



ERW

Ein Rhanbarth ar Waith
Education through Regional Working

**ERW Business Plan
2018-2019**

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The ERW Consortium is a Joint Education Service for six local authorities:

- Carmarthenshire
- Ceredigion
- Neath Port Talbot
- Pembrokeshire
- Powys
- Swansea

The Consortium is commissioned by, and acts on behalf of, the six local authorities to develop a school improvement service that challenges, monitors and supports schools to raise standards.



‘Improving Learning Together’

Mission Statement

ERW has a clear mission of actively working together to improve teaching and learning to secure the best outcomes for all learners

Our Aims and values

Equity and Fairness

Equity and excellence go hand in hand. Location, deprivation or childhood experiences should not prevent learners from reaching their maximum potential.

Our learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals.

We take pride in the job that we do and we are ambitious for all of our schools and their pupils.

We are committed to ensuring effective learning and that all pupils reach their potential.

Supportive

We celebrate and share success.

We lead by example and inspire confidence in others.

We lead by example and drive continuous improvement, by asking how we could do this better.

We focus on longer-term outcomes rather than short-term goals.

Barriers and challenges are resolved promptly and success is celebrated.

Innovation

We inspire others and continuously seek innovative solutions.

We effectively plan and anticipate change.

We act on opportunities.

We recognise problems and implement solutions

Collaboration

We listen, we reflect and we prepare well and question.

We engage and support each other by working together and developing a shared focus.

We build effective relationships with all stakeholders and partners.

We recognise people's contributions and achievements

We focus on sustainable progress and growth

Integrity

We are trustworthy and reliable

We are able to adapt to changing priorities and seek to create a positive and healthy working environment.

We stand by difficult decisions and openly acknowledge errors.

We challenge and confront poor performance

Delivering Local, Regional and National Priorities



Delivering Local, Regional and National Priorities

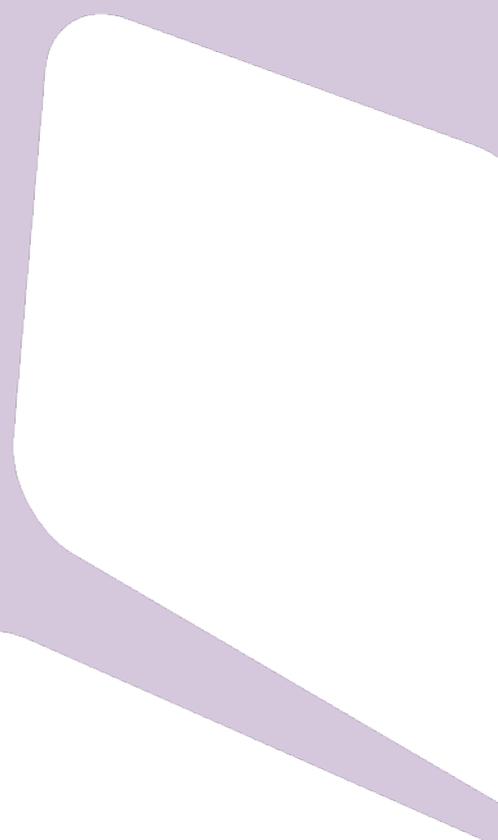
All Local Authorities within the region contribute to the regional planning process. Key objectives from local Business Plans are used to inform the regional priorities at the 1st level of regional planning.

The region is committed to delivering the National Mission. To deliver our priorities we will work collaboratively with stakeholders including the teaching profession and the wider education workforce, the Welsh Government, diocesan authorities, Trade Unions, other regional services, Estyn, the Education Workforce Council (EWC), Qualifications Wales, higher education institutions and others.

The region is confident in tackling identified challenges and building on our strengths. This requires prioritising the most important aspects of our work and targeting the necessary support to both schools and learners in a timely way. Responding proactively to the objectives set out in Qualified for Life 2 and a Curriculum for Wales a Curriculum for Life will continue to require a significant focus on workforce support and development. These key drivers of education in Wales currently, reflect well the direction in which the region has been steered in recent years. As a region we are strengthening existing partnerships with higher education and supporting school staff to rebuild confidence and morale whilst re-skilling for a digital future.

We are committed to supporting a self-improving system. Working in partnership with schools and local authorities, we share our support and resources to improve our school system and as a result, raise standards and performance in the region. The system is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development. It is not about labelling or creating league tables. Welsh Government guidance places an emphasis on schools' own assessment (self-evaluation) of their quality of teaching and learning and ability to help other schools to improve. One of the recommendations from OECD's report last year was that Welsh Government should consider making school self-evaluations more prominent in the School Categorisation System. This approach has been consistently implemented.

National Mission for Wales





National Mission for Wales

“Our national mission is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.”

Kirsty Williams, Cabinet Secretary for Education

The region’s Business Plan is effectively structured to deliver the priorities and to address the challenges as set out in ‘Education in Wales: Our national mission’ 2017

The region is:

- clear about key roles of leaders as effective planning and providers of intelligence into the system to enable all our schools to play their part in improving learner outcomes and well-being.
- knowledgeable about educational inequities within and between partnerships/alliances and able to address them by moving knowledge and expertise; the region is key to facilitating cross-sectoral and multi-agency collaboration to support those in greatest need
- working collaboratively across the whole of Wales to mobilise expertise and minimise duplication of effort and cost – to do this, and will continue to operate at a regional scale to build capacity and enable services to target resources and activity effectively towards schools working together

well led by education professionals who have the intellectual, practical and shared understanding of education leadership within our system – leaders are driven by the curriculum’s four purposes, provide good-quality vision and build strong evolving partnerships.

Approach to School Improvement

‘Regional consortia now provide school improvement services on behalf of local authorities. These consortia increasingly provide ‘support’ for schools, although their emphasis is still too much on accountability and on ‘challenging’ schools.’

*The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales
2016–2017*

‘School-to-school collaboration provides the means of circulating knowledge and strategies around the system; it provides an alternative way of supporting struggling schools to that of exercising top-down intervention; and it develops collective responsibility among all schools for all students’ success.’

(OECD, 2014 p.77.)

The region strives to deliver a consistent school improvement service, focused on challenge and support strategies that improve teaching and learning in classrooms and lead to improved pupil attainment and progress in all schools. Our aim is to build school capacity through support, challenge and intervention so that schools become self-improving, resilient organisations. We strive to provide high quality differentiated support to schools in line with the national categorisation system. We facilitate school led support and intervention programmes at a peer to peer, department to department and school to school level according to the area of need that has been identified within the school.

The region will build school capacity through continuing support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners. This regional strategy for a self-improving system is well underway and is firmly founded in the principles of school to school improvement.

‘This is what is meant by a ‘self-improving system’ – one that builds capacity, helps to increase ownership of school improvement at school level, and moves expertise and best practice around the system.’

*The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales
2016–2017*

Lead Schools will be identified with the specific purpose of building capacity for a self-improving school system within the context of delivering the Menu of Support. These schools will need to have a record of sustained self-improvement and strong leadership.

The brokerage and improvement support is differentiated in relation to a school's capacity to improve and commission/broker its own improvement support. Where a school is assessed as performing well or having the capacity to secure its own improvement it will be free to use its budgets to draw down and use the services as appropriate to its circumstances and improvement needs. Where, however, a school has low attainment and poor pupil progress – and/or lacks the capacity to secure improvement in general or in a specific area – the consortium will arrange the necessary improvement support on behalf of the school in consultation with the headteacher and governing body. To support this process, we identify schools within the region that are self-sustaining and resilient, and utilise resources to commission those schools to deliver school to school support without causing a decline in the standards in their own schools.

‘greater collaboration and trust among stakeholders are essential for realising the country's objective of a self-improving school system’.

(OECD, 2017, p.49)

Centrally, we provide effective professional development for challenge advisers to allow them to have the right skills and knowledge to do their job effectively. To enhance support to schools the region will employ a Leader of Learning in each network to support the implementation of a regional initiative to improve teaching and learning, develop the implementation of Successful Futures and support the roll out of the new teacher standards. This model of providing support to schools through networks is delivery and funding model to strengthen support for improving Teaching and Learning, and the implementation of A Curriculum for Wales, A Curriculum for Life and the new teacher standards.

The region also employs recent and successful school practitioners as Leaders of Learning to support GCSE delivery and the implementation of a regional initiative to improve teaching and learning within clusters. Leaders of Learning work closely with teachers in their classrooms with a clear focus on improving teaching and pedagogy in order to raise pupils' attainment.

The region will deliver Wales' ambition that all schools develop as learning organisations, in keeping with OECD principles. Schools as learning organisations have the capacity to adapt more quickly and explore new approaches, with a means to improving learning and outcomes for all their learners.

The Welsh school as a learning organisations focuses on realising seven dimensions:

- Developing and sharing a vision centred pm the learning of all students;
- Creating and supporting continuous learning opportunities for all staff;
- Promoting team learning and collaboration among all staff;
- Establish a culture of inquiry, and collaboration among all staff;
- Embedding systems for collecting and exchanging knowledge and learning;
- Learning with and from the external environment and larger learning system;



The Welsh Language

ERW is committed to the Welsh language and its prosperity, and the language is an integral part of all the administrative procedures of the organisation. We consider the Welsh language to be a central element of the identity of the Region, and we will continue to do as much as we can to promote the language and its use.

As an organisation, we encourage staff and stakeholders to use Welsh in the workplace as much as possible, and support is provided to build confidence and improve the bilingual capacity and skills of staff and stakeholders in order to normalise the use of the Welsh language in the organisation's internal administration. In our Welsh Language Scheme, we have adopted the central principle of the Welsh Language Act 1993, which is that we will treat the Welsh language on an equal basis to the English language, and we are committed to implementing this principle as we conduct our business and provide services to the public. This principle is at the core of the support that we provide to schools, and we are committed to providing a bilingual service for all schools in the region. In order to carry out our work effectively, this means that we require officers with appropriate levels of Welsh-language skills. In each case, therefore, as we recruit, we will consider what level of language skills are required before deciding whether Welsh is a desirable or essential skill. In each case, as in schools, ERW will expect its staff to increase their linguistic competence, and we will provide support and training to enable this increase.

In accordance with the vision *Cymraeg 2050: A million Welsh speakers* (2017) and *Education in Wales: Our national mission 2017-21*, ERW plans its actions with the aim of contributing to the Government's objectives and targets, as outlined in these strategies. Education has a pivotal role in achieving a million Welsh speakers by 2050, and we will be producing and implementing a strategy to increase and strengthen the status of the Welsh language in education across the region. By means of our strategy, we will demonstrate leadership, set targets, and determine upon priorities for action for ourselves and our stakeholders; and through purposeful collaboration and effective investment of time and resources, we will ensure continued progress against Government targets. In accordance with the *Education in Wales* mission, our goal is to ensure that, through our nation's mission to reform education, all learners develop their Welsh-language skills and use the language confidently.

It is an exciting period for education in Wales, and we have the opportunity to ensure that the Welsh language is central to our ambitious and essential reforms. From the preparation of the new curriculum to the professional development of the education workforce and the reform of how we support our learners with additional learning needs, ensuring that the Welsh language is considered at the heart of these developments will be a key priority.

(Welsh in education: action plan 2017-21)

Our Business Planning Process

The Business Plan is approved by Joint Committee and is part of a planning cycle that takes account of:

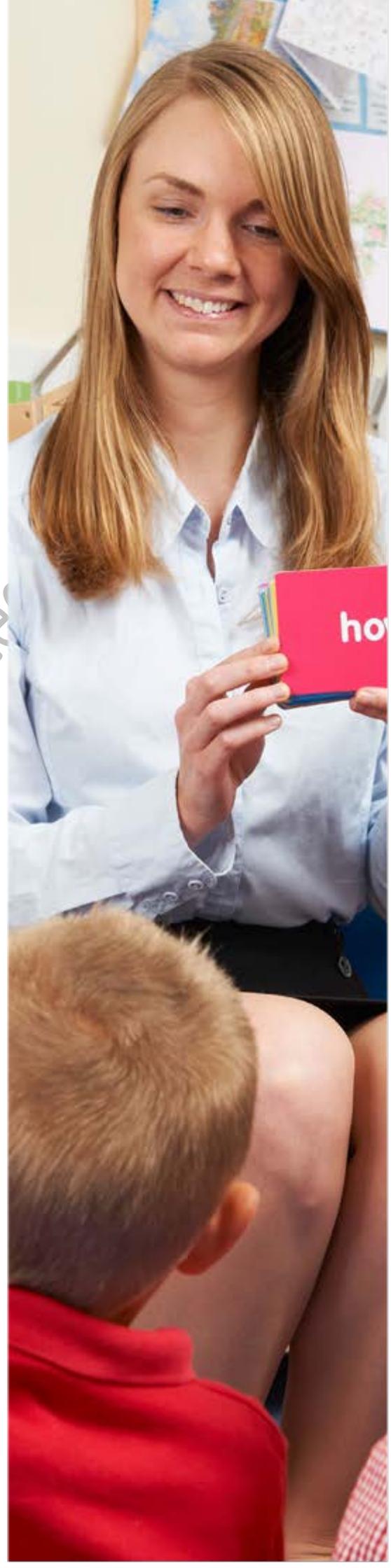
- Aspects within the business plan 17/18 that were identified to be developed in 18/19
- The outcomes of self-evaluation, including performance analysis
- Emerging requirements of local authorities
- National priorities – as set out in The National Mission and its enabling objectives
- Cross consortia planning
- Feedback from Estyn

For each of the priorities there is an operational plan that outlines how and when the aspects of each priority will be delivered. These include key success criteria against which progress is measured. The ERW leadership team is responsible for ensuring that leads for the operational plans implement, monitor and evaluate the impact of the plan. Progress is reported to the Advisory Board and Joint Committee each term.

In addition we will:

- Provide an annual Self Evaluation Report (SER) to the Joint Committee
- Provide at least one performance report to the six Scrutiny Committees, usually in January of each year
- Produce a summary SER each term to the Advisory Board including our live in year evaluations against the priorities
- Monitor a monthly dashboard against in year data collections and inspection outcomes
- Review the performance of red and amber schools termly with authorities
- Report termly to the Welsh Government's Challenge and Review sessions

Improvement Priorities



We have identified four improvement priorities that match with the enabling objectives of The National Mission:

- **To develop a high-quality education profession**
- **To develop inspirational leaders and to facilitate them working collaboratively to raise standards.**
- **To develop strong and inclusive schools that are committed to excellence and wellbeing.**
- **To develop robust assessment, evaluation and accountability processes that support a self-improving system**

A supporting “making it happen” objective supports delivery of all of the priorities. Operational plans underpin each improvement priority.

Value for Money Framework

ERW seeks to ensure excellent value for money, opportunities to make efficiencies as well as evaluating the impact on outcomes over all. The evaluation of a range of information and evidence enables us to come to a judgement on the effectiveness and value for money provided by ERW in pursuit of each business plan objective. This means that we need to assess whether or not we have obtained maximum benefit from the goods and services both acquired and provided within the resources available. In addition, we need to judge whether strategies and interventions have been more successful than if implemented differently.

There are a range of aspects contributing to the judgement. The framework has seven aspects contributing to the judgement. Economy, efficiency, added value, collaborative advantage, effectiveness, sustainability and quality.

Economy – minimising the resources used

Efficiency – relationship between output from services and the resources used to produce them

Effectiveness – relationship between outcomes and impact

Sustainability – including succession planning and professional development and capacity building

Collaborative advantage – making the most effective use of each other’s combined capacity

Added value - Gaining more than the optimum expectation.

Quality -Securing better quality and a focus on improvement.

All Value for money reports are reported within the ERW governance structure and inform the self-evaluation, risk register and financial planning.

Plan Priorities

- 1. Developing a high quality education profession that has a positive impact on learners' progress and standards**
The region will support our teachers to be lifelong professional learners that reflect on and enhance their own practice to motivate and inspire the children and young people in their care. The region will support schools to develop pedagogy and practice in order to effectively prepare for 'A curriculum for Wales, a curriculum for life.' The region will support, challenge & intervene in schools by implementing a rigorous and consistent approach to ensure that all schools have a clear understanding of what constitutes consistently high quality teaching and learning for all learners. The region will ensure that assessment information is used diagnostically to influence teaching, learning and learner progress and secure robust reliability procedures for end of key stage assessments
- 2. Ensure Inspirational leadership has a positive impact on provision and standards**
The region will prioritise developing system leadership as a prime driver of education development across our schools. Promoting and supporting effective, collaborative leadership will therefore be central to our delivery. The region will develop effective school leadership and increase capacity across the region by developing universal and targeted support, challenge and intervention for current and aspiring school leaders at all levels. The region will develop and implement a comprehensive programme of professional learning in order to promote high expectations and develop knowledge, skills, personal qualities, values and professional characteristics that will enable leaders to offer consistently high quality education in all schools
- 3. Develop strong and inclusive schools committed to excellence, equity and well-being**
All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. The region is committed to delivering a fair and fully inclusive education system ensuring where schools across the region are equipped to support all learners in a manner which minimises obstacles and maximises the opportunities for reaching their full potential. The region will continue to develop the workforce so that schools can receive the necessary levels of support and challenge around inclusive practice.
- 4. Develop robust assessment, evaluation and accountability arrangements supporting a self-improving system**
Through the use of evidence-based approaches and co-construction, we will deliver a coherent assessment and evaluation framework that will ensure effective accountabilities so that schools, LAs and The region play full part in delivering the best for our learners and their teachers. We will encourage and acknowledge schools that are collaborative and supportive of each other and will ensure that smaller and rural schools are better supported to play their full part in a collaborative self-improving school system.
- 5. Developing an Efficient & Effective Organisation**
Our priority is to ensure an effective and efficient governance, leadership and business support that provides excellent value for money.

Priority 1: Developing a high quality education profession that has a positive impact on learners' progress and standards.

To ensure that a high quality education provision is developed across the region, we will:

- 1.1 Support schools to utilise the teaching standards.
- 1.2 Develop a coherent and comprehensive professional learning offer
- 1.3 Increase the capacity of professionals at all levels of the system to become research engaged and well informed through partnerships and collaboration with HEIs
- 1.4 Build capacity and support to meet the ambition of Cymraeg 2050.
- 1.5 Support development of a world class curriculum through Improved learning, teaching and assessment, focusing on pedagogy in the classroom
- 1.6 Work with HEIs to develop ITE models in partnership with schools

Improvement Priority	What we will do in 2018-19
1.1 Support schools to utilise the teaching standards.	<p>Support the adoption of the new professional standards by serving teachers and head teachers</p> <p>Providing guidance to ensure that all teachers, including supply teachers, have access to an individual professional learning plan</p>
1.2 Develop a coherent and comprehensive professional learning offer	<p>Improve the professional learning offer to ensure it is fit for purpose and meets the National Approach to Professional Learning</p> <p>Develop the workforce strategy to ensure that all practitioners have access to a high quality development offer at every stage of their professional career and that recruitment and retention challenges are reflected in the workforce strategy</p> <p>Supporting the national development and regional delivery of pathways for Learning Support Workers.</p>

<p>1.3 Build capacity and support to meet the ambition of Cymraeg 2050</p>	<p>Work with LAs and schools to develop appropriate support for schools to ensure effective implementation of policy</p> <p>Develop capacity and confidence of school practitioners across the region</p>
<p>1.4 Support development of a world class curriculum through improved learning, teaching and assessment, focusing on pedagogy in the classroom</p>	<p>Work with pioneers to continue to develop the regional approach to curriculum reform</p> <p>Improve learning, teaching and assessment, focusing on pedagogy in the classroom</p>
<p>1.5 Work with HEIs to develop ITE models in partnership with schools</p>	<p>Develop ITE models in partnership with Universities</p> <p>Collaborating with HEI and ITE providers to ensure high quality initial education and readiness to enter the workforce</p> <p>Continuing to work collaboratively with key partners to attract and retain high quality teachers through the #Discover Teaching campaign</p>

Priority 2: To ensure Inspirational leadership has a positive impact on provision and standards

To ensure that standards are raised across the region through the development of inspirational leaders we will:

2.1 Support leaders to ensure they are well positioned to deliver in-line with the reform agenda.

2.2 Consult and develop future collaborative improvement models led by school leaders building on existing developments

2.3 Support, improve and develop school governance

2.4 Develop further support for new school leadership models

Improvement Priority	What we will do in 2018-19
<p>2.1 Support leaders to ensure they are well positioned to deliver in-line with the reform agenda.</p>	<p>Continue to develop and offer a high-quality professional learning programme against all the leadership milestones, map against National Academy for Educational Leadership (NAEL) endorsement criteria</p> <p>Tighten processes to ensure leadership support is provided as part of a holistic improvement support plan, recognising interdependence of all interventions</p> <p>Providing an extensive portfolio of leadership development opportunities available for the regional education community. To include: Middle Leader, Aspiring Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher</p> <p>Providing secondary school leaders opportunities to experience and learn from a range of successful</p>

	<p>settings within and beyond the region</p> <p>..</p>
<p>2.2 Consult and develop future collaborative improvement models led by school leaders building on existing developments</p>	<p>Develop, pilot and evaluate models</p> <p>Work with other consortia to share learning with wider system</p> <p>Further develop the delivery model to enable schools to take leadership of it</p>
<p>2.3 Support, improve and develop school governance</p>	<p>Work with LAs and Welsh Government to review support for governors</p> <p>Develop and implement annual training and development programme for governors and evaluate</p> <p>Continue to offer a Professional Learning Offer that includes Mandatory Training and Strategic Development Programmes for Governors</p> <p>Make E-Learning available for each priority area from within the professional learning offer for governors.</p> <p>Providing support to Governing Bodies that require improvement by sharing and promoting best practice.</p>
<p>2.4 Develop further support for new school leadership models</p>	<p>Work with LAs and WG to define and respond to systemic barriers to federation</p>

	Develop challenge adviser and wider staff team's understanding of federation to enable them effectively to support and inform schools
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Priority 3: To develop strong and inclusive schools committed to excellence, equity and well-being

To ensure that we develop strong and inclusive schools across the region we will:

3.1 Ensure all vulnerable groups are monitored and supported to reach their full potential (including FSM and LAC).

3.2 To work with partners on effective measurements of well-being and attitudes to learning

3.3 Ensure effective links in professional learning in relation to ALN and wellbeing.

3.4 Improve the pace of improvement in underperforming schools.

3.5 Ensure that the needs of schools are identified and met effectively

Improvement Priority	What we will do in 2018-19
<p>3.1 Ensure all vulnerable groups are monitored and supported to reach their full potential (including FSM and LAC).</p>	<p>Support schools and settings to improve their use of the Pupil Development Grant (PDG) and to develop more integrated approaches to reducing the impact of poverty on outcomes</p> <p>Work with partners to provide a more coherent approach to the relationship between education provision and other services available to support schools in disadvantaged areas</p> <p>Map the professional learning offer to the workforce in relation to meeting the needs of MAT and eFSM learners, ensuring challenge advisers and strategic team are fully engaged</p> <p>Review quality assurance processes of this provision and ensure that the information gained is used effectively in shaping future provision</p> <p>Ensure consortium staff have access to safeguarding information and training</p>
<p>3.2 To work with partners on effective measurements of well-being and attitudes to learning</p>	<p>Link with LAs, schools and stakeholders to review strategies being used to measure well-being</p>

	<p>Ensure that school improvement staff are trained to support schools in improving safeguarding, wellbeing and attitudes to learning, including the effective brokering of support</p>
<p>3.3 Ensure effective links in professional learning in relation to ALN and wellbeing.</p>	<p>Ensure that school improvement and consortium staff are fully aware of the implications of the ALN bill</p> <p>Ensure data for vulnerable pupil groups continues to be tracked and analysed when making judgements about pupil progress and standards</p> <p>Link with regional ALN transformation network, supporting their work where required</p>
<p>3.4 Improve the pace of improvement in underperforming schools.</p>	<p>Ensure that all schools and settings receive high quality bespoke support in line with their needs to accelerate progress and improve outcomes.</p> <p>Further develop pupil level target setting and progress measures for all learners and groups of learners across all key stages using prior attainment information and WG modelled estimates where appropriate.</p> <p>Review the quality of provision at KS3 across the region, providing support to accelerate improvement, focusing on the development of pupils' skills in literacy, numeracy, IT and reducing within school variation.</p> <p>Continue to work closely with LAs to ensure a more consistent approach to schools causing concern and the use of statutory powers to accelerate progress.</p> <p>Review processes around Schools Causing Concern including an evaluation of support plans, Consortium policy and the reporting of progress</p>

3.5 Ensure that the needs of schools are identified and met effectively

Review how need is identified, the strategies used to meet that need and the impact of the provision evaluated

Ensure that need within the region is met for key priorities such as literacy, numeracy, Digital Learning, SRE and closing the gap

Draft Pending Joint Committee Approval

Priority 4: To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

To ensure that the self-improving system is supported by robust assessment, evaluation and accountability arrangements across the region we will:

4.1 Develop a mature self-improving system based on accurate and robust self-evaluation, that will clearly identify what schools are accountable for and encourage all schools to pursue the success of all learners.

4.2 Support schools to implement the new accountability measures to maximise pupil progress.

4.3 Implement data, research and evaluation strategies to deliver effective school improvement.

Improvement Priority	What we will do in 2018-19
<p>4.1 Develop a mature self-improving system based on accurate and robust self-evaluation, that will clearly identify what schools are accountable for and encourage all schools to pursue the success of all learners.</p>	<p>Robust delivery of support and challenge for identified departments leading to improvements in provision and outcomes.</p> <p>Contribute to consultation regarding the framework of assessment and evaluation for schools</p> <p>Following publication of the Framework, agree principles for data collection across the region (if required), as well as establish a support programme staff, schools and governing bodies</p> <p>Engage with other consortia to consider joint consortia plan to establish agreed work plan and share best practice</p> <p>Review the role of the Consortium in relation to the support and challenge of all groups of learners (including MAT)</p> <p>Review the role of the Consortium in relation to the support and challenge at Post-16</p>
<p>4.2 Support schools to implement the new accountability measures to maximise pupil progress.</p>	<p>Support schools to ensure the effective development of pupil skills at all phases. Continue to develop the model of a school-led, self-improving system where resources are transferred to schools to lead improvement</p>

	<p>Review the model to ensure support and programmes are based upon regional needs analysis in line with the objectives of the National Mission and in line with the national approach to professional learning</p> <p>Continue to build capacity to use research and evaluation effectively to provide evidence of impact and value for money</p>
<p>4.3 Implement data, research and evaluation strategies to deliver effective school improvement.</p>	<p>Develop research strategy and establish research practice partnerships</p> <p>Increase the capacity of professionals at all levels of the system to become research engaged and well informed through partnerships and collaboration with HEIs</p>

Priority 5: Developing an Efficient & Effective Organisation

To ensure that high quality education provision is developed across the region, we will:

- Ensure that Governance and structure are fit for purpose for our schools.
- Management of the region is coherent, well communicated and focused on delivery of the business plan.
- Ensure effective, transparent financial and workforce planning

Improvement Priority	What we will do in 2018-19
5.1 Governance and structure are fit for purpose for our schools.	<p>Complete governance review</p> <p>Complete development and Implementation of the new corporate and individual Performance Management Cycle</p>
5.2 Management of the region is coherent, well communicated and focused on delivery of the business plan.	<p>Introduce renewed cycle of governance meetings</p> <p>Introduce cycle of communication/ relationship management meetings between leadership team and stakeholders</p>
5.3 Ensure effective, transparent financial and workforce planning	<p>Complete Medium Term Financial Plan</p> <p>Complete Action Plan to Address Audit Findings</p> <p>Refresh Risk Management Strategy</p> <p>Complete Workforce Strategy</p> <p>Complete actions on securing both accommodation and agile working</p>

Outcome Measures

1. Developing a high quality education profession that has a positive impact on learners' progress and standards	2. Ensuring Inspirational leadership has a positive impact on provision and standards	3. Developing strong and inclusive schools committed to excellence, equity and well-being	4. Developing robust assessment, evaluation and accountability arrangements supporting a self-improving system
1.1 All teachers utilise the Professional Teaching Standards. All schools have high quality teaching and as a result, the proportion of schools being judged to have good or better for teaching increases. Within school variation in the quality of teaching will reduce	2.1 All leaders utilise the Professional Leadership Standards to lead effective learning organisations and as a result are well led. Consequently, the proportion of schools in any statutory category reduces.	3.1 All schools provide high quality care, support and guidance for their pupils which has positive impact on wellbeing and progress. As a result, the proportion of schools being judged to be good or better in these areas increases.	4.1 All schools are provided with high quality support and challenge which has a positive impact on improving the quality of standards, leadership and provision. As a result, the proportion of schools in any statutory category or judged to be A or B increases.
1.2 All schools develop as learning organisations enabling their staff to use research effectively to improve students' outcomes	2.2 Future leaders are identified. Targeted professional learning results in expressed routes to leadership at all levels.	3.2 All schools adhere to the regulations and guidance outlined in the ALN bill in order to ensure best outcomes for pupils with ALN during this period of transition.	4.2 The system has accurate and robust self-evaluation and improvement planning processes, which promotes an effective learning organisation at all levels. This will result in improving the quality of standards, provisional and leadership.
1.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme.	2.3 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme.	3.3 Shortcomings in provision for wellbeing and support are quickly identified and rapid intervention is provided through a regional strategic programme.	4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils
1.4 Highly effective teachers are identified and used to support the	2.4 Highly effective leadership is identified and used to support the	3.4 Highly inclusive schools are used to support the development of a self-improving system	4.4 The region identifies high effective practice in all areas and uses this well to support

development of a self-improving system.	development of a self-improving system.		the development of a self-improving system
1.5 All teachers at all stages of their professional development will have access to high quality professional learning and support to improve their practice.	2.5 The region collaborates effectively with all regions and the Leadership Academy to establish a high quality professional learning offer for all leaders	3.5 All schools are aware of the impact of Adverse Childhood Experiences and the school processes and systems as well as teaching and learning strategies that enable pupils to overcome resulting barriers to learning	4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.
1.6 All teachers will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life'	2.6 All leaders will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life'	3.6 All schools make effective use of PDG which has a positive impact on progress and standards for vulnerable pupils.	
1.7 The region collaborates effectively with all regions to establish a high quality professional learning offer for all leaders	2.7 All schools provide value for money for their pupils.	3.7 All schools have effective transition processes which support all pupils to progress through their education.	
1.8 The region collaborates well with ITEs to ensure all teachers enter the profession well prepared and supported	2.8 Local Authorities, the region and schools work collaboratively support the 21 st century schools' agenda.	3.8 All support staff development will have access to high quality professional learning and support to improve their practice.	

5. Ensure effective business improvement	
5.1	The region's Governance arrangements are effective, respected and transparent
5.2	The value for money framework is core to all of the region's strategic planning.
5.3	All internal and external audit reports will highlight strengths in financial management. Shortcomings are rapidly addressed
5.4	The region has effective risk management that leads to early and effective intervention to mitigate identified risks.
5.5	The region has highly effective performance management processes to support all members of staff to secure a highly effective organisation
5.6	The region has effective, robust and equitable HR processes in place
5.7	The region has effective systems that promote agile working and secure efficient use of time and avoid duplication
5.8	The region has a continuous, robust and accurate evaluation of all of its strategies and their implementation.
5.9	The region communicates well with all of its stakeholders, including regular meetings between all HTs and the ERW MD
5.10	The region adheres to health and safety regulations and ensures all staff are provided with a healthy and safe working environment.
5.11	The region makes intelligent use of data, research and evaluation to inform its work and deliver effective school improvement.

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Self-Improving System
Perchennog Plan Owner	Mark Ford
Aelodau'r Tim: Team Members:	MF / SLP/ IA
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan <ol style="list-style-type: none"> 1.1 All schools are well led and as a result, the proportion of schools in any statutory category decreases and judged to be A or B increases 1.3 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme 1.4 Highly effective leadership (A) is identified and used to support the development of a self-improving system. 1.5 The region collaborates effectively with all regions and the leadership academy to establish a high quality professional learning offer for all leaders 2.4 Highly effective teachers are identified and used to support the development of a self-improving system. 3.4 Highly inclusive schools are used to support the development of a self-improving system 4.4 The region identifies high effective practice in all areas and uses this well to support the development of a self-improving system 	

Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	<p>Further develop (through research, evaluation and review) and communicate to school leaders the principles and practices of a self-improving school system at regional level.</p> <ul style="list-style-type: none"> • Report on findings from Boston Study Visit / National dimension • Use the HT Rep Board to disseminate and further co-construct school to school collaboration • ERW conference – Self-Improving School System • Developing effective school to school collaboration – workshops for Senior Leaders included in Menu of Support 	MF MF MF MF	April 2018 May 2018 September 2018 September 2018	May 2018 July 2019 October 2018 July 2021	SIS
2.	<p>Identify effective school leaders (senior and middle level) through ChAd visits, school outcomes and LA feedback to develop a 'regional lead school' matrix to build capacity for school to school support and utilised by SPT.</p> <ul style="list-style-type: none"> • Regional lead school matrix designed and ready to populate with: <ul style="list-style-type: none"> - Lead Support School - Middle Leaders - Headteacher - Senior Leaders - PDG -Foundation subjects 	MF MF SLP / IA MF MF CM	April 2018	July 2018 Reviewed and updated half-termly	SIS
3.	SPT set-up that uses challenge adviser and regional 'intelligence' to ensure timely, appropriate and effective school to school support to swiftly address performance / capacity concerns or shortcomings. (eg. Acting HT, New HT, HT, middle leaders)	AT MF	September 2018 March 2018	September 2018 July 2018	SIS

	<ul style="list-style-type: none"> Lead School S2S reviewed regularly using Extended Strategy/Prin.ChAd meetings SPT brokers, monitors and reviews school to school support 	AT / MF	September 2018	September 2019	
4.	<p>Further develop school to school collaboration strategies across the regional self-improving system continuum to support the development of highly effective teachers. (Professional Learning School Partnerships, DOLEN, Network cluster LoL, Leaders of Learning.)</p> <ul style="list-style-type: none"> Work with ChAds to ensure all 'green' schools' sharing effective practice on Dolen Work with ChAds to ensure majority of schools sharing effective practice on Dolen Raise profile of Dolen in supporting school to school work through senior leader workshops Professional Learning Schools Partnerships set-up to support collaborative learning in priority areas: <ul style="list-style-type: none"> - phase 2 More Able and Talented strategy - Post 16 professional learning schools - Tackling deprivation professional learning schools - Leading a research-informed learning organisation - others as prioritised Network LoL / LoL – see 'Improving Teaching and Learning' level 3 plan 	MF MF MF MF MF MF / DE MF / JN MF / DB	April 2018 April 2018 September 2018 April 2018 June 2018 April 2018 October 2018	July 2018 July 2018 July 2019 March 2019 March 2019 March 2019 July 2019	SIS
5.	<p>School to school challenge / evaluation strategy developed to support robust evaluation and quality assurance – regionally and at school level.</p> <ul style="list-style-type: none"> Pilot school to school peer review created, implemented, evaluated Phase 1 implementation to selected schools – implemented, evaluated Decisions on format and implementation for further roll-out as part of categorisation and/or menu of support 	MF / AT MF MF MF/AT	April 2018 October 2018 January 2019	July 2018 December 2018 July 2019	SIS

6.	<p>'Regional lead school matrix' used to share expertise and support delivery on the range of leadership and teaching programmes, eg. Middle leaders, new HT, Welsh language provision, Mathematics provision, etc.</p> <ul style="list-style-type: none"> • Programme leads interrogate <i>RLSM</i> and all programmes benefit from high level input from effective leaders and practitioners. 	IA / SLP / YJ / TF	September 2018	July 2019	SIS
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Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used - . Continue to employ retrospective funding for school to school support work as oppose to up-front release of money. Utilising current and developing online systems to collate, monitor and allocate resource and relevant information
- Efficiency – relationship between output from services and the resources used to produce them – Intelligent brokering of collaboration/support to ensure schools used and time allocated aligned to high expectations at outset. Monitoring through Support Log.
- Effectiveness – relationship between outcomes and impact – all strategies and partnerships will be evaluated against expectations/success criteria. High priority strategies scrutinised with third party research-based evaluation.
- Sustainability – including succession planning and professional development and capacity building - research-based approach taken that will secure success factors that ensure effective and sustainable school to school working. Capacity of schools to work in partnership increases as systems refined further. Brokering and monitoring role of Challenge Advisers supported through professional development.
- Collaborative advantage – making the most effective use of each other’s combined capacity - Working to further promote a self-improving system by encouraging school to school support. Research based approach identifies effective working that maximises synergy and this can be shared across the system.
- Added value - Gaining more than the optimum expectation. – supporting, extending and refining school to school relationships through utilising ERW resources, including network leaders of learning, Challenge Advisers, so that improvements are capitalised on and spread across the system.
- Quality -Securing better quality and a focus on improvement – systems and 'resources' reviewed, evaluated and developed as appropriate to ensure maximum impact relative to resource utilisation.

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Improving Leadership
Perchennog Plan Owner	Aneirin Thomas
Aelodau'r Tim: Team Members:	JB / YJ / MF / DB / TF / AT / AE / SLP / CM / SPT
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan <p>1.2 All schools are well led and as a result, the proportion of schools in any statutory category decreases and judged to be A or B increases</p> <p>1.6 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme</p> <p>1.7 The region collaborates effectively with all regions and the leadership academy to establish a high quality professional learning offer for all leaders</p> <p>1.8 The region collaborates effectively with all regions and the leadership academy to establish a high quality professional learning offer for all leaders</p> <p>2.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme</p> <p>3.6 All schools make effective use of PDG which has a positive impact on progress and standards for vulnerable pupils.</p> <p>4.1 All schools are provided with high quality support and challenge which a positive impact on improving the quality of standards, leadership and provision. As a result, the proportion of schools in any statutory category decreases and judged to be A or B increases</p> <p>4.2 All schools have accurate and effective self-evaluation and improvement planning processes which result in improving the quality of standards, provisional and leadership.</p>	

4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils					
4.4 The region identifies high effective practice in all areas and uses this well to support the development of a self-improving system					
4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Strategy in place to develop the leadership of schools as research informed, effective learning organisations.	YJ, MF, DB	July 2018	July 2019	SIL
2.	Effective use of the half termly Headteacher Representative Board Meetings to ensure that current, relevant and accurate information is disseminated to support effective school leadership	AT	April 2018	July 2019	SIL
3.	Regional consultation with Teaching Unions, Human Resources and other stakeholders supports headteachers to ensure that schools are well led	AT, AE	April 2018	July 2019	SIL
4.	By Sep 2018 ERW meets the national learning offer expectation and this offer is available to all school leaders in order to enhance their performance	TF	September 2018	July 2019	SIL
5.	Milestone opportunities for acting, new, existing and executive headteachers provide appropriate professional development; audit of post holders completed at the start of the Autumn Term	YJ, TF	September 2018	July 2019	SIL
6.	Identify HT new to post both permanent and acting. LA to identify and appoint Mentors; audit of postholders completed at the start of the Autumn Term	TF	September 2018	July 2019	SIL
7.	Regional representative to engage with the 4 regions and the Leadership Academy to ensure the region is well represented and to ensure key information is effectively disseminated	TF	April 2018	July 2019	SIL
8.	Liaise effectively with Lead ChAds to <i>identify</i> effective leadership practice to build and inform the <i>Regional Lead School Matrix'</i> that will be used to build capacity for a self-improving system.	SLP / MDF	April 2018	July 2019	SIL

9.	Engage with the national leadership academy to evaluate and develop the offer for middle leaders	SLP/TF	April 2018	July 2019	SIL
10.	<i>Regional Lead School Matrix</i> used to provide leaders with excellent practice to disseminate on leadership programmes, eg. middle leaders courses	SLP	April 2018	July 2019	SIL
11.	Challenge Adviser Support visits ensure that early identification of needs and shortcomings in leadership are swiftly addressed by the SPT to provide timely, appropriate and effective support for HT's / Senior Leadership Teams as part of a self-improving system.	YJ SPT	April 2018	July 2019	SIL
12.	All leaders have access to clear guidance on effective use of PDG which highlights evidence of best practice within the region.	CM	April 2018	July 2019	SIL
13.	Network of effective leaders for key strategies, for example PDG Leads, identified and used to advise and guide on implementation and provide capacity for school to school working.	DW	April 2018	July 2019	SIL
14.	Provide suitable support for school leaders to develop the relevant digital skills to fulfil their role effectively	GM	April 2018	July 2019	SIL
15.	Engagement with the national review of ITE to ensure that ERW remains at the forefront of this development and can provide appropriate resources and opportunities	SLP, TF	April 2018	July 2019	SIL
16.	Implement a professional learning programme for all new headteachers	TF	April 2018	July 2019	SIL
17.	Ensure all Middle leaders are introduced to the PLP and are trained to use the professional leadership standards effectively	SLP	April 2018	July 2019	SIL
18.	Seconded senior leaders to use the PLP and leadership standards to reflect and record professional development	SLP	April 2018	July 2019	SIL
19.	Provide a new and aspiring middle leaders course that responds to need in each local authority, including a research project that impacts on pupil outcomes	SLP	April 2018	July 2019	SIL

20.	SPT to prioritise appropriate support for middle leaders from schools in statutory category, including bespoke school to school support and attendance at middle leadership course.	SPT/ SLP	April 2018	April 2019	SIL
21.	Support schools to develop high quality and effective tracking systems to secure progress for learners.	IA, AE, AT	April 2018	April 2019	SIL

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

Economy – minimising the resources used

- Avoid duplication of work in schools and the region
- Ensure Leadership support is effective and bespoke
- Ensure school to school work is monitored effectively and streamlined appropriately
- Schools will work together to provide better value for money and enhanced support

Efficiency – relationship between output from services and the resources used to produce them

- Resources will be developed collaboratively to avoid duplication
- All resources will be shared via electronic platforms
- Sustainable methods will be employed to ensure staff are not a required resource to develop resources but that schools can change and implement themselves

Effectiveness – relationship between outcomes and impact

- All work will have clear success criteria and impact monitoring will take place on a quarterly basis
- Leadership support provided by regional officer and schools will be monitored closely to ensure effective impact

Sustainability – including succession planning and professional development and capacity building

- All work is about building capacity for the future so less finance and support is required.
- All staff are trained to identify activities that will build capacity and secure future and ongoing improvement

Collaborative advantage – making the most effective use of each other’s combined capacity

- Cluster working will drive collaborative working
- School leaders and regional officers will collaborate effectively to increase improvement capacity
- Network Leaders of Learning will further develop cluster, cross cluster and school to school working

Added value - Gaining more than the optimum expectation.

- Leader of support schools are likely to secure added value due to enhanced collaboration and school driven support
- Improved knowledge and skills will be secured in Leaders , this will support the region to develop leaders for the future

Quality -Securing better quality and a focus on improvement

- Effective QA processes have been developed and will continue to be implemented to monitor the quality of all support to schools QA of pioneer work will be consistent and challenging to ensure value for money is provided

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Future Leaders
Perchennog Plan Owner	Aneirin Thomas
Aelodau'r Tim: Team Members:	TF / SLP
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan <p>1.3 All schools are well led and as a result, the proportion of schools in any statutory category reduces and judged to be A or B increases.</p> <p>1.3 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme</p> <p>1.5 The region collaborates effectively with all regions and the leadership academy to establish a high quality professional learning offer for all leaders</p> <p>3.1 All schools provide high quality care, support and guidance for their pupils which has positive impact on wellbeing and progress. As a result, the proportion of schools being judged to be good or better in these areas increases.</p> <p>3.5 All schools are aware of the impact of Adverse Childhood Experiences and the school processes and systems as well as teaching and learning strategies that enable pupils to overcome resulting barriers to learning</p> <p>3.6 All schools make effective use of PDG which has a positive impact on progress and standards for vulnerable pupils.</p> <p>3.7 All schools have effective transition processes which support all pupils to progress through their education.</p>	

<p>4.2 All schools have accurate and effective self-evaluation and improvement planning processes which result in improving the quality of standards, provisional and leadership.</p> <p>4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils</p> <p>4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.</p>					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Ensure the region is well represented at national level and by Associate H/T Members in the Leadership Academy. Ensure that key information is effectively disseminated in a timely manner. ERW work effectively with other regions	AT/ Leadership team	April 2018	March 2019	SIL
2.	Make effective use of the Headteacher Representative Board to disseminate current, relevant and accurate information to support effective school leadership; school to school support contributes to strong and effective leadership	ATJ	April 2018	March 2019	SIL
3.	Challenge Adviser support visits to ensure early identification and targeted support to develop effective future leaders.	AT/SLP/MF/TF	April 2018	March 2019	SIL
4.	Ensure that all prospective future leaders are provided with beneficial opportunities to develop their future leadership skills at all levels.	AT/SLP/TF	April 2018	March 2019	SIL
5.	Ensure all perspective leaders are targeted and tracked throughout their profession to ensure future headteachers are developed rapidly and effectively	AT/SLP//TF	April 2018	March 2019	SIL
6.	Offer a menu of training opportunities for leaders, teachers and support staff on creating settings and systems which are inclusive and promote the wellbeing of all	CM	April 2018	March 2019	SIL

7.	Support schools to identify and use effective assessment procedures and support schools to identify future leaders areas of strength and development needs.	AT/TF/ChAds/SLP	April 2018	March 2019	SIL
8.	All leadership development programs to include training on self evaluation, target setting, effective tracking and a research element	AT/SLP/TF	April 2018	March 2019	SIL
9.	Provide suitable support for future leaders to develop the relevant digital skills to fulfil their role effectively	GM/SLP/TF	April 2018	March 2019	SIL
10.	Development of school to school approach and Regional Lead School Matrix to share best practice, develop collaboration and increase leadership capacity	MF/SLP	April 2018	March 2019	SIL
11.	Hold briefings and recruitment sessions for potential NPQH candidates	TF	April 2018	September 2018	SIL
12.	Implement the recruitment process for potential NPQH candidates	TF	September 2018	October 2018	SIL
13.	Evaluate NPQH outcomes and support programme	TF	April 2019	April 2019	SIL

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

Economy – minimising the resources used

- Ensure professional learning programs and LOLs provide effective and bespoke support to schools
- Schools will work together to provide better value for money and enhanced support

Efficiency – relationship between output from services and the resources used to produce them

- Resources will be developed collaboratively to avoid duplication
- All resources and information will be shared via electronic platforms

- Effectiveness – relationship between outcomes and impact
 - All work will have clear success criteria and impact monitoring will take place
 - Leadership support provided by regional officer and schools will be monitored closely to ensure effective impact

- Sustainability – including succession planning and professional development and capacity building
 - All work is about building capacity for the future so less finance and support is required
 - All programs are carefully developed to meet current and future needs
 - All programs address the professional standards
 - Individuals will be tracked through the leadership programs to assess impact and build capacity in delivery

- Collaborative advantage – making the most effective use of each other’s combined capacity
 - Collaborative working opportunities will be highlighted and facilitated through all levels of provision
 - Tracking of individuals throughout the leadership program offer will increase improvement capacity
 - Professional learning programs will further develop cluster, cross cluster and school to school working
 - Effective collaboration with other regions

- Added value - Gaining more than the optimum expectation.
 - Professional learning programs will facilitate further school driven support
 - Improved knowledge and skills will be secured in all staff participating in programs, this will support the region to develop leaders for the future
 - Professional learning programs will improve communication by ensuring that every school receives the same messages
 - Future leaders will be identified and supported to fast track. As a result, less schools will have vulnerable leadership.

- Quality -Securing better quality and a focus on improvement
 - Effective QA processes have been developed and will continue to be implemented to monitor the quality of all support to schools

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Improving Teaching and Learning
Perchennog Plan Owner	Ian Altman
Aelodau'r Tim: Team Members:	Greg Morgan, Dave Barry, Mark Ford, Diane Evans, GCSE Project Leads, Leaders of Learning, Network Leaders of Learning, Stuart Jacob
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan 2.1 All teachers use the professional standards. All schools have high quality teaching and as a result, the proportion of schools being judged to have good or better for teaching increases. Within school variation in the quality of teaching will reduce. 2.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme. 2.7 The region collaborates effectively with all regions to establish a high quality professional learning offer for all leaders 4.1 All schools are provided with high quality support and challenge which a positive impact on improving the quality of standards, leadership and provision. As a result, the proportion of schools in any statutory category decreases and judged to be A or B increases. 4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils 4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.	

Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Analyse and evaluate GCSE outcomes across the region for core and foundation subjects and categorise departments for support.	IA LoL team	September 2018	September 2018	HQP
2.	Liaise with strategic leads from other regions to ensure a consistent and effective approach to supporting departments in secondary sectors and post 16	IA DL	April 2018	March 2019	HQP
3.	Provide all schools with high quality support and challenge through the secondary Leaders of Learning and Network Leaders of Learning as outlined by the Statement of Intent document.	IA LoLs NLols	April 2018	March 2019	HQP C&A
4.	Review tracking and monitoring procedures in schools to ensure improved progress for all learners.	IA LoLs NLols	September 2018	March 2019	HQP
5.	Identify shortcomings of teaching and learning in schools and provide bespoke and effective support to ensure improved quality of teaching and learning.	LoLs NLols	September 2018	March 2019	HQP C&A
6.	Work effectively with ChAds to ensure menu of support is delivered well and improves the quality of teaching and learning in targeted schools	LoLs NLols IA AE ChAds	September 2018	March 2019	HQP
7.	Develop the use of the 'Regional Lead School Matrix' to identify lead schools / departments in core subjects to build capacity for school to school work as part of a self-improving school system. Commission schools to develop resources to improve the implementation process.	IA / MDF LoLs NLols	April 2018	March 2019	SIS
8.	Head of department networks to consider: <ul style="list-style-type: none"> • identification and sharing good practice for ensuring pupil progress • making use of coaching and mentoring, • training on improving departmental self-evaluations, • improving AFL • PISA skills 	GCSE Project Leads/JN	April 2018	March 2019	HQP

	<ul style="list-style-type: none"> • New Curriculum: 12 pedagogical principles/4 CPs • Resources available on HWB 				
9.	Provide engagement opportunities for teaching and learning strategies in schools in line with the 12 pedagogical principles outlined in Successful Futures	AE DB IA	April 2018	March 2019	HQP
10.	Develop teaching and learning strategies which are shown to support the wellbeing of learners and help to build confidence and resilience	CM	April 2018	March 2019	HQP
11.	Ensure Network Leaders of Learning provide sufficient professional learning opportunities for all staff to develop the 12 pedagogical principles and the four core purposes listed in Successful Futures E.g. AFL	AE DB IA	April 2018	March 2019	HQP
12.	Utilise Network Leaders of Learning to provide and broker school to school professional learning opportunities for teaching and learning across their cluster and across other clusters	DB NLoLs	April 2018	March 2019	HQP
13.	Develop Network Leaders of Learning as research-engaged professionals who effectively utilise the professional standards to reduce variation in quality of teaching.	DB IA NLoLs	April 2018	March 2019	HQP
14.	Develop action plan for post-16 provision across the region and ensure best practice collaboration on a national level to improve outcomes.	DE	April 2018	August 2019	HQP
15.	Utilise Post-16 LoL to support schools with post-16 provision to ensure good school-to-school collaboration in line with the self-improving system, teaching and learning and tracking/target setting using ALPs data.	DE MDF	April 2018	March 2019	HQP
16.	Utilise KS2 science LoL to ensure high-quality support for provision and outcomes in primary science. All networks to have 'Investigation in Primary Science' project delivered.	DB SJ NLoLs	April 2018	March 2019	HQP
17.	Develop a cross-consortia strategy for developing PISA engagement across sample schools and resource sharing in all secondary schools.	Consortia Leads	April 2018	Nov 2018	HQP
18.	Liaise with PISA headteacher champion to ensure strong engagement with PISA process and preparation, including Welsh Language testing.	IA JP HL	April 2018	Nov 2018	HQP
19.	Support development and delivery of Welsh language provision in line with WG policy regarding establishing one language continuum for all schools in Wales. Resources,	IA NW TT GS	April 2018	March 2019	C&A

	network meetings and bespoke school visits/lesson studies with Welsh LoL team/Lead schools will support the process.				
20.	Provide effective support for teachers and pupils to engage with the Digital Competence Framework and develop digital learning across the curriculum	GM	April 2018	March 2019	HQP
21.	Support schools to identify and use effective assessment procedures and support schools to identify pupils' areas of strength and development needs.	IA, all LoLs	April 2018	April 2019	HQP

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used
 - Avoid duplication of work in schools and the region
 - Ensure Leaders of Learning provide effective and bespoke support to schools
 - Ensure pioneer schools are using funding effectively and are supporting the wider networks of schools
 - Schools will work together to provide better value for money and enhanced support
- Efficiency – relationship between output from services and the resources used to produce them
 - Resources will be developed collaboratively to avoid duplication
 - All resources will be shared via electronic platforms
 - Sustainable methods will be employed to ensure staff are not a required resource to develop resources but that schools can change and implement themselves
- Effectiveness – relationship between outcomes and impact
 - All work will have clear success criteria and impact monitoring will take place on a quarterly basis
 - Leader of Learning support will be monitored closely to ensure effective impact
 - Link headteachers will monitor impact at whole cluster level
- Sustainability – including succession planning and professional development and capacity building
 - All work is about building capacity for the future so less finance and support is required.
 - All staff are trained to identify activities that will build capacity and secure future and ongoing improvement
- Collaborative advantage – making the most effective use of each other's combined capacity
 - Cluster working will drive collaborative working

- Pioneer school planning must involve the wider networks of schools
- Leaders of Learning will collaborate effectively to increase improvement capacity
- Network Leaders of Learning will further develop cluster, cross cluster and school to school working
- Added value - Gaining more than the optimum expectation.
 - The nature of teaching and learning networks are likely to secure added value due to enhanced collaboration and school driven support
 - Improved knowledge and skills will be secured in Leaders of Learning and Link Headteachers, this will support the region to develop leaders for the future
 - The nature of teaching and learning networks will improve two-way communication throughout the region ensuring that every school receives the same messages
- Quality -Securing better quality and a focus on improvement
 - Effective QA processes have been developed and will continue to be implemented to monitor the quality of all support to schools QA of pioneer work will be consistent and challenging to ensure value for money is provided

Draft Pending Joint Committee Approval

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Professional learning for teachers and support staff
Perchennog Plan Owner	Ian Altman
Aelodau'r Tim: Team Members:	DA / IA / GM / LOLs / MDF / AE / TF
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan 2.1 All teachers use the professional standards. All schools have high quality teaching and as a result, the proportion of schools being judged to have good or better for teaching increases. Within school variation in the quality of teaching will reduce 2.2 All teachers will engage in professional research which impacts positively on the provision for pupils. 2.5 All teachers at all stages of their professional development will have access to high quality professional learning and support to improve their practice. 2.7 The region collaborates effectively with all regions to establish a high quality professional learning offer for all teachers 3.1 All schools provide high quality care, support and guidance for their pupils which has positive impact on wellbeing and progress. As a result, the proportion of schools being judged to be good or better in these areas increases 3.2 All school adhere to the regulations and guidance outlined in the ALN bill.	

3.5 All schools are aware of the impact of Adverse Childhood Experiences and the school processes and systems as well as teaching and learning strategies that enable pupils to overcome resulting barriers to learning

3.7 All schools have effective transition processes which support all pupils to progress through their education.

3.8 All support staff development will have access to high quality professional learning and support to improve their practice.

4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils

4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.

Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Provide effective support for all teachers to engage with the Professional Teaching Standards and the Digital Professional Learning Framework to identify development opportunities	DB, IA, GM all LoLs	April 2018	April 2019	HQP
2.	Develop and implement a tool to support engagement with PTS and to effectively identify development opportunities	DB, all LoLs	April 2018	April 2019	HQP
3.	Network and secondary Leaders of Learning to provide effective support for teachers to develop and improve their practice	DB, IA all LoLs	April 2018	April 2019	HQP
4.	Network leaders of learning to develop opportunities for teachers to engage in research and use this well to inform and develop practice	DB, IA, All LoLs	April 2018	April 2019	HQP
5.	Provide collaborative school to school based professional learning opportunities, for example, informally through school use of DOLEN and formally through professional learning school studies (ie. MA&T, Post16, Rural deprivation).	MDF	April 2018	April 2019	HQP SIS
6.	Provide suitable support for all teachers to engage with the PLP to record and document their progress	DB, all LoLs	April 2018	October 2019	HQP
7.	Ensure all development opportunities follow are well informed and developed using the representative Boards	AE	April 2018	April 2019	HQP
8.	Engage as four regions and WG to develop an effective professional learning offer for all teachers and leaders across their career.	AE	April 2018	April 2019	HQP
9.	Audit school engagement with ITEs and identify effective practices	TF	September 2018	October 2018	HQP

10.	Leaders of Learning to develop links with ITE to provide support to students in readiness for new curriculum	IA, all LoLs	April 2018	April 2019	HQP
11.	Engage with and support the national developments with ITE and GTP	TF	April 2018	April 2019	HQP
12.	Deliver a common support and professional learning package for all NQTs in the region	TF	September 2018	April 2019	HQP
13.	Implement the mentor programme in clusters to ensure NQTs are effectively supported to develop their practice	TF	September 2018	April 2019	SIL
14.	Ensure all NQT programme follow the national agreed guidance and delivery a consistent approach across all 4 regions. Prepare for change	TF	April 2018	April 2019	SIL
15.	Ensure effective opportunities for all teacher to develop teaching to support the development of the new curriculum are provided regularly across the region	DB, all LoLs, IA	April 2018	April 2019	C&A

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

Economy – minimising the resources used

- Avoid duplication of work in schools and the region
- Ensure Leaders of Learning provide effective and bespoke support to schools
- Schools will work together to provide better value for money and enhanced support

Efficiency – relationship between output from services and the resources used to produce them

- Resources will be developed collaboratively to avoid duplication
- All resources will be shared via electronic platforms
- Sustainable methods will be employed to ensure staff are not a required resource to develop resources but that schools can change and implement themselves

Effectiveness – relationship between outcomes and impact

- All work will have clear success criteria and impact monitoring will take place on a quarterly basis

- Leader of Learning support will be monitored closely to ensure effective impact
- Link headteachers will monitor impact at whole cluster level

Sustainability – including succession planning and professional development and capacity building

- All work is about building capacity for the future so less finance and support is required.
- All staff are trained to identify activities that will build capacity and secure future and ongoing improvement

Collaborative advantage – making the most effective use of each other’s combined capacity

- Cluster working will drive collaborative working
- Pioneer school planning must involve the wider networks of schools
- Leaders of Learning will collaborate effectively to increase improvement capacity
- Network Leaders of Learning will further develop cluster, cross cluster and school to school working

Added value - Gaining more than the optimum expectation.

- The nature of teaching and learning networks are likely to secure added value due to enhanced collaboration and school driven support
- Improved knowledge and skills will be secured in Leaders of Learning and Link Headteachers, this will support the region to develop leaders for the future
- The nature of teaching and learning networks will improve two-way communication throughout the region ensuring that every school receives the same messages
- Quality -Securing better quality and a focus on improvement
- Effective QA processes have been developed and will continue to be implemented to monitor the quality of all support to schools QA of pioneer work will be consistent and challenging to ensure value for money is provided

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	A Curriculum for Wales, a Curriculum for Life
Perchennog Plan Owner	Dave Barry
Aelodau'r Tim: Team Members:	Alan Edwards, AOLE, Network LOLs
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:	
<ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan	
<ol style="list-style-type: none"> 1.6 All leaders will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life' 2.1 All teachers will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life' 2.2 The region collaborates effectively with all regions to establish a high quality professional learning offer for all leaders 2.3 The region collaborates well with ITEs to ensure all teachers enter the profession well prepared and supported. 3.5 All schools are aware of the impact of Adverse Childhood Experiences and the school processes and systems as well as teaching and learning strategies that enable pupils to overcome resulting barriers to learning 	

Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	The region to work collaboratively with WG and other regions to inform and monitor developments through programme board and regional monitoring group	AE DB	November 2016	August 2022	C&A
2.	Ensure curriculum development is timely, effective and consistent through the WG national coherence group	DB	February 2018	April 2019	C&A
3.	Create regional pools of subject experts from Pioneer Schools to assist in Areas of Learning and Experience.	DB	January 2017	April 2019	C&A
4.	Create regional pools of additional expertise from Pioneer Schools to assist in the development of the wider areas in the Areas of Learning and Experience	DB	January 2017	April 2019	C&A
5.	Identify and monitor regional leads to support the facilitation of AoLE development to ensure this is effective and curriculum becomes fit for purpose	DB	January 2017	April 2019	C&A
6.	Create regional networking opportunities (3 per year) for pioneer schools to share and develop thinking and ideas	DB	September 2017	April 2019	C&A
7.	Implement a funding form for all pioneer schools to evaluate and monitor progress to ensure value for money is provided	DB	June 2017	April 2019	C&A
8.	Visit all pioneer schools once per year to monitor effectiveness of their work and increase accountability for funding	DB	November 2017	April 2019	C&A
9.	Provide regional networking opportunities for AoLE staff as and when required	DB	September 2017	April 2019	C&A
10.	Monitor the attendance and contribution of all pioneer schools at national events to ensure value for money is provided	DB	September 2017	April 2019	C&A
11.	Ensure all pioneer schools effectively engage with their wider networks of schools to provide support and updates on curriculum developments, including middle leaders program	DB SLP	September 2017	April 2019	C&A
12.	Regional officers to attend LA headteachers meetings to provide regular updates on curriculum reform	AE DB	January 2018	July 2022	C&A
13.	All schools to be well briefed on the teaching and learning requirements of the new curriculum in accordance with the 12 pedagogies outlined in Successful Futures	DB	September 2017	July 2018	C&A
14.	Implement Teaching and Learning Networks as the key delivery arm of curriculum reform in ERW	AE DB	September 2017	April 2019	C&A

15.	Ensure all Headteachers are effectively briefed about teaching and learning networks	AE DB	September 2017	August 2019	C&A
16.	Recruit a team of high quality Leaders of Learning to support schools well to develop teaching in readiness for curriculum reform	AE IA DB	September 2017	July 2018	C&A
17.	Ensure that Link Heads oversee and quality assure the work of the Network Leaders of Learning to ensure impact is secured	AE IA DB	September 2017	August 2019	C&A
18.	Ensure that all Leader of Learning statements of intent are quality assured and effective support delivery is secured	AE IA DB	September 2017	August 2019	C&A
19.	All Network Leaders of Learning to be provided with up-to-date information on curriculum development and to be the key communication and delivery arm for the region to all schools	DB	September 2017	August 2019	C&A
20.	All Leaders of Learning (Network and Secondary) to provide effective support to schools to prepare them for 'A Curriculum for Wales'	AE IA DB	September 2017	August 2019	C&A
21.	All Network Leaders of Learning statements of intent to include a focus on developing pedagogy for the new curriculum	DB	September 2017	July 2018	C&A
22.	Ensure all Leaders of Learning (network and secondary) are well inducted and provided with continuous training to ensure they provide high quality support for all schools	AE IA DB	September 2017	July 2018	C&A
23.	Ensure Leaders of Learning provide high quality bespoke support to targeted at teachers to improve the quality of teaching and learning	AE IA DB	September 2017	August 2019	C&A
24.	Ensure Leaders of Learning provide effective support to schools in line with Successful Futures and national developments	DB	September 2017	August 2019	C&A
25.	Ensure all Leaders of Learning (network and secondary) support teachers and leaders effectively to use and employ the new professional standards	AE IA DB	September 2018	August 2019	C&A
26.	Ensure Network Leaders of Learning create research groups in each of their clusters to engage teachers in researching the 12 pedagogical principles and relevant areas of curriculum development	AE IA DB	September 2018	August 2019	C&A
27.	Ensure Network Leaders of Learning to have training on effective research methods so that they lead their research communities well and outcomes are reliable and valid. E.g. Critical Collaborative Professional Enquiry (CCPE)	AE IA DB	September 2018	September 2019	C&A
28.	Ensure that all leaders of learning have training on the key principles underpinning the development of the AoLEs and how they may impact on all areas of learning	AE IA DB CM AVJ AL Cur Pi	April 2018	April 2019	C&A

29.	Provide all Leaders of Learning (network and secondary) with a Change Agent qualification so that schools and teachers are effectively supported to plan for and implement change	DB	September 2017	July 2018	C&A
30.	Ensure that Network Leaders of Learning monitor and support the change process in all schools	IA DB	September 2017	April 2019	C&A
31.	Regional officers work effectively with Link Headteachers to ensure that the region provides support for all leaders to plan for and implement the new curriculum	AE IA DB	September 2017	August 2019	C&A
32.	Ensure that teaching and learning networks improve two-way communication throughout the region ensuring that every school receives the same messages	AE IA DB	April 2018	August 2019	C&A
33.	Ensure all Challenge Advisers provide suitable, challenge, support and advice to support all schools to develop and prepare for implementation	AE DB	September 2017	August 2022	C&A
34.	Ensure all Challenge Advisers are trained well to support pioneer schools to innovate and develop the new curriculum	AE DB	September 2017	August 2020	C&A
35.	Provide engagement seminars for teachers and leaders around the new professional standards (teaching and leadership)	DB	September 2018	August 2019	C&A
36.	Develop and implement a tool to support teachers to engage with the professional standards (teaching and leadership)	DB MB	January 2018	June 2018	C&A
37.	Develop and deliver a one-day change management training for all pioneer schools	DB	October 2017	July 2018	C&A
38.	Ensure the regional Successful Futures Hwb page is an effective communication method for all schools to receive the most up-to-date information and developments	DB	April 2017	August 2022	C&A
39.	Provide one-day change management training for all current and future headteachers across the region to support all schools to plan for curriculum change	DB	June 2018	October 2018	C&A
40.	Regional officers to ensure change management process is effective and reviewed on a regular basis and that schools are supported well to prepare for implementation of the new curriculum	AE IA DB	September 2017	August 2022	C&A
41.	Ensure the regional professional learning offer is sufficient to support curriculum planning, development planning and implementing change	AE DB	September 2017	August 2022	C&A
42.	Maintain a regional curriculum reform communications and engagement strategy	AE DB	September 2017	August 2022	C&A
43.	Develop the regional response to the OECD Welsh Schools as Learning Organisations report	AE DB	September 2017	September 2018	C&A

44.	Train regional and school representatives in the development of Welsh Schools as Learning Organisations	AE DB	September 2018	July 2019	C&A
45.	Support middle leaders to develop a research based culture by including a session on developing research based practice.	SLP	April 2018	August 2022	C&A

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used
 - Avoid duplication of work in schools and the region
 - Ensure Leaders of Learning provide effective and bespoke support to schools
 - Ensure pioneer schools are using funding effectively and are supporting the wider networks of schools
 - Schools will work together to provide better value for money and enhanced support
- Efficiency – relationship between output from services and the resources used to produce them
 - Resources will be developed collaboratively to avoid duplication
 - All resources will be shared via electronic platforms
 - Sustainable methods will be employed to ensure staff are not a required resource to develop resources but that schools can change and implement themselves
- Effectiveness – relationship between outcomes and impact
 - All work will have clear success criteria and impact monitoring will take place on a quarterly basis
 - Leader of Learning support will be monitored closely to ensure effective impact
 - Link headteachers will monitor impact at whole cluster level
- Sustainability – including succession planning and professional development and capacity building
 - All work is about building capacity for the future so less finance and support is required.
 - All staff are trained to identify activities that will build capacity and secure future and ongoing improvement
- Collaborative advantage – making the most effective use of each other’s combined capacity
 - Cluster working will drive collaborative working
 - Pioneer school planning must involve the wider networks of schools
 - Leaders of Learning will collaborate effectively to increase improvement capacity
 - Network Leaders of Learning will further develop cluster, cross cluster and school to school working
- Added value - Gaining more than the optimum expectation.
 - The nature of teaching and learning networks are likely to secure added value due to enhanced collaboration and school driven support
 - Improved knowledge and skills will be secured in Leaders of Learning and Link Headteachers, this will support the region to develop leaders for the future

- The nature of teaching and learning networks will improve two-way communication throughout the region ensuring that every school receives the same messages
- Quality -Securing better quality and a focus on improvement
 - Effective QA processes have been developed and will continue to be implemented to monitor the quality of all support to schools QA of pioneer work will be consistent and challenging to ensure value for money is provided

Draft Pending Joint Committee Approval

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Inclusive Education
Perchennog Plan Owner	Cressy Morgan
Aelodau'r Tim: Team Members:	Cressy Morgan, Sara Walters, SPT, DW
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan 2.5 All teachers at all stages of their professional development will have access to high quality professional learning and support to improve their practice. 3.1 All schools provide high quality care, support and guidance for their pupils which has positive impact on wellbeing and progress. As a result, the proportion of schools being judged to be good or better in these areas increases 3.2 All schools adhere to the regulations and guidance outlined in the ALN bill in order to ensure best outcomes for pupils with ALN during this period of transition. 3.3 Shortcomings in provision for wellbeing and support are quickly identified and rapid intervention is provided through a regional strategic programme. 3.5 All schools are aware of the impact of Adverse Childhood Experiences and the school processes and systems as well as teaching and learning strategies that enable pupils to overcome resulting barriers to learning. 3.6 All schools make effective use of PDG which has a positive impact on progress and standards for vulnerable pupils. 3.7 All schools have effective transition processes which support all pupils to progress through their education.	

4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Identify lead practitioners across the region who can deliver training on ACE Awareness through the medium of Welsh	GS / CM	April 2018	March 2019	EEW
2.	Offer a menu of training opportunities for leaders, teachers and support staff on creating settings and systems which are inclusive and promote the wellbeing of all.	CM	April 2018	March 2019	EEW
3.	SPT ensures timely, appropriate and effective school to school support to swiftly address shortcomings in provision for wellbeing and support.	SPT	April 2018	March 2019	SIS
4.	Ensure that senior leaders from Special Schools have opportunities to deliver training for middle leaders and that course content is appropriate for middle leaders from Special Schools and PRUs	SLP	April 2018	March 2019	SIL
5.	Ensure Special Schools have good representation in the 'Regional Lead School Matrix' in order to provide school to school support across the region.	DW / MDF	April 2018	March 2019	SIS
6.	Provide effective support for teachers and pupils to engage with the relevant strands and elements of the Digital Competence Framework and develop digital learning across the curriculum	GM	April 2018	March 2019	C&A
7.	Create guidance for effective use of PDG with best practice case studies from across the region on DOLEN that represent the range of eFSM school populations - rural/urban high/low eFSM numbers	DW	April 2018	September 2018	SIS
8.	Develop a planning tool for leaders to ensure effective use of PDG and PDGLAC to include an expectation of engagement with research based evidence	DW/MF/CM	April 2018	December 2018	EEW
9.	Engage with other consortia to identify the most effective methods for tracking attainment, achievement and attendance of looked after children	CM	April 2018	July 2018	EEW
10.	Develop pools of expertise in meeting the needs of looked after and formally looked after children through cluster model of working with PDGLAC	CM	April 2018	March 2019	EEW

11.	Set up a network of PDG leads across the region coordinated by regional PDG lead	DW	April 2018	September 2018	EEW
12.	Establish a network of transition officers across the region to share best practice and support	CM	April 2018	March 2019	SIS
13.	All Challenge Adviser training will include an item on Wellbeing and Inclusion	CM	April 2018	March 2019	EEW

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

Economy – minimising the resources used

- Avoid duplication of work in special schools, PRUs and the region
- Ensure Leadership and teaching and learning support is effective and bespoke
- Ensure school to school work is monitored effectively and streamlined appropriately
- Schools will work together to provide better value for money and enhanced support
- Network Leaders of learning and secondary leaders of learning to work effectively to deploy the most effective and efficient support to all schools

Efficiency – relationship between output from services and the resources used to produce them

- Resources will be developed collaboratively to avoid duplication
- All resources will be shared via electronic platforms
- Sustainable methods will be employed to ensure staff are not a required resource to develop resources but that schools can change and implement themselves

Effectiveness – relationship between outcomes and impact

- All work will have clear success criteria and impact monitoring will take place on a quarterly basis
- Network Leader of Learning support will be monitored closely to ensure effective impact

Sustainability – including succession planning and professional development and capacity building

- All work is about building capacity for the future so less finance and support is required.
- All staff are trained to identify activities that will build capacity and secure future and ongoing improvement

Collaborative advantage – making the most effective use of each other’s combined capacity

- Cluster working and joint working across special schools and PRUs will drive collaborative working
- School leaders will collaborate effectively to increase improvement capacity
- Network Leaders of Learning will further develop cluster, cross cluster and school to school working

Added value - Gaining more than the optimum expectation.

- Network Leaders of Learning are likely to secure added value due to enhanced collaboration and school driven support
- Improved knowledge and skills will be secured in Leaders , this will support the region to develop leaders for the future

Quality -Securing better quality and a focus on improvement

- Effective QA processes have been developed and will continue to be implemented to monitor the quality of all support to schools QA of pioneer work will be consistent and challenging to ensure value for money is provided

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Schools Causing Concern
Perchennog Plan Owner	Aneirin Thomas
Aelodau'r Tim: Team Members:	SLT, IA, SP, MF CHAdS
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan <ol style="list-style-type: none"> 1.1 All schools are well led and as a result, the proportion of schools in any statutory category reduces and judged A or B increases 1.2 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme. 2.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme 3.3 Shortcomings in provision for wellbeing and support are quickly identified and rapid intervention is provided through a regional strategic programme. 4.1 All schools are provided with high quality support and challenge which a positive impact on improving the quality of standards, leadership and provision. As a result, the proportion of schools in any statutory category reduces and A or B increases 	

Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Consult and share SCC proposals with representative Boards.	SLT	April 2018	July 2018	SIL
2.	During summer / autumn 2018, all schools will be accurately and objectively categorised by the region and high quality support brokered to meet the improvement needs of the school.	AT	September 2018	December 2018	SIS
3.	Early meetings will be held with school improvement and schools in autumn 2018 so that all stakeholders will be introduced to the new SCC escalation procedures	AT	May 2018	September 2018	SIS
4.	SLT meet to identify new membership of groups within the new SCC protocol system.	SLT	May 2018	September 2018	SIL
5.	Schools Performance Team (SPT) agree on fortnightly dates as of September. Current Schools Causing Concern to be reviewed by the team and support coordinated regionally. Decision whether to escalate made in first two meetings.	Ceirios	May 2018	October 2018	SIL, HQP
6.	Fortnightly meetings of the SCCPT carried out in accordance with SCC protocol. These meeting will include updates from Challenge Advisers on support and progress as well as decisions regarding escalation procedures. Also identify any areas in provision and Leadership that require specific support.	AT	May 2018	July 2019	SIL
7.	Challenge Adviser Support visits ensure that early identification of shortcomings in leadership are swiftly addressed by support for Senior Leadership Team	AT	April 2018	April 2019	SIL
8.	Through SPT ChAds to signpost middle leaders requiring support to middle leaders course	SPT	April 2018	April 2019	SIL
9.	Partnership Board to be implemented every half term as of September 2018.	MD	October 2018	July 2018	SIL
10.	During CSV 2 and CSV 3 Challenge Advisers identify key weaknesses in the quality of teaching and learning and broker support to secure improvement. This information will be effectively used to broker support from Secondary, Network Leaders and	AT / SP / IA	April 2018	April 2018	HQP

	Subject specialist to provide effective and bespoke support to secured improved quality of teaching and learning.				
11.	Effective school leaders (senior and middle level) are identified through ChAd visits, school outcomes and LA feedback to develop a 'regional lead school' matrix to contribute to school to school support programme.	MF	April 2018	April 2018	SIL

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used - Utilising current and new online systems to report and collate all relevant information.
- Efficiency – relationship between output from services and the resources used to produce them – minimising request for data and intelligence by further developing our online repository of school intelligence.
- Effectiveness – relationship between outcomes and impact – all strategies and modes of delivery will be carefully reviewed.
- Sustainability – including succession planning and professional development and capacity building - all systems carefully developed to meet current and future needs. Professional Development for all School Improvement staff delivered on a timely basis.
- Collaborative advantage – making the most effective use of each other’s combined capacity - Working to further promote a self-improving system by encouraging school to school support.
- Added value - Gaining more than the optimum expectation. – Clear identification of current intelligence and effective brokering of bespoke support to develop pupil outcomes in schools.
- Quality -Securing better quality and a focus on improvement – our programme of school visits is focused on school improvement and appropriate support.

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19					
Maes Area		Resource management			
Perchennog Plan Owner		Katie Morgan			
Aelodau'r Tim: Team Members:		Finance Team, 151, BOC			
Cynllun Gweithredu 2018-19 Operational Plan 2018-19					
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:					
<ol style="list-style-type: none"> 1. Deliver a system of robust assessment, evaluation and accountability 2. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 3. Improve communication (mandatory) 4. Using digital systems to facilitate the delivery of the work stream (mandatory) 					
Level 2 outcomes to be achieved in your plan					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Secure full compliance with Regional Consortia School Improvement Grant – quarterly reporting dates	KM / JH / BOC	April 2018	March 2019	Core
2.	Secure full compliance with Pupil Deprivation Grant.	KM / JH /BOC	April 2018	March 2019	EEW
3.	Evaluate all grant allocations to schools as part of VFM review – June 2018	Project Manager	June 2018	March 2019	EEW
4.	Internal audit performance and financial compliance review undertaken – Jan – March 2019	BOC / KM	Jan 2019	March 2019	Core

5.	Implement single delegation formula to schools. April 2018	BOC / Review and Reform team	April 2018	March 2019	Core
6.	Assist External Audit in their enquiries – Work to be undertaken June 2018	KM / IE	June 2018	March 2019	Core
7.	Continue use of VFM framework as part of business planning arrangements – quarterly	KM / BOC	April 2018	March 2019	Core
8.	Continue to provide regular budget updates to JC	JH / KM / BOC	June 2018	March 2019	Core
9.	Research based approach developed to evaluate and QA selected regional programme delivery ensuring value for money.	MF	June 2018	July 2019	Core
10.	To ensure that all grant income and expenditure is effectively monitored on a monthly basis and actions taken to correct any miscoding	KM in conjunction with Budget Holder / Project Manager	April 2018	March 2019	Core
11.	To ensure all invoices are paid twice weekly and coded against the correct budget code.	KM / HF / EP	April 2018	March 2019	Core
12.	To ensure that all cluster spending is monitored to ensure effective use of Welsh Government funding	KM / AE / BOC	April 2018	March 2019	HQP
13.	Financial guidance document to be updated with current information on grants, grant claims, audit expectations, PCC financial regulations and templates so that the region is complying with Welsh Government regulations and that all ERW staff are aware of these regulations	KM	June 2018	March 2019	Core
14.	To ensure Accountant meets regularly with Managing Director and SLT to discuss budget expenditure and to highlight any areas of concern in the budget	KM / SLT	April 2018	March 2019	Core
15.	To ensure that each grant claim is submitted on time and is within the terms and conditions of the grant to Welsh Government	KM / JH / BOC	April 2018	March 2019	Core
16.		Budget Holder / Project	April 2018	March 2019	Core

	To ensure that monitoring / progress reports for each grant claimed is written and submitted to Welsh Government on time and that it is written within the terms and conditions of the grant.	Manager & KM			
17.	Liaise with HR regularly on keeping an up to date record of staffing and costings.	KM / JA	April 2018	March 2019	Core

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used
- Efficiency – relationship between output from services and the resources used to produce them
- Effectiveness – relationship between outcomes and impact
- Sustainability – including succession planning and professional development and capacity building
- Collaborative advantage – making the most effective use of each other’s combined capacity
- Added value - Gaining more than the optimum expectation.
- Quality -Securing better quality and a focus on improvement

Draft Pending Joint Committee Approval

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area:	Human Resources
Perchennog Plan Owner :	Julia Allen
Aelodau'r Tim: Team Members:	HR Team
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Deliver a system of robust assessment, evaluation and accountability 2. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 3. Improve communication (mandatory) 4. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan <ol style="list-style-type: none"> 1.1 The region's Governance arrangements are effective, respected and transparent 1.2 The value for money framework is core to all of The region's strategic planning. 1.3 All internal and external audit reports will highlight strengths in financial management. Shortcomings are rapidly addressed 1.4 The region has effective risk management that leads to early and effective intervention to mitigate identified risks. 1.5 The region has highly effective performance management processes to support all members of staff to secure a highly effective organisation 1.6 The region has effective, robust and equitable HR processes in place 1.7 The region has effective systems that promote agile working and secure efficient use of time and avoid duplication 1.8 The region has a continuous, robust and accurate evaluation of all of its strategies and their implementation. 1.9 The region communicates well with all of its stakeholders 1.10 The region adheres to health and safety regulations and ensures all staff are provided with a healthy and safe working environment. 1.11 The region makes intelligent use of data, research and evaluation to inform its work and deliver effective school improvement. 	

Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	Review the balance of permanent, seconded and short term employed staff. Followed by full report to JC by June 2018	BOC	April 2018	June 2018	CP
2.	Undertake full review of, and Report all risks on workforce and workplace related risks to JC by June 2018.	BOC	May 2018	June 2018	CP
3.	Ensure all employment related contracts and paperwork are completed within deadline and reported to Ops on a weekly basis	JA	April 2018	March 2019	Core
4.	Develop recruitment pack for region May 2018.	JA	April 2018	May 2018	Core
5.	Ensure that effective systems are in place that will support agile working		April 2018	April 2019	CP
6.	Ensure all work places (including home) are risk assessed and meet health and safety requirements to ensure staff are provided with a safe working environment	JA	April 2018	April 2019	CP
7.	Ensure performance management processes are completed to manage support all members of staff and to improve the quality of work for the region	JA	April 2018	April 2019	Core
5.	Ensure HR policies are current and relevant to advise all members of staff accordingly	JA	April 2018	April 2019	Core
6.	Ensure ERW has in place effective HR and Payroll procedures	BOC	April 2018	April 2019	Core
7.	Ensure cluster working is administered efficiently and that appropriate systems are developed to monitor progress	JA	April 2018	April 2019	Core
8.	Ensure that effective and efficient recruitment processes are in place	JA	April 2018	April 2019	Core
9.	Ensure that training is available for all staff in order to develop their CPD	JA	April 2018	April 2019	Core
10.	ERW Officers to deliver on middle leadership training where appropriate	SLP	April 2018	April 2019	SIL
<p>Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes? How do you plan to provide value for money in your area?</p>					

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19				
Maes Area	Research and Evaluation			
Perchennog Plan Owner	Mark Ford			
Aelodau'r Tim: Team Members:	DB / SLP / IA / SJ			
Cynllun Gweithredu 2018-19 Operational Plan 2018-19				
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:				
<ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 				
Level 2 outcomes to be achieved in your plan				
1.1 All leaders utilise the Professional Leadership Standards to lead effective learning organisations and as a result are well led. Consequently, the proportion of schools in any statutory category reduces and judged to be a or increases				
1.2 Future leaders are identified. Targeted professional learning results in expressed routes to leadership at all levels.				
2.2 All schools develop as learning organisations enabling their staff to use research effectively to improve students' outcomes				
4.2 The system has accurate and robust self-evaluation and improvement planning processes, which promotes an effective learning organisation at all levels. This will result in improving the quality of standards, provisional and leadership.				
Camau Gweithredu Actions	Swyddog Cyfrifol	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code

		Responsible Officer			
1.	<p>Develop and communicate a regional understanding of the effective leadership of a research-informed / engaged profession.</p> <ul style="list-style-type: none"> Attend meetings of pan-regional think-tank Develop regional model that aligns to national drive to develop schools as learning organisations. Strategy communicated and supported through NLoL. 	MF MF/DB/AE SJ	April 2018 June 2018 October 2018	September 2018 July 2019	SIS
2.	<p>School leaders receive training on leading a research informed school that works as an effective learning organisation.</p> <ul style="list-style-type: none"> Train regional and school representatives – regional events Middle leader programme incorporates training. Training programme built into Leadership Menu of Support 	DB/AE SLP AE	September 2018 September 2018 October 2018	July 2019 July 2019 July 2019	SIS
3.	School to school collaboration strategies support school leaders in developing learning organisations.	MF	October 2018	July 2019	SIS
4.	Challenge Advisers support schools effectively to develop as learning organisations	DB, AE, AT	April 2018	April 2019	SIL
5.	Network leaders of learning provide training and support for schools to engage with the SLO tool and to develop effective practice as a result	AE, DB, IA	April 2018	April 2019	HQP
6.	Review all leadership programmes to include the option of being able to engage in professional research and gain accreditation if appropriate, eg. Middle Leaders, Network Leaders of Learning etc.	SLP	June 2018	September 2018	SIS
7.	Provide suitable professional learning for the OECD self-evaluation tool that supports leaders in evaluating and developing their school as a learning organisation.	DB / AE	September 2018	October 2018	SIS

8.	Planning / Evaluation tool developed to support school leaders in implementing research-informed strategies.	MF / DB	June 2018	September 2018	SIS
9.	Research based approach developed to evaluate and QA selected regional programme delivery.	MF (AT)	June 2018	July 2019	SIS
10.	Conduct a regional study to identify strategies for tackling rural and urban deprivation.	MF / JN	April 2018	June 2019	SIS
11.	All leaders of learning to be effectively trained in research methods	MF	April 2018	June 2018	SIS
12.	Ensure Leaders of learning provide effective support to develop enquiry based teaching and enquiry based learning in schools	DB, MF	April 2018	April 2019	SIL

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used - . Utilising current and developing school to school approaches and systems to collate, monitor and resource and relevant information
- Efficiency – relationship between output from services and the resources used to produce them – Outset resources will be developed in a replicable and sustainable way where possible so that they can be utilised multiple times. Intelligent identification of collaboration to ensure schools used and time allocated aligned to high expectations at outset.
- Effectiveness – relationship between outcomes and impact – all strategies and partnerships will be evaluated against expectations/success criteria.
- Sustainability – including succession planning and professional development and capacity building - research-based approach taken that will secure success factors that ensure effective and sustainable school to school working. Capacity of schools to work in partnership increases as systems refined further.
- Collaborative advantage – making the most effective use of each other’s combined capacity - Working to further promote a self-improving system by encouraging use of existing regional networks and school to school approaches . Research based approach identifies effective working that maximises synergy and this can be shared across the system.
- Added value - Gaining more than the optimum expectation. – supporting, extending and refining school as research informed learning organisations will focus development on strategies that work. Regional networks will ensure that 'strategies' are shared, capitalised on and spread across the system.
- Quality -Securing better quality and a focus on improvement – systems and 'resources' reviewed, evaluated and developed as appropriate to ensure maximum impact relative to resource utilisation.

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Support and Challenge
Perchennog Plan Owner	Yan James
Aelodau'r Tim: Team Members:	SPT / Challenge Advisers
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan <ol style="list-style-type: none"> 1.1 All schools are well led and as a result, the proportion of schools in any statutory category reduces and judged to be A or B increases 1.2 Future leaders are identified and targeted professional learning results in expressed routes to leadership at all levels. 1.3 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme. 1.7 All schools provide value for money for their pupils. 1.8 Local Authorities, the region and schools work collaboratively support the 21st century schools' agenda. 2.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme. 3.1 All schools provide high quality care, support and guidance for their pupils which has positive impact on wellbeing and progress. As a result, the proportion of schools being judged to be good or better in these areas decreases 3.2 All school adhere to the regulations and guidance outlined in the ALN bill. 3.5 All schools are aware of effective practices to support all pupils to be ready to learn (ACE aware, attachment aware, attendance) and track the progress of all individuals successfully to secure positive progress. 	

<p>3.7 All schools have effective transition processes which support all pupils to progress through their education.</p> <p>4.1 All schools are provided with high quality support and challenge which a positive impact on improving the quality of standards, leadership and provision. As a result, the proportion of schools in any statutory category reduces and judged to be A or B increases</p> <p>4.2 All schools have accurate and effective self-evaluation and improvement planning processes which result in improving the quality of standards, provisional and leadership.</p> <p>4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils</p> <p>4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.</p>					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
1.	High quality training will be provided to all Challenge Advisers and support Officers in the summer term. This will be based on clear understanding of national guidance. This will include curriculum reform and wellbeing and inclusion.	YJ	June 2018	April 2019	EIG
2.	During autumn 2018, all schools will be accurately and objectively categorised in by the region and high quality support brokered to meet the improvement needs of the school	AT	September 2018	December 2018	RSG
3.	All secondary core departments categorised and intelligence shared with SPT	IA	October 2018	November 2018	HQP
4.	Early identification of support will be disseminated effectively to all stakeholders so that support can be delivered early in the Autumn term. There will be clear focus on linking schools to deliver improvement strategies. The fortnightly meeting of the SPT will collate and process this information.	AP	September 2018	December 2018	HQP
5.	The School Causing Concern Protocol is accurately and consistently implemented across the region. Fortnightly meetings will be triggered in the summer term.	AT	April 2018	April 2019	RSG
6.	Thorough knowledge of schools and the staff involved in journeys of improvement identify potential future leaders; opportunities are created for aspiring school leaders to access appropriate professional development – middle and senior leader courses; aspiring SLT secondee programme. This information to be collated by the SP.	SP	April 2018	April 2019	SIL

7.	Challenge Advisers work monitored by robust and consistent quality assurance procedures at LA level and centrally. Feedback and concerns addressed.	YJ	April 2018	April 2019	RSG
8.	Robust accountability procedures implemented to ensure that money distributed to the schools impacts positively on improved outcomes for pupils	KE	April 2018	April 2019	Core
9.	Effective use of the Headteacher Representative Board ensures that current, relevant and accurate information is disseminated to support effective school leadership; ChAd Support Visits flag up concerns so that support is put in place prior to categorisation	BOC	April 2018	April 2019	
10.	CSV2 will include a clear focus on departmental reviews in secondary schools. AE and IA to develop an appropriate program for visits.	AT/AE	January 2019	July 2019	RSG
11.	New Aspiring Middle Leaders Program implemented	SP	April 2018	April 2019	SIL
12.	Seconded Senior Leaders Program implemented.	SP	April 2018	April 2019	SIL

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used - Utilising current and new online systems to report and collate all relevant information.
- Efficiency – relationship between output from services and the resources used to produce them – minimising request for data and intelligence by further developing our online repository of school intelligence.
- Effectiveness – relationship between outcomes and impact – all strategies and modes of delivery will be carefully reviewed .
- Sustainability – including succession planning and professional development and capacity building - all systems carefully developed to meet current and future needs. Professional Development for all School Improvement staff delivered on a timely basis.
- Collaborative advantage – making the most effective use of each other’s combined capacity - Working to further promote a self-improving systems by encouraging school to school support.
- Added value - Gaining more than the optimum expectation. – Clear identification of current intelligence and effective brokering of bespoke support to develop pupil outcomes in schools.
- Quality -Securing better quality and a focus on improvement – our programme of school visits is focused on school improvement and appropriate support.

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Support and Challenge
Perchennog Plan Owner	Yan James
Aelodau'r Tim: Team Members:	SPT / Challenge Advisers
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 8. Ensure Inspirational leadership has a positive impact on provision and standards 9. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 10. Ensure strong and inclusive schools that are committed to equity and wellbeing 11. Deliver a system of robust assessment, evaluation and accountability 12. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 13. Improve communication (mandatory) 14. Using digital systems to facilitate the delivery of the work stream (mandatory) 	
Level 2 outcomes to be achieved in your plan <ol style="list-style-type: none"> 1.1 All schools are well led and as a result, the proportion of schools in any statutory category reduces and judged to be A or B increases 1.2 Future leaders are identified and targeted professional learning results in expressed routes to leadership at all levels. 1.3 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme. 1.7 All schools provide value for money for their pupils. 1.8 Local Authorities, the region and schools work collaboratively support the 21st century schools' agenda. 2.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme. 3.1 All schools provide high quality care, support and guidance for their pupils which has positive impact on wellbeing and progress. As a result, the proportion of schools being judged to be good or better in these areas decreases 3.2 All school adhere to the regulations and guidance outlined in the ALN bill. 3.5 All schools are aware of effective practices to support all pupils to be ready to learn (ACE aware, attachment aware, attendance) and track the progress of all individuals successfully to secure positive progress. 	

<p>3.7 All schools have effective transition processes which support all pupils to progress through their education.</p> <p>4.1 All schools are provided with high quality support and challenge which a positive impact on improving the quality of standards, leadership and provision. As a result, the proportion of schools in any statutory category reduces and judged to be A or B increases</p> <p>4.2 All schools have accurate and effective self-evaluation and improvement planning processes which result in improving the quality of standards, provisional and leadership.</p> <p>4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils</p> <p>4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.</p>					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code
13.	High quality training will be provided to all Challenge Advisers and support Officers in the summer term. This will be based on clear understanding of national guidance. This will include curriculum reform and wellbeing and inclusion.	YJ	June 2018	April 2019	EIG
14.	During autumn 2018, all schools will be accurately and objectively categorised in by the region and high quality support brokered to meet the improvement needs of the school	AT	September 2018	December 2018	RSG
15.	All secondary core departments categorised and intelligence shared with SPT	IA	October 2018	November 2018	HQP
16.	Early identification of support will be disseminated effectively to all stakeholders so that support can be delivered early in the Autumn term. There will be clear focus on linking schools to deliver improvement strategies. The fortnightly meeting of the SPT will collate and process this information.	AP	September 2018	December 2018	HQP
17.	The School Causing Concern Protocol is accurately and consistently implemented across the region. Fortnightly meetings will be triggered in the summer term.	AT	April 2018	April 2019	RSG
18.	Thorough knowledge of schools and the staff involved in journeys of improvement identify potential future leaders; opportunities are created for aspiring school leaders to access appropriate professional development – middle and senior leader courses; aspiring SLT secondee programme. This information to be collated by the SP.	SP	April 2018	April 2019	SIL

19.	Challenge Advisers work monitored by robust and consistent quality assurance procedures at LA level and centrally. Feedback and concerns addressed.	YJ	April 2018	April 2019	RSG
20.	Robust accountability procedures implemented to ensure that money distributed to the schools impacts positively on improved outcomes for pupils	KE	April 2018	April 2019	Core
21.	Effective use of the Headteacher Representative Board ensures that current, relevant and accurate information is disseminated to support effective school leadership; ChAd Support Visits flag up concerns so that support is put in place prior to categorisation	BOC	April 2018	April 2019	
22.	CSV2 will include a clear focus on departmental reviews in secondary schools. AE and IA to develop an appropriate program for visits.	AT/AE	January 2019	July 2019	RSG
23.	New Aspiring Middle Leaders Program implemented	SP	April 2018	April 2019	SIL
24.	Seconded Senior Leaders Program implemented.	SP	April 2018	April 2019	SIL

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – minimising the resources used - Utilising current and new online systems to report and collate all relevant information.
- Efficiency – relationship between output from services and the resources used to produce them – minimising request for data and intelligence by further developing our online repository of school intelligence.
- Effectiveness – relationship between outcomes and impact – all strategies and modes of delivery will be carefully reviewed .
- Sustainability – including succession planning and professional development and capacity building - all systems carefully developed to meet current and future needs. Professional Development for all School Improvement staff delivered on a timely basis.
- Collaborative advantage – making the most effective use of each other’s combined capacity - Working to further promote a self-improving systems by encouraging school to school support.
- Added value - Gaining more than the optimum expectation. – Clear identification of current intelligence and effective brokering of bespoke support to develop pupil outcomes in schools.
- Quality -Securing better quality and a focus on improvement – our programme of school visits is focused on school improvement and appropriate support.

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19				
Maes Area	LA Request Plan			
Perchennog Plan Owner	Betsan O'Connor			
Aelodau'r Tim: Team Members:	ERW MD, LA Directors of Education			
Cynllun Gweithredu 2018-19 Operational Plan 2018-19				
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ol style="list-style-type: none"> 1. Ensure Inspirational leadership has a positive impact on provision and standards 2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards. 3. Ensure strong and inclusive schools that are committed to equity and wellbeing 4. Deliver a system of robust assessment, evaluation and accountability 5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory) 6. Improve communication (mandatory) 7. Using digital systems to facilitate the delivery of the work stream (mandatory) 				
Level 2 outcomes to be achieved in your plan 1.7 All schools provide value for money for their pupils. 1.8 Local Authorities, the region and schools work collaboratively support the 21st century schools' agenda. 3.2 All school adhere to the regulations and guidance outlined in the ALN bill. 3.6 All schools make effective use of PDG which has a positive impact on progress and standards for vulnerable pupils. 3.7 All schools have effective transition processes which support all pupils to progress through their education.				
Camau Gweithredu Actions	Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Côd cyllid Finance Code

1.	Local Authorities to notify ERW Research and Evaluation Officer of upcoming inspections for schools	Directors of Education	Within 24 hours of the Authority receiving notice from Estyn	SIS	
2.	Local Authorities to notify ERW Research and Evaluation Officer of changes in schools' Estyn status	Directors of Education		SIS	
3.	Local Authorities to provide up to date contact details for all existing schools to ERW Systems Officer and ERW Communications Officer	Directors of Education / other relevant officers	April 2018	March 2019	SIS
4.	Local Authorities to provide up to date information on school closures, amalgamations, openings, or other organisational changes	Directors of Education / other relevant officers	April 2018	March 2019	SIS
5.	Local Authorities to provide up to date information on EOTAS pupils, Exclusion Rates, and similar pupil/school information.	Directors of Education / other relevant officers	April 2018	March 2019	EEW
6.	Local Authorities to inform ERW of long term changes to leadership staffing in schools within 3 working days of those changes	Directors of Education / other relevant officers	April 2018	March 2019	

Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?

How do you plan to provide value for money in your area?

- Economy – By ensuring clear lines of communication between ERW and its stakeholder Authorities, there will be more opportunities to minimise duplication wherever possible.
- Efficiency – By securing a strong relationship with the Local Authorities as statutorily responsible parties, ERW can carry out a joined-up approach to school improvement.
- Effectiveness – Using the information provided by Local Authorities, ERW as a service can make decisions from a more informed position and secure higher levels of effectiveness.
- Sustainability – by obtaining critical information in a timely manner, ERW can better formulate sustainable approaches to school improvement.
- Collaborative advantage – the sharing of various information noted in the above actions, combined with ERW Central Team's intelligence can give us a more complete picture of schools in the region
- Added value – Data shared with ERW as a result of the above can form the basis for future research that will in turn inform future strategies.

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19					
Adurdod Lleol Local Authority Carmarthenshire					
Perchennog Plan Owner Andi Morgan / Elin Forsyth					
Aelodau'r Tim: Team Members:					
Cynllun Gweithredu 2018-19 Operational Plan 2018-19					
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: 8. To develop a high-quality education profession 9. To develop inspirational leaders and to facilitate them working collaboratively to raise standards. 10. To develop strong and inclusive schools that are committed to excellence and wellbeing. 11. To develop robust assessment, evaluation and accountability processes that support a self-improving system					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Cost a Ffynhonnell Cost and source
14.	Priority 1,2,3,4 Delegated funding, devolved directly to schools to focus on the National Mission. Monitor progress through the school improvement team in line with the ERW strategy ensuring that all schools are held effectively to account. We will support schools, in tandem with ERW (Education through Regional Learning), to further improve outcomes	Andi Morgan Elin Forsyth	April 2018	April 2019 Ongoing	£6,258,122

	for all pupils outcomes at the end of the Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children.				
Delegated Funding - Targeted					
15.	Priority 1, 2 In line with the ambition for Cymraeg 2050 schools will be supported to build capacity amongst the staff, implementing the content of the Carmarthenshire WESP in partnership with school leaders for the benefit of all Carmarthenshire learners.	Aeron Rees	April 2018	April 2019 Ongoing	£526,162
16.	Priority 1, 3 We will provide bespoke support to pupils and schools to ensure fully inclusive environments in relation to learning needs, wellbeing and behaviour. We will build capacity amongst staff to ensure improved attitudes to learning and progress.	Angela Davies	April 2018	April 2019 Ongoing	£160,000
17.	Priority 4, We will continue to support, challenge and improve the quality of leadership and its impact on improving provision and outcomes in collaboration with senior school leaders e.g. provision of Leadership Seminars and Networks.	Andi Morgan Elin Forsyth	April 2018	April 2019 Ongoing	£14,000
18.	Priority 1,2,3,4 We will support schools to improve learning, teaching and assessment in the foundation phase through school to school collaboration, officer support and the Foundation Phase CHATT programme.	Elin Forsyth Rose Jones	April 2018	April 2019 Ongoing	£50,000
19.	Priority 1, 2, 3 We will support leaders to further develop their wellbeing provision through working with partner organisations such as Arad Goch.	Mari Owen	April 2018	April 2018	£10,000

Local Authority Staff recharges					
20.	<p>Priorities 1,4</p> <p>We will provide effective managerial and administrative support to schools and local authority officers to ensure the effective use of the RSIG as well as compliance with the funding body's terms and conditions and audit requirements.</p>	Nia Thomas	April 2018	April 2019 Ongoing	£58,511
21.	<p>Priorities 1,2,3,4</p> <p>We will continue to provide a dedicated Foundation Phase Training & Support Officer focused on the delivery of the Foundation Phase and to work with the School Improvement Service to support schools in further developing the Foundation Phase.</p>	Elin Forsyth	April 2018	April 2019 Ongoing	£56,000
22.	<p>Priorities 1,2,3,4</p> <p>We will continue to improve the quality of Early Years Provision in non-maintained settings by ensuring qualified teacher input into approved Early Years Education Settings. .</p>	Angharad Jones Heini Jones	April 2018	April 2019 Ongoing	£180,000
23.	<p>Priorities 1,2,3,4</p> <p>In line with the ERW regional strategy we will support schools to further develop their professional capacity through a bespoke range of professional development opportunities. In addition, our challenge advisers and associate challenge advisers will support schools with their self-evaluation strategies, holding schools purposefully to account for the standards of provision and outcomes</p>	Elin Forsyth	April 2018	April 2019 Ongoing	£335,000

	achieved. Focussed collaboration between schools will be encouraged, sharing best practice and ensuring inclusive learning environments that leads to progress for all learners.				
24.	Priorities 1,2,3,4 Schools will receive access to support from the Advisory Teachers for ASD, SLCN and SpLD in order to support individual pupils and groups with identified Additional Learning Needs. The support package will focus on upskilling schools to overcome identified barriers to learning and support pupils progress and attainment.	Rebecca Williams Elinor Williams	April 2018	April 2019 Ongoing	£95,000
25.	Priorities 1, 3 Provide effective professional development opportunities to ensure improved learning opportunities and outcomes for looked after children at Key Stage 2, 3 and 4	Bethan James	April 2018	April 2019 Ongoing	£40,000
26.	Priorities 1,2,3 Provide coaching for schools to ensure a Person Centred Approach developing and reviewing a child-centred, personalised plan to overcome identified barriers to learning or accelerating progress in an identified area of under attainment. Schools will also be supported to develop their skills and build capacity in teaching and learning to meet the needs of all pupils including those with low incidence, highly complex needs.	Rebecca Williams Elinor Williams	April 2018	April 2019 Ongoing	£18,733
				Total	£7,801,528

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19			
Adurdod Lleol Local Authority	Ceredigion		
Perchennog Plan Owner	Mary Davies		
Aelodau'r Tim: Team Members:	Mary Davies, Silyn Roberts, Elen Davies, Dafydd Iolo Davies, Mair Potter, Clive Williams, Christine Williams, Gillian Evans, Vanessa Bowen, Bethan Mair Jones, Ruth Lewis, Hilary McConnell, Carole Price, Menna Jones, Kay Morris, Liwsi Harries, Rhian Rees, Geraint Evans ,		
Cynllun Gweithredu 2018-19 Operational Plan 2018-19			
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:			
<p>12. To develop a high-quality education profession</p> <p>13. To develop inspirational leaders and to facilitate them working collaboratively to raise standards.</p> <p>14. To develop strong and inclusive schools that are committed to excellence and wellbeing.</p> <p>15. To develop robust assessment, evaluation and accountability processes that support a self-improving system</p>			
EIG Ceredigion			
Match needed for EIG 2018-19	290,326		
Total Grant Funding	(2,511,393)		
EIG Grant	2,801,719		
Delegation to schools element			
Actual delegation to school	2,576,278	92%	
£225,441 Central EIG			

Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Cost a Ffynhonnell Cost and source
27.	Priority 2, 3, 4 Ensuring that schools noted as “C” (or amber) for leadership /teaching and learning in the categorisation system receive menus of support that are thorough and lead to rapid improvements.	Mary Davies	April 2018	March 2019	
28.	Priority 2, 4 Ensure Penglais Improvement Board is strong and making rapid improvements.	Mary Davies	April 2018	March 2019	
29.	Priority 2, 4 Ensure Pendweddig Improvement Board is strong and making rapid improvements.	Mary Davies	April 2018	March 2019	
30.	Priority 1, 2, 3 Sicrhau eglurder pawb o’u rôl a’u gweithredoedd wrth i’r CySGA newydd ddod i rym Chwefror 2018	Silyn Roberts	April 2018	March 2019	
31.	Priority 2, 3, 4 Ensure a rise in English L2 standards, particularly boys	Mary Davies	April 2018	March 2019	
32.	Priority 1, 3, 4 Ensure consistent information for schools on the Curriculum for Wales	Mary Davies	April 2018	March 2019	
33.	Priority 2, 3, 4 Raise KS2 Standards	Mary Davies	April 2018	March 2019	
34.	Priority 1, 4 Ensure clear lines of responsibility and accountability in the period of Review and Reform in ERW.	Mary Davies	April 2018	March 2019	
					£225,441 Central EIG

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19					
Adurdod Lleol Local Authority		NPT			
Perchennog Plan Owner		Aled Evans			
Aelodau'r Tim: Team Members:		Chris Millis, Andrew Thomas, Mike Daley, Hayley Lervy			
Cynllun Gweithredu 2018-19 Operational Plan 2018-19					
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:					
<p>16. To develop a high-quality education profession</p> <p>17. To develop inspirational leaders and to facilitate them working collaboratively to raise standards.</p> <p>18. To develop strong and inclusive schools that are committed to excellence and wellbeing.</p> <p>19. To develop robust assessment, evaluation and accountability processes that support a self-improving system</p>					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Cost a Ffynhonnell Cost and source
35.	Directly delegate 94.6% of EIG to schools	Claire Darracott/ Nicola Bartle	April 2018	March 2019	£4,805,835
36.	Priority 1,2,3 & 4 Provide support for early years and foundation phase to create a high-quality education profession by collaborating and liaising with early	Sarah Griffiths	April 2018	March 2019	£78,266

	years services in LA, developing an early year's strategy and training for all schools in foundation principles and best practice				
37.	Priority 3 To develop strong and inclusive schools by further strengthening the 14-19 pathways by employing a 14-19 officer	Karen Thomas	April 2018	March 2019	£58,496
38.	Priority 3 To further develop strong and inclusive schools by supporting year 10 & 11 pupils at risk of becoming NEET by funding collaborative provision in schools and in partnership with colleges	Karen Thomas	April 2018	March 2019	£97,792
39.	Priority 3 To develop strong and inclusive schools by funding release costs for Welsh Bacc. Implementation, Skills Cymru events and admin/translation costs	Karen Thomas	April 2018	March 2019	£9,384
40.	Priority 4 To develop accountability processes that support a self-improving system by employing a finance officer to delegate funding and ensure schools account for their EIG spend against improvement priorities	Nicola Bartle	April 2018	March 2019	£37,401
41.	Priority 2 To develop robust self-evaluation for schools to become self-improving through a series of workshops for headteachers, deputy headteachers and in schools where self-evaluation requires support (supply cost covered)	Mike Daley	April 2018	March 2019	£19,800
42.	Priority 2 & 4 To develop robust self-evaluation in schools by releasing teachers to work alongside school improvement officers and visiting other schools	Mike Daley	April 2018	March 2019	£9622
43.	Priority 2 To develop inspirational leaders by implementing the NPT leadership strategy: Coaching and mentoring programme for new headteachers	Andrew Herbert	April 2018	March 2019	£4000
44.	Priority 2	Andrew Herbert	April 2018	March 2019	£4000

	To develop inspirational leaders by implementing the NPT leadership strategy: Coaching and mentoring programme for experienced headteachers to become coaches and mentors for other headteachers in the LA				
	Total retained EIG				£318,761

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TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19					
Adurdod Lleol Local Authority		PEMBROKESHIRE COUNTY COUNCIL			
Perchennog Plan Owner		Steven Richards-Downes			
Aelodau'r Tim: Team Members:		Mark Austin Challenge advisers Associate challenge advisers			
Cynllun Gweithredu 2018-19 Operational Plan 2018-19					
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:					
<p>20. To develop a high-quality education profession</p> <p>21. To develop inspirational leaders and to facilitate them working collaboratively to raise standards.</p> <p>22. To develop strong and inclusive schools that are committed to excellence and wellbeing.</p> <p>23. To develop robust assessment, evaluation and accountability processes that support a self-improving system</p>					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Cost a Ffynhonnell Cost and source
45.	Delegate money to schools so that their plans can develop the National Mission priorities effectively	SRD	April 2018	March 2019	RCSIG £3,897,360
46.	Priority 1, 2, 3 Improve performance in the:	MA/RH/JA	April 2018	March 2019	RCSIG £371,980

	<ul style="list-style-type: none"> National priority areas of: literacy, numeracy, ICT, key skills, reducing the FSM gap and improves the performance of MAT pupils Ensure effective implementation of Leadership Strategy and Teaching, Learning and eFSM Strategy Science in KS3 and KS4 				
47.	<p>Priority 3</p> <p>Build capacity and improve the performance in Welsh, particularly at KS2.</p>	EE	April 2018	March 2019	RCSIG £25,800
48.	<p>Priority 1,2,4</p> <p>Improve the challenge/support to school leaders & governors to ensure that all schools provide high-quality education</p> <p>Ensure effective implementation of Leadership Strategy and Teaching, Learning and eFSM Strategy</p>	SRD SRD/MA	April 2018	March 2019	Core Budget £715,930
49.	<p>Priority 3</p> <p>Work with schools to improve their performance in preparing for the ALN reform, improve attendance, reduce FTE and reduce NEETs</p>	NJ/TT/JW	April 2018	March 2019	EIG £271,600
50.	<p>Priority 1,2,3,4</p> <p>Ensure accelerated progress in schools causing concern particularly at KS4</p>	SRD	April 2018	March 2019	Cabinet* £50,000
51.	<p>Priority 2</p> <p>Continue to develop and support a collaborative 'self-improving school system' across all Pembrokeshire schools for all red secondary schools</p>	SRD	April 2018	March 2019	Cabinet* £20,000
52.	<p>Priority 1,2</p> <p>Work with cluster and governors to develop the self-improving system for Pembrokeshire and ensure that everyone plays their part</p>	SRD/MA	April 2018	March 2019	RCSIG £54160 Cabinet* £50,000

53.	Priority 1,2,4 Continue to develop, support and challenge the Pembrokeshire KS4 Improvement Strategy, including implementation of the Plan for Focused Support in Pembrokeshire Secondary Schools – and the 14-19 federation	MA/RH	April 2018	March 2019	RCSIG £271,600
54.	Priority 1,3 Improving outcomes in the Foundation Phase	SA/SRD	April 2018	March 2019	RCSIG £3,276,000 (Delegated) Central £121,400

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19					
Adurdod Lleol Local Authority		Powys			
Perchennog Plan Owner		Ian Budd			
Aelodau'r Tim: Team Members:		Dr Alec Clark Eurig Towns Lynette Lovell			
Cynllun Gweithredu 2018-19 Operational Plan 2018-19					
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <p>24. To develop a high-quality education profession</p> <p>25. To develop inspirational leaders and to facilitate them working collaboratively to raise standards.</p> <p>26. To develop strong and inclusive schools that are committed to excellence and wellbeing.</p> <p>27. To develop robust assessment, evaluation and accountability processes that support a self-improving system</p>					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Cost a Ffynhonnell Cost and source
1.	Priority 1 & 4 Support schools during the implementation of the new education and curricular reforms	Anwen Orrells Delyth Jones	April 2018	April 2019	EIG £27,000 ICT seconded practitioner

	<ul style="list-style-type: none"> • Cluster model for training – change mode of working of cluster meetings. • Coaching and mentoring program. Triad across phase training. (Lesson Box) Yr5-8. • Good practice sharing days, coaching through watching one excellent teacher (EAS model). • ROWND – Reading, Oracy, Writing, Numeracy, Digital (AOLE) • OSIRIS • Transition – Best practice guidance to improve impact of transition. Model and share. 				<p>£27,000 NQT £4,500</p> <p>85% delegated to schools. £4,791,908</p> <p>Admin: £35,523</p>
2.	<p>Priority 2 Develop initial workforce strategy in order to improve the recruitment, retention and quality of leadership (at all levels), across our schools with a specific focus on secondary schools.</p> <ul style="list-style-type: none"> • Improve number of schools with permanent leadership • Improve number of leaders gaining leadership qualifications. (eg, NPQH, Middle leaders, HLTA, etc.) • Improve the number of schools where the quality of leadership is good or better. 	Lynette Lovell Eurig Towns	April 2018	April 2019	<p>EIG Secondary £80,000 Leading learning £54,000 Targeted leadership £100,000</p> <p>85% delegated to schools. £4,791,908</p>

3.	<p>EPriority 3</p> <p>Improve outcomes for all pupils, including vulnerable pupils with a specific focus on eFSM pupils Improve standards at key stage 3 especially for Welsh efsm and boys (low numbers).</p> <ul style="list-style-type: none"> • Improve standards in level 1 performance for efsm learners. • Improve standards in science at KS4 for efsm learners. • Improve performance in the Welsh bacc at ks 4. • Improve outcomes for pupils at the higher grades in key stage 5. • Improve standards in ks4 in ICT. 	<p>Eurig Towns Lynette Lovell Nia Vaughan Delyth Jones Hayley Smith</p>	<p>April 2018</p>	<p>April 2019</p>	<p>Literacy £49,510 Numeracy £21,600 Welsh £13,500 Athrawon bro £279,750 F Ph £279,750 F ph level 3 plan £15,237 LAC £13,500 ALN £18,000 ICT £29,500 Well-being £10,000 85% delegated to schools. £4,791,908</p>
4.	<p>Priority 3</p> <p>Improve the performance of secondary schools and the rate of progress of schools in Estyn follow up category.</p> <ul style="list-style-type: none"> • Improve number of secondary schools in follow up categories - Llanfyllin, Caereinion to be removed from categories this year. 	<p>Eurig Towns Lynette Lovell Anwen Orrells Glyn Whiteford Dr Rashida Shariff</p>	<p>April 2018</p>	<p>April 2019</p>	<p>14/19 £57,000 EIG Secondary £80,000</p>

					Leading learning £54,000 Targeted leadership £100,000
5.	Priority 1 Provide equality of provision for Welsh medium learners through the implementation of the Welsh in Education Strategic Plan (WESP)	Delyth Jones Sarah Astley Marianne Evans	April 2018	April 2019	Literacy £49,510 Welsh 2 nd lang £13,500 Athrawon bro £293,790 85% delegated to schools. £4,791,908

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19					
Adurdod Lleol Local Authority		Swansea			
Perchennog Plan Owner		Nick Williams			
Aelodau'r Tim: Team Members:		Helen Morgan-Rees, Brian Roles, Kelly Small, Sue Edgar, Rob Davies, Sharon Jones			
Cynllun Gweithredu 2018-19 Operational Plan 2018-19					
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: <ul style="list-style-type: none"> 28. To develop a high-quality education profession 29. To develop inspirational leaders and to facilitate them working collaboratively to raise standards. 30. To develop strong and inclusive schools that are committed to excellence and wellbeing. 31. To develop robust assessment, evaluation and accountability processes that support a self-improving system 					
Camau Gweithredu Actions		Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Cost a Ffynhonnell Cost and source
55.	All 4 priorities 95% of EIG delegated to schools to support level 1 business plan objectives: <ul style="list-style-type: none"> • To develop a high-quality education profession 	NW/BR	April 18	April 19	£8,968,200, EIG

	<ul style="list-style-type: none"> To develop inspirational leaders and to facilitate them working collaboratively to raise standards. To develop strong and inclusive schools that are committed to excellence and wellbeing. To develop robust assessment, evaluation and accountability processes that support a self-improving system 				
56.	<p>Priorities 1 & 2 To develop high-quality provision for pupils to improve their Welsh language skills.</p> <ul style="list-style-type: none"> Promote and support school-to-school work, including the deployment and oversight of lead practitioners and the facilitation of local networks Welsh language professional development opportunities Develop leadership skills of middle leaders Improve Welsh language skills for NQTs Promote Siarter Iaith 	HMR/SJ	April 18	April 19	£363.5k, EIG
57.	<p>Support for all priorities</p> <p>Administrative support to monitor and manage EIG allocations to schools and central services in line with the terms and conditions of the grant</p>	BR/KS	April 18	April 19	£65.2k, EIG
58.	<p>Priorities 1, 2 & 3</p>	HMR/SJ	April 18	April 19	£56.1k, EIG

	To develop a high-quality provision in early-years settings, with a focus on improving leadership, pupils' standards & wellbeing, and assessment.				
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Abbreviations

ACE Adverse childhood experiences

ALN Additional learning needs AoLE Areas of learning and experience

APL Accelerated progress leads

CA Challenge adviser

CLA Children Looked After

CSI Core subject indicator

CSWC Central South Wales Challenge DCF Digital Competence Framework EAL English as an additional language

EDT Education Development Trust

eFSM Eligible for free school meals

EIG Education improvement grant EWM English, Welsh and mathematics

FPOI Foundation phase outcome indicator

GIG Governor Improvement Group

HEI Higher education institutions

HLTA Higher level teaching assistant

IBA Indicator based assessments

ITE Initial teacher education

KS1, KS2, KS3 or KS4 Key stage 1,2,3 or 4

L2+ Level 2 plus

LA Local authority LCE Language, literacy and communication skills (English) LCW Language, literacy and communication skills (Welsh)

MAT More able and talented MEAG Minority and ethnic achievement grant NAEL National Academy for Educational Leadership

NFER National Foundation for Educational Research

NQT Newly qualified teacher

PDG Pupil development grant

PRU Pupil referral unit RCSIG Regional Consortia School Improvement Grant

RSG Regional stakeholder group

SER Self-evaluation report

SIG School improvement group SLO Schools as learning organisations

SLT Senior leadership team

SRE Sex and relationship education

WG Welsh Government

WM Welsh medium

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