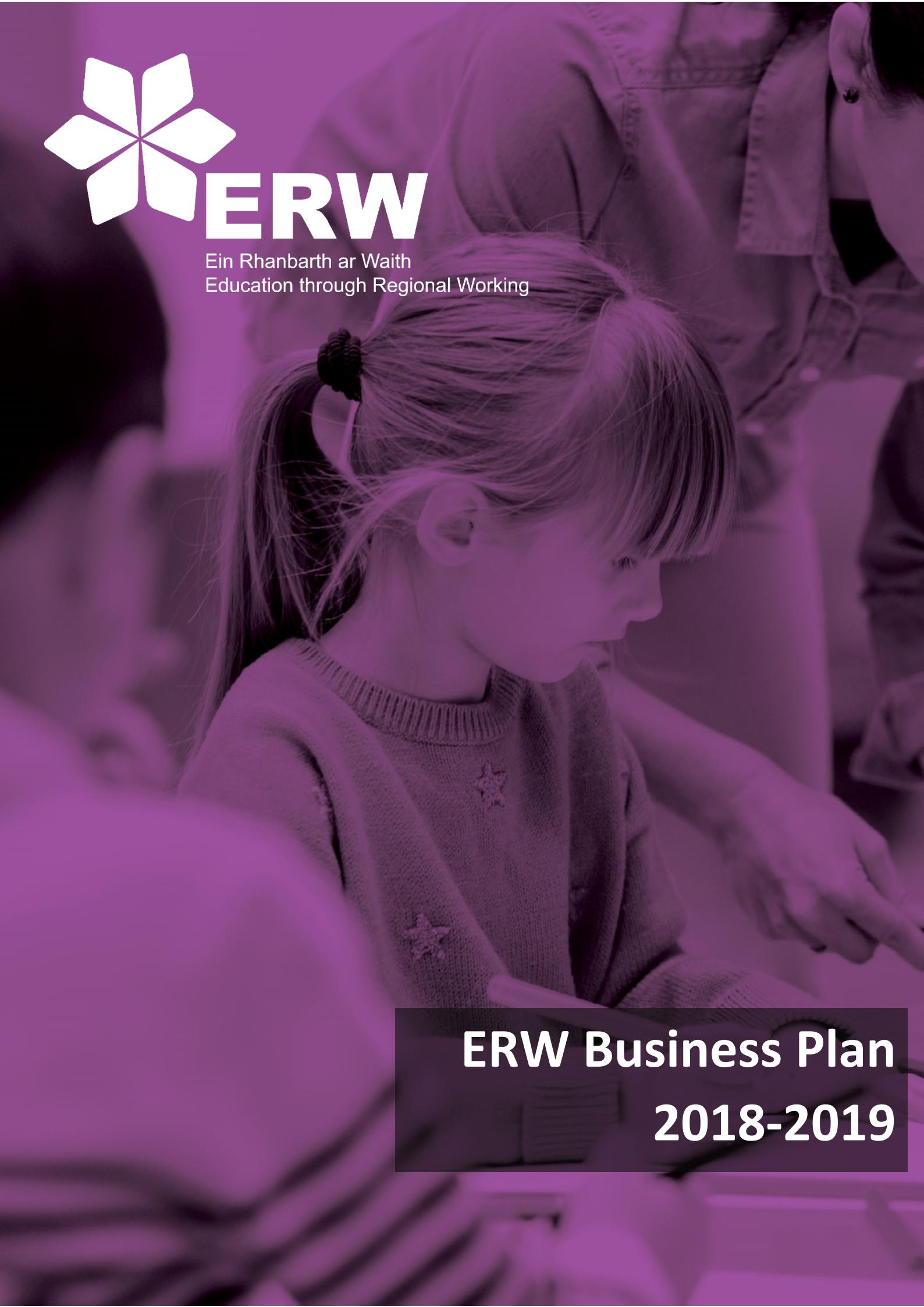




# ERW

Ein Rhanbarth ar Waith  
Education through Regional Working



A black and white photograph of a young girl with light hair tied back with a dark scrunchie. She is wearing a dark, ribbed sweater with small, light-colored star-shaped patches on the left shoulder. She is looking down intently at an open book she is holding in her hands. The background is slightly blurred, showing other people in what appears to be a classroom or library setting.

## ERW Business Plan 2018-2019

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## **'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

## 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**



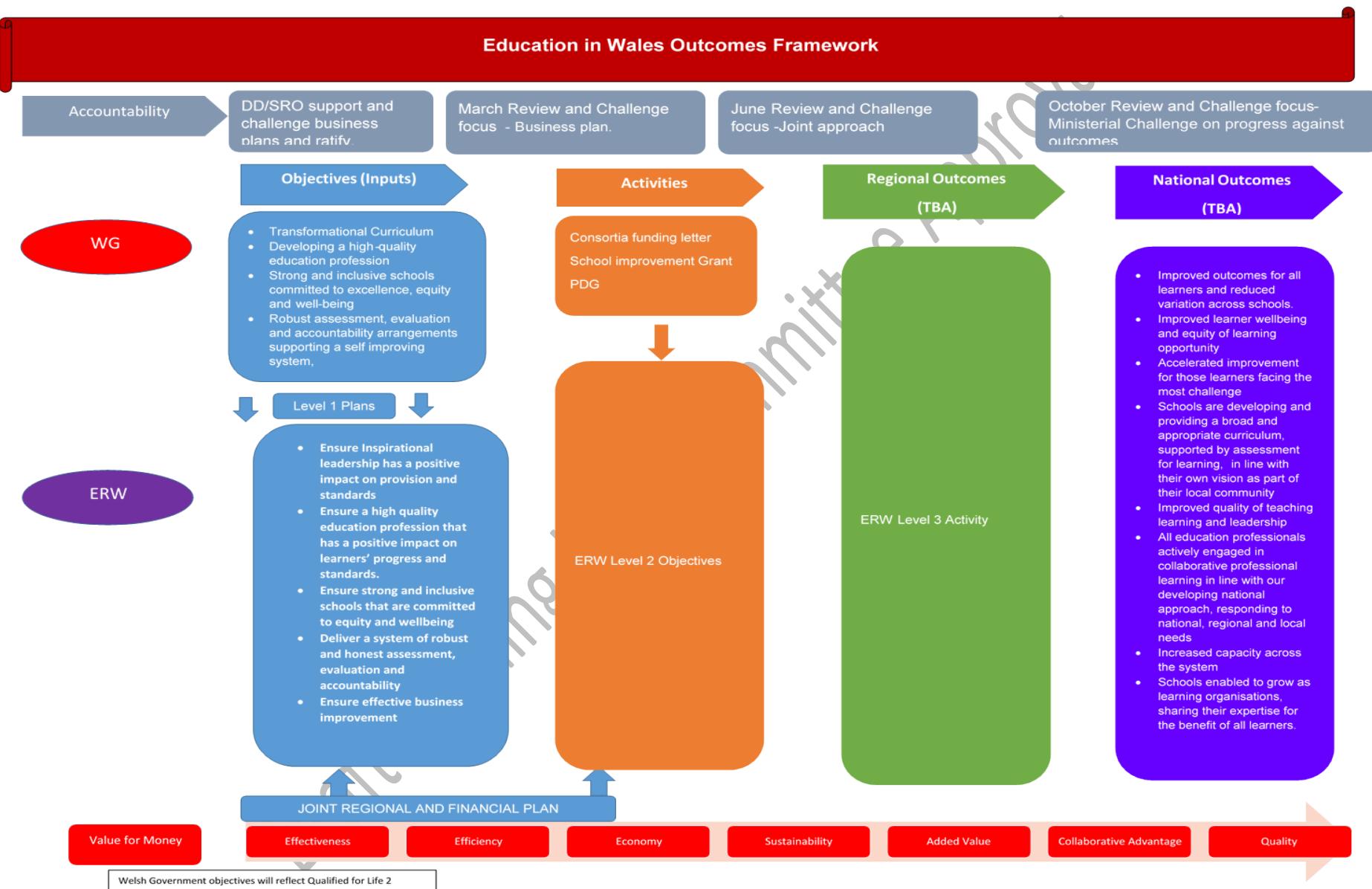
## **Delivering Local, Regional and National Priorities**

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. Local Authority objectives are referenced in the LA Annex and Level 1 plan on pages 23-25

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 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. 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.





## **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.

As of March 2018 ERW is 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

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

# 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)



## **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.

## Three Tier Planning and Strategic Targets

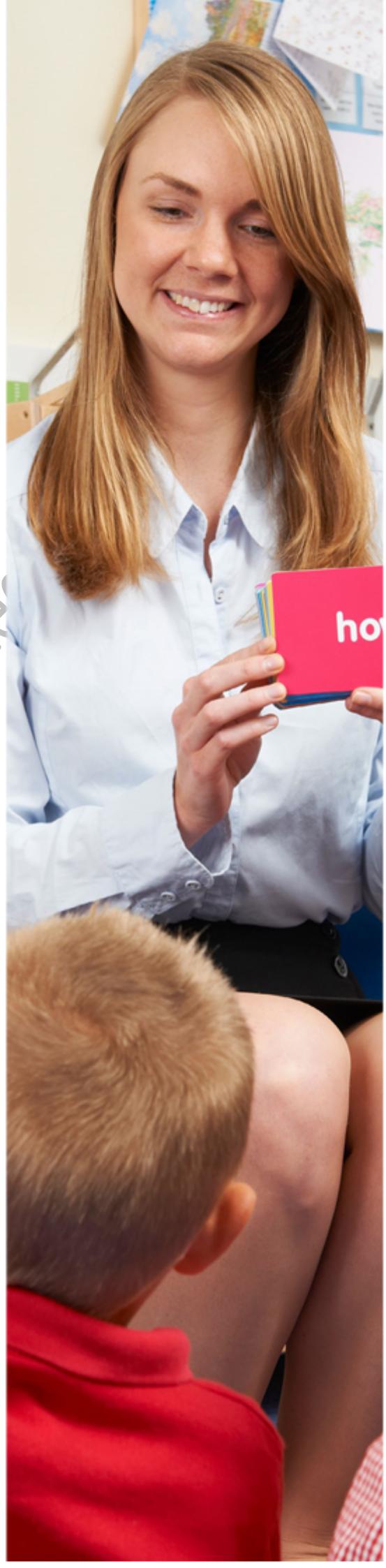
ERW's business plan is based on a three tier planning model.

**Level 1** objectives set out our strategic targets which are closely aligned with national priorities set by Welsh Government.

**Level 2** planning includes our outcomes measures within each of the 5 level 1 strategic objectives. Level 2 planning also incorporates key strategic areas for improvement from each Local Authority

**Level 3** planning includes work streams and detailed delivery actions in order to meet our level 2 outcome measures.

Draft Pending Audit Committee





## **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.

Draft Pending Joint Committee Approval



## Level 2 Plan and Outcome Measures

<b>1. Ensure Inspirational leadership has a positive impact on provision and standards</b>	<b>2. Ensure a high quality education profession that has a positive impact on pupil progress and standards.</b>	<b>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</b>	<b>4. Deliver a system of robust assessment, evaluation and accountability</b>
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 A or B increases.	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. 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.	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 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 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 21 <sup>st</sup> 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, 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.



## Local Authority Priorities to the Region's Business Plan

ERW's business plan describes our core business which has been agreed with the six authorities. Central to this business plan are the Authority (LA) Annexes which set out the support or dedicated work required in each LA. The priorities for each LA are aligned with the National Mission and highlighted in the following tables. In ERW 98% of the Education Improvement Grant (EIG) is delegated to LAs. As a result, LAs are responsible for the deployment of Challenge Advisers and subject specialist within their own school improvement teams.

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	<ul style="list-style-type: none"> <li>• Continue to support the needs of the small &amp; rural schools' leadership agenda.</li> <li>• Further develop training provision and learning opportunities for governors in support of enhanced school leadership</li> <li>• Continue to support and promote effective leadership, recruitment and professional standards at all levels of the whole school community with a specific focus on:           <ul style="list-style-type: none"> <li>a) Teaching Assistants</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Further improve outcomes at the end of the Foundation Phase (with a focus on LCE)</li> <li>• Continue to support improvement in Key Stage 4 with a focus on attainment in the Capped 9 / L2i</li> <li>• Continue to enhance opportunities and pupil outcomes for Welsh language provision in line with the WESP</li> <li>• Continue to support implementation of the DCF with a focus on its impact on high quality</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to enhance provision and outcomes for vulnerable learners with an emphasis on achievement and attainment of eFSM and LAC pupils</li> <li>• Establish a framework for alternative curriculum provision in line with WG requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support schools embed evolving curriculum, assessment and examination developments (utilising the LoLs in an effective manner)</li> <li>• Continue to support consistency of assessment practice through collaborative Cluster working</li> <li>• Continue to support effective SER systems across all schools through ongoing collaborative school-to-school networking</li> </ul>

	b) Middle leaders c) Aspiring senior leaders	<p>provision and improved outcomes</p> <ul style="list-style-type: none"> <li>Further develop provision for MAT learners including a focus on ‘blended / e-learning’ projects and Seren Hub.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to monitor and review the impact of effective accountability systems within schools via ERW Core Support Visits</li> </ul>
Ceredigion	<p>Improve leadership quality and resilience in Ceredigion schools by:</p> <ul style="list-style-type: none"> <li>developing leadership at all levels;</li> <li>continuing to reduce the number of interim heads;</li> <li>improving conditions for leadership, particularly in smaller schools; and</li> <li>providing support for curriculum planning and school resource management in the light of increasingly challenging budgets</li> <li>reduce in-school and inter-school variation</li> </ul>	<p>Maintain high performance throughout the Key Stages, particularly current and proposed headline indicators at Key Stage 4 by strongly supporting teaching and learning, including:</p> <ul style="list-style-type: none"> <li>continued support for the new GCSE specifications;</li> <li>continued support to improve the provision of literacy and numeracy;</li> <li>Improve the ICT skill baseline of all teaching and support staff to support schools in the continued roll-out of the Digital Competency Framework</li> <li>Continue to develop the use mechanism of evaluating the</li> </ul>	<p>Continued support for vulnerable groups of pupils, including those in PRUs</p>	<p>Generic support for education reform according to ‘Education in Wales: Our National Mission</p>

		effectiveness of post-16 provision in schools, including the use of ALPS.		
Pembrokeshire	<p>Enhance the skills and accountability of Middle leaders in secondary schools</p> <p>Further develop Senior Leadership skills, impact and capacity at all levels across our schools</p> <p>Develop governors understanding of self-improving schools</p> <p>Further develop the effective use of performance data analyses and performance management systems with Governing Bodies.</p> <p>Develop an effective and sustainable programme to support the future recruitment needs of Pembrokeshire schools.</p>	<p>Further improve standards at Key Stage 4 (with a focus on attainment at the L2i and capped 9)</p> <p>Digital Competency Framework in support of raised standards and enhanced teaching and learning provision and develop self-improving and sustaining schools.</p> <p>Further develop the Foundation Phase so that outcomes improve to above average, link with LA strategy and self-improving schools</p>	<p>Further improve performance of eFSM learners with a specific focus on an improved performance in Key Stage 4 in targeted individual schools</p> <p>Improve outcomes in the Foundation Phase.</p>	<p>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.</p> <p>Develop further self-improving school systems by strengthening cluster working</p>
Powys	Increase number of schools with permanent leadership	Improve teaching and learning particularly in key stage 3.	Improve standards at key stage 3 especially for Welsh e fsm and boys (low numbers).	Develop further self-improving school systems by strengthening cluster working

	<p>Increase number of leaders gaining leadership qualifications. (eg, NPQH, Middle leaders, HLTA, etc.)</p> <p>Increase the number of schools where the quality of leadership is good or better.</p>	<p>Ensure the literacy and numeracy frameworks and the DCF are embedded.</p> <p>Encourage innovation in pioneer schools and others as they develop the areas of learning.</p> <p>Develop school to school working and share good practice more effectively.</p> <p>Improve standards at key stage 3 especially for Welsh e fsm and boys (low numbers).</p> <p>Improve performance in the Welsh bacc at ks 4.</p> <p>Improve outcomes for pupils at the higher grades in key stage 5.</p> <p>Improve standards in ks4 in ICT.</p> <p>We will provide equality of provision for Welsh medium learners through the implementation of the Welsh in Education Strategic Plan</p>	<p>Improve standards in level 1 performance for e fsm learners.</p> <p>Improve standards in science at KS4 for e fsm learners.</p>	
Neath Port Talbot	Develop a leadership programme that meets local	Ensure that the current rate of improvement in the		

	<p>needs within NPT to improve the quality of middle leadership in secondary schools and improve the quality of leadership within the primary sector.</p>	<p>performance of e-fsm pupils is accelerated, particularly at key stage 4.</p> <p>Improve the performance of boys at all key stages, but particularly in English/ Welsh at key stage 4.</p> <p>Broker support to further develop Welsh medium curriculum provision at all key stages in order that pupils become confident and proficient users.</p> <p>Improve pupils' basic and social skills at nursery and reception education in order to improve transition into statutory education.</p>		
Swansea	<p>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</p>	<p>Improve outcomes for new qualifications in key stage 4.</p> <p>Continue to improve performance at Foundation Phase, particularly mathematical development and literacy.</p>	<p>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.</p> <p>Support, develop and fund further programmes to support</p>	<p>Deliver high quality and bespoke support, challenge and intervention to schools.</p> <p>Further enhance the quality of governance in Swansea schools.</p>

	<p>teaching (using the national categorisation system).</p> <p>Support and fund existing Swansea networks for senior leaders (deputy and assistant Headteacher level) to ensure alignment with NAEL.</p> <p>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.</p> <p>Encourage the regional headteacher board representatives of their duty to communicate messages back to fellow headteachers</p> <p>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.</p>	<p>Improve outcomes in science at GCSE, technology (in particular coding and computer science), engineering and mathematics (STEM subjects) for pupils of all ages and genders</p> <p>Provide greater support for digital competence, science and foundation phase literacy and mathematical development.</p> <p>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.</p>	<p>challenging behaviour in classrooms.</p> <p>Improve the performance of eFSM learners and in particular eFSM boys by ensuring that all schools utilise their grants to raise standards</p>	<p>Ensure Leaders of Learning (LOLs) work in collaboration with Challenge Advisers and Performance Specialists.</p> <p>Provide FAQs on learning walks for clarity</p> <p>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.</p> <p>Support and funding for Crug Glas school between January and July via Consultative Leader from neighbouring special school as part of schools causing concern.</p>
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## Aligning Level 3 Work Streams with Level 2 Outcome Measures.

Work 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
Self-Improving System	1.1,1.3,1.4,1.5	2.4,	3.4,	4.4
Improving Leadership	1.1,1.3,1.5	2.3	3.6,	4.1,4.2,4.3,4.5
Future Leaders	1.1,1.2,1.5		3.1,3.5,3.6,3.7	4.2,4.3,4.5
Improving Teaching and Learning		2.1,2.3,2.7,	3.5	4.1,4.3,4.5
Professional learning for teachers and support staff		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	1.6,	2.6,2.7,2.8	3.5	
Inclusive Education		2.5,	3.1,3.2,3.3,3.5,3.6,3.7	4.3,
Schools Causing Concern	1.1,1.3,	2.3,	3.3	4.1
Resource management			3.6,	
Human Resources				
Research and Evaluation	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	1.7,1.8		3.2,3.6,3.7	



### Level 3 Delivery Plans

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

<b>Camau Gweithredu</b> Actions		<b>Swyddog Cyfrifol</b> Responsible Officer	<b>Cychwyn Start</b>	<b>Cwblhau Completion</b>	<b>Côd cylid</b> 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"> <li>• Report on findings from Boston Study Visit / National dimension</li> <li>• Use the HT Rep Board to disseminate and further co-construct school to school collaboration</li> <li>• ERW conference – Self-Improving School System</li> <li>• Developing effective school to school collaboration – workshops for Senior Leaders included in Menu of Support</li> </ul>	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 '<i>regional lead school</i>' matrix to build capacity for school to school support and utilised by SPT.</p> <ul style="list-style-type: none"> <li>• Regional lead school matrix designed and ready to populate with:           <ul style="list-style-type: none"> <li>- Lead Support School</li> <li>- Middle Leaders</li> <li>- Headteacher</li> <li>- Senior Leaders</li> <li>- PDG</li> <li>-Foundation subjects</li> </ul> </li> </ul>	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"> <li>• Lead School S2S reviewed regularly using Extended Strategy/Prin.ChAd meetings</li> <li>• SPT brokers, monitors and reviews school to school support</li> </ul>	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"> <li>• Work with ChAds to ensure all 'green' schools' sharing effective practice on Dolen</li> <li>• Work with ChAds to ensure majority of schools sharing effective practice on Dolen</li> <li>• Raise profile of Dolen in supporting school to school work through senior leader workshops</li> <li>• Professional Learning Schools Partnerships set-up to support collaborative learning in priority areas: <ul style="list-style-type: none"> <li>- phase 2 More Able and Talented strategy</li> <li>- Post 16 professional learning schools</li> <li>- Tackling deprivation professional learning schools</li> <li>- Leading a research-informed learning organisation</li> <li>- others as prioritised</li> </ul> </li> <li>• Network LoL / LoL – see 'Improving Teaching and Learning' level 3 plan</li> </ul>	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 March 2019 March 2019 March 2019 July 2019	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"> <li>• Pilot school to school peer review created, implemented, evaluated</li> <li>• Phase 1 implementation to selected schools – implemented, evaluated</li> <li>• Decisions on format and implementation for further roll-out as part of categorisation and/or menu of support</li> </ul>	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"> <li>• Programme leads interrogate <i>RLSM</i> and all programmes benefit from high level input from effective leaders and practitioners.</li> </ul>	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.

TEMPLLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
<b>Maes Area</b>	Improving Leadership
<b>Perchenog Plan Owner</b>	Aneirin Thomas
<b>Aelodau'r Tim:</b> Team Members:	JB / YJ / MF / DB / TF / AT / AE / SLP / CM / SPT
<b>Cynllun Gweithredu 2018-19</b> Operational Plan 2018-19	
<p><b>Gweithred Cynllun Busnes Lefel 1:</b></p> <p>Level 1 Business Plan Objective:</p> <ol style="list-style-type: none"> <li>1. Ensure Inspirational leadership has a positive impact on provision and standards</li> <li>2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards.</li> <li>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</li> <li>4. Deliver a system of robust assessment, evaluation and accountability</li> <li>5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>6. Improve communication (mandatory)</li> <li>7. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol>	
<p><b>Level 2 outcomes to be achieved in your plan</b></p> <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.

<b>Camau Gweithredu</b> Actions		<b>Swyddog Cyfrifol</b> Responsible Officer	<b>Cychwyn</b> Start	<b>Cwblhau</b> Completion	<b>Côd cyllid</b> 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	
<b>Maes</b> Area	Future Leaders
<b>Perchen nog</b> Plan Owner	Aneirin Thomas
<b>Aelodau'r Tim:</b> Team Members:	TF / SLP
<b>Cynllun Gweithredu 2018-19</b> Operational Plan 2018-19	
<b>Gweithred Cynllun Busnes Lefel 1:</b>	
<p>Level 1 Business Plan Objective:</p> <ol style="list-style-type: none"> <li>1. Ensure Inspirational leadership has a positive impact on provision and standards</li> <li>2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards.</li> <li>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</li> <li>4. Deliver a system of robust assessment, evaluation and accountability</li> <li>5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>6. Improve communication (mandatory)</li> <li>7. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol>	
<p><b>Level 2 outcomes to be achieved in your plan</b></p> <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, provision 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
<b>Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?</b>					
<p>Economy – minimising the resources used</p> <ul style="list-style-type: none"> <li>• Ensure professional learning programs and LOLs provide effective and bespoke support to schools</li> <li>• Schools will work together to provide better value for money and enhanced support</li> <li>• Efficiency – relationship between output from services and the resources used to produce them           <ul style="list-style-type: none"> <li>• Resources will be developed collaboratively to avoid duplication</li> <li>• All resources and information will be shared via electronic platforms</li> </ul> </li> </ul>					

- 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

TEMPLLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
<b>Maes Area</b>	Improving Teaching and Learning
<b>Perchen nog Plan Owner</b>	Ian Altman
<b>Aelodau'r Tim:</b> Team Members:	Greg Morgan, Dave Barry, Mark Ford, Diane Evans, GCSE Project Leads, Leaders of Learning, Network Leaders of Learning, Stuart Jacob
<b>Cynllun Gweithredu 2018-19</b> <b>Operational Plan 2018-19</b>	
<b>Gweithred Cynllun Busnes Lefel 1:</b>	
Level 1 Business Plan Objective:	
<ol style="list-style-type: none"> <li>1. Ensure Inspirational leadership has a positive impact on provision and standards</li> <li>2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards.</li> <li>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</li> <li>4. Deliver a system of robust assessment, evaluation and accountability</li> <li>5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>6. Improve communication (mandatory)</li> <li>7. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol>	
<b>Level 2 outcomes to be achieved in your plan</b>	
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.	

<b>Camau Gweithredu</b> Actions		<b>Swyddog Cyfrifol</b> Responsible Officer	<b>Cychwyn</b> Start	<b>Cwblhau</b> Completion	<b>Côd cyllid</b> 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 ' <i>Regional Lead School Matrix</i> ' 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"> <li>• identification and sharing good practice for ensuring pupil progress</li> <li>• making use of coaching and mentoring,</li> <li>• training on improving departmental self-evaluations,</li> <li>• improving AFL</li> <li>• PISA skills</li> </ul>	GCSE Project Leads/JN	April 2018	March 2019	HQP

	<ul style="list-style-type: none"> <li>• New Curriculum: 12 pedagogical principles/4 CPs</li> <li>• Resources available on HWB</li> </ul>				
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

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

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.

<b>Camau Gweithredu</b> Actions		<b>Swyddog Cyfrifol</b> Responsible Officer	<b>Cychwyn</b> Start	<b>Cwblhau</b> Completion	<b>Côd cyllid</b> 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	
<b>Maes Area</b>	A Curriculum for Wales, a Curriculum for Life
<b>Perchenog Plan Owner</b>	Dave Barry
<b>Aelodau'r Tim: Team Members:</b>	Alan Edwards, AOLE, Network LOLs
<b>Cynllun Gweithredu 2018-19</b> Operational Plan 2018-19	
<p><b>Gweithred Cynllun Busnes Lefel 1:</b></p> <p>Level 1 Business Plan Objective:</p> <ol style="list-style-type: none"> <li>1. Ensure Inspirational leadership has a positive impact on provision and standards</li> <li>2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards.</li> <li>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</li> <li>4. Deliver a system of robust assessment, evaluation and accountability</li> <li>5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>6. Improve communication (mandatory)</li> <li>7. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol> <p><b>Level 2 outcomes to be achieved in your plan</b></p> <ol style="list-style-type: none"> <li>1.6 All leaders will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life'</li> <li>2.1 All teachers will be well supported and prepared for the implementation of 'A Curriculum for Wales, a curriculum for life'</li> <li>2.2 The region collaborates effectively with all regions to establish a high quality professional learning offer for all leaders</li> <li>2.3 The region collaborates well with ITEs to ensure all teachers enter the profession well prepared and supported.</li> <li>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</li> </ol>	

<b>Camau Gweithredu</b> Actions	<b>Swyddog Cyfrifol</b> Responsible Officer	<b>Cychwyn Start</b>	<b>Cwblhau Completion</b>	<b>Cod cyllid Finance Code</b>
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

TEMPLLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
<b>Maes Area</b>	Inclusive Education
<b>Perchen nog Plan Owner</b>	Cressy Morgan
<b>Aelodau'r Tim: Team Members:</b>	Cressy Morgan, Sara Walters, SPT, DW
<b>Cynllun Gweithredu 2018-19 Operational Plan 2018-19</b>	
<p><b>Gweithred Cynllun Busnes Lefel 1:</b></p> <p>Level 1 Business Plan Objective:</p> <ol style="list-style-type: none"> <li>1. Ensure Inspirational leadership has a positive impact on provision and standards</li> <li>2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards.</li> <li>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</li> <li>4. Deliver a system of robust assessment, evaluation and accountability</li> <li>5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>6. Improve communication (mandatory)</li> <li>7. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol>	
<p><b>Level 2 outcomes to be achieved in your plan</b></p> <p>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.</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>3.2 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.</p> <p>3.3 Shortcomings in provision for wellbeing and support are quickly identified and rapid intervention is provided through a regional strategic programme.</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>	

4.3 All schools have effective and accurate tracking and target setting procedures which secure improved progress for all pupils					
<b>Camau Gweithredu</b> Actions		<b>Swyddog Cyfrifol</b> Responsible Officer	<b>Cychwyn</b> Start	<b>Cwblhau</b> Completion	<b>Côd cyllid</b> 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

TEMPLLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
<b>Maes</b> Area	Schools Causing Concern
<b>Perchen nog</b> Plan Owner	Aneirin Thomas
<b>Aelodau'r Tim:</b> Team Members:	SLT, IA, SP, MF CHAdS
<b>Cynllun Gweithredu 2018-19</b> Operational Plan 2018-19	
<p><b>Gweithred Cynllun Busnes Lefel 1:</b></p> <p>Level 1 Business Plan Objective:</p> <ol style="list-style-type: none"> <li>1. Ensure Inspirational leadership has a positive impact on provision and standards</li> <li>2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards.</li> <li>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</li> <li>4. Deliver a system of robust assessment, evaluation and accountability</li> <li>5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>6. Improve communication (mandatory)</li> <li>7. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol> <p><b>Level 2 outcomes to be achieved in your plan</b></p> <p>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</p> <p>1.2 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme.</p> <p>2.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme</p> <p>3.3 Shortcomings in provision for wellbeing and support are quickly identified and rapid intervention is provided through a regional strategic programme.</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 A or B increases</p>	
<b>Camau Gweithredu</b> Actions	<p><b>Swyddog Cyfrifol</b> Responsible Officer</p> <p><b>Cychwyn</b> Start</p> <p><b>Cwblhau</b> Completion</p> <p><b>Côd cyllid</b> Finance Code</p>

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 Subject specialist to provide effective and bespoke support to secured improved quality of teaching and learning.	AT / SP / IA	April 2018	April 2018	HQP

11.	Effective school leaders (senior and middle level) are identified through ChAd visits, school outcomes and LA feedback to develop a ' <i>regional lead school</i> ' matrix to contribute to school to school support programme.	MF	April 2018	April 2018	SIL
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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 - 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				
Perchen nog Plan Owner	Katie Morgan				
Aelodau'r Tim: Team Members:	Finance Team, 151, BOC				
<b>Cynllun Gweithredu 2018-19</b> Operational Plan 2018-19					
<b>Gweithred Cynllun Busnes Lefel 1:</b> Level 1 Business Plan Objective:	<ol style="list-style-type: none"> <li>1. Deliver a system of robust assessment, evaluation and accountability</li> <li>2. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>3. Improve communication (mandatory)</li> <li>4. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol>				
<b>Level 2 outcomes to be achieved in your plan</b>					
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
<b>Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?</b> 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

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

		Responsible Officer			
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

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

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

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

		Responsible Officer			
1.	Develop and communicate a regional understanding of the effective leadership of a research-informed / engaged profession. <ul style="list-style-type: none"> <li>• Attend meetings of pan-regional think-tank</li> <li>• Develop regional model that aligns to national drive to develop schools as learning organisations.</li> <li>• Strategy communicated and supported through NLoL.</li> </ul>	MF MF/DB/AE SJ	April 2018 June 2018 October 2018	September 2018 July 2019	SIS
2.	School leaders receive training on leading a research informed school that works as an effective learning organisation. <ul style="list-style-type: none"> <li>• Train regional and school representatives – regional events</li> <li>• Middle leader programme incorporates training.</li> <li>• Training programme built into Leadership Menu of Support</li> </ul>	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.

TEMPLLED CYNLLUN LEFEL 3 – 2018-19 LEVEL 3 PLAN TEMPLATE – 2018-19	
<b>Maes Area</b>	Support and Challenge
<b>Perchen nog Plan Owner</b>	Yan James
<b>Aelodau'r Tim: Team Members:</b>	SPT / Challenge Advisers
<b>Cynllun Gweithredu 2018-19</b> Operational Plan 2018-19	
<p><b>Gweithred Cynllun Busnes Lefel 1:</b></p> <p>Level 1 Business Plan Objective:</p> <ol style="list-style-type: none"> <li>1. Ensure Inspirational leadership has a positive impact on provision and standards</li> <li>2. Ensure a high-quality education profession that has a positive impact on pupil progress and standards.</li> <li>3. Ensure strong and inclusive schools that are committed to equity and wellbeing</li> <li>4. Deliver a system of robust assessment, evaluation and accountability</li> <li>5. Ensure implementation of the ERW Welsh Strategy and deliver a fully bilingual school improvement service across the region (Mandatory)</li> <li>6. Improve communication (mandatory)</li> <li>7. Using digital systems to facilitate the delivery of the work stream (mandatory)</li> </ol>	
<p><b>Level 2 outcomes to be achieved in your plan</b></p> <p>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</p> <p>1.2 Future leaders are identified and targeted professional learning results in expressed routes to leadership at all levels.</p> <p>1.3 Shortcomings in leadership are quickly identified and rapid intervention is provided through a regional strategic programme.</p> <p>1.7 All schools provide value for money for their pupils.</p> <p>1.8 Local Authorities, the region and schools work collaboratively support the 21st century schools' agenda.</p> <p>2.3 Shortcomings in teaching are quickly identified and rapid intervention is provided through a regional strategic programme.</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 decreases</p> <p>3.2 All school adhere to the regulations and guidance outlined in the ALN bill.</p> <p>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>	

<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>					
<b>Camau Gweithredu</b> Actions	<b>Swyddog Cyfrifol</b> Responsible Officer	<b>Cychwyn</b> Start	<b>Cwblhau</b> Completion	<b>Côd cyllid</b> 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 secondees 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.

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

**Annex 1**

<b>Core Budgeted Income</b>	<b>Original Budget</b>	<b>Projected Budget 18-19 £000's</b>
Local Authority Contributions	250	250
Other Income	4	4
Grant Funding Administration	378	387
<b>Total estimated Income</b>	<b>632</b>	<b>641</b>
<b>Core Budgeted Expenditure</b>	<b>Original Budget</b>	<b>Projected Budget 18-19 £000's</b>
<b>Staffing Costs</b>		
Salaries, secondments, specialists	74	58
Core central staff	378	387
Travel, subsistence, training and development	5	6
IT Hardware & Mobiles	0	1
<b>Development and Running Costs</b>		
Rent and Accommodation	45	32
Stationary, telephone, photocopying	11	1
Translation	21	10
Software, marketing, R&E,	45	32
Service Level Agreements	135	179
Professional learning	-	-
External Audit	-	14
<b>Delegated to Schools</b>		
Passported on WG instruction		
Regional support, support work, task		
<b>Delegated to Local Authorities</b>		
<b>Total Estimated Expenditure</b>	<b>714</b>	<b>720</b>
<b>Transfer from Reserves</b>	<b>82</b>	<b>79</b>

## 2018-19 Grant Allocations

	<b>Grant Offer £000's</b>	<b>Spent 17-18</b>	<b>Budget 18-19</b>
<b>RCSIG</b>			
Curriculum and Assessment	919	0	919
Developing a high quality education	38,083	0	38,083
Leadership	329	0	329
Self-Improving System	568	0	568
Strong and inclusive schools	0	0	0
<b>Total RCSIG Grant</b>	<b>39,899</b>	<b>0</b>	<b>39,899</b>
RCSIDG Academic 17-18	822	-185	637
Review and Reform 17-18 (separated for transparency)	250	-63	187
<b>Total of RCSIG Offer Letter 18-19</b>	<b>40,971</b>	<b>-248</b>	<b>40,723</b>
<b>PDG 18-19 Grant</b>			<b>24,011</b>
<b>17-18 Academic Grants residual balances</b>			
Siarter Iaith 17-18			190
NPQH			113
NQHT			585
A level			37
			925
<b>Total 18-19 Grants</b>			<b>65,659</b>

## 2018-19 Grants

For budgeting and business planning purposes, the new RCSIG is allocated according to the National Ministerial Priorities Grants received are allocated according to the ERW Business Plan priorities:

- Curriculum and Assessment (C&A)
- Developing the Profession (HQP)
- Leadership (SIL)
- School Improvement (SIS)
- Strong and Inclusive Schools (EEW)

The ERW Business Plan has adopted the National Mission Priority Areas and has developed the ERW Business Plan, with annex and budget around these themes.

The terms and conditions of the grant is carefully adhered to, and wherever possible

clear links are made between grants to enable greater value for money when planning expenditure.

Draft Pending Joint Committee Approval

## A. Curriculum and Assessment

<b>Curriculum and Assessment Budgeted Income</b>	<b>Projected Budget 18-19 £000's</b>
RCSIG Curriculum & Assessment 18-19	919
Siarter Iaith 17-18 Academic	190
<b>Total estimated Income</b>	<b>1,109</b>
<b>Curriculum and Assessment Budgeted Expenditure</b>	<b>Projected Budget 18-19 £000's</b>
<b>Staffing Costs</b>	
Salaries, secondments, specialists	176
Core central staff	48
Travel, subsistence, training and development	7
IT Hardware & Mobiles	3
<b>Development and Running Costs</b>	
Accommodation & Venue Hire	13
Stationery, telephone, photocopying	
Translation	8
Software, marketing, R&E,	
Professional learning	
<b>Delegated to Schools</b>	
Passported on WG instruction	120
Regional support, support work, task	734
<b>Delegated to Local Authorities</b>	
<b>Unallocated Funds</b>	<b>0</b>
<b>Total Estimated Expenditure</b>	<b>1,109</b>

## B. Developing a high-quality education profession

<b>Developing the Profession Budgeted Income</b>	<b>Projected Budget 18-19 £000's</b>
RCSIG Developing the profession 18-19	38,083
RCSIDG Developing the profession (Academic)	637
Alevel 17-18	37
<b>Total estimated Income</b>	<b>38,757</b>
<b>Developing the profession Budgeted Expenditure</b>	<b>Projected Budget 18-19 £000's</b>
<b>Staffing Costs</b>	
Salaries, secondments, specialists	1,252
Core central staff	148
Travel, subsistence, training and development	144
IT Hardware & Mobiles	24
<b>Development and Running Costs</b>	
Accommodation & Venue Hire	26
Stationery, telephone, photocopying	3
Translation	51
Software, marketing, R&E,	80
Professional learning	480
<b>Delegated to Schools</b>	
Pass ported on WG instruction	1,410
Regional support, support work, task	2,504
<b>Delegated to Local Authorities</b>	<b>32,635</b>
<b>Unallocated Funds</b>	<b>0</b>
<b>Total Estimated Expenditure</b>	<b>38,757</b>

## C. Leadership

<b>Leadership Budgeted Income</b>	<b>Projected Budget 18-19 £000's</b>
RCSIG Leadership 18-19	329
NPQH 17-18 Academic	113
Ext men 17-18 Academic	585
<b>Total estimated Income</b>	<b>1,027</b>
<b>Leadership Budgeted Expenditure</b>	<b>Projected Budget 18-19 £000's</b>
<b>Staffing Costs</b>	
Salaries, secondments, specialists	240
Core central staff	75
Travel, subsistence, training and development	8
IT Hardware & Mobiles	1
<b>Development and Running Costs</b>	
Accommodation & Venue Hire	52
Stationery, telephone, photocopying	
Translation	3
Software, marketing, R&E,	
Professional learning	12
<b>Delegated to Schools</b>	
Passported on WG instruction	
Regional support, support work, task	636
<b>Delegated to Local Authorities</b>	
<b>Unallocated Funds</b>	<b>0</b>
<b>Total Estimated Expenditure</b>	<b>1,027</b>

## D. School Improvement

<b>School Improvement Budgeted Income</b>	<b>Projected Budget 18-19 £000's</b>
RCSIG School Improvement 18-19	568
<b>Total estimated Income</b>	<b>568</b>
<b>School Improvement Budgeted Expenditure</b>	<b>Projected Budget 18-19 £000's</b>
<b>Staffing Costs</b>	
Salaries, secondments, specialists	191
Core central staff	87
Travel, subsistence, training and development	4
IT Hardware & Mobiles	7
<b>Development and Running Costs</b>	
Accommodation & Venue Hire	26
Stationary, telephone, photocopying	
Translation	5
Software, marketing, R&E,	80
Professional learning	168
<b>Delegated to Schools</b>	
Passported on WG instruction	
Regional support, support work, task	
<b>Delegated to Local Authorities</b>	
<b>Unallocated Funds</b>	0
<b>Total Estimated Expenditure</b>	<b>568</b>

## E. Strong and Inclusive Schools

<b>Strong and Inclusive Schools Budgeted Income</b>	<b>Projected Budget 18-19 £000's</b>
PDG	24,011
<b>Total estimated Income</b>	<b>24,011</b>
<b>Strong and Inclusive Schools Budgeted Expenditure</b>	<b>Projected Budget 18-19 £000's</b>
<b>Staffing Costs</b>	
Salaries, secondments, specialists	114
Core central staff	0
Travel, subsistence, training and development	6
IT Hardware & Mobiles	3
<b>Development and Running Costs</b>	
Accommodation & Venue Hire	13
Stationary, telephone, photocopying	
Translation	1
Software, marketing, R&E,	
Professional learning	38
<b>Delegated to Schools</b>	
Passported on WG instruction	
Regional support, support work, task	
<b>Delegated to Local Authorities</b>	<b>23,836</b>
<b>Unallocated Funds</b>	<b>0</b>
<b>Total Estimated Expenditure</b>	<b>24,011</b>

## Annex 2 – Working with other regions

