

| ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template | |
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| Committee: | Partnership and Regeneration Scrutiny Committee |
| Date: | 19 September, 2023 |
| Subject: | Annual GwE Report 2022/23 for Anglesey |
| Purpose of Report: | Scrutiny of GwE's Annual Report |
| Scrutiny Chair: | Councillor Dylan Rees |
| Portfolio Holder(s): | Councillor Dafydd Roberts |
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| 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 Evaluation, Improvement and 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]

4 - Key Scrutiny Questions

1. How do we know what the standards are in Anglesey schools?
2. To what extent does GwE's work have an impact on standards in Anglesey schools?
3. What are the main challenges for Anglesey schools, the Learning Service and GwE?
4. During a period of financial uncertainty, how does GwE provide value for money?
5. In the wake of the new Evaluation, Improvement and Accountability Framework, what are the best methods of scrutinising education?

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 2022/23, which includes 3 appendices. The report includes appendices on the following:

- Progress and Impact in Secondary and Special Schools
 - Leadership
 - Teaching and Learning
 - Curriculum and Provision
 - Standards and Progress of Learners
- Progress and Impact in Primary Clusters
 - Leadership
 - Teaching and Learning
 - Curriculum and Provision
 - Standards and Progress of Learners
- Data on Training and Support for Anglesey

4. In the annual report, the following is described:

- That the Local Authority knows its schools very well and provides robust and appropriate challenge alongside effective support and intervention for them.
- That the Learning Service responds promptly and robustly in schools that cause concern.
- That the quality of senior leadership is generally good across the school sectors.
- Overall teaching quality is strong across sectors and bespoke action is taking place to improve and align where oversights are found.
- An increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to improved standards across most secondary schools.
- Processes for progress tracking and raising learner standards are strongly evolving in most primary schools.
- Almost all schools in Anglesey are on track to realise the steps outlined in the 'Journey to 2022' (Curriculum for Wales) document.

In the report, the following have been identified as main priorities to be developed further in the secondary schools' improvement plans:

- Successfully implement Curriculum for Wales with regular evaluation and refinement.
- Continue to develop effective pedagogy and ensure that feedback leads to improvements.
- Raise standards in the skills and the Welsh language.
- Improve attendance.
- Continue to develop collaboration at all levels of leadership and ensure that peer review is an integral part of powerful and thorough self-evaluation and improvement planning.

In addition, the following have been identified amongst the most common priorities for further development in the primary schools' improvement plans:

- Raise the standards of Literacy and Numeracy across the schools.
 - Continue to refine, evaluate and adapt planning work for the new curriculum.
 - Continue to develop and refine effective pedagogy.
5. 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.
 6. 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.
 7. 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. This year, schools will need to consider the new 'national priorities' when determining their own improvement priorities, i.e.:
 - improving the progress of learners by ensuring that their learning is supported by a range of information, skills and experience
 - reducing the impact of poverty on the progress and attainment of learners
 8. Because of this, the scrutiny of the Local Authority Learning Service's work, including the work of GwE, is evolving. This is a joint journey between the Education Scrutiny Panel, the Learning Service and GwE.
 9. 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.

10. In light of all this, you as the Scrutiny Committee are asked to discuss the new format of the report alongside the effectiveness of the Learning Service's work, including GwE, in the face of the change in culture, and in responding 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, you are asked to consider whether GwE provides value for money.

8 – Appendices:

GwE Annual Report on Anglesey 2022/23
 Appendix 1: Progress and Impact in Secondary and Special Schools
 Appendix 2: Progress and Impact in Primary School Clusters
 Appendix 3: GwE Training Data for Anglesey 2022/23

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

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

GWE ANNUAL REPORT YNYS MON / ANGLESEY 2022-23

This year's GwE Annual Reports are specific to each Local Authority and schools.

EXECUTIVE SUMMARY

The Local Authority has a very good knowledge of its schools, and provide them with a firm and appropriate challenge, together with effective support and intervention. There are very clear strategies, policies and processes for school improvement that are understandable to all of the stakeholders and that give a definite shape and direction to the Learning Service. The relationship between Anglesey County Council and the Regional School Improvement Service (GwE) is effective. There are robust processes in place regionally and locally for setting direction and holding the regional service to account. The specific role of the regional service in the process of improving schools is clear and transparent to all stakeholders and they are effectively held to account by local scrutiny procedures.

The Learning Service responds promptly and firmly in schools that cause concern. Through close collaboration between the Learning Service and the Regional School Improvement Service there are bespoke processes and actions in place to support schools that cause concern in order to develop the quality of leadership and pedagogy, thus leading to better standards in general.

The COVID-19 pandemic has shown that positive change is possible even in the most challenging of circumstances. During COVID-19, schools across the Learning Service delivered meaningful teaching and learning experiences through a creative blended learning approach. The pandemic undoubtedly led to an increased focus on wellbeing and a significant investment in teaching and learning.

The quality of senior leadership is generally good across the school sectors. The Authority and GwE offer a broad range of professional learning to develop leadership at all levels, together with targeted support for schools as needed. In addition, there are firm arrangements in place in Anglesey where the school leaders work together to support each other in primary clusters and secondary alliances and take increasing ownership and accountability for each other's improvement journeys. Where the best practices are seen, effective collaboration at cluster level is a strength in Anglesey - in specific catchment areas in the primary sector and within the secondary alliances.

The quality of teaching is generally strong across the sectors and bespoke action is taking place to improve and provide consistency where inconsistencies are found. The Local Authority, in partnership with GwE, has acted positively to support leaders and teachers to improve the quality of teaching and learning during the Covid-19 period and prior to that.

The increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to better standards across most secondary schools. The improvement needs to be accelerated further in one secondary school. All secondary schools make more intelligent use of teaching, learning and assessment data and information to evaluate standards and to identify priorities for further improvement. It is recognised however that these processes need to be strengthened further to ensure more focus on pupils' progress in some schools. Secondary schools are also introducing tracking and intervention programmes to address identified underperformance and variances within schools. In some schools, these methods need to be further strengthened and refined.

Processes for tracking progress and raising learners' standards is a process that is strongly evolving in most primary schools. The practices of most of the island's primary schools to capture progress

and impact have been cascaded across the region. Progress tracking spreadsheets have evolved to include the holistic progress of learners. Many of the schools are currently working on refining continuous assessment processes in the schools in order to include more contributions from learners. Where these processes are not as effective, support is offered for those schools to refine their processes, to track progress and capture the impact.

Almost all schools in Anglesey are on track to realise the steps outlined in the 'Journey to 2022' document (Curriculum for Wales). Specific support is in place for the very few schools that are not on track. Almost all secondary schools are currently on track to introduce the new curriculum for Years 7 and 8 from September 2023.

The following main priorities have been identified for further development in the secondary school improvement plans:

- Successful implementation of the Curriculum for Wales with regular evaluation and refinement.
- Continuing to develop effective pedagogy and ensuring that feedback leads to improvements.
- Raising standards in the skills and the Welsh language.
- Improving attendance.
- Continuing to develop collaboration at all levels of leadership and ensuring that peer review is an integral part of self-evaluation and planning for vigorous and thorough improvement.

The following have been identified as some of the most common priorities for further development in the primary school improvement plans:

- Raising Literacy and Numeracy standards across the schools.
- Continuing to refine, evaluate and adapt the planning for the new curriculum.
- Continuing to develop and refine effective pedagogy.

INTRODUCTION AND CONTEXT

The Local Authority knows its schools very well, and provides a firm and appropriate challenge together with effective support and intervention for them. There are very clear strategies, policies and processes for improving schools which are understood by all of the stakeholders and which give a definite shape and direction to the Learning Service. The relationship between Anglesey County Council and the Regional School Improvement Service (GwE) is effective. There are robust processes in place regionally and locally for setting direction and holding the regional service accountable. The specific role of the regional service in the process of improving schools is clear and transparent to all stakeholders and they are effectively held to account by local scrutiny procedures.

The regional service evaluates its work regularly and uses data and qualitative information effectively to ensure that areas for improvement are quickly identified and receive firm attention through detailed business planning. A clear and effective process is in place to ensure that the regional service meets the Authority's corporate priorities and targets.

The Learning Service and GwE have worked together to support schools throughout the Covid-19 pandemic. Communication methods providing clear and consistent messages to schools have been a strength on Anglesey. These regular messages were not only welcomed by school leaders and staff, but also by teachers' unions, with all parties appreciating the clarity and support for their members.

The staff of the local authorities and GwE have adapted their work appropriately over the last three years in order to continue to provide effective services and support to all their school communities during the Covid-19 pandemic. The regional service has redirected energy and resources several times during this period in order to meet the needs of schools and stakeholders on the island. Flexibility and effective collaboration in different teams (often across sectors) has had a significant impact on organisational behaviour. At the heart of the redirection was the need to ensure the wellbeing of school leaders, their staff and learners. Purposeful decision-making processes during this period included the voice of the stakeholders and this was crucial - ensuring that the service could direct the appropriate level of support where it was most needed.

Preparing for the Curriculum for Wales is a significant reform programme with effective teaching and learning and the realisation of the Four Purposes central to its success. The Learning Service has ensured that all curriculum support is in line with the expectations and principles within the Welsh Government's Journey to 2022. In line with the implementation of the new Curriculum in September 2022, all primary schools receive support from GwE to meet the new statutory requirements within the expected timeframe. Support for secondary settings and special schools to prepare for the implementation of the new curriculum for Years 7 and 8 in September 2023 continues across the authority. It is vital that the work of reforming the curriculum, especially direct engagement between secondary and primary schools, continues in order to support the transition of learners. In order to facilitate this professional dialogue, GwE and the Learning Service continue to provide Curriculum for Wales networks locally and regionally. Under guidance and regular feedback from Professor Graham Donaldson, schools develop and share effective practice to unpack the potential of the six Areas of Learning and Experience (AoLE's) and to plan and assess the whole school curriculum.

The content of the report identifies progress against five key areas as well as identifying the next steps on the improvement path:

- Key Area 1 – Improving Leadership
- Key Area 2 – Improving Teaching and Learning
- Key Area 3 – Curriculum and Provision
- Key Area 4 – Learner Progress and Standards

- Key Area 5 – Support and Challenge for Schools of Concern

LEADERSHIP

The quality of senior leadership is generally good across the school sectors. There is dedicated focus and support for leadership which means that:

- almost all schools are taking steps to further strengthen leadership in their school with a specific focus on refining and improving evaluation processes and improvement planning at all levels.
- almost all schools prioritise guidance and support to develop the ability of senior and middle leaders to lead and evaluate the quality of teaching and learning effectively.
- there is an increase in the number of leaders taking advantage of high quality training and leadership development programmes.
- An increasing number of secondary schools have senior leaders who are trained as peer reviewers and improvement facilitators and are actively involved in peer review activities

The Authority and GwE offer a broad range of professional learning to develop leadership at all levels, together with dedicated support targeted at schools as needed. In addition, there are firm arrangements in place on Anglesey, where the school leaders work together to support each other in primary clusters and secondary alliances and take increasing ownership and responsibility for each other's improvement journey.

Almost all schools have succeeded in continuing 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 discussion with the GwE Link Advisers. Most of the schools on the Island have effectively gathered the views of stakeholders through questionnaires for pupils and parents, telephone calls or conversations with individuals. Based on these findings, most of the schools have adapted and improved their provision significantly while discovering new ways of teaching during the pandemic. Since the summer of 2022, all schools have acted to ensure that evaluation activities are strengthened following the pandemic, working towards the expectations of the new School Improvement Guidelines.

A significant number of Anglesey practitioners have followed the National Leadership Programmes, developing leadership capacity across the Island at all levels. This includes middle leaders, senior leaders, new heads and experienced heads. Effective collaboration takes place between the Learning Service and GwE to support the development of leaders across the 'Leadership Path'. Information about their progress is communicated regularly through Regional Leadership Group meetings. This collaboration and communication ensures that the Learning Service can identify development needs and target further support if necessary.

All the programmes have been adapted to work in a virtual way and have continued over the lockdown period. Anglesey teachers have shown a very commendable commitment to developing their practice and leadership skills during this period. Despite all the additional challenges, during 2021-22, 21 practitioners took part in our Leadership Programmes. This year there are 35 individuals following our Leadership Programmes from Anglesey which is a further increase.

Over the past four years, 19 practitioners from Anglesey have achieved the NPQH qualification. This is a success rate of 86% which is higher than the regional average for the same period. Considering that there are 45 schools on the Island (39 Primary, 5 Secondary and 1 Special), the number of prospective head teachers who have the qualification is a very firm basis and suggests a healthy future for school leaders.

Effective collaboration takes place between GwE and the Learning Service to support new headteachers and acting heads. The programme includes a wide offer of regular training throughout the educational year in order to purposely equip the headteachers to be able to

successfully complete their work as headteachers on Anglesey, including guidance sessions on areas such as financial management, safeguarding, site security and other managerial elements. All new headteachers have access to a local mentor and a Leadership Coach - experienced and successful headteachers – who offer firm support with leadership and management issues as a headteacher on Anglesey and beyond. This means that timely and prompt support is available to Anglesey's new headteachers and that they have several sources of support to turn to according to their needs, together with good opportunities to develop their knowledge and deepen their skills in the role. Since the programme started in 2018, 14 Headteachers from Anglesey have taken part, including 3 headteachers this year.

11 leaders from 4 secondary schools, 3 primary schools and 2 officers from the Authority, as well as all GwE staff who support Anglesey schools, have followed the national programme for motivating and mentoring. Positive feedback was received and it was noted that the programme has a positive effect on individuals in schools and also on the work of the regional service in supporting schools and clusters.

An inclusive programme of training is in place to support the development of governors. The programme has been drawn up in part through consultation with governors in order to respond to their specific developmental needs. Feedback from governors on the programme has been very positive. The regional service has a varied provision of training which enriches the training of the Learning Service.

There is a broad offer available to support the professional development of teaching assistants through the national programmes, the Teaching Assistants Learning Pathway [TALP]. The TALP includes 'Introduction' training, 'Assistants at work' and the 'Prospective HLTA programme which leads to an assessment for HLTA status. In the same way as the Leadership programme for teachers, these programmes encourage individuals to develop into reflective practitioners who evaluate their practice against the 'Professional Standards for teaching support'.

All the programmes of the TALP have been adapted for virtual delivery and the Anglesey teaching assistants have responded very positively to the change. The Induction programme was transferred to a playlist, and during 2020-21, and 2021-2022 22 Anglesey assistants completed this programme. This is 13.8% of the teaching assistants who completed the programme across the region during the period, which is a firm percentage considering the number of schools on the island, and an increase of 22.7% on the previous two years. The 'Assistant at work' programme was modified during 2021-22 in order to present this virtually.

A new Prospective HLTA national programme was created in 2020, and the programme has now run over four cycles, with 12 teaching assistants from the Authority having participated in the programme. Following completion of the new Prospective HLTA programme, and meeting the literacy and numeracy qualification requirements, teaching assistants can apply for an assessment for HLTA Status. Over the past four years, 12 Anglesey assistants have received HLTA status (6 under the old system and 6 under the new Prospective HLTA system). These numbers are commendable.

Overall, effective cluster collaboration in the primary and effective alliance collaboration in the secondary is a strength on the Island. All the Supporting Improvement Advisers who work 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 the Learning Service have thorough knowledge of the strengths and needs of schools and clusters/groups of specific schools. There are numerous examples of maturing collaboration in the primary catchment areas in relation to systems and processes and, consequently, there is an increase in the sharing of expertise and best practice. It has also reduced the workload in response to the Reform Journey. Where the most successful examples are found, leaders from all levels meet regularly to discuss and share good practice, work together in a structured manner and successfully develop a wide range of areas - such as the Curriculum for Wales, pedagogy, Additional Learning Needs, digital

competency and primary-secondary transition. This collaboration has therefore led to improving learners' experiences and results.

4 of the 5 primary catchment areas have committed to the Schools Partnership Programme. Under this arrangement, each school has committed to a cycle of self-review and peer review and provide reciprocal support to improve priority areas. A rich programme of training was organised to up-skill leaders and to establish the role of improvement 'facilitators' in each school. All schools have found this training useful, noting that it has led to a better understanding and more confidence in supporting and challenging each other's practices. Work is progressing in the clusters and the action cycles are being completed. Clusters are invited to give a presentation on the implementation to other clusters and share their findings. Further training is also planned to enable more people to become improvement facilitators and to introduce the programme's approach to all staff members within schools.

The progress includes one group which has seen great value in the programme to develop leaders and promote collaboration among deputies. One cluster has completed one cycle and has created a website to capture all the impact. The progress that the programme has promoted includes an increase in the confidence of improvement facilitators when undertaking motivation sessions, an increase in research work in the clusters etc.

Anglesey Secondary Schools have worked together effectively for several years through the CAMU group. Collaboration was formalised through the School Partnership Programme [EDT] in 2019 but that work had to be delayed due to Covid . The close collaboration continued through the very challenging pandemic, focusing more then on operational matters and responding to the challenges of that period.

After the pandemic, the 5 Headteachers met early in the spring term of 2022, their high level priorities were shared and it was agreed that focus should be given to Inclusion and Attitudes to Learning, which was a common area for all of the schools. One-day visits were made to each school by members of the island's secondary school leadership teams and a GwE Improvement Adviser. Each school received feedback and a report on the findings and recommendations was made, giving consideration to what could improve the situation. In the educational year 2022-23 each Headteacher decided on a specific and unique area of collaboration for their schools. This again involved carrying out a one-day visit, feedback, drawing up a report, and the expectation that the schools would respond in the most relevant and effective manner afterwards.

An Action Plan has been drawn up for 2023-24 jointly between the 5 Heads, GwE and the Authority and is based on agreed principles.

IMPROVING TEACHING AND LEARNING

Summary of key actions, engagement and impact

There has been an increased focus on support and guidance for improving teaching and learning through the Shirley Clarke's Assessment for Learning [AfL] research programme, through networks for teaching and learning leaders, networks for core subjects and the work of the 'team around the school' for Schools of Concern:

- almost all schools show improvements in specific aspects of pedagogy. However, further attention needs to be paid to the pace and scale of improvements in some schools.
- almost all schools take appropriate steps to strengthen pedagogy and raise standards further.
- high quality subject specific support targeting pedagogy has improved the standards of teaching and learning across many subjects, and specifically in English and Mathematics, which improves the depth and breadth of understanding.

- almost all schools have appropriate literacy and numeracy interventions in place and can show the progress made by groups of pupils. The quality of teaching is generally strong across most schools in all sectors and bespoke steps are taken to address areas of concern and to reduce variations within schools. The Learning Service in partnership with GwE, has been taking positive steps to support leaders and teachers to improve the quality of teaching and learning before, during and after the Covid-19 period. In 3 of the island's Primary schools which are causing concern, there have been recommendations relating to pedagogy following recent Estyn inspections and this has led to specific and focused improvement steps being taken. Additional support for those schools includes training for all staff on reviewing the main principles of Assessment for Learning; opportunities to observe successful practices as well as specific support when scrutinising books, conducting learning walks and observing lessons. The speed and scale of the improvements in the majority of these schools is strong.

Since the start of lockdown, the Learning Service and GwE have proactively supported schools. A wide range of quality materials and models for distance learning and blended learning have been provided through digital platforms such as 'Google Classroom' and the GwE Support Centre [[GwE Support Centre - GwE Support Centre \(gwegogledd.cymru \)](http://gwegogledd.cymru)]. The work has drawn on research into effective international practices.

Almost all of the headteachers have appreciated the input of the Supporting Improvement Advisors and Learning Service officers as they provide guidance and support to schools and clusters to further develop their provision. Almost all of the headteachers noted that the SIAs role in facilitating cluster meetings has been key to sharing ideas and good practice for developing their distance and blended learning provision. It was also noted that these meetings had a positive impact on their mental health and wellbeing.

The Learning Service and GwE have also provided a range of high quality guides and resources to support schools to improve parental engagement, and have worked with Mike Gershon so that parents receive access to high quality materials in order to contribute to their children's education. Materials ' Helping your Child to Learn ' (HYCTL) and ' Helping your Teen to Learn ' (HYTTL), and the 'Review with Mike' resource has been well received. The range of revision strategies has also impacted on teachers' classroom practices as they prepare learners for end-of-year exams.

Over the last two and a half years, most schools have made very effective use of guidelines and guidance from the Learning Service and the Regional Service on the introduction of distance learning and blended learning. These guidelines include guidance on planning information retrieval practices and successful learning retrieval as pupils return to face-to-face education. There was also focus and purposeful action across the island's schools to establish a baseline as the learners returned to formal education thus ensuring the implementation of purposeful plans in response to any gaps in learning.

Over the period, GwE has supported schools to evaluate the quality of their combined and distance learning provision, and has shared examples and local case studies of effective provisions to reduce variations. Regular discussions with leaders and teachers over the period, scrutiny of learners' work (on site and virtually) and learning walks, have all led to valuable and focused experiences across a range of abilities, in very difficult and challenging circumstances . There is also clear evidence that an increasing number of practitioners are now able to use technology more confidently in order to support learning. This is one of the key 'growth areas' arising from the Covid-19 period.

Schools have received detailed guidelines to support their preparation for the introduction of the new curriculum. The focus on pedagogy and the 12 principles is 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 Framework for the Curriculum for Wales. This work has included the encouraging of successful collaboration that enable teachers to co-design examples and models to be shared across schools.

On Anglesey, 106 practitioners are part of the Regional and Local Networks. The Networks share their work with all the schools through the GwE Support Centre. Under the guidance of the members of the networks, webinars were held for all school leaders on curriculum design, assessment and progression and planning principles. Schools have noted that the presentations have boosted their confidence to develop their high level curriculum plan and to incorporate the four purposes into their planning. All schools have had access to these workshops either through a live recording or through subsequent discussions with the Link Supporting Improvement Advisors. The regional service has a strong focus on developing pedagogy as part of its support to develop the Curriculum for Wales.

The GwE Formative Assessment Action Research project [led by Shirley Clarke] has been one of the pillars of the professional learning programme since November 2017. An evaluation of the impact of this work has identified:

- positive impact on the quality of teaching in classes, achievement standards, pupils' wellbeing, attitudes to learning and developing independent learners.
- a deeper understanding by teachers of effective pedagogy based on broad and current research, at local and international level. They have also become leaders on teaching in their schools and beyond.
- teachers have undertaken action research in their schools, taking part in professional collaboration and becoming confident innovators. As a result, schools that are part of the project are developing well as learning organisations.
- a clearer focus on effective pedagogy in cluster collaborations.
- clear input to improve schools' readiness and their preparation for the introduction of the new curriculum e.g. increased focus on the four purposes, 12 pedagogical principles, schools as learning organisations, professional standards for leaders and teachers, the purpose of assessment and planning principles.
- schools have made good and effective use of formative assessment principles and strategies for distance learning and blended learning.
- parents understand more about formative assessment in their efforts to support their children at home e.g. learning powers, learning outcomes, success criteria and purposeful verbal feedback.

In the secondary sector there has also been a focus on supporting schools to improve the quality of differentiated support across the ability range. Through the Camu group and together with the MATH GwE lead, bespoke guidelines and support have been shared to develop better understanding and confidence among co-ordinators in their schools and to develop their processes and systems for identifying, tracking and supporting this specific group of learners. Work has also been undertaken to ensure they are aware of the national developments in this regard. As a group, they have worked together to ensure mutual understanding and how to ensure an appropriate level of challenge and promote recall and revision strategies.

A range of active networks and forums support leaders in the secondary sector, at all levels, to be able to lead on pedagogy with greater confidence and effectiveness. This includes CAMU's teaching and learning network for senior leaders and networks for heads of core subjects. There is evidence that collaboration within the networks has been a particular strength and co-support has been essential in order to ensure consistency in teaching and learning approaches in the secondary.

Subject networks have focused on:

- supporting middle leaders to lead on teaching and learning.
- facilitating and supporting collaboration with peers and strengthening evaluation and improvement planning processes and procedures.
- promoting a better understanding of planning and pedagogy in the context of the new curriculum.

- improving literacy and numeracy interventions as well as supporting specific aspects of KS4 and KS5 preparations and assessments.

The work of the networks is greatly appreciated by middle leaders who make effective use of the high quality resources that have been jointly developed and stored on the GwE Help Centre [Science], MathsCymru [Mathematics]], Y Pair [Welsh] and Herio (English).

The Welsh, English and Literacy networks have dealt with a variety of subjects, including presenting key messages, training and discussions covering the development of pedagogy, plans and methods of action for GCSE, literacy development, recall practice and oracy strategies. Following the Heads of Mathematics network meetings, individual schools have received further support to implement different methods discussed. Heads of Science meetings are an opportunity for discussions and activities on planning, carrying out and evaluating their new CfW activities, GCSE schemes of work, examples of assessments and educational methods that work well in their schools.

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

- Up-skilling middle leaders to improve their knowledge and understanding of planning methodology and quality e.g. recall strategies, strategies to improve oral and written work, using technical tools to develop subject skills etc.
- Middle leaders have improved their knowledge and understanding of the 12 pedagogical principles and the preparatory work for the new curriculum.
- Good practice has been shared and is being adopted more widely. A significant number of leaders have expressed their appreciation of the opportunities to share ideas and developments and to support each other professionally.
- There is increased use of the digital library resources on the GwE Help Centre and the subject websites to improve learner experiences, to prepare learners for exams and to prepare tailored intervention programmes.
- Leaders and teachers are more confident in their digital skills.
- Leaders are more confident with predictions, assessment and grading.
- There was effective targeting to promote oral skills in the Welsh language.

In addition to the networks and forums, specific support is available to each individual secondary school and this targeting has led to clear improvements in many instances. The content of the Support Plans for individual schools is based on the school's specific needs and arising from their self evaluation and forming part of their School Improvement Plan. Support to improve aspects of teaching and learning form the basis of these plans. They are produced jointly with the senior leadership teams and the Supporting Improvement Advisors. The relationship and collaboration between schools and GwE is very strong and the positive impact of the support is evident in many aspects of school activities.

The small number of primary schools that cause concern have also had access to a dedicated support scheme and this has led to a clear improvement in those schools. For example, one school has received a bespoke support package and has made significant progress, especially in the Pedagogy and Leadership. Since September 2022, Supporting Improvement Advisors are working with primary leaders to develop a specific Support Plan for each school. This is in line with the expectations of the new School Improvement Framework. There are numerous examples of purposeful and effective support for schools on improving specific aspects of teaching, learning, pupils' skills and leadership. For example, all SIAs support their schools to monitor teaching and learning through a range of activities including scrutinising work, learning walks and listening to learners and staff. This enables primary school leaders to refine their monitoring and self-evaluation processes in order to identify, focus and develop areas for improvement and purposefully plan improvement. The SIAs provides direct guidance, refer practitioners to relevant professional learning and provide support for schools to procure support from various sources. This enables all primary schools to receive purposefully targeted support.

There is firm evidence that the support package for pupils aged 3-8 has a positive influence on teaching and learning at individual schools, clusters and authority level. In most schools, this has had a positive impact on pupils' provision and outcomes as well as reducing variations within schools. The support has also ensured a deeper understanding of the principles and pedagogy of the Foundation Phase, in accordance with the 'Enable Learning' and 'Pedagogy' guidelines of the Curriculum for Wales. The support package includes a professional offer for the SLT, teachers and assistants of children aged 3-8 in the form of termly networks, a regional training programme and bespoke cluster training. The focus is mainly on developing aspects of pedagogy, teaching and wellbeing within practical and holistic learning experiences, training practitioners to develop as effective learning facilitators. All practitioners have access to the professional offer and resources to support learning through the GwE Support Centre. Many schools in the Authority use the webinars in staff meetings and INSET to up-skill the workforce. Evidence from schools demonstrates that this has a positive effect on the quality of the provision (teaching and learning experiences) and on pupils' outcomes.

Since 2019, this professional offer has also included support for Year 3 practitioners in order to build on some Foundation Learning Principles in KS2 in preparation for the Curriculum for Wales. The professional offer continued throughout the lockdown period with the provision designed to target those aspects identified by schools as needing to be prioritised following Covid-19, e.g. communication skills and pupils' health and wellbeing. The focus was on developing these skills within appropriate developmental pedagogy. Evidence of the impact of this support programme includes the following:

- practitioners have a deeper understanding of how the pedagogical principles (including the 12 principles of CfW) link together to create productive and effective learning experiences.
- practitioners use a range of appropriate pedagogical methods that meet learners' needs (including emotional and social skills).
- practitioners create effective cross-curricular links to deliver a broad and balanced curriculum, drawing on learners' previous knowledge and experiences.
- practitioners consider the physical learning environment as well as the emotional climate that supports learners to reach their potential in terms of their provision.
- practitioners deepen their understanding of the importance of reflecting on their daily practice in order to improve their understanding of pupils' needs, skills and progress; enabling practitioners to find the learning methods preferred by children and young people and the best way to engage them in learning; identifying those pupils who may need additional support to help them reach their full potential.
- practitioners understand that effective observations enable them to plan appropriate provision that supports learners' commitment and enjoyment within their learning activities, as well as planning to support them to progress to the next stage in their learning.
- practitioners understand that assessment needs to be an ongoing process rooted in day-to-day practice, and not a one off exercise within teaching and learning.

Overall, observations from Supporting Improvement Advisors and the findings of Estyn inspections where relevant, indicate that the support programme has a positive impact on the quality of provision and pupils' outcomes, with practitioners making better use of observations and Assessment strategies for Learning to plan the next learning steps and to allow for progress. Strong and purposeful collaboration and engagement developed between the Learning Service, GwE and schools on the island during the pandemic period has led to better classroom provision in general and has led to developing methods to support vulnerable learners. Consequently almost all schools develop their provision to provide educational equity for all learners, and have an inclusive learning environment to better support vulnerable children and young people so that they have every possible opportunity to achieve their potential.

Almost all primary schools agree that the support of the Accelerated Learning Programme has had a positive impact on basic skills and wellbeing after children have returned to formal education

following the lockdown periods. Almost all schools had ensured that they carry out an internal assessment procedure, whether qualitative or quantitative, in order to identify the impact of this period on children's wellbeing and learning. Teachers were of the opinion that the lockdown period impacted on the confidence and wellbeing of the majority of pupils, with a deterioration in the behaviour of some pupils. The accelerated learning targeted work was successfully led and implemented by school leaders following a baseline assessment of standards and basic skills.

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

Overall, the schools on the Island have responded well to challenges and there are clear improvements and progress in the basic skills of many of the pupils targeted through these accelerated programmes.

Schools continue to introduce effective intervention strategies for pupils, e.g. through daily detailed teaching sessions, SAFMEDS, RILL and iFOR sessions to develop Welsh and English reading/spelling skills, Tric a Clic sessions to develop literacy skills in the Foundation Phase, specific activities of Trauma Informed Schools, holding Encouragement, Talkabout , or Mind groups Mechanics . All schools recognise that this targeting work has had a positive impact on pupils' standards, wellbeing and confidence and a number state that they have seen many vulnerable pupils being able to cope well with the challenges of a mainstream classroom and various social challenges.

In addition to the professional learning offer, individual schools have received bespoke input and support to respond to their developing needs. The effect of these interventions can be seen in the quality and standards of skills in many schools, in the confidence levels of teachers and in the progress seen in collaboration between schools. The guidance and support provided to schools includes: planning guidelines for Literacy and Numeracy co-ordinators and Teaching Assistants; support for NQT 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 level reading skills. The programme is further enriched by the termly meetings of the relevant networks. Over the lockdown period, schools collaborated to draw up distance learning materials and packages to support schools in developing learners' basic skills. The impact of the work has been recognised in several monitoring and evaluation reports, as well as the feedback received from school leaders.

In collaboration with Bangor University and research experts, resources, programmes and packages were developed to support reading proficiency in both languages. Collaborative work has also been undertaken on SAFMEDS materials to support numeracy skills and RILL/ iFOR to support reading fluency/literacy. In several schools, these programmes have had a positive impact on learners' numeracy and reading standards and on the confidence of teachers and staff to deliver.

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

In the secondary schools, there was a specific focus on supporting accelerated learning programmes and providing intervention resources in KS3. Guidance was given on strategies to improve parental engagement. In addition, a Literacy toolkit was developed which supports the planning and scaffolding opportunities for reading and writing and this assists with learning and vocabulary development, revision and recall. These have been shared with schools via the Tanio website and the GwE Help Centre. This has led to better quality intervention programmes and

schools report better fluency and confidence in learners and a better understanding among staff of how to go about using scaffolding and planning.

The professional learning offer for Digital Competence has been implemented in all schools on Anglesey. The offer focuses on making effective use of the services available through Hwb to develop teaching and learning and to develop learners' digital competence. Due to training, there has been an average increase of over 500% in the number of learners who log in to Hwb each month. There has been an average monthly increase of almost 300% in the number of times each learner engages with Hwb, compared to 2017. By now, every school on the Island engages with Hwb with almost all schools making regular and effective use.

A Digital Facilitator Programme has been introduced whereby each cluster has nominated an individual to be a Digital Champion - working closely with the Learning Service and GwE in order to develop strategic leadership from the digital domain within the cluster. Every cluster in Anglesey has formed a digital learning group, and 84% of schools engage with these groups. Each cluster has formed a shared vision for digital learning. Thus far, 110 practitioners across the Island have received training through this programme. Each cluster has formed a working group to oversee digital developments and to fully incorporate digital competence as part of the Curriculum for Wales.

CURRICULUM AND PROVISION

Summary of key actions, engagement and impact

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

- each school is implementing plans to respond to the key elements of the four purposes in the new curriculum.
- each school is working to develop a balanced curriculum offer which meets the needs of their learners, including the more able.
- each cluster is implementing transition plans.
- all schools actively participate in peer collaboration within and across sectors.
- all secondary schools are on track to meet the statutory requirements by the time they present their Curriculum for Wales in September 2023.

The regional service has effectively supported leaders in order to prepare for The Reform Journey and the Curriculum for Wales and has been flexible in its provision in order to meet the varying needs of schools during the pandemic. Sessions were held for leaders in the following areas: leading change, vision and curriculum design, and ' think-pieces ' developed in collaboration with Professor Graham Donaldson were shared . These training sessions were held with clusters of primary schools and their secondary school in order to conduct a meaningful discussion across the 3-16 continuum. In June and July 2021, Professional Learning sessions were held over a period of 3 weeks for senior leaders, focusing on developing a vision, planning and developing the curriculum. These sessions were delivered virtually in clusters and provided rich and regular opportunities for group discussions with peers. Successful follow-up sessions were held by SIAs in order to stimulate further collaboration and co-create a catchment area vision.

In Anglesey, 106 practitioners are part of the CfW Regional and Local Networks. The Networks share their work with all the schools through the GwE Support Centre. Under the guidance of the networks, effective webinars were held for all school leaders on curriculum design, assessment and progression and planning principles. Schools have noted that the presentations have boosted their confidence in developing their High Level Curriculum Plan to include their vision, their principles and incorporating the four purposes. All schools have

had access to these workshops either through a live recording or through subsequent discussions with the SIA. Following this professional learning, all primary schools have developed and incorporated or modified their vision statements, which has helped to ensure consistency in the approach of schools to the curriculum.

A high level of engagement has ensured that primary schools are more confident when starting to implement the new Curriculum. Primary/secondary collaboration is also strengthening and the cross-cutting themes of Schools as Learning Organisations are emerging in the approach taken – Time, Technology, Trust and Thinking Together. The Professional Learning presentations to senior leaders have been cascaded to teachers and assistants through staff meetings and/or specific INSET days, which means that all staff now have a better understanding of the framework. Effective engagement with wider stakeholders in order to work together to develop a shared vision has developed into a successful practice across the Island. Effective use is made of the resources presented in the sessions to leaders in order to continue discussions and deepen understanding back at the school.

Representatives from each Catchment Area (and Learning Service officers) attended a recent GwE professional learning conference on transition, where each cluster jointly planned their next steps in order to improve pupils' progression across the learning continuum. This professional learning built on a two-day regional conference which included updates from Estyn, the Welsh Government and educational experts to determine a common approach to school improvement. As a result, each catchment area is collaborating or intends to collaborate on an action plan to plan the delivery of the curriculum and ensure a consistent approach towards progression.

SIAs continues to support all clusters to develop their transition methods throughout this year. This support will lead to further consistency in the quality of curriculum planning within and across schools.

STUDENT PROGRESS AND STANDARDS

Secondary schools

The increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to better standards across almost all secondary schools. The improvement needs to be accelerated further in a minority of secondary schools. The impact to date includes:

- all secondary schools making more intelligent use of teaching, learning and assessment data and information to evaluate standards and to identify priorities for further improvement. In some schools, these processes need to be strengthened further to ensure more focus on pupils' progress.
- all secondary schools have introduced tracking and intervention programmes to address identified underperformance and variances within schools. In some schools, these methods need to be further strengthened and refined.
- almost all secondary schools have developed a dedicated offer for KS4 pupils so that there is a clear progression to further education, training or employment when they leave school.

During the last year the regional service and the local authority have successfully collaborated with the secondary schools to support them to reach an opinion on the progress and standards of learners. Joint work, including observing lessons, scrutinising work and questioning learners have allowed most of the schools to recognise their strengths and identify developing areas. In the majority of lessons observed it was seen that pupils made appropriate progress, listened and responded positively. The pupils' reading skills varied and it is necessary to ensure that there are better opportunities for them to practice their advanced reading skills. In the same way, pupils' oral skills vary. Some pupils are very confident orally in both languages but the confidence of those

who are less confident needs to be developed so that they can contribute effectively. The quality of the extended writing seen in the scrutiny exercises is also inconsistent. A number of pupils can use their numeracy skills appropriately and their digital skills are developing.

In general, attitudes to learning needs to be developed and planning for progress in skills needs to be developed also.

Primary schools

The increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to better standards across almost all primary schools. The improvement needs to be accelerated further in a minority of primary schools.

There are currently 2 post inspection Improvement Plans for three primary schools on the island. One school is in Special Measures and one school is under Estyn Review. Support from GwE and Local Authority officers is at the core of these plans. Progress against the outcomes is continuously measured by the schools and the SIA. There is a meeting every half term in the schools that are in an Estyn Review with the staff, representatives from the schools' Governing bodies, GwE link and core SIA and the Local Authority's education officer. The progress of these schools is reported regularly in the 360 Meetings and the BAS.

There is firm progress against the recommendations in one school which is under Estyn Review and the impact of the implementation and support is beginning to have a clear impact on standards.

In the school that is in Special Measures there are powerful processes in place to support the school through a detailed 360 plan, which is closely aligned with the Post Inspection Action Plan. Estyn re-visited the school on the 4th of May in order to discuss and accept the Post Inspection Improvement Plan. During the Summer term an Emergency Improvement Board was established which meets every half term and includes representation from the LA, GwE , the school, the Governing Body as well as the Education Portfolio Holder and external governors.

SUPPORT AND CHALLENGE FOR SCHOOLS CAUSING CONCERN

Summary of actions and impact

The Learning Service responds promptly and firmly in schools that cause concern. There are specific examples where intensifying the challenge and support alongside firm and prompt action has led directly to changes in senior leadership personnel . There is strong evidence that the Local Authority's actions to support schools that cause concern are effective.

As part of the regional approach, the Learning Service has further strengthened its support and challenge procedures. Procedures and structures for supporting, monitoring and challenging schools were reviewed in response to the national pilot to support schools that cause concern through the multi-agency model,. The aim was to ensure that all schools were able to access good quality support in a timely manner in order to move along the 'desired' route at the required speed. A regional Task and Finish Group of officers from each authority, together and GwE consultants was established to drive the work forward.

There is a clear strategy at work for schools causing concern and every school that has been identified has a holistic support plan that clearly sets out the nature and intensity of the support provided and the improvements required.

Schools whose performance is consistently strong or generally strong, make improvements through collaboration with peers, the generic Professional Learning Programme of the Learning Service and GwE, and a bespoke support plan for the school. If the Learning Service/GwE procedures highlight a concern, more intensive support is targeted through the local multi-agency approach.

Within the revised structure, a multi-agency group of senior officers, lead officers from the relevant services and GwE staff meet regularly to share information and evidence, thus identifying concerns in a timely manner. Thresholds and triggers have been adopted to ensure consistency in identifying concerns in relation to standards, teaching and learning, assessment, leadership, inclusion and managerial issues. Training has been organised for all officers and councillors in order to ensure an agreed understanding and consistency of approach. Once a school is identified as a school causing concern, the lead officer, the Core Leader and the Supporting Improvement Advisors work with the school's leadership team to develop a dedicated support plan. The multi-agency group takes responsibility for ensuring that this plan is developed, delivered and monitored. When concerns arise about the lack or speed of progress, these are referred to the Chief Education Officer so that an appropriate decision can be made as to whether or not statutory powers should be exercised. A regular and constant flow of information is shared between Learning Service officers and GwE advisers.

There is currently an Post Inspection Improvement Plan in place for two primary schools on the island. One school is in Special Measures and one school is under Estyn Review. Support from GwE and Local Authority officers is at the core of these plans. Progress against the outcomes is continuously measured by the schools and the SIA. There is a meeting every half term in the schools that are under Estyn Review with the staff, representatives from the schools' Governing bodies, GwE core and link SIA as well as the Local Authority's education officer. The progress of these schools is reported regularly in the 360 Meetings and the BAS.

There is firm progress against the recommendations in one school and the impact of the implementation and support is clear on standards.

In the school that is in Special Measures there are powerful processes in place to support the school through a detailed 360 plan, which is closely aligned with the Post Inspection Action Plan. Estyn re-visited the school on 4 May in order to discuss and accept the Post Inspection Improvement Plan. During the Summer term an Emergency Improvement Board was established which meets every half term and includes the LA , GwE , the school, representatives from the Governing Body as well as the Education Portfolio Holder and external governors.

APPENDIX 1

Leadership : Progress and Impact in Secondary and Special Schools

Senior leadership is stable and strong in three secondary schools on the island. The members of the senior leadership teams in these schools provide strong support to their Headteachers and have an appropriate understanding of areas of responsibility. In the other two schools, there have been recent changes to the senior leader staffing and it will be necessary to ensure support for these new members as they develop in their roles. In general, senior leaders have a firm understanding of the main strengths and areas for improvement in their schools.

At the middle level, there are several examples in the schools of effective leadership that ensures good experiences for the learners and high standards in the classroom and beyond. Despite this, there remains disparity in the quality and impact of middle leaders in the schools.

Self-evaluation processes are clearly defined in the schools, and periods have been allocated for schools to observe and scrutinise each other. Arrangements are in place that include members of the Anglesey Alliance and the GwE SIA as part of the evaluation processes. Most schools respond appropriately to findings from evaluation processes.

Intensive support has been given to one secondary school on the island to try to improve the quality and effectiveness of senior leadership. They remain on the recovery journey and continue to receive intensive support. In this school, although areas requiring development are correctly identified, the planning for improvement and culture for ensuring joint improvements are not strong enough.

Governors work well with their school in most instances, and where this is at its best, members of the Governors play an active part in the schools' evaluation processes, and work closely with the leaders to set the strategic direction.

To achieve further improvements:

- Continue to respond to the findings of appraisal processes and ensure that subsequent monitoring takes place to measure the impact of the actions taken.
- Continue to provide consistency in the quality of actions by leaders at all levels.
- Ensure a better understanding and accuracy of standards and progress in subjects, and especially the skills required.

Improving Teaching and learning: Progress and Impact in Secondary and Special Schools

There has been a lot of work and investment in terms of developing pedagogy in the secondary schools. Useful and high quality guidance and training has been provided to teachers internally by the senior leaders. Strategies vary in terms of how schools go about improving the quality of pedagogy in the schools e.g. Building Learning Power, Shirley Clarke's formative assessment principles.

Evaluation processes over the past year generally display positive learning environments and a good relationship between teachers and pupils in a number of the lessons. There were high expectations set in several lessons, with teachers offering helpful support and guidance to the learners. Various activities offer an appropriate challenge in some lessons, to maintain the interest of the learners. However, in some lessons there are shortcomings in the teaching and learners do not make as much progress as they could.

The quality and effectiveness of feedback varies in the schools. Many teachers recognise good work and give advice to improve, but this is not consistent and further work needs to be done to ensure improvements in this aspect.

To achieve further improvements:

- Improve the quality and impact of feedback to learners.
- Achieve consistency in teaching standards and the quality of planning for the required skills.

- Support and train practitioners to set an appropriate level of challenge.
- Ensure that appropriate accountability is in place to drive improvements in pedagogy.
- Provide consistency in the quality of the feedback given to pupils and ensure that this allows the pupils to make appropriate progress in their learning.

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

The schools provide a broad and balanced curriculum for the pupils. There is successful collaboration with other schools and colleges to provide a broad range of choices in KS4 and the sixth form. A comprehensive range of general and vocational courses are offered to meet the interests and abilities of the pupils. There are comprehensive extracurricular programmes in place in the schools.

There is a clear understanding of all the statutory elements within the Curriculum for Wales by the majority of the leaders in the schools. Trials in all AoLEs have been undertaken this year and the schools will need to evaluate their provision and adjust accordingly.

There are suitable opportunities to develop the Welsh language in most schools but there is a need to increase the opportunities in one school. There are appropriate opportunities to develop the skills in most schools but planning must be in line with the development of the principles of progression of the Curriculum for Wales. Planning for developing the skills in one school is underdeveloped.

Assessment arrangements for the new curriculum vary from school to school and remain underdeveloped in some schools.

There are good examples of effective partnership with the primary schools that feed the secondary schools. This work continues .

To achieve further improvements:

- Continue to strengthen plans for introducing the new curriculum with a focus on reflecting the vision shared by all stakeholders, on assessment and progression and on building further on the transition period from primary.
- Ensure continuity and progression in the skills of learners.

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

Tracking systems are in place in the schools which allow leaders to identify pupils who are underperforming. The response to the findings in the schools is varied, and there some examples of thorough arrangements in place for targeting appropriate support in some schools. There are other examples where the subsequent action is not robust enough and as a result the outcomes are not as good as expected.

Findings made in lesson observations at schools in general show that the majority of pupils make appropriate progress in their lessons with a number of pupils listening attentively and ready to respond. It was seen that a number of pupils respond positively to their teachers in the five schools, but the five secondary schools have identified the need to work on pupils' attitudes to learning for next year.

In general pupils' reading skills vary. Some pupils were seen to be confident readers and, given the opportunity, were able to use reading strategies successfully to help them analyse

and understand texts. Oral skills vary with a number of pupils being able to express themselves orally with confidence in both languages, but others were reluctant to respond. Given the opportunity, pupils are able to write extensively for a wide range of purposes and audiences in a number of subjects but the quality of the work is inconsistent.

It was seen that a number of pupils are able to apply numeracy skills appropriately across the curriculum and their digital skills are developing. The pupils' creative skills are a strong feature in those schools where the provision is suitable and allows development.

Planning for developing the skills in one school is underdeveloped and this has had an impact on the standards and progress in the skills.

To achieve further improvements:

- Achieve consistency in GCSE attainment standards.
- Continue to plan and map opportunities to ensure progression in skills.
- Ensure that developing pupils' skills in Welsh is a priority.
- Improve and provide consistency in the quality of feedback to ensure better standards.

APPENDIX 2

Leadership: Progress and Impact in Primary School Clusters

There are forty primary schools on the an island and a mixture of headteachers, from the authority's most experienced to those who have been appointed to their first headteacher post in the last three years and acting heads. The teaching responsibilities of the headteachers vary - some teach more than half of the time and others teach half of the time or less.

The leadership of the majority of the schools is good with many very good aspects. As at July 2023 one school is in Estyn follow-up, another school has just come out of follow-up successfully. One school is under Estyn measures following a recent inspection and there is work to be done to strengthen the leadership there at all levels.

Most of the schools have a clear staffing structure, with leaders at all levels aware of their responsibilities and playing an important role in school improvement processes. Most of them

have robust evaluation procedures and in many schools these procedures have continued to take place over the course of the pandemic. All schools are gradually changing their evaluation processes to take into account the requirements of the new curriculum. Each cluster has plans in place to respond to the new accountability framework. The majority of the head teachers have engaged with GwE self-evaluation and improvement planning workshops. The improvement plans in most of the schools are comprehensive with priorities clearly leading the way as a result of evaluation processes. In many clusters, schools collaborate on the agreed priorities of the cluster e.g. on Pedagogy, ALN and Digital.

At headteacher level, most schools in the clusters work together well and have mature discussions to agree on the strategic issues of the whole cluster and to ensure similar local responses. Collaboration on the content of documents and plans is well established in many schools within and across clusters. Within most individual schools in the clusters, teachers work well together and successful practice is shared across individual schools and across the clusters. In the majority of clusters the collaboration between the schools' teaching assistants is also developing effectively. There is an effective tier of assistants in almost every school who are willing to lead, experiment and support individuals and specific groups of children.

This year almost all clusters have committed to the GwE Schools Partnership Programme. The schools that have committed to the programme undertake cycles of self-review and peer review. They offer joint support to improve priority areas. Following training for Peer Reviewers and Improvement Facilitators during the year, work is now progressing in the clusters and the action cycles are being completed. Clusters were invited to give a presentation on their work to other clusters and to share their findings. Further training is also planned to create more improvement facilitators and to introduce the programme's philosophy to all school staff.

Almost all of the schools give a high priority to developing the Welsh language and almost every school has a priority or bespoke plan to continue to develop their provision, based on a thorough self-evaluation in this matter. Cluster work to develop the use of the Welsh language reinforces this effectively.

The collaborative links with the local secondary schools are strengthening. It is hoped that the transition strategies within clusters will ensure further and greater collaboration.

To achieve further improvements:

- Continue to develop leadership roles and teacher collaboration between schools through the Schools Partnership Programme
- Respond successfully to the requirements of the new Framework for Evaluation, Improvement and Accountability
- Continue to develop leadership at all levels and create self-improving organisations .
- Ensure the commitment of each cluster to the Schools Partnership Programme

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

Most of the head teachers lead teams of good teachers and there is a lot of excellent teaching. The teachers are enthusiastic in most of the schools and succeed in securing good or better standards in most classes.

In most schools the evaluation processes have identified that teaching and learning is at least good, with many very good or better. This opinion is reinforced through professional conversations with the head teachers, teachers and the rest of the staff. This has been

confirmed by SIA visits through learning walks and joint scrutiny of work with the schools, and opportunities to discuss work with pupils. There are a number of examples where the work of individual teachers or cluster groups has been used to contribute to regional training, or National/international presentations on Pedagogy.

There are high expectations in most of the schools and pupils' work and assessments capture the progress they make by developing cross-curricular skills drawing on rich experiences.

The provision for pupils aged 3 to 8 is a clear strength in the majority of the schools and the Foundation Learning approach and effective use of outside areas has long been firmly established. Over half of the schools are gradually transferring this mindset for the 3 to 8 age group to develop similar approaches to outdoor learning for all classes.

Developing independent pupils is a clear strength in the majority of schools. The pupils have regular opportunities to influence their learning and to have a strategic voice at their schools.

Arrangements for pupils on the ALN register is another strength in the clusters. In some clusters the coordinators of each school meet regularly under the guidance of the catchment area spokesperson, and the work of one coordinator is used as good practice nationally. The expertise of assistants also drives firm progress by these groups of pupils.

The close working relationship between the staff and the children is a strength in all the clusters. The care and respect provides a pleasant atmosphere and environment at all schools. The teaching staff in most schools model good spoken language which has a positive impact on the children's language development. The enthusiasm and care of the staff in most of the schools ensures that most pupils have a very positive attitude to their learning, show an interest and apply themselves to their work. Most of the schools have purposeful wellbeing interventions for those few pupils who struggle more. Teachers in every school give their pupils a voice and ensure valuable opportunities for them to influence their learning.

Many of the schools in the clusters have prioritised developing their staff's understanding of wellbeing. A high percentage of the clusters' staff, headteachers, teachers and assistants have followed a Trauma Informed Schools diploma training course, or are in the process of following the programme. This has had a positive impact on the pupils in most of the schools. Three schools on the island have received Trauma Informed School accreditation.

To achieve further improvements:

- Continue to develop Welsh language provision and promote high standards and consistent social use among the pupils.
- Continue with the effective collaborative work in cluster groups
- Provide time for teachers to share excellent learning practices across the cluster.

Curriculum and Provision: Progress and Impact in Primary School Clusters

Preparations for the introduction of the Curriculum for Wales in September 2022 have been good or better in most of the schools in the clusters. Each school has a clear vision that has been developed through discussions and by collecting the opinions of all stakeholders. Some of the island's schools have also been recognised regionally and nationally for their practices and in terms of their vision and planning methods for the new Curriculum.

Each school has turned its vision into an effective curriculum design that continues to develop as the work evolves and knowledge and plans mature.

The Welsh language has a prominent place in the curriculum design of the schools and provisions across the island reflect the vision successfully. The ethos of the schools and the provision for developing Welsh language and literacy skills is rich. Experiences offered across the island are carefully planned, purposeful, stimulating and contemporary. Most of the practitioners understand the importance of their role in modelling and developing the language. As a result, this promotes the enjoyment of the learners so that they can use Welsh confidently in lessons and beyond the classroom.

This year each school has continued to develop an understanding of the 4 purposes. This is celebrated in classes and forms the focus of plans. Each school also continues to experiment with different methods of planning, teaching and ensuring rich experiences. The process of planning over time and ensuring progress in accordance with each 'what matters' statement and the mandatory elements continue to be developed.

Many of the island's school staff members have been leading or take an active role in local and regional CfW networks. The teachers have had the opportunity to share what they have developed with the rest of the cluster. This has led to a deeper understanding of the AoLEs and the progression steps in each school.

The majority of the clusters have also created Areas of Learning and Experience groups. This has ensured that every member of staff in each school has been able to hear the discussions and understand the process undertaken to get to each progression step and learning description, and have worked together when considering the planning. Inset and evening Training sessions were used during the last year to cascade information from one group to another.

To achieve further improvements:

- Continue to recognise what progress looks like in order to purposefully plan for the next steps over time.
- Continue to have professional discussions/dialogue about learners' progress with the learners themselves, with school staff and other school staff

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

Standards and progress by pupils is good in most schools and very good in the majority.

The pupils' literacy and numeracy skills are developing well and are applied across the curriculum in most of the schools and digital skills are developing well. Most pupils in most of the schools have good or better Welsh language skills and they listen, speak and communicate with increasing confidence in the language. However, the impact of the pandemic continues to influence the oracy skills of a minority of pupils, especially the youngest pupils. Extended writing work and the application of numeracy of a few older pupils has also been impacted. These aspects are addressed within improvement plans and intervention programmes in these schools.

The majority of schools have worked together to establish a purposeful system for establishing the pupils' baseline when they start at the school. Many schools are also developing appropriate progress assessment arrangements for pupils as they follow the new curriculum.

In the majority of schools there is a cross-cluster agreement to emphasise the need to capture the progress of individuals in their class through assessment for learning processes.

In most schools, different personalised spreadsheets are used for individual pupils capturing examples of the results of pupils' standard assessments, wellbeing measures and attitude to work and school over time. The majority of schools are also trialling the Taith 360 tool in order to facilitate the work of ensuring that assessments lead to the planning of the next learning step.

To achieve further improvements:

- Agree on methods for capturing and ensuring progress in skills to ensure effective transition.
- Further develop the ability of pupils to use and apply their literacy, numeracy and digital skills across the curriculum.

GwE Business Plan 2022-2023

Appendix 3: Regional and Local Authority Data

PRIORITIES AND REGIONAL PROVISION 2022-2023

| OBJECTIVE 1 - CURRICULUM AND ASSESSMENT | | | | | | | | | |
|---|---|--|------------------|-----------|---|--|---------|-----------|--------------------|
| Support a national curriculum where fairness and excellence are central and which sets high standards for all learners. | | | | | | | | | |
| EDUCATION CONTINUUM 3 to 16 | | | | | | | | | |
| <p>Regional data :</p> <p>Pedagogy transition project</p> <ul style="list-style-type: none"> • Schools: 25 | <p>Local Authority Data :</p> <p>Pedagogy Transition Project</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: center;">Clusters/</td> </tr> <tr> <td>Anglesey:</td> <td style="text-align: center;">1</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="text-align: center;">Schools</td> </tr> <tr> <td>Anglesey:</td> <td>Llangefni/ Y Graig</td> </tr> </table> | | Clusters/ | Anglesey: | 1 | | Schools | Anglesey: | Llangefni/ Y Graig |
| | Clusters/ | | | | | | | | |
| Anglesey: | 1 | | | | | | | | |
| | Schools | | | | | | | | |
| Anglesey: | Llangefni/ Y Graig | | | | | | | | |

| <p>Transition Workshop:</p> <ul style="list-style-type: none"> Schools: 284 <p>3-8 Termly toolkit:</p> <ul style="list-style-type: none"> Support for schools: 74 Number of visits: 184 Cluster support (number of schools): 132 Network 3-8: 735 attended regionally Workshops for new Teachers and Learning Assistants 3-8: 778 attended regionally | <p>Transition Workshops :</p> <table border="1"> <tr> <td>Anglesey:</td> <td>34</td> </tr> </table> <p>Toolkit 3-8</p> <table border="1"> <thead> <tr> <th></th> <th>Number of schools</th> <th>Number visits</th> </tr> </thead> <tbody> <tr> <td>Anglesey:</td> <td>10</td> <td>43</td> </tr> </tbody> </table> <p>Cluster support (number of schools)</p> <table border="1"> <tr> <td>Anglesey:</td> <td>20</td> </tr> </table> <p>Network:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>100</td> </tr> </table> <p>Workshops:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>122</td> </tr> </table> | Anglesey: | 34 | | Number of schools | Number visits | Anglesey: | 10 | 43 | Anglesey: | 20 | Anglesey: | 100 | Anglesey: | 122 |
|---|---|---------------|----|--|-------------------|---------------|-----------|----|----|-----------|----|-----------|-----|-----------|-----|
| Anglesey: | 34 | | | | | | | | | | | | | | |
| | Number of schools | Number visits | | | | | | | | | | | | | |
| Anglesey: | 10 | 43 | | | | | | | | | | | | | |
| Anglesey: | 20 | | | | | | | | | | | | | | |
| Anglesey: | 100 | | | | | | | | | | | | | | |
| Anglesey: | 122 | | | | | | | | | | | | | | |

REALISING THE CURRICULUM (CURRICULUM FOR WALES)

| | | | |
|---|--|-----------|----|
| <p>Regional Data:</p> <p>Numbers attending the national CfW Professional Learning sessions online:</p> <ul style="list-style-type: none"> A total of 668 across Wales - 251 from GwE | <p>Local Authority Data :</p> <table border="1"> <tr> <td>Anglesey:</td> <td>20</td> </tr> </table> | Anglesey: | 20 |
| Anglesey: | 20 | | |

AREAS OF LEARNING AND EXPERIENCE (AoLE) TEAMS

| | |
|--|---|
| <p>Regional data :</p> <p>More visits to the website - access to materials and examples shared by networks and schools:</p> <p>Between 1/9/21 and 20/1/23</p> <ul style="list-style-type: none"> 8418 CfW GwE Support Centre 8100 CfW GwE Support Centre <p>Between 1/9/21 and 30/3/23:</p> <ul style="list-style-type: none"> 9021 CfW GwE Support Centre 8504 CfW GwE Support Centre | <p>Local Authority Data :</p> <p>N/A</p> |
|--|---|

OBJECTIVE 2 - DEVELOPING A HIGH QUALITY EDUCATION PROFESSION

Improving teaching and learning in our schools

MODERN FOREIGN LANGUAGES (MFL)

| | |
|------------------------------|--------------------------------------|
| <p>Regional Data:</p> | <p>Local Authority Data :</p> |
|------------------------------|--------------------------------------|

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------|----|--|----------|---------|-----------|---|---|-----------|---|-----------|---|-----------|---|--|--------------|------------|-----------|---|---|--|---------------|---------------|-----------|---|---|
| <p>Primary webinars</p> <ul style="list-style-type: none"> Power Language + Institute français : May - June 2022: 35 schools (41 teachers) <p>Primary upskilling :</p> <ul style="list-style-type: none"> June - July 2022- 3 sessions - 8 schools (13 teachers) November 2023 - 1 session - 7 schools - (9 teachers) January 2023 - 2 sessions - 8 schools (10 teachers) <p>Power Language – Primary Training:</p> <ul style="list-style-type: none"> 16.11.22 - 28 schools (30 teachers) 21.3.23 - 31 schools (36 teachers) <p>Primary Network Meeting</p> <ul style="list-style-type: none"> February- March 2023 – Number of schools: 25 <p>German Language Music:</p> <ul style="list-style-type: none"> Number of schools: 3 <p>Sharing the successful practices of Primary schools February 2023</p> <ul style="list-style-type: none"> Number of schools: 6 <p>Design Programme for Languages October 2022 – March 2023</p> <ul style="list-style-type: none"> International Languages and Welsh: 26 schools <p>Secondary Network Meeting</p> <ul style="list-style-type: none"> November 2022 - Number of schools: 29 February 2023 - Sharing Successful Practices: 15 schools | <p>Primary webinars</p> <table border="1"> <tr> <td>Anglesey:</td> <td></td> </tr> </table> <p>Primary upskilling :</p> <p>Anglesey (November 2023): 1</p> <p>Power Language – Primary Training:</p> <table border="1"> <tr> <td></td> <td>16.11.22</td> <td>21.3.23</td> </tr> <tr> <td>Anglesey:</td> <td>1</td> <td>2</td> </tr> </table> <p>Primary Network Meeting</p> <table border="1"> <tr> <td>Anglesey:</td> <td>1</td> </tr> </table> <p>German Music:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>0</td> </tr> </table> <p>Share the successful practices of Primary schools February 2023</p> <table border="1"> <tr> <td>Anglesey:</td> <td>0</td> </tr> </table> <p>Design Programme for Languages</p> <table border="1"> <tr> <td></td> <td>October 2022</td> <td>March 2023</td> </tr> <tr> <td>Anglesey:</td> <td>1</td> <td>1</td> </tr> </table> <p>Secondary Network Meeting</p> <table border="1"> <tr> <td></td> <td>November 2022</td> <td>February 2023</td> </tr> <tr> <td>Anglesey:</td> <td>3</td> <td>1</td> </tr> </table> | Anglesey: | | | 16.11.22 | 21.3.23 | Anglesey: | 1 | 2 | Anglesey: | 1 | Anglesey: | 0 | Anglesey: | 0 | | October 2022 | March 2023 | Anglesey: | 1 | 1 | | November 2022 | February 2023 | Anglesey: | 3 | 1 |
| Anglesey: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 16.11.22 | 21.3.23 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | October 2022 | March 2023 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | November 2022 | February 2023 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 3 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| HLTA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Regional data :</p> <p>Newly appointed teaching assistants :</p> <ul style="list-style-type: none"> 62 <p>Assistants at Work:</p> | <p>Local Authority Data :</p> <p>Settle in</p> <table border="1"> <tr> <td>Anglesey:</td> <td>17</td> </tr> </table> <p>Assistants at Work</p> | Anglesey: | 17 | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | |
|---|--|-----------|----|-----------|---|-----------|---|-----------|---|-----------|----|
| <ul style="list-style-type: none"> • 137 <p>Prospective HLTA Cycle 4, 5 and 6:</p> <ul style="list-style-type: none"> • 88 <p>HLTA Status Cycle 3 and 4:</p> <ul style="list-style-type: none"> • 38 <p>New HLTA Assessor Training:</p> <ul style="list-style-type: none"> • 5 <p>Introduction to Curriculum for Wales:</p> <ul style="list-style-type: none"> • 219 | <table border="1"> <tr> <td>Anglesey:</td> <td>44</td> </tr> </table> <p>Prospective HLTA Cycle 4, 5 and 6</p> <table border="1"> <tr> <td>Anglesey:</td> <td>5</td> </tr> </table> <p>Status of HLTA Circle 3 & 4</p> <table border="1"> <tr> <td>Anglesey:</td> <td>3</td> </tr> </table> <p>New HLTA Assessor Training</p> <table border="1"> <tr> <td>Anglesey:</td> <td>2</td> </tr> </table> <p>Introduction to Curriculum for Wales</p> <table border="1"> <tr> <td>Anglesey:</td> <td>30</td> </tr> </table> | Anglesey: | 44 | Anglesey: | 5 | Anglesey: | 3 | Anglesey: | 2 | Anglesey: | 30 |
| Anglesey: | 44 | | | | | | | | | | |
| Anglesey: | 5 | | | | | | | | | | |
| Anglesey: | 3 | | | | | | | | | | |
| Anglesey: | 2 | | | | | | | | | | |
| Anglesey: | 30 | | | | | | | | | | |

Welsh Language (DP)

| | | | | | | | | | | | |
|---|---|-----------|---|-----------|----|-----------|-------|-----------|---|-----------|---|
| <p>Regional Data :</p> <p>Sabbatical Courses 2022-2023:</p> <ul style="list-style-type: none"> • 27 <p>GwE attending head teachers' forums:</p> <ul style="list-style-type: none"> • 7 <p>Ein Llais Ni</p> <ul style="list-style-type: none"> • Case studies presented: 65 • Schools committed to the project: 81 <p>Access to the national Learning Centre courses</p> <ul style="list-style-type: none"> • Total learning activities: 54 • Number continuing the learning activities: 23 | <p>Local Authority Data :</p> <p>Sabbatical Courses 2022-2023: Anglesey:</p> <ul style="list-style-type: none"> • Welsh Course in a Year: 0 • Part 2 Spring term: 0 • Part 2+3: 0 • Part 3 only Summer term: 0 <p>Attending headteachers' forums:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>2</td> </tr> </table> <p>Ein Llais Ni - case studies presented:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>16</td> </tr> </table> <p>Ein Llais Ni – schools committed to the project:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>17/21</td> </tr> </table> <p>Access to National Learning Centre courses</p> <p>Total learning activities</p> <table border="1"> <tr> <td>Anglesey:</td> <td>3</td> </tr> </table> <p>Number that continue the learning activities</p> <table border="1"> <tr> <td>Anglesey:</td> <td>2</td> </tr> </table> | Anglesey: | 2 | Anglesey: | 16 | Anglesey: | 17/21 | Anglesey: | 3 | Anglesey: | 2 |
| Anglesey: | 2 | | | | | | | | | | |
| Anglesey: | 16 | | | | | | | | | | |
| Anglesey: | 17/21 | | | | | | | | | | |
| Anglesey: | 3 | | | | | | | | | | |
| Anglesey: | 2 | | | | | | | | | | |

A LEVEL

| | |
|---|---|
| <p>Regional Data:</p> <p>Number of attendees at the conference for Post-16 leaders:</p> | <p>Local Authority Data :</p> <p>Number of attendees at the conference for Post-16 leaders:</p> |
|---|---|

| <ul style="list-style-type: none"> • 35 | Anglesey: | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|--------------------|--|---|----|--|----|----|----------------------|----|-----|---|--|--|-------------------|------------------|--------------------|--------------------------|----------|---|---|---|---|--|-------------------|------------------|--|--|--|
| RESEARCH AND EVALUATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regional Data: KiVa anti-bullying Research Project : <ul style="list-style-type: none"> • Number of schools: 30 | Local Authority Data : KiVa anti-bullying Research Project : <table border="1" data-bbox="906 461 1497 506"> <tr> <td>Anglesey:</td> <td>4</td> </tr> </table> | | Anglesey: | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AGA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regional Data: <ul style="list-style-type: none"> • A significant increase in the number (%) of short-term supply teachers (STS) who attended national sessions 1 and 2 of the professional learning programme. There were 51 (81%) newly qualified short-term supply teachers who are in work in Session 1, which is a significant increase compared to the previous year. • External Validators Programme - 100% of GwE External Validators (83) and the External Mentors attended the National training workshop and have a firm understanding of the NQT Establishment Process. • Number of NQTs who attended the compulsory PI sessions: 172 | Local Authority Data : N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DIGITAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regional Data: Number registered for Digital Training: <ul style="list-style-type: none"> • 386 | Local Authority Data : Hwb usage data – number of schools engaging on average during quarter 4: <table border="1" data-bbox="906 1424 1497 1469"> <tr> <td>Anglesey:</td> <td>98%</td> </tr> </table> | | Anglesey: | 98% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey: | 98% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATHEMATICS AND NUMERACY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regional Data: <table border="1" data-bbox="204 1655 879 2033"> <thead> <tr> <th></th> <th>Number of schools</th> <th>Number of visits</th> </tr> </thead> <tbody> <tr> <td>Individual subject support for primary schools</td> <td>6</td> <td>18</td> </tr> <tr> <td>Individual support for secondary schools</td> <td>32</td> <td>79</td> </tr> <tr> <td>Network meetings for</td> <td>47</td> <td>N/A</td> </tr> </tbody> </table> | | Number of schools | Number of visits | Individual subject support for primary schools | 6 | 18 | Individual support for secondary schools | 32 | 79 | Network meetings for | 47 | N/A | Local Authority Data : Support for primary schools: <table border="1" data-bbox="906 1666 1583 1883"> <thead> <tr> <th></th> <th>Number of schools</th> <th>Number of visits</th> <th>Number of clusters</th> <th>Number of cluster visits</th> </tr> </thead> <tbody> <tr> <td>Anglesey</td> <td>2</td> <td>7</td> <td>0</td> <td>0</td> </tr> </tbody> </table> Individual support for secondary schools <table border="1" data-bbox="906 1917 1583 2018"> <thead> <tr> <th></th> <th>Number of schools</th> <th>Number of visits</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | Number of schools | Number of visits | Number of clusters | Number of cluster visits | Anglesey | 2 | 7 | 0 | 0 | | Number of schools | Number of visits | | | |
| | Number of schools | Number of visits | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Individual subject support for primary schools | 6 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Individual support for secondary schools | 32 | 79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Network meetings for | 47 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of schools | Number of visits | Number of clusters | Number of cluster visits | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglesey | 2 | 7 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Number of schools | Number of visits | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Heads of Mathematics | | | Anglesey | 4 | 7 | | | | | | |
|---|------------------------------|--------------------------------|---|---|---|-----------|------------------------------|--------------------------------|----------|---|---|
| | | | <p>Network meetings for Heads of Mathematics</p> <table border="1" data-bbox="903 376 1554 611"> <thead> <tr> <th data-bbox="903 376 1185 551"></th> <th data-bbox="1185 376 1374 551">Number of Schools (November)</th> <th data-bbox="1374 376 1554 551">Number of schools (March 2023)</th> </tr> </thead> <tbody> <tr> <td data-bbox="903 551 1185 611">Anglesey</td> <td data-bbox="1185 551 1374 611">5</td> <td data-bbox="1374 551 1554 611">3</td> </tr> </tbody> </table> | | | | Number of Schools (November) | Number of schools (March 2023) | Anglesey | 5 | 3 |
| | Number of Schools (November) | Number of schools (March 2023) | | | | | | | | | |
| Anglesey | 5 | 3 | | | | | | | | | |
| ENGLISH AND LITERACY | | | | | | | | | | | |
| <p>Regional Data:</p> <p>Exclusive support for schools:</p> <ul style="list-style-type: none"> • Primary: 145 • Secondary: 50 | | | <p>Local Authority Data :</p> <table border="1" data-bbox="903 725 1497 815"> <tr> <td data-bbox="903 725 1161 815">Anglesey:</td> <td data-bbox="1161 725 1497 815">5 - Secondary 5 - Primary</td> </tr> </table> | | | Anglesey: | 5 - Secondary 5 - Primary | | | | |
| Anglesey: | 5 - Secondary 5 - Primary | | | | | | | | | | |
| WELSH AND LITERACY | | | | | | | | | | | |
| <p>Regional Data</p> <p>Meeting of the Network of Literacy Coordinators (Welsh-medium and bilingual schools):</p> <ul style="list-style-type: none"> • 20 <p>'Ein Llais Ni' Project (GwE)</p> <ul style="list-style-type: none"> • Number of secondary schools involved in the project: 12 <p>'Design for CfW Languages ' project</p> <ul style="list-style-type: none"> • The Welsh language departments of secondary schools that are part of the project: 6 <p>Members of the Teams / Google Classroom 'GwE':</p> <ul style="list-style-type: none"> • Welsh: 27 • Welsh - Secondary YCS: 19 | | | <p>Regional Data</p> <p>Meeting of the Network of Literacy Coordinators (Welsh-medium and bilingual schools):</p> <ul style="list-style-type: none"> • Anglesey: 4 <p>'Ein Llais Ni' Project (GwE)</p> <ul style="list-style-type: none"> • Anglesey: 1 <p>'Design for CfW Languages ' project</p> <ul style="list-style-type: none"> • Anglesey: 1 <p>Members of the Teams / Google Classroom 'GwE':</p> <ul style="list-style-type: none"> • Anglesey: 5 | | | | | | | | |
| SCIENCE | | | | | | | | | | | |
| <p>Regional Data:</p> <p>Heads of Science Networks Autumn Term 2022:</p> <ul style="list-style-type: none"> • 37 <p>Technology Development Group Network:</p> <ul style="list-style-type: none"> • 6 schools <p>Heads of Science Networks Spring Term 2023:</p> | | | <p>Local Authority Data :</p> <p>Heads of Science Networks Autumn Term 2022:</p> <ul style="list-style-type: none"> • Gwynedd/ Mon : 12 schools <p>Heads of Science Networks Spring Term 2023:</p> | | | | | | | | |

| <ul style="list-style-type: none"> • 38 <p>Specific school support:</p> <ul style="list-style-type: none"> • 22 | <ul style="list-style-type: none"> • Gwynedd/ Mon : 11 schools <p>Specific school support:</p> <ul style="list-style-type: none"> • 2 | | | | | | | | | | | | |
|--|--|------------------|-------------------|------------------|-----------|----|----|-----------|----|-----------|-----|-----------|-----|
| AGES 3-8 | | | | | | | | | | | | | |
| <p>Regional Data:</p> <p>Support for schools:</p> <ul style="list-style-type: none"> • Number of schools: 74 • Number of visits: 184 • Cluster support (number of schools): 132 <p>3-8 Season Network:</p> <ul style="list-style-type: none"> • 735 have attended regionally <p>Workshop for new teachers and assistants for the 3-8 age group:</p> <ul style="list-style-type: none"> • 778 have attended regionally | <p>Local Authority Data :</p> <p>Support for schools:</p> <table border="1"> <thead> <tr> <th></th> <th>Number of schools</th> <th>Number of visits</th> </tr> </thead> <tbody> <tr> <td>Anglesey:</td> <td>10</td> <td>43</td> </tr> </tbody> </table> <p>Cluster support:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>20</td> </tr> </table> <p>Network 3-8</p> <table border="1"> <tr> <td>Anglesey:</td> <td>100</td> </tr> </table> <p>Workshop:</p> <table border="1"> <tr> <td>Anglesey:</td> <td>122</td> </tr> </table> | | Number of schools | Number of visits | Anglesey: | 10 | 43 | Anglesey: | 20 | Anglesey: | 100 | Anglesey: | 122 |
| | Number of schools | Number of visits | | | | | | | | | | | |
| Anglesey: | 10 | 43 | | | | | | | | | | | |
| Anglesey: | 20 | | | | | | | | | | | | |
| Anglesey: | 100 | | | | | | | | | | | | |
| Anglesey: | 122 | | | | | | | | | | | | |

| | |
|--|---------|
| OBJECTIVE 3 - LEADERSHIP | |
| Supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks | |
| LEADERSHIP | |
| Regional Data: | |
| | 2021-22 |
| 1. Middle Leadership Development Programme | 102 |
| 2. Senior Leaders Development Programme | 72 |
| 3. Prospective Headteachers Development Programme (preparation for NPQH) | 35 |
| 4. Development Programme for New Heads and Acting Heads | 32 |

| | |
|--|------------|
| 5. Development Programme for Experienced Heads | 17 |
| TOTAL | 258 |

Numbers following Leadership Programmes

| <u>Programme</u> | <u>2021-22</u> | <u>2022-23</u> | <u>Difference</u> |
|------------------|----------------|----------------|-------------------|
| MLDP | 74 | 86 | +14% |
| RHDAG | 29 | 41 | +30% |
| SLDP | 44 | 74 | +40% |
| RHDUA | 27 | 30 | +10% |
| | | | |
| Total | 174 | 231 | +25% |

| <u>Programme /</u> | <u>2021-22</u> | <u>2022-23</u> |
|-------------------------------|----------------|------------------|
| RhDDB (CPCP) / AHT (NPQH) | 35 | *35 applications |
| New and Acting Headteachers / | 15 | 30 |
| Experienced Headteachers | 17 | 6 |

OBJECTIVE 4 - STRONG AND INCLUSIVE SCHOOLS

Committed to excellence, equity and wellbeing

LEARNING AGAIN

Regional data :

Improving Fluency of Reading Aloud (iFOR)

- 52 schools and 66 teachers have registered and have access to online training videos.

Here are the numbers of teachers who have used Google Classroom :

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

Local Data:

Improving Fluency of Reading Aloud (iFOR)

Schools registered to access the training videos and resources in (2021/22)

| | |
|-----------|---|
| Anglesey: | 7 |
|-----------|---|

Schools registered to access the training videos and resources in (September 2022)

| | |
|-----------|---|
| Anglesey: | 3 |
|-----------|---|

| | | | | | | | | | |
|---|--|--|---------|-----------|---|-----------|---|-----------|---|
| <ul style="list-style-type: none"> Schools registered to access the training videos and intervention resources (September 2022): 31 <p>iFOR training sessions</p> <ul style="list-style-type: none"> 28 schools and 32 teachers registered to receive training and resources for the reading fluency interventions (Repeated Reading and High Frequency Words). <p>Keep Pupils Reading Project (KPR).</p> <ul style="list-style-type: none"> Number of GwE schools participating: 45 <p>Keep Pupils Reading Project (KPR). Here are details regarding teacher and parent numbers and visits to the online resources:</p> <ul style="list-style-type: none"> Number attended: 9 <p>Keep Pupils Reading Project (KPR)</p> <ul style="list-style-type: none"> Total GwE schools involved: 45 Eight schools and 16 teachers registered to access Webinar 1 and 1 school and 1 teacher signed up to access Webinar 2. <p>KPR sessions Language and Literacy Distance Learning (RILL) - PHASE 2</p> <ul style="list-style-type: none"> 33 schools were trained in RILL (58 teachers) during the 2021-22 school year, with the majority being Welsh medium Sixty-one schools have been trained in RILL during the Autumn 2022 term (RILL Welsh = 27 schools, 39 teachers; RILL English = 34 schools, 60 teachers). | <p>Keep Pupils Reading Project (KPR). Number of participating schools:</p> <table border="1"> <tr> <td></td> <td>2022-23</td> </tr> <tr> <td>Anglesey:</td> <td>3</td> </tr> </table> <p>Webinar :</p> <table border="1"> <tr> <td>Anglesey:</td> <td>1</td> </tr> </table> <p>Distance Learning Language and Literacy (RILL)</p> <table border="1"> <tr> <td>Anglesey:</td> <td>7</td> </tr> </table> | | 2022-23 | Anglesey: | 3 | Anglesey: | 1 | Anglesey: | 7 |
| | 2022-23 | | | | | | | | |
| Anglesey: | 3 | | | | | | | | |
| Anglesey: | 1 | | | | | | | | |
| Anglesey: | 7 | | | | | | | | |

| Keep Pupils Reading Project (KPR) | | |
|--|---------|---------|
| | 07/2021 | 07/2022 |
| The number of schools that have renewed license(s) directly with SR since September 2021 | 30 | 15 |
| The number of pupils who have joined Google Classroom | 40 | 40 |
| The number of staff who have joined Hwb | 71 | 73 |
| Watched Video Guides: Headsprout at home | 399 | 513 |

| | | |
|---|-----|-----|
| (Parents and staff members) | | |
| Watched Video Guides: How to use Headsprout stories (Parents) | 106 | 363 |
| Watched Video Guides: How to administer Benchmarks (Parents) | 18 | 46 |
| Watched Video Guidance: How to use Improving Fluency (Parents) | 13 | 54 |
| Watched Video Guidance: How to arrange a free trial/buy or renew a license (School Staff) | 65 | 77 |
| Watched Video Guidance: How to add pupils to the programme (School staff) | 84 | 135 |
| Watched Video Guidance: How to check scores (School staff) | 39 | 85 |
| Watched Video Guidance: How to enter Benchmark scores (School staff) | 16 | 25 |
| Watched Video Tutorials: How to access Google Classroom (Parents) | 33 | 50 |
| Webinar 1 Getting started with Headsprout | - | 2 |
| Webinar 2 Monitoring progress when using Headsprout | - | 0 |

STRATEGY TO SUPPORT PARENTS/CARERS

| | | | | | |
|--|--|-----------|----|-----------|----|
| <p>Regional Data:</p> <p>Users registered across the region:</p> <ul style="list-style-type: none"> • Helping Your Child to Learn: 378 • Helping Your Teenager to Learn: 451 | <p>Local Authority Data :</p> <p>Helping Your Child Learn:</p> <table border="1" style="width: 100%;"> <tr> <td>Anglesey:</td> <td>21</td> </tr> </table> <p>Helping Your Teenager to Learn:</p> <table border="1" style="width: 100%;"> <tr> <td>Anglesey:</td> <td>34</td> </tr> </table> | Anglesey: | 21 | Anglesey: | 34 |
| Anglesey: | 21 | | | | |
| Anglesey: | 34 | | | | |

OBJECTIVE 5- SUPPORT A SELF IMPROVING SYSTEM

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 practice

PEER ENGAGEMENT

Regional Data:

Number of schools/clusters/alliances committed:

- 206 / 37

Number of Peer Reviewers trained:

- 266

Number of Improvement Facilitators trained:

226

SCHOOLS CAUSING CONCERN

Regional Data:

Secondary schools

- Special Measures: 3
- Significant Improvement: 1

Primary schools

- Special Measures: 2
- Significant Improvement: 2

Local Authority Data

Secondary schools in statutory category

| | |
|-----------|---|
| Anglesey: | 0 |
|-----------|---|

Primary schools in statutory category

| | |
|-----------|---|
| Anglesey: | 1 |
|-----------|---|

MOTIVATE AND MENTOR

Regional Data:

Welsh Training Train the Trainer:

- 21 (56% of the whole Welsh cohort)

English Training Train the Trainer:

- 32

Level 3 Incentive Accreditation

- 2 GwE staff, 4 schools

CfW Training Train the Trainer

- 6 GwE staff

Attend Level 7 Incentive Training

- 11 GwE staff, 6 schools

Level 7 Incentive Accreditation

- 5 GwE staff, 1 school

Attend Level 7 Mental Health and wellbeing Training

- 11 GwE staff, 1 school

Local Authority Data :

| | |
|-----------|--------------------|
| Anglesey: | Eng: 5 English : 1 |
|-----------|--------------------|

| | |
|--|--|
| Attend Level 7 Incentive Supervision Training | |
|--|--|

- 5 GwE staff