raise awareness of national education work streams etc. It is therefore the intention to make full use of the forward work programme to ensure appropriate and timely inputs to support members of the Education Scrutiny Panel.

2. FOCUS OF WORK OF THE EDUCATION SCRUTINY PANEL

This is the Education Scrutiny Panel's second progress report and covers quarter 2 of the current administrative year.

5 meetings of the Panel[5] were held during this period and the following matters were considered:

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4 Local Government Elections May, 2022

5 Education Scrutiny Committee held on 22/09/22, 20/10/22, 24/11/22, 22/12/22 and 24/01/23

2.1 Estyn Inspection Report for Anglesey County Council
The conclusions of the inspection were considered in detail, concentrating on the following aspects - main conclusions, recommendations and the post inspection action plan.

Noted – general overview of the inspection:
- Sound quality and effectiveness of leaders in the Learning Service contributed very effectively to ensuring education services were of high standard
- Developed a "Team Môn" ethos and way of thinking – joint working and everyone's contribution appreciated, developed and used for the sake of the Island's children and young people.

Two recommendations – firstly, strengthen processes to evaluate the work of the Learning Service. Secondly, develop and strengthen formal scrutiny arrangements.

The Panel looked in detail at the questions that were the basis for the inspection:
i. How well does the local authority and regional service support schools to improve the quality of teaching and leadership?
ii. How effective is the Local Authority's provision to support vulnerable learners who are in danger of disengagement?
iii. How effective is the Local Authority's provision to promote the wellbeing of every child and young person?
iv. How effective is the Local Authority's approach to modernising schools, including strengthening the Welsh language?

Following scrutiny, the Panel agreed to the following action points:
- Accepting the post Estyn inspection action plan as the basis for the Council's response to the recent inspection
- Present before the Panel the relevant data regarding children and young adults who are taught at home, that do not engage with education
- Put arrangements in place for the Panel to complete a self-evaluation of it's contribution to Education scrutiny (February 2023).

Outcome: Panel has a better understanding of the main findings and recommendations from Estyn's inspection as a basis to monitor progress against the post inspection action plan over the coming period.

2.2. Curriculum for Wales
During the Panel's meeting in October[6], the Panel received a detail presentation from GwE officers regarding the following aspects of the Curriculum for Wales:
i. What is changing and why things are changing
ii. The legal duty upon schools and what this will mean in practice
iii. Progress to date on local action
iv. Key priorities over the next period.

Outcome: Understanding of the Curriculum for Wales as a basis for the Panel's scrutiny work – as a critical friend and to monitor progress in schools on Anglesey.

2.3 Shadowing GwE
A presentation by the Director of Education, Skills and Young People during a meeting of the Education Scrutiny Panel held on 24th November, 2022 on the opportunities to shadow GwE officers. The Panel noted the following:

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6 Education Scrutiny Panel meeting that was held on 20th October 2022

    i.   Number of opportunities for members of the Panel to observe – support in schools, good practice, challenges facing schools, areas that are being developed, work standards, officers at work, school staff at work etc

    ii.   An opportunity, through observation, to gather information, ask questions, share what was seen with members of the Panel, be a part of the discussions

    iii.   Feedback form in place for members of the Panel to report back to the full Education Scrutiny Panel. Framework similar to Laming Visits in Social Services

    iv.   This an innovative approach for members of the Panel to look at a broad range of areas and also a way to upskill. Important to ask questions to challenge in a supportive and constructive way

    v.   Aim to establish a model of good practice that concentrates on impact and outcomes.

Following the discussion, arrangements were put in place for members of the Panel to shadow GwE officers.

2.4 Role and Expectations of the Regulatory Framework – Political Leadership and Scrutiny

During the Panel's meeting in December[7], Estyn gave a detailed presentation on aspects of the regulatory framework concerning political leadership and scrutiny. The following key points were noted in particular:

    i.   Numerous aspects to Estyn's role as an inspectorate:
- Provision in schools
- Inspecting individual schools against the standards framework
- Local Authority Link Inspector in place to promote joint working

    ii.   The Inspectorate has numerous functions:
- Critical friend
- Scrutiny
- Collaboration
- Ensure accountability through the inspection process
- Provide a report regarding each inspection that offers an honest picture, based on two-way flow of information.

    iii.   There is a positive relationship between Estyn, the Local Authority and individual schools on Anglesey.

    iv.   Numerous elements to Estyn's schools' inspection framework → learning; wellbeing; teaching provision; leadership and management

    v.   A very positive inspection from Estyn of the Local Education Authority[8]. Anglesey in a strong position because of the nature of the relationship between the Education Authority and GwE. Two recommendations – one to focus on the need to strengthen public scrutiny on education matters. It was noted that there was evidence of progress

    vi.   Reference was made to the characteristics of effective scrutiny of education matters as a basis to further develop our local methods.

Outcome:

An understanding by the Panel of the Estyn regulatory framework for education and in particular political leadership and scrutiny.

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7 Education Scrutiny Panel that was held on 22, December 2022

8 Inspection of Anglesey Education Authority, June 2022

2.5 Terms of Reference and Context for the Panel's Work
The Panel also reviewed the terms of reference at its meeting on 22th December, 2022 (following the first 6 months of the administrative year). It was noted that it was key to ensure that the Panel does not develop into an additional layer of accountability, but instead develops to be a part of our collective joint accountability.

Outcome: robust governance arrangements as a basis for the Education Scrutiny Panel's scrutiny work.

2.6 Schools' Improvement Guidance → Framework for Evaluation, Improvement and Accountability (Welsh Government)
Role of Elected Members, School Governors and the process for schools causing concern
During the meeting in January[9], the statutory obligations of the Framework for Evaluation, Improvement and Accountability (Welsh Government) were considered. Some specific responsibilities on the Scrutiny Committees and the Education Scrutiny Panel:

- Ensure the Executive is held to account for the standard and impact of the services provided by the Council to support schools
- Scrutinise the Council's work to support schools (rather than holding schools to account)
- Scrutinise how effective the joint working is between the Local Authority and GwE
- Monitor and scrutinise the use of statutory powers to support and improve schools that are a cause for concern
- Consider the impact of decisions to re-organise schools on school improvement.

Outcomes:
  i.   Improved understanding of the new accountability framework's statutory obligations and the timetable for implementation
  ii.   Further develop the education scrutiny model at a local level in a way that complies with the outcomes of the Framework for Evaluation, Improvement and Accountability
  iii. Members to continue to take part in activities to shadow GwE as an integral part of the Education Scrutiny Panel's work.

2.7 Anglesey's Annual Report from GwE: 2021/22
On 25 January, 2023, GwE's Annual Report: 2021/22 was received and was a historical statement. The document gave evidence and recognised the nature of joint working and the partnership between GwE and the Local Authority. It was noted that it was timely to start a discussion about the arrangements and the timeframe to scrutinise on future Education matters, giving particular attention to the following aspects:

- Submitting the GwE Annual Report much earlier in the meetings' calendar. **Outcome:** create conditions to scrutinise based on current information
- Consider the propriety of inviting GwE to submit a series of thematic reports that align with subjects on the Panel's forward work programme. **Outcome:** aligning information to effectively support scrutiny
- Look at the nature of the information to be included in the Annual Report to the future in the format of a compendium and based on progress reports during the

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9 Education Scrutiny Panel meeting held on 25 January 2023

year. **Outcome:** revised scrutiny model on Education matters as a basis for the work of the Panel and the two Scrutiny Committees.

2.8 Scrutiny Panel's work programme for the period September 2022 → April 2023
The Panel's forward work programme was reviewed at all meetings, with the aim of ensuring a robust work programme to support the Panel's contribution to the Council's governance arrangements. It was noted that the next meeting of the Scrutiny Panel[10] would focus on the following matters:
i.   The Additional Learning Needs Code Wales:
- Additional Learning Needs Regulations (Wales) 2021
- Education Tribunal for Wales Regulations 2021
- Education (Pupil Referral Units) (Wales) (Amendment) Regulations 2021.

ii.   Estyn Recommendations (2022) – revisit to scrutinise progress made against the post inspection action plan
iii.   Forward work programme – review.

6. MATTER TO BE ESCALATED TO THE PARENT COMMITTEE FOR CONSIDERATION

No matters to be escalated by the Panel.

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 The possible effects on the groups that are protected under the Equality Act 2010
N/A
6.2 The possible effects on people that face socio-economic disadvantage in their lives (strategic decision)
N/A
6.3 The possible effects on opportunities for people to use Welsh and not to treat the Welsh language less favourable than English
N/A

7 – Financial Implications
N/A

8 – Appendices:
N/A

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10 Education Scrutiny Panel, 16 February, 2023

| **9 - Background papers (please contact the author of the Report for any further information):** |
| Anwen Davies, Scrutiny Manager, Anglesey County Council, Council Offices, Llangefni. LL77 7TW |

Councillor Gwilym Owen Jones
Schools Scrutiny Panel Chair
Date: 16/01/2023
(revised 18/01/2023)

ISLE OF ANGLESEY COUNTY COUNCIL **Scrutiny Report Template**	
Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	**7ᵗʰ February, 2023**
Subject:	**Partnership and Regeneration Scrutiny Committee Forward Work Programme**
Purpose of Report:	**Assist the Scrutiny Committee in considering, agreeing and reviewing its forward work programme for 2022/23**
Scrutiny Chair:	**Cllr Dylan Rees**
Portfolio Holder(s):	**Not applicable**
Head of Service:	**Lynn Ball, Director of Function (Council Business) / Monitoring Officer**
Report Author: **Tel:** **Email:**	**Anwen Davies, Scrutiny Manager** **01248 752578** **AnwenDavies@ynysmon.gov.uk**
Local Members:	**Applicable to all Scrutiny Members**

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1 - Recommendation/s
The Committee is requested to: **R1** agree the current version of the forward work programme for 2022/23 **R2** note progress thus far in implementing the forward work programme.

2 – Link to Council Plan / Other Corporate Priorities
Effective work programming is the foundation of effective local government scrutiny. Our Scrutiny rolling forward work programmes are aligned with the corporate priorities of the Council and corporate transformation programmes – ensuring the role of Member scrutiny makes a tangible contribution to the Council's improvement priorities.

3 – Guiding Principles for Scrutiny Members
To assist Members when scrutinising the topic:- **3.1** Impact the matter has on individuals and communities **[focus on customer/citizen]** **3.2** A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality **[focus on value]** **3.3** A look at any risks **[focus on risk]** **3.4** Scrutiny taking a performance monitoring or quality assurance role **[focus on performance & quality]** **3.5** Looking at plans and proposals from a perspective of: • Long term • Prevention • Integration • Collaboration • Involvement **[focus on wellbeing]**

3.6 The potential impacts the decision would have on:
- protected groups under the Equality Act 2010
- those experiencing socio-economic disadvantage in their lives (when making strategic decisions)
- opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

[focus on equality and the Welsh language]

4 - Key Scrutiny Questions

5 – Background / Context

1. **Background**

   1.1 Effective work programming is the bedrock of an effective local government scrutiny function[1]. Done well, work programming can help lay the foundations for targeted and timely work on issues of local importance demonstrating where Member scrutiny can add value. Good practice advocates two key issues at the heart of the scrutiny forward work programme:

   i. Challenge around prioritising work streams

   ii. Need for a member-led approach and interface with officers.

   1.2 **Basic principles of good work programming[2]**
   - Work programming should not be a "start-stop" process
   - Complementary work programmes for separate scrutiny committees
   - Balance between different methods of work
   - An effective process for reporting / escalating issues to the Executive
   - Input and views of internal stakeholders
   - Close working with the Executive
   - Links with the Annual Scrutiny Report (evaluation and improvement tool).

2. **Local context**

   2.1 There is now a well-established practice of forward work programming which are now rolling programmes focusing on the quality of scrutiny with fewer items, to add value. They are an important tool to assist Members in prioritising their work and are discussed with the Strategic Leadership Team and Heads of Service. Both committees review the content of their work programmes on a regular basis, to ensure that they remain relevant and keep abreast with local priorities. Our local forward planning arrangements now ensure greater focus on:
   - Strategic aspects
   - Citizen / other stakeholder engagement and outcomes
   - Priorities of the Council Plan and transformation projects
   - Risks and the work of inspection and regulation
   - Matters on the forward work programme of the Executive.

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[1] A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)
[2] A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

Outcome: rolling work programmes for scrutiny committees which are aligned with corporate priorities.

2.2 Committee chairs lead on developing the forward work programmes and are submitted to the monthly Scrutiny Chairs and Vice-chairs Forum and for approval at each ordinary meeting of the scrutiny committees. The Forum is considered an important vehicle to oversee these programmes and jointly negotiate priorities.

2.3 **"Whole council" approach to Scrutiny:** our work programmes provide a strong foundation for our improvement programme, ensuring the role that Scrutiny plays in the Authority's governance arrangements:
  i.   Supports robust and effective decision-making
  ii. Makes a tangible contribution to the Council's improvement priorities
  iii. Continues to evolve.

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3. **Issues for consideration**
   3.1 The Scrutiny Committee receives regular update reports on the implementation of its forward work programme. A copy of the current 2022/23 work programme is attached as **APPENDIX 1** to this report for reference and includes changes made to the work programme since the Committee last considered the document.[3]
   3.2 Where appropriate, items may be added to the Committee's forward work programme during the municipal year. Requests for additional matters to be considered for inclusion on the work programme can be submitted via the Members Request Form for an item to be considered for Scrutiny. Requests are initially considered by the Scrutiny Chairs and Vice-chairs Forum, using the following criteria:
   - the Council's strategic objectives and priorities (as outlined in the Council Plan)
   - the ability of the Committee to have influence and/or add value on the subject (A Scrutiny Test of Significance Form will be completed).

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 Potential impacts on protected groups under the Equality Act 2010
6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)
6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language
Not applicable for this overarching issue but will be considered as an integral part of preparing for specific proposals to be submitted for consideration by the Committee.
7 – Financial Implications
Not applicable.

8 – Appendices:

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[3] Meeting of the Partnership and Regeneration Scrutiny Committee convened on 17th January, 2023

Partnership and Regeneration Scrutiny Committee Forward Work Programme 2022/23

9 - Background papers (please contact the author of the Report for any further information):

Anwen Davies, Scrutiny Manager, Isle of Anglesey, Council Offices, Llangefni. LL77 7TW

ITEMS SCHEDULED FOR SCRUTINY → MAY, 2022 – APRIL, 2023
[Version dated 30/01/23]

Note for Stakeholders and the Public:
A **Protocol for Public Speaking at Scrutiny Committees** has been published by the Council.
Should you wish to speak on any specific item at a Scrutiny Committee then you should register your interest by submitting a written request using the form available as soon as possible and at least 3 clear working days prior to the specific Committee meeting. You can access information about the meeting and which items being discussed by reading this Forward Work Programme. Contact the Scrutiny Manager if you have any queries [AnwenDavies@ynysmon.gov.uk]

CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
May, 2022 (31/05/22)	**May, 2022 (31/05/22)**
Election of Chair: 2022/23	Election of Chair: 2022/23
Election of Vice-chair: 2022/23	Election of Vice-chair: 2022/23
June, 2022 (20/06/22)	**June, 2022 (21/06/22)**
Performance Monitoring: Corporate Scorecard Qtr4: 2021/22	Annual Report on the Welsh Standards: 2021/22
Nomination of Scrutiny Members to Serve on Panels and Boards	Nomination of Scrutiny Members to Serve on Panels and Boards
	North Wales Economic Ambition Board Qtr 4: 2021/22 Progress Report
Committee Forward Work Programme for 2022/23	Committee Forward Work Programme for 2022/23
September, 2022 (26/09/22) – Q1	**September, 2022 (26/09/22)**
Performance Monitoring: Corporate Scorecard Q1: 2022/23	Market Stability Report (Social Care)
Progress Monitoring: Social Services Improvement Plan / Social Services Scrutiny Panel Progress Report	Education Scrutiny Panel Progress Report
Finance Scrutiny Panel Progress Report	Gwynedd & Ynys Môn Public Services Board Annual Report: 2021/22
Nomination of Committee Member on the Waste Steering Group with WRAP Cymru	
Committee Forward Work Programme for 2022/23	Committee Forward Work Programme for 2022/23
October, 2022 (19/10/22)	**October, 2022 (18/10/22)**
Poverty and Cost of Living Challenges	Estyn Inspection of the Local Eduction Authority • Post Inspection Action Plan • Feedback from the Education Scrutiny Panel
Annual Performance Report: 2021/22	Arfor Programme
	Regional Emergency Planning Service Annual Report: 2021/22
Committee Forward Work Programme for 2022/23	Committee Forward Work Programme for 2022/23

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CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
November, 2022 (22/11/22) - Q2	**November, 2022 (23/11/22) – Crime and Disorder**
Monitoring Performance: Corporate Scorecard Q2: 2022/23	Gwynedd & Ynys Môn Community Safety Partnership Annual Report: 2021/22
Population Data: Census 2021	Annual Report North Wales Regional Partnership Board (Part 9): 2021/22
Isle of Anglesey Local Authority Report on the 2022 School Sport Survey: Sport Wales	North Wales Economic Ambition Board: • North Wales Economic Ambition Board Annual Report: 2021/22 • North Wales Economic Ambition Board Qtr 1: 2022/23 Progress Reports
Committee Forward Work Programme for 2022/23	Committee Forward Work Programme for 2022/23
January, 2023 (19/01/23) – 2023/24 Budget (morning)	**January, 2023 (17/01/23)**
2023/24 Budget Setting (Revenue Budget) – initial budget proposals	Corporate Safeguarding
Finance Scrutiny Panel Progress Report	Gwynedd & Ynys Môn Wellbeing Plan: 2023/28 – statutory consultee
Council Plan: 2023-2028	North Wales Economic Ambition Board Qtr 2: 2022/23 Progress Reports
	Committee Forward Work Programme for 2022/23
January, 2023 (19/01/23) (afternoon)	
CIW Inspection: Post Performance Evaluation Inspection Action Plan (October, 2022)	
Committee Forward Work Programme for 2022/23	
February, 2023 (28/02/23) – 2023/24 Budget	**February, 2023 (07/02/23) - Education**
Final Draft Budget Proposals for 2023/24 – revenue & capital	GwE Annual Report for the Isle of Anglesey: 2021/22
Finance Scrutiny Panel Progress Report	Education Scrutiny Panel Progress Report
Council Plan 2023/2028	
Committee Forward Work Programme for 2022/23	Committee Forward Work Programme for 2022/23
March, 2023 (14/03/23) - Q3	**March, 2023 (15/03/23)**
Monitoring Performance: Corporate Scorecard Q3: 2022/23	Annual Report on Equalities: 2021/22
Housing Revenue Account Business Plan: 2023/24	Public Services Board – governance arrangements / scrutiny of delivery of the Wellbeing Plan (to be confirmed)
Progress Monitoring: Social Services Improvement Plan / Social Services Scrutiny Panel Progress Report	Update – for information: • North Wales Economic Ambition Board Qtr 3: 2022/23 Progress Report

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CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
	Ynys Môn Levelling Up Programme (item to be confirmed)
Committee Forward Work Programme for 2022/23	Committee Forward Work Programme for 2022/23
April, 2023 (19/04/23)	**April, 2023 (19/04/23)**
Area of Outstanding Natural Beauty Management Plan	Public Services Board – governance arrangements / scrutiny of delivery of the Wellbeing Plan (to be confirmed)
	Anglesey Town Centres Improvement Strategy
	Destination Plan
Committee Forward Work Programme for 2022/23	Committee Forward Work Programme for 2022/23

Items to be scheduled:

Corporate Scrutiny Committee	Partnership and Regeneration Scrutiny Committee
Service Asset Management Policy 2021/31 – Smallholdings Estate	Betsi Cadwaladr University Health Board – Clinical Services Strategy
Highways Asset Management Plan	North Wales Police & Crime Commissioner
Corporate Asset Management Polisi 2021/26	North Wales Fire & Rescue Service
Census 2021	Welsh Ambulance Services NHS Trust
	Medrwn Môn
	Scrutiny of Partnerships
	Transformation of Learning Disabilities Day Opportunities
	Gypsy and Traveller Accommodation Needs Assessment
	North Wales Economic Ambition Board Annual Report: 2021/22
	Gwynedd & Ynys Môn Public Services Board – Annual Report 2022/23

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