



Cyngor Sir Gâr
Carmarthenshire
County Council



Cyngor Abertawe
Swansea Council

PARTNERIAETH

Partneriaeth Business Plan 2022-2023



www.partneriaeth.cymru

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INTRODUCTION

Partneriaeth 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 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.

Partneriaeth 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 Welsh 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.

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VISION

To be developed in collaboration with full Central Team – in line with Legal Agreement



Effective partnership and collaboration only become truly effective when they are underpinned and enclosed by shared values and principles. They allow trust and mutual understanding to develop within a safe environment.

- Inclusivity - We need to ensure that all LA partners are involved and included in the decision making, accountability and performance management process of regional working.
- Accountability - Robust quality assurance and accountability processes must be established. This should include a value for money element. Accountability is the responsibility of all partners and processes should ensure that every Director is equally involved – this leads to collective responsibility and should secure high quality provision.
- Open and honest, Transparency, agility, subsidiarity
- Mutual trust- not unravelled by individuals or groups of individuals

Equity and Fairness

- Equity and excellence go hand in hand. Location, deprivation or childhood experiences will 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

Support

- 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

- Within the Consortium, transparency, trust and honesty are a professional obligation
- 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

- All involved work together with each partner feeling valued, motivated, responsible and having the opportunity to contribute to the collective outcomes of the process;
- 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

Key Principles

- Deliver a genuine partnership with other local authorities and the region to build capacity
- Share learning across the region to better support schools using consistent school improvement methodologies.
- Deliver on a small number of priorities (*the priorities will be agreed and reviewed annually by effective co-construction, collaboration and partnership working*)
- Maximise devolved funding to schools ensuring transparency on funding issues
- Needs of all learners and schools in the collaboration are known and understood by partners and is at the centre of the work of the partnership
- Provides timely and intelligent data to schools and local authorities to support improvement.
- The strong relationship between the school and the Local Authority should be the basis of an integrated approach to school improvement.
- Exceptional quality, innovation and rigour in the delivery of agreed support services
- Good value for money
- Fully bilingual service
- A service led by the needs of schools and Local Authority priorities
- Local employment and deployment of a school improvement team
- Provide a secure central service which can encourage excellent people to commit to it, enabling funding to be delegated purposefully and provide higher levels of funding to reach schools as our key partners.
- Be an acknowledged hub of excellence, led by securely employed, high level specialists, who are able to provide leadership and support for local, hub or other sub-regional groupings.
- Be a partnership enabling the best use of intelligence about schools and the resources available to support improvement
- Share learning across the region to better support schools using consistent school improvement methodologies.
- Establish a consistent regional approach to reduce duplication, ensure fairness and equity for all schools and to demonstrate value for money.

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- Have a secure and effective model of governance to underpin a more responsive and innovative regional service which supports accountabilities that are shared between the regional and the local.
- Develop a regionally formulated and agreed School Improvement strategy to be delivered locally to ensure the best possible provision of school improvement to further improve learner outcomes

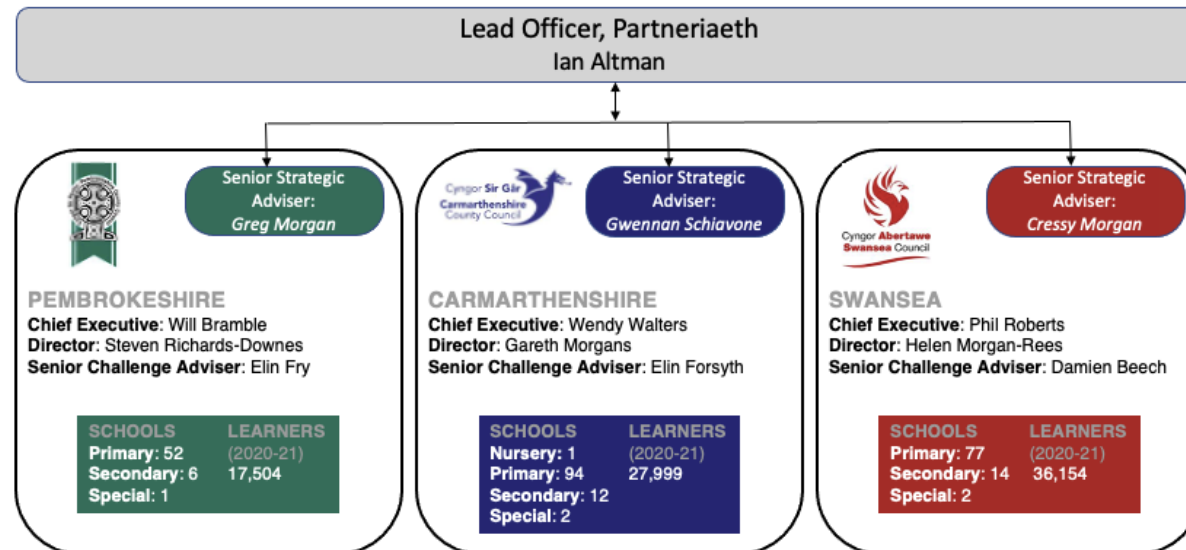
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REGIONAL CONTEXT

Partneriaeth services the 3 Local Authorities in South-West Wales, namely Pembrokeshire, Carmarthenshire and Swansea. We realise the value of working collaboratively and our new approach is based on a vision of a partnership working on behalf of our local authorities and contributing to the improvement in the performance of our schools and the education of our children and young people. The Partnership is a regional collaborative arrangement designed to promote excellence in all of our schools.

Each of the 3 Senior Strategic Advisers are directly linked with one of the Local Authorities to ensure effective support for schools in each LA. This reflects the agile approach and relies on high-quality collaboration between Partneriaeth Senior Strategic Advisers and LA senior officers.





Priority 1 – Raise standards in schools, particularly in literacy, numeracy and Welsh second language

- Develop strategies for the teaching of English/Welsh and mathematics
- Further strengthen cross-curricular provision for literacy & numeracy
- Maintain monitoring and promoting effective use of RRRS/PDG for lit/num catch-up programmes (link to disadvantage in R2)
- Provide strong support and challenge to schools causing concern

Priority 2 – Improve the outcomes for all groups of learners, including those eligible for free school meals and those who are more able

- Further develop and embed RADY approaches to support disadvantaged pupils across schools (R3)
- Further develop vocational pathways to support pupils with different skills and aptitudes
- Provide specialist support and training to schools to develop their own whole school approaches: Trauma Informed Schools, Emotion Coaching, ELSA, refocused Counselling Service

Priority 3 – Improve the effectiveness of the authority's work to improve teaching and school leadership

- Promote evidenced-informed approaches to teaching and learning that support CfW, assessment and WG's NSERE and SLO approaches
- Strengthen school-to-school working in various forms
- Support schools with leadership development and planning

Priority 4 – Strengthen the quality of evaluation by officers at all levels to improve the precision of planning for improvement

- Work with the newly formed Partneriaeth to ensure Pembrokeshire's schools receive high-quality support

*Need to reference the Pembs Roadmap here

Key Focus areas – DRAFT – based on focus areas of SFGs, HT survey and HT wellbeing charter

Priority 1 - High-quality education services profession

- Ensure effective communications, including sharing platforms and response times.
- Clarify the aims and expectations of the WESP and all related professional learning.
- Ensure that our Professional Learning offer meets the needs of School- based staff and LA officers. (CCC and Partneriaeth).

Priority 2 - Inspirational leaders working collaboratively to raise standards

- Ensure stakeholder engagement in strategic development and review.
- Ensure the development of leaders at all levels (Including recruitment) .

Priority 3 - Strong and inclusive schools and services committed to excellence, equity and wellbeing

- Ensure the Wellbeing of all.
- Ensure that schools are well equipped to address pupil behaviours and wellbeing needs.
- Ensure robust attendance and pupil engagement support for schools.
- ALN transformation .
- Ensure appropriate range of learning pathways to ensure engagement, equity, Welsh language considerations, response to RSLP.

Priority 4 - Robust assessment, evaluation and accountability arrangements supporting a self-improving system

- Ensure learner progress through effective support relating to the Curriculum For Wales (Including Skill development, Transition and Evaluation)
- Net Zero Carbon principles to underpin all strategy .





Priority 1. Curriculum, Teaching and Assessment

- Support schools to design and deliver Curriculum for Wales
- Develop Welsh language provision
- Develop support for schools in STEM subjects

Priority 2. Support for Learners (Equity and inclusion)

- Ensure staff are supported to identify and remove barriers to learning so all learners can reach their potential
- Embed ALN, well-being and behaviour strategies to provide safe and supportive learning environments

Priority 3. Leadership

- Support the development of current and future leaders to build resilience and sustainability into the system.
- Support leaders to work collaboratively to raise standards

Priority 4. Workforce

- Work with ITE providers to ensure Swansea has highly qualified staff now and in the future
- Ensure that there is quality teaching in every classroom

Priority 5. Environments

- Support schools to ensure that all learners have access to learning environments that make effective use of the outdoors.

CENTRAL TEAM



All Partneriaeth officers work in an agile way across all LAs and deliver on a range of strategic priorities linked to the RCSIG. SLT of the Lead Officer and 3 Senior Strategic Advisers develop the high-level planning in conjunction with Extended SLT including the 3 Lead Advisers.

Members of Extended SLT have oversight and responsibility for budget lines in the Business Plan and leading operational delivery teams.

All Central Team officers are involved in the development of the Operational Delivery Plans.

STRATEGIC OBJECTIVES

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

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

Priority 3 – Leadership and Career Pathways - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks




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




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

Priority 6 – Ensure that Partneriaeth has strong governance and effective business and operational support that provides value for money

BETTER OUTCOMES FOR LEARNERS – Diagram needed?

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

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| |  |  |  |
| 1. Curriculum & Assessment Reform | | | |
| 2. Curriculum reform professional learning programme (Curriculum Design and Development + New PL for curriculum) | P3 | | |
| <ul style="list-style-type: none"> a. To develop the capacity of schools to engage in curriculum reform through a flexible, implemented programme of targeted interventions. b. To continue to support the national PL programme for Curriculum for Wales. c. To continue to provide asynchronous CfW support for middle leaders and teachers. d. To support schools with the collaborative development of shared understandings on curriculum and assessment in line with Curriculum for Wales guidance. e. To continue to support schools in progression conversations. f. To continue to support schools in their reform journey from curriculum vision to design and implementation. g. To ensure high-quality collaboration within Partneriaeth and with partners in the middle-tier. h. To deliver bespoke support for schools with furthest to go on reform journey. i. To support and facilitate local and national engagement through a range of focused networks. j. To develop and deliver a range of support for current qualifications and the Qualified for the Future agenda. | | | |

| Priority 2 – Developing a high-quality education profession - improving the teaching & learning in our schools | | | |
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| |  |  |  |
| 1. Professional learning, enquiry and research to realise curriculum - school-led (NPEP, research, pedagogy school funding) | P3 | | |
| <ul style="list-style-type: none"> a. To support school-to-school working to enable schools to deliver professional learning on a cluster, local or regional basis b. To facilitate joint-working with HEI on the delivery of key programmes such as NPEP/Post-16 NPEP/National Pedagogy Network to support the transition to a national approach. | | | |
| 2. Professional learning for developing practice and reflection (RALD/ WCLD, SLO, Pedagogy, Professional Standards) | P3 | | |
| <ul style="list-style-type: none"> a. To support school-to-school working to enable schools to deliver professional learning on a cluster, local or regional basis b. To continue to support national implementation of the Schools as Learning Organisations (SLOs) approach, leading to a significant increase in engagement with the national SLO survey | | | |
| 3. Regional support for Modern Languages - (Modern Foreign Languages (Global Futures)) | P1 | | |
| <ul style="list-style-type: none"> a. To support secondary schools to engage and collaborate with quality improvement practitioners, innovation schools and professional learning pioneer schools within other Consortia to improve the teaching of MFL and to support planning for International Languages provision b. To support secondary schools to work with Language Institutes, HEIs (including the Open University) to provide opportunities and support for the teaching and learning of international languages | | | |
| 4. Literacy & Numeracy Grant | P1 | | |
| <ul style="list-style-type: none"> a. To continue to provide direct support for literacy and numeracy towards further improvements in 2021-22 as part of a self-improving system | | | |

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| 5. Coding & Digital Skills | P1 | | |
| a. To support the development of coding and digital skills b. To develop support and resources for schools to improve digital skills at a whole school level | | | |
| 6. Primary LNF Oracy Scheme for Wales *new line in this years RCSIG | P1 | | |
| New T&Cs needed here | | | |
| 7. Higher Level Teaching Assistants (HLTA) - & TALP | P3 | | |
| a. To offer and deliver a range of suitable programmes across the different levels of Teaching Assistants b. To deliver an Aspiring Higher Level Teaching Assistant Programme | | | |
| 8. Welsh - Professional Development - Consortia Funding (some lines combined) | P1 | | |
| a. To support the implementation of the Welsh in Education Action Plan Confirmation of staffing capacity within the region to deliver the plan needed? | | | |
| 9. A Level Improvement | P2&3 | | |
| a. To provide support to improve teaching and learning of A Levels and the Advanced Welsh Baccalaureate | | | |
| 10. Modern Foreign Languages – building capacity for MFL in the primary sector | P1&3 | | |
| a. To build capacity to teach international languages in primary schools in preparation for the new curriculum | | | |
| 11. Digital Competence Framework | P1 | | |
| a. To further embed digital competence across the curriculum b. To develop support and resources for schools to improve digital planning and implementation at a whole school level | | | |
| 12. Professional Teaching Awards Cymru (PTAC) | P3 | | |
| T&Cs needed from new doc | | | |




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**Priority 3 – Leadership and Career Pathways - supporting inspirational leaders working collaboratively to raise standards.
Includes future leadership & professional networks**

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| 1. Future Leadership (Aspiring, middle leaders including Coaching & Mentoring support) | P3 | | |
| a. To offer and deliver a range of programmes across the different levels of leadership in Wales including those national development programmes for aspiring, senior, middle and experienced Leaders. | | | |
| 2. National Professional Qualification for Headship (NPQH) | P3 | | |
| a. To deliver an Aspiring Heads Programme that provides access to the NPQH assessment. Details of NPQH assessment process needed? | | | |
| 3. Induction / Early career support programme | P3 | | |
| a. To engage with schools, induction mentors, external verifiers to develop a series of blended learning professional learning resources for Newly Qualified Teachers b. To deliver additional professional learning to schools and external verifiers who will be engaged with the induction placement programme | | | |
| 4. Higher Level Teaching Assistants (HLTA) - & TALP | P3 | | |
| a. To offer and deliver a range of suitable programmes across the different levels of Teaching Assistants b. To deliver an Aspiring Higher Level Teaching Assistant Programme | | | |

| Priority 4 – Strong & inclusive schools committed to excellence, equity & well-being | | | |
|--|---|---|---|
| |  |  |  |
| Pupil Development Grant (PDG) exc PDG Access NB there is going to be a stronger emphasis on poverty and reducing inequalities in PDG 2022-3 | R1&2 | | |
| <p>NB PDG grant offer letter is sent separately</p> <ol style="list-style-type: none"> To appoint a strategic adviser to support schools and settings To support the educational achievement and attainment of those learners who are eFSM To support the educational achievement and attainment of looked after children and other related groups To support emotional, learning and developmental needs of EY learners from disadvantaged backgrounds To plan and deliver support to children who are in PRUs and EOTAS Renew and reform | | | |

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

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| | P3 | | |
| <ul style="list-style-type: none"> a. To develop peer and school-to-school working to ensure effective sharing and development of practice across the region b. To communicate with LA partners to provide bespoke support for identified schools c. To ensure resources are effectively shared across the region d. | | | |

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Priority 6 – Ensure that Partneriaeth has strong governance and effective business and operational support that provides value for money

- a. To develop and review Performance Management processes **RENAME?**
- b. To ensure consistent, high-quality communication
- c. To ensure high-quality professional learning for Partneriaeth staff
- d. To ensure a robust and effective business planning cycle
- e. To ensure coherent and transparent self-evaluation and monitoring processes
- f. To ensure accountability is evidenced through impact and VFM reports
- g. To ensure regular preparation of reports for Partneriaeth governance boards
- h. To develop reports for presentation at Partneriaeth Governance Boards
- i. To update regional Risk Register
- j. To support the internal audit process

NEED A CHART OF THE SPEND HERE – INCLUDING DELEGATION RATES ETC.

***Reference needed to the following RCSIG funding lines:**

EIG

Professional Learning funding for schools

GOVERNANCE

| Governance Group | Members | Meeting Frequency |
|----------------------------------|---|--------------------------|
| Joint Committee | <ul style="list-style-type: none"> • 3 Leaders. Voting member. • 3 Cabinet Members for Education. These will be non-voting members. • 3 Chief Executives with a Lead Chief Executive, non-voting. • 3 Directors of Education with a Lead Director, non-voting. • Lead Officer PARTNERIAETH • S151 Officer and Monitoring Officer, as required. • External observers and advisers, on request – Estyn, WG, Audit Wales. • Chair of scrutiny Councillors’ group, as non-voting observer – TBC | Quarterly |
| Scrutiny Councillor Group | <ul style="list-style-type: none"> • 3 Education Scrutiny Chairs • 3 Education Scrutiny Vice Chairs • 3 Directors of Education to attend together at least once per annum • Lead Officer PARTNERIAETH • Chair of Joint Committee to attend at least once per annum • External observers and advisers, on request | Quarterly |
| Strategic Group* | <ul style="list-style-type: none"> • 3 Directors of Education • Lead Officer PARTNERIAETH • 3 PARTNERIAETH Strategic Advisers | Fortnightly |
| Operations Group** | <ul style="list-style-type: none"> • 3 local authority Lead School Improvement Officers • Lead Officer PARTNERIAETH • PARTNERIAETH Strategic Advisers, as required according to business plan priorities | Fortnightly |
| Stakeholder Group | <ul style="list-style-type: none"> • Lead Officer Partneriaeth • 3 Partneriaeth Senior Strategic Advisers linked to each local authority – to be appointed, we will have one linked to Swansea. • 12 headteachers covering primary, secondary, special and pupil referral unit sectors | Quarterly |

*PARTNERIAETH Strategic Group (fortnightly) – delegated responsibilities from Joint Committee for planning, performance, resource and risk monitoring. This is the group that sees spending plans and makes decisions on distribution of funding streams from WG. Section 151 officer and accountant of PARTNERIAETH to be invited to this group. Section 151 officer produces budget reports for Joint Committee.

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**PARTNERIAETH Operations Group (fortnightly) – this is the group that knows about the operational delivery of work streams (funded by WG work streams). Each strategic adviser will have a costed plan and budget. Cannot go above budget without Directors' approval.

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