ERW Business Plan 2018-2021 in text form only.

(For internal consideration only)

'Improving Learning Together'

Mission Statement

We will build school capacity through support, challenge and intervention to become self-improving, collaborative, resilient organisations which continually improve outcomes for all learners through ensuring effective performance in all schools across the region.

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.

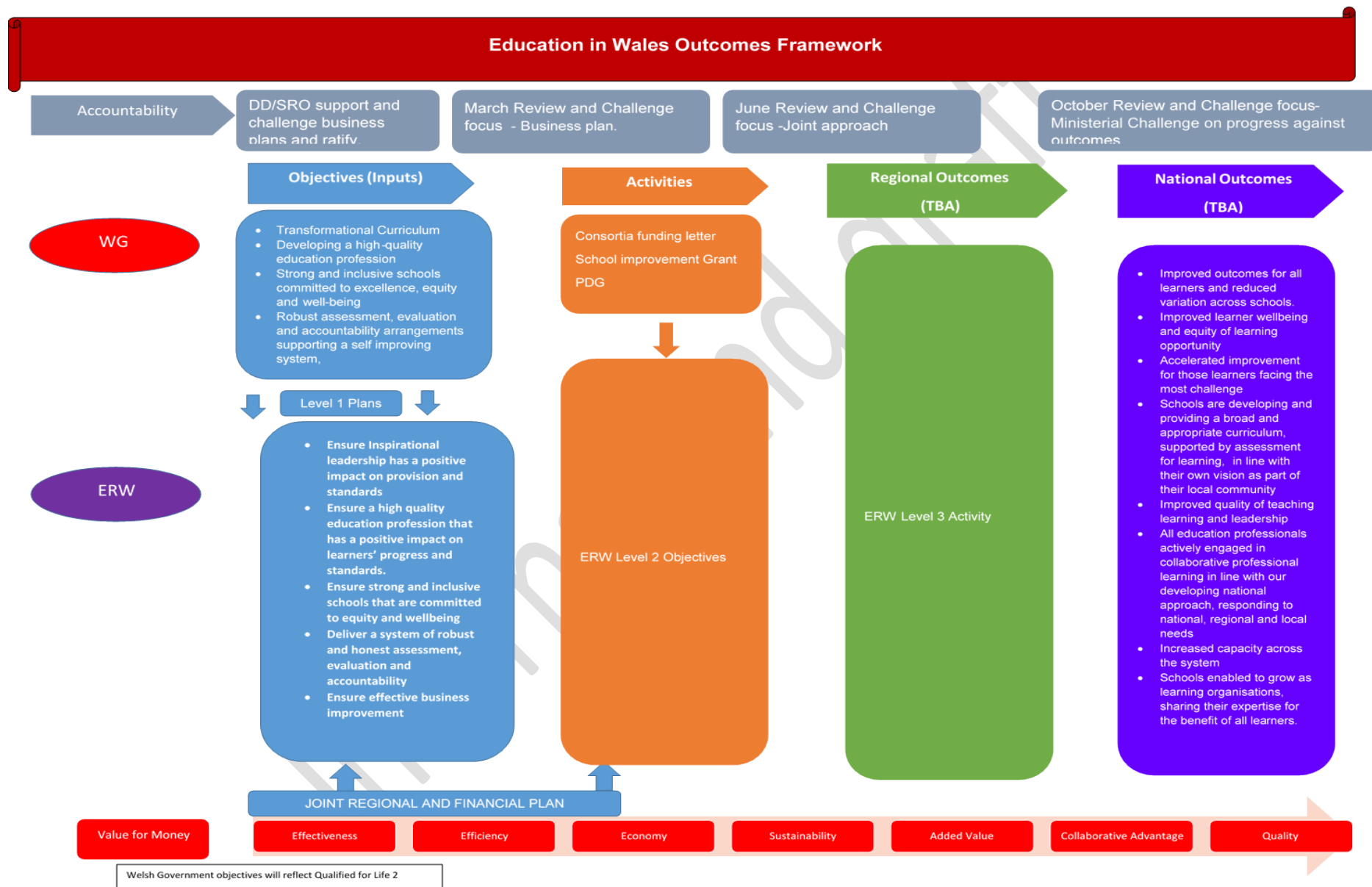We challenge and confront poor performance

Delivering Local, Regional and National Priorities

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. Local Authority objectives are referenced in the LA Annex and Level 1 plan on pages _____

The region is committed to working within the co-constructed National Model. To deliver our priorities we will work through effective collaboration along with integration of services where appropriate. This will include Welsh Government, the teaching profession and the wider education workforce, our key partners in local authorities, diocesan authorities, 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.

The newly revised national system of categorisation is now fully implemented. The system ensures that, in partnership with schools and local authorities, we direct 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. For 2017-18 Welsh Government have slightly changed the system so it places more of 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.

Education in Wales Outcomes Framework

Accountability	DD/SRO support and challenge business plans and ratify	March Review and Challenge focus - Business plan.	June Review and Challenge focus - Joint approach	October Review and Challenge focus-Ministerial Challenge on progress against outcomes

Objectives (Inputs)

Activities

Regional Outcomes (TBA)

National Outcomes (TBA)

WG

- Transformational Curriculum
- Developing a high-quality education profession
- Strong and inclusive schools committed to excellence, equity and well-being
- Robust assessment, evaluation and accountability arrangements supporting a self improving system,

Consortia funding letter

School improvement Grant

PDG

Improved outcomes for all learners and reduced variation across schools.
- Improved learner wellbeing and equity of learning opportunity
- Accelerated improvement for those learners facing the most challenge
- Schools are developing and providing a broad and appropriate curriculum, supported by assessment for learning, in line with their own vision as part of their local community
- Improved quality of teaching learning and leadership
- All education professionals actively engaged in collaborative professional learning in line with our developing national approach, responding to national, regional and local needs
- Increased capacity across the system
- Schools enabled to grow as learning organisations, sharing their expertise for the benefit of all learners.

Level 1 Plans

ERW

- **Ensure Inspirational leadership has a positive impact on provision and standards**
- **Ensure a high quality education profession that has a positive impact on learners' progress and standards.**
- **Ensure strong and inclusive schools that are committed to equity and wellbeing**
- **Deliver a system of robust and honest assessment, evaluation and accountability**
- **Ensure effective business improvement**

ERW Level 2 Objectives

ERW Level 3 Activity

JOINT REGIONAL AND FINANCIAL PLAN

Value for Money	Effectiveness	Efficiency	Economy	Sustainability	Added Value	Collaborative Advantage	Quality

Welsh Government objectives will reflect Qualified for Life 2

Wellbeing of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act is about improving the social, economic, environmental and cultural well-being of Wales. It will make public bodies think more about the long-term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach. This will help us to create a Wales that we all want to live in, now and in the future. To make sure we are all working towards the same vision, the Act puts in place seven well-being goals.

From March 2018 ERW will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act.

A prosperous Wales

A resilient Wales

A healthier Wales

A more equal Wales

A Wales of cohesive communities

A Wales of vibrant culture and thriving Welsh Language

A globally responsible Wales

The table below outline how the main priorities in ERW Business Plan aligns with the seven wellbeing goals identified in Wellbeing of Future Generation Act

	Ensure Inspirational leadership has a positive impact on provision and standard	Ensure a high quality education profession that has a positive impact on pupil progress and standards	Ensure strong and inclusive schools that are committed to equity and wellbeing	Deliver a system of robust and honest assessment, evaluation and accountability	Ensure effective business management	*Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)*	*Improve communication (mandatory)*	*Use digital systems to facilitate the delivery of the work stream*
A prosperous Wales	▓	▓	▓	▓	▓	▓		▓
A resilient Wales	▓	▓	▓	▓	▓			
A healthier Wales	▓	▓	▓		▓			
A more equal Wales	▓	▓	▓	▓	▓	▓	▓	
A Wales of cohesive communities			▓					
A Wales of vibrant culture and thriving Welsh Language	▓	▓	▓	▓	▓	▓	▓	
A globally responsible 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;

- Modelling and growing learning leadership.

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)

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.

We have selected five areas of focus. Each level 2 and 3 plan will include a judgement on Value for Money.

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. 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.

Level 1 Plan Objectives (1-5)

1. **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 establish and 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 across the region

2. **Ensure a high quality education profession that has a positive impact on learners' progress and standards.**
   'The world's highest-performing education systems have vibrant, engaged educators and support staff who are committed to continuous learning.' OECD, 2014. The region will therefore 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 procedures to ensure that end of key stage assessments are reliable

3. **Ensure strong and inclusive schools that are committed to equity and wellbeing**
   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 work with schools to place the learner at the heart of the planning process in order to provide a consistent inclusive education system that benefits all our learners. The region will continue to develop the workforce so that schools can receive the necessary levels of support and challenge around inclusive practice.

4. **Deliver a system of robust and honest assessment, evaluation and accountability**
   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. **Ensure effective business improvement**
   To ensure an effective and efficient governance, leadership and business support that provides excellent value for money.

Level 2 Plan

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
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 and judged to be C or D reduces from…. to ….	2.1 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 from… to ….Within school variation in the quality of teaching will reduce	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 from…. to….	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 C or D reduced from… to…,
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	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 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.	4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils
1.4 Highly effective leadership (A) is identified and used to support the	2.4 Highly effective teachers are 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 The region collaborates effectively with all regions and the Leadership Academy to establish a high quality professional learning offer for all leaders	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.	3.5 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 leaders will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life'	2.6 All teachers 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 All schools provide value for money for their pupils.	2.7 The region collaborates effectively with all regions to establish a high quality professional learning offer for all leaders	3.7 All schools have effective transition processes which support all pupils to progress through their education.	
1.8 Local Authorities, the region and schools work collaboratively support the 21st century schools' agenda.	2.8 The region collaborates well with ITEs to ensure all teachers enter the profession well prepared and supported.	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
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.

Aligning Local Authority Priorities to the Region's Business Plan

Local Authority Priorities	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
Carmarthenshire	• Continue to support the needs of the small & rural schools' leadership agenda. • Further develop training provision and learning opportunities for governors in support of enhanced school leadership • Continue to support and promote effective leadership, recruitment and professional standards at all levels of the whole school community with a specific focus on: a) Teaching Assistants b) Middle leaders c) Aspiring senior leaders	• Further improve outcomes at the end of the Foundation Phase (with a focus on LCE) • Continue to support improvement in Key Stage 4 with a focus on attainment in the Capped 9 / L2i • Continue to enhance opportunities and pupil outcomes for Welsh language provision in line with the WESP • Continue to support implementation of the DCF with a focus on its impact on high quality provision and improved outcomes • Further develop provision for MAT learners including a focus on 'blended / e-	• Continue to enhance provision and outcomes for vulnerable learners with an emphasis on achievement and attainment of eFSM and LAC pupils • Establishment a framework for alternative curriculum provision in line with WG requirements	• Continue to support schools embed evolving curriculum, assessment and examination developments (utilising the LoLs in an effective manner) • Continue to support consistency of assessment practice through collaborative Cluster working • Continue to support effective SER systems across all schools through ongoing collaborative school-to-school networking • Continue to monitor and review the impact of effective accountability systems

		learning' projects and Seren Hub.		within schools via ERW Core Support Visits
Ceredigion	Improve leadership quality and resilience in Ceredigion schools by: • developing leadership at all levels; • continuing to reduce the number of interim heads; • improving conditions for leadership, particularly in smaller schools; and • providing support for curriculum planning and school resource management in the light of increasingly challenging budgets • reduce in-school and inter-school variation	Maintain high performance throughout the Key Stages, particularly current and proposed headline indicators at Key Stage 4 by strongly supporting teaching and learning, including: • continued support for the new GCSE specifications; • continued support to improve the provision of literacy and numeracy; • Improve the ICT skill baseline of all teaching and support staff to support schools in the continued roll-out of the Digital Competency Framework • Continue to develop the use mechanism of evaluating the effectiveness of post-16 provision in schools, including the use of ALPS.	Continued support for vulnerable groups of pupils, including those in PRUs	Generic support for education reform according to 'Education in Wales: Our National Mission

| Pembrokeshire | Enhance the skills and accountability of Middle leaders in secondary schools

Further develop Senior Leadership skills, impact and capacity at all levels across our schools

Develop governors understanding of self-improving schools

Further develop the effective use of performance data analyses and performance management systems with Governing Bodies.

Develop an effective and sustainable programme to support the future recruitment needs of Pembrokeshire schools. | Further improve standards at Key Stage 4 (with a focus on attainment at the L2i and capped 9)

Digital Competency Framework in support of raised standards and enhanced teaching and learning provision and develop self-improving and sustaining schools.

Further develop the Foundation Phase so that outcomes improve to above average, link with LA strategy and self-improving schools | Further improve performance of eFSM learners with a specific focus on an improved performance in Key Stage 4 in targeted individual schools

Improve outcomes in the Foundation Phase. | Ensure the effective implementation of the content of the ERW Secondary Schools Focused Plan 2017-18 through regular monitoring, evaluation and review processes, including Hub QA, monthly reporting to the Pembrokeshire Director and individual PM programme reporting arrangements.

Develop further self-improving school systems by strengthening cluster working |
|---|---|---|---|---|
| Powys | Increase number of schools with permanent leadership

Increase number of leaders gaining leadership qualifications. (eg, NPQH, Middle leaders, HLTA, etc.) | Improve teaching and learning particularly in key stage 3.

Ensure the literacy and numeracy frameworks and the DCF are embedded. | Improve standards at key stage 3 especially for Welsh efsm and boys (low numbers).

Improve standards in level 1 performance for efsm learners. | Develop further self-improving school systems by strengthening cluster working |

		Encourage innovation in pioneer schools and others as they develop the areas of learning.	Improve standards in science at KS4 for efsm learners.	
	Increase the number of schools where the quality of leadership is good or better.			
		Develop school to school working and share good practice more effectively.		
		Improve standards at key stage 3 especially for Welsh efsm and boys (low numbers).		
		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.		
		We will provide equality of provision for Welsh medium learners through the implementation of the Welsh in Education Strategic Plan		
Neath Port Talbot	Develop a leadership programme that meets local needs within NPT to improve the quality of middle leadership in secondary schools	Ensure that the current rate of improvement in the performance of e-fsm pupils is accelerated, particularly at key stage 4.		

	and improve the quality of leadership within the primary sector.	Improve the performance of boys at all key stages, but particularly in English/ Welsh at key stage 4. Broker support to further develop Welsh medium curriculum provision at all key stages in order that pupils become confident and proficient users. Improve pupils' basic and social skills at nursery and reception education in order to improve transition into statutory education.		
Swansea	Continue to ensure that value for money is achieved by having no schools or provisions in a statutory category and increase the proportion of schools that best fit A and B type characteristics for leadership and quality of teaching (using the national categorisation system). Support and fund existing Swansea networks for senior leaders (deputy and assistant	Improve outcomes for new qualifications in key stage 4. Continue to improve performance at Foundation Phase, particularly mathematical development and literacy. Improve outcomes in science at GCSE, technology (in particular coding and computer science), engineering and	Evaluate the quality of teaching and learning and the effectiveness of provision by further developing data analysis, tracking and monitoring of pupils with additional learning needs. Support, develop and fund further programmes to support challenging behaviour in classrooms. Improve the performance of eFSM learners and in particular	Deliver high quality and bespoke support, challenge and intervention to schools. Further enhance the quality of governance in Swansea schools. Ensure Leaders of Learning (LOLs) work in collaboration with Challenge Advisers and Performance Specialists.

	Headteacher level) to ensure alignment with NAEL. Continue to provide support for schools to work in collaboration with each other by allowing CAs to fulfil their core role as the main broker for support in their schools. Encourage the regional headteacher board representatives of their duty to communicate messages back to fellow headteachers Provide updated training on new leadership standards 2018 and how challenge advisers should operate in relation to the performance management of headteachers, in particular. Provide a management of change document for workforce as part of review and reform programme.	mathematics (STEM subjects) for pupils of all ages and genders Provide greater support for digital competence, science and foundation phase literacy and mathematical development. Develop a greater system wide awareness of curriculum reform towards A Curriculum for Wales: A Curriculum for Life by ensuring that the revised curriculum for 2018 is in place by 2022.	eFSM boys by ensuring that all schools utilise their grants to raise standards	Provide FAQs on learning walks for clarity Ensure that local subject specialists meet with LOLs to understand and support each other. Provide a simple running record on THE REGION website of funding available to schools. Support and funding for Crug Glas school between January and July via Consultative Leader from neighbouring special school as part of schools causing concern.

Business Planning Strands and Matrix Planning

Strand	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
Self-Improving System (MF)	1.1,1.3,1.4,1.5	2.4,	3.4,	4.4
Improving Leadership (JB)	1.1,1.3,1.5	2.3	3.6,	4.1,4.2,4.3,4.5
Future Leaders (SP)	1.1,1.2,1.5		3.1,3.5,3.6,3.7	4.2,4.3,4.5
Improving Teaching and Learning (IA)		2.1,2.3,2.7,	3.5	4.1,4.3,4.5
Professional learning for teachers and support staff (AE)		2.1,2.2,2.5,2.7,	3.1,3.2,3.5,3.7,3.8	4.3,4.5
A curriculum for Wales, a curriculum for life (DB)	1.6,	2.6,2.7,2.8	3.5	
Inclusive Education (CM)		2.5,	3.1,3.2,3.3,3.5,3.6,3.7	4.3,
Schools Causing Concern (AT)	1.1,1.3,	2.3,	3.3	4.1
Resource management			3.6,	
Human Resources				
Organisational effectiveness				
Research and Evaluation (MF)	1.1,1.7,		3.6,	4.2
Support and Challenge	1.1,1.2,1.3,1.7,1.8	2.3	3.1,3.2,3.5,3.7	4.1,4.2,4.3,4.5
LA Request Plan (OP)	1.7,1.8		3.2,3.6,3.7	

Level 3 exemplar

TEMPLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
Maes Area	Curriculum For Wales
Perchennog Plan Owner	Alan Eds
Aelodau'r Tim: Team Members:	Alan Eds, Dave Barry, Ian Altman
Cynllun Gweithredu 2018-19 Operational Plan 2018-19	
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective: 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. Use digital systems to facilitate the delivery of the work stream. In order to safeguard colleagues, ensure that this digital working is facilitated on ERW approved digital systems. These include both ERW and Welsh Government provided systems via single sign-on into Hwb (mandatory)	
Level 2 outcomes to be achieved in your plan 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 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.	

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				
2.	Ensure curriculum development is timely, effective and consistent through national coherence group				
3.	Create regional pools of subject experts from Pioneer Schools to assist in Areas of Learning and Experience.				
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				
5.	Identify and monitor regional leads to support the facilitation of AoLE development to ensure this is effective and curriculum becomes fit for purpose				
6.	The region to work collaboratively with WG and other regions to inform and monitor developments through programme board and regional monitoring group				
7.	Ensure curriculum development is timely, effective and consistent though national coherence group				
8.	Etc.				

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

Level 2 Funding Streams

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
1.1 All schools are well led and as a result, the proportion of schools in any statutory category and judged to be C or D reduces from…. to ….	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 from… to ….Within school variation in the quality of teaching will reduce	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 from…. to….	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 or judged to be C or D reduced from… to…,
Core Funded Challenge Advisers Future Leadership Support Professional Networks	Core Funded Challenge Advisers Extending the impact of collaborative working New GCSE – GCSE Global Futures Professional Teaching Standards A Level Digital Siarter Iaith	Core Funded Challenge Advisers Future Leadership Support Professional Networks PDG Attainment Advisers	EIG Core Funded Challenge Advisers GCSE Literacy and Numeracy Primary Oracy FPEN Global Futures
1.2 Future leaders are identified and targeted professional learning results in expressed routes to leadership at all levels.	2.2 All teachers will engage in professional research which impacts positively on the provision for pupils.	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 All schools have accurate and effective self-evaluation and improvement planning processes which result in improving the quality of standards, provisional and leadership.

Future Leadership Mentoring and Network Support	Core Consortia Support for the design and development of the new curriculum.	Core Funded Challenge Advisers Future Leaders Mentoring and Network Support	Core Funded Challenge Advisers Future Leadership Mentoring and Network Support Support Professional Networks
1.3 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.	4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils
Core Funded Challenge Advisers Extending the impact of collaborative working	Core Funded Challenge Advisers Extending the impact of collaborative working New GCSE – GCSE Global Futures A Level Digital	Core Funded Challenge Advisers Extending the impact of collaborative working	Core Funded Challenge Advisers Future Leadership Mentoring and Network Support Support Professional Networks GCSE
1.4 Highly effective leadership (A) is identified and used to support the development of a self-improving system.	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
Core Funded Challenge Advisers Extending the impact of collaborative working Developing Schools as Learning Organisations	Core Funded Challenge Advisers Extending the impact of collaborative working	Core Funded Challenge Advisers Extending the impact of collaborative working	Extending the impact of collaborative working
1.5 The region collaborates effectively with all regions and the leadership academy to establish a high quality professional learning offer for all leaders	2.5 All teachers at all stages of their professional development will have access to high quality professional learning and support to improve their practice.	3.5 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 over come resulting barriers to learning.	4.5 All schools have effective and accurate assessment processes which identify all pupils' strengths and next steps in learning.

Future Leadership	Core Funded Challenge Advisers Extending the impact of collaborative working New GCSE – GCSE Global Futures Professional Teaching Standards A Level Digital Welsh Professional Development	PDG Attainment Advisers All leaders will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life'	Core Consortia Support for the design and development of the new curriculum
1.6 All leaders will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life'	2.6 All teachers 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.	
Core Consortia Support for the design and development of the new curriculum.	Core Consortia Support for the design and development of the new curriculum. GCSE Global Futures Literacy and Numeracy Professional Teaching Standards NNEST	Core Funded Challenge Advisers Future Leaders PDG Attainment Advisers	
1.7 All schools provide value for money for their pupils.	2.7 The region collaborates effectively with all regions to establish a high quality professional learning offer for all teachers	3.7 All schools have effective transition processes which support all pupils to progress through their education.	
Core Funded Challenge Advisers	Core Consortia Support for the design and development of the new curriculum. Professional Teaching Standards	Core Funded Challenge Advisers Future Leaders PDG Attainment Advisers EIG	
1.8 Local Authorities, the region and schools work collaboratively	2.8 The region collaborates well with ITEs to ensure all teachers	3.8 All support staff development will have access to high quality	

support the 21st century schools' agenda.	enter the profession well prepared and supported.	professional learning and support to improve their practice.	
Core Funded Challenge Advisers	ITE	HLTA	