



2022-23



PARTNERIAETH

# ANNUAL REPORT

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# Lead Officer Introduction

2022-23 was the first year of Partneriaeth as a regional service to support schools in Carmarthenshire, Pembrokeshire and Swansea. It is an exciting and challenging time for education in Wales and I am proud of the range of support on offer to professionals in our region and also appreciate the need to refine the offer further for 2023-24 and ensure continued collaboration and co-construction.

This annual report focuses on providing stakeholders with an overview of engagement and impact linked to the 2022-23 Business Plan as well as a financial overview to ensure maximum transparency.

Partneriaeth officers have been focused on providing a range of professional learning and bespoke and targeted support for leaders and practitioners in order to support the national priorities linked to:

- Curriculum and Assessment
- Developing a high-quality education profession
- Leadership / Career Pathways
- Strong and Inclusive Schools
- Self-improving system


The report is separated into the areas of the business plan and summarises the range of professional learning developed and delivered by Partneriaeth and engagement across our three local authorities. Where appropriate, the work is evaluated in terms of practitioner feedback and a number of case studies have been developed to be published during the summer term to reflect impact of the work in schools. In many cases the impact of the professional learning on learners has yet to be seen as leaders and practitioners develop their understanding of priorities such as 3-16 progression.

Each area has clearly defined next steps, and these have informed the business planning process for 2023-24.

As schools begin to refine and develop their thinking regarding Curriculum for Wales, our commitment is to provide high-quality professional learning and bespoke support to continue to meet the needs of schools across the region.



## Overview of Partneriaeth Region



**Senior Strategic Adviser:**  
*Greg Morgan*

**PEMBROKESHIRE**  
**Chief Executive:** Will Bramble  
**Director:** Steven Richards-Downes  
**Senior Improvement Adviser:** Elin Fry

SCHOOLS	LEARNERS
Primary: 52	(2020-21)
Secondary: 8	17,504
Special: 1	



**Senior Strategic Adviser:**  
*Gwennan Schiavone*

**CARMARTHENSHIRE**  
**Chief Executive:** Wendy Walters  
**Director:** Gareth Morgans  
**Strategic Lead for School Effectiveness:** Elin Forsyth

SCHOOLS	LEARNERS
Primary: 94	(2020-21)
Secondary: 12	27,999
Special: 2	



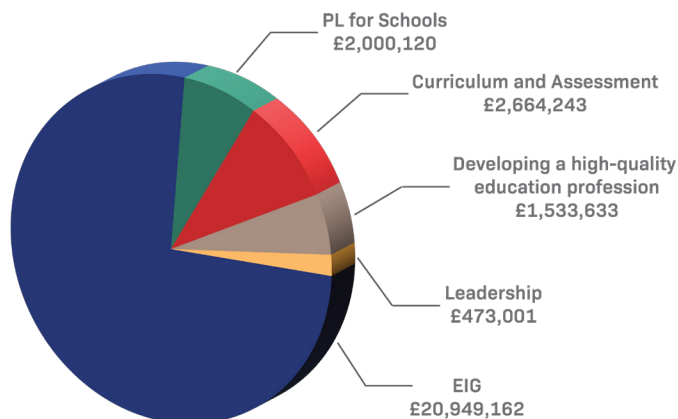
**Senior Strategic Adviser:**  
*Cressy Morgan*

**SWANSEA**  
**Chief Executive:** Martin Nicholls  
**Director:** Helen Morgan-Rees  
**Principal School Improvement Adviser:** David Thomas (Interim)

SCHOOLS	LEARNERS
Primary: 77	(2020-21)
Secondary: 14	36,154
Special: 2	

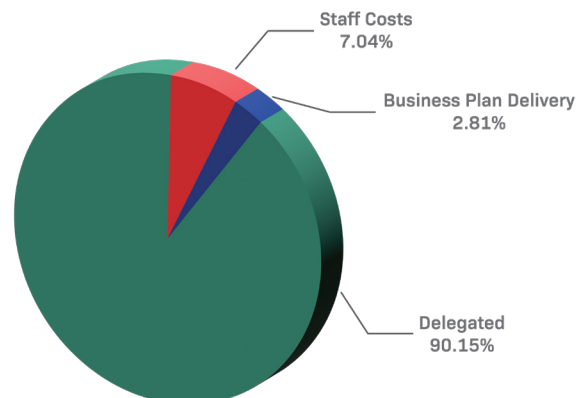
# Financial overview

RCSIG Funding 2022-23



Regional consortia funding is provided by Welsh Government via the Regional Consortia School Improvement Grant (RCSIG) to support a range of priorities across the region.

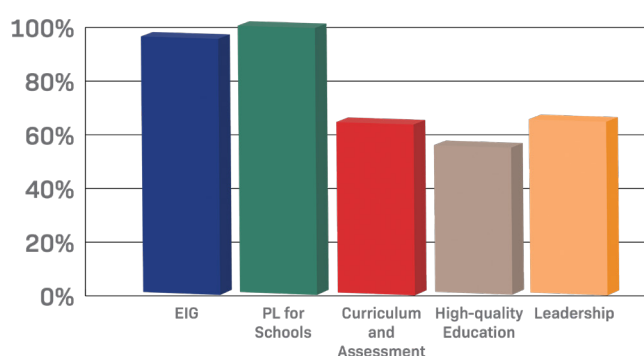
RCSIG Allocated 2022-23



Partneriaeth is committed to delegating funding to ensure that it is targeted appropriately.

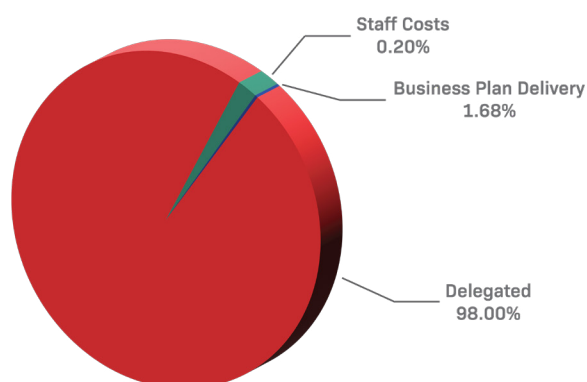
The target for 2022-23 was that 90% of funding was delegated to schools and local authority partners.

RCSIG Delegation Rates 2022-23



The delegation rate is variable for each area of the RCSIG, depending on specific T&Cs and where staffing and running of business plan costs are allocated.

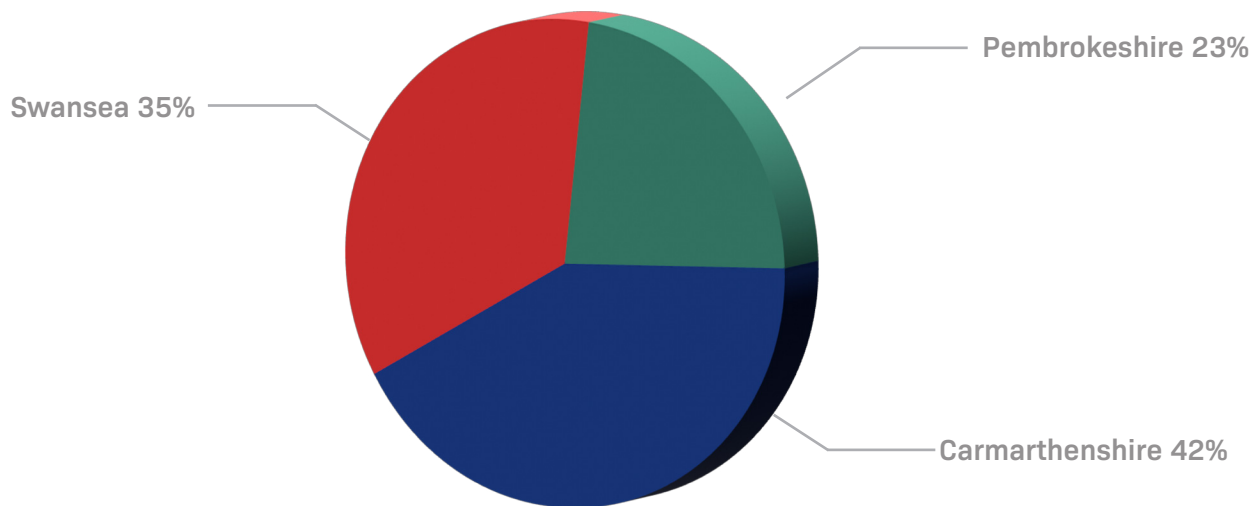
PDG 2022-23



PDG funding is delegated to support learners in our schools. A small amount is retained to support delivery of a range of professional learning in our schools as well as a regional post.

# Engagement overview

Local authority schools as a percentage of the region

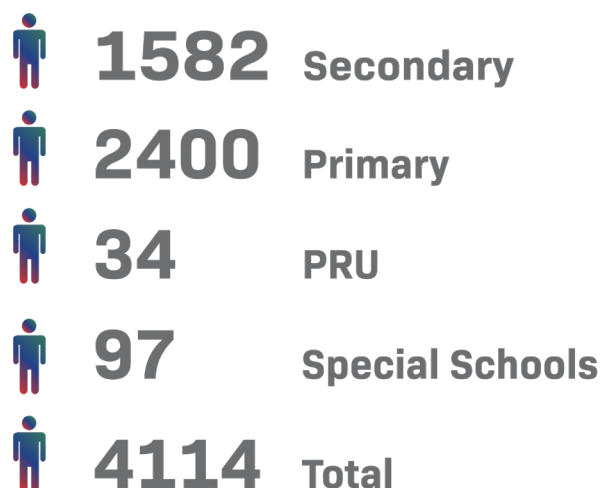


Total number of days support for region

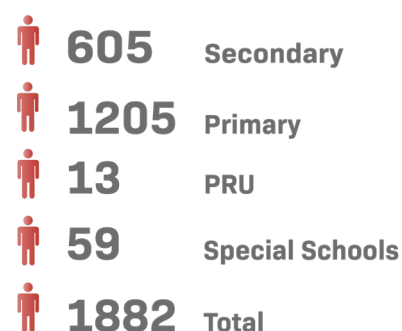
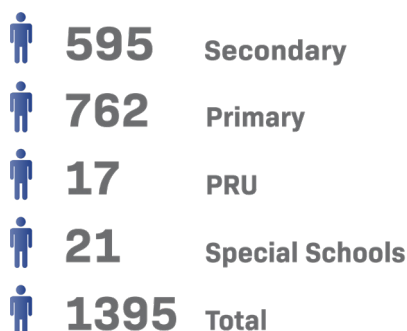
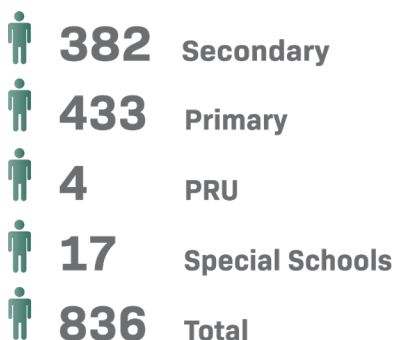
There has been a significant take up of Partneriaeth's professional learning offer in 2022-23 as well as significant bespoke and targeted work at school and cluster level.

All events are evaluated and follow-up activities are undertaken where appropriate to develop an understanding of the impact of the work in the classroom.

This work will continue into 2023-24 with the development of a range of high-quality case studies.



Support days per authority



Pembrokeshire



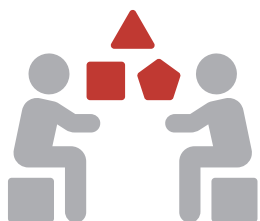
Carmarthenshire



Swansea

# Next steps

Where next steps and case studies have been identified, they will be captured by the following icons:



## **Taking learning into the classroom**

Additional 'into the classroom' resources are sometimes made available as a mechanism for supporting the education workforce to apply the knowledge / skills they acquire at professional learning events when they return to their school/setting.



## **Sharing effective practice**

Partneriaeth recognises that one of the unique benefits of regional working is the ability to share effective practice beyond local authority boundaries. All officers in Partneriaeth are expected to contribute to the development of case studies and opportunities to share effective practice.



## **Collaboration and co-construction**

Partneriaeth are committed to working in a collaborative way with key partners and providing opportunities to co-construct professional learning and support.



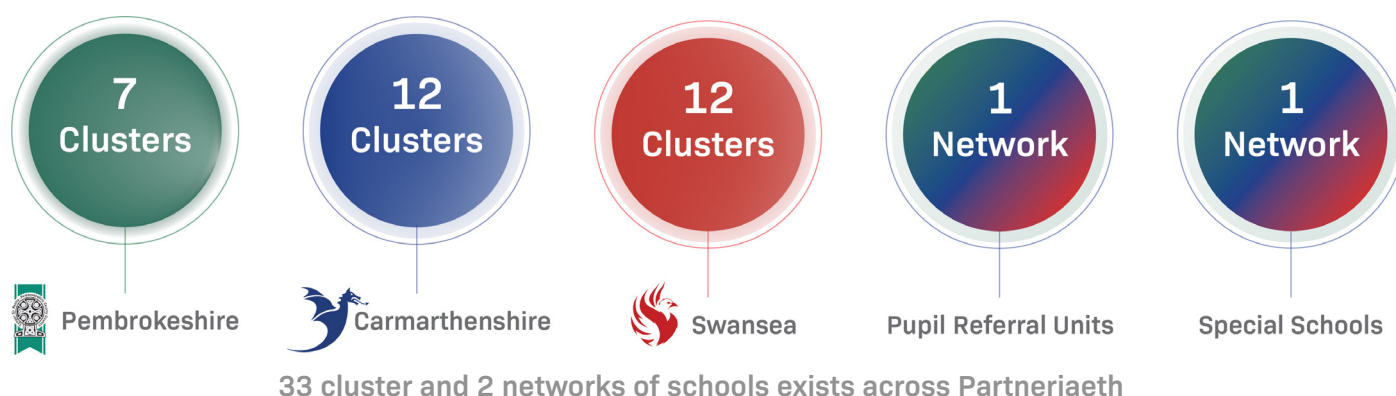
# Cluster working

Cluster working is a key feature of the implementation of Curriculum for Wales and the regional funding has supported this work in order for schools to develop a shared understanding of key elements of curriculum design, 3-16 progression and assessment.

Funding has been allocated to each cluster for them to support their own priorities and work with Partneriaeth staff to engage in Professional Learning on, for example, 3-16 progression conversations. All schools/clusters have provided a plan for their priority areas and have evaluated this plan throughout the year and, in most cases, this was supported by School Improvement Advisers.

A regional cluster link officer from Partneriaeth has been established for all clusters across the region. The PRU and Special Schools networks have also been allocated cluster link officers to ensure that there is equity of support across all settings.

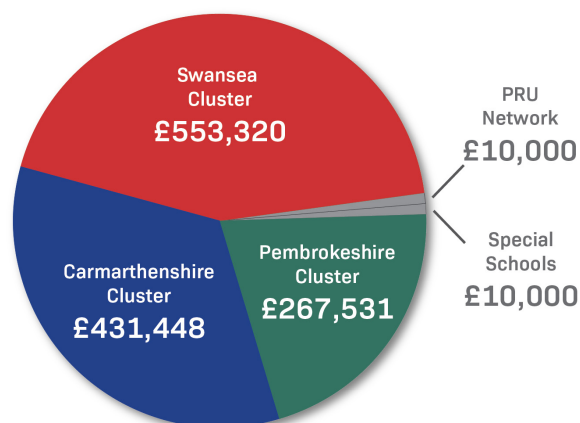
All cluster link officers are in contact with their partner schools and a majority have attended cluster meetings. This engagement has been well-received and is improving visibility of the support and enabling clusters to have focussed conversations. However, a minority of clusters are still at the early stages of this way of working and will require additional time to develop a culture of cluster level collaboration. In addition, a few schools/clusters have been slow to engage in the process and senior officers will continue to work in a co-ordinated way in order to develop strong relationships. This will be strengthened through joint planning with LA colleagues.



A total of £1,272,280 was allocated directly to the 33 clusters across Partneriaeth (based on PLASC figures) specifically to support schools and clusters with implementation of Curriculum for Wales. In addition to this £10,000 each was allocated to the PRU Network and Special Schools' Network that operate across the region. This funding has enabled collaborative working across the cluster and supported clusters to develop, review and refine their curriculum design process and develop a shared understanding of 3-16 progression.

Pembrokeshire clusters	£267,531
Carmarthenshire clusters	£431,448
Swansea clusters	£553,320
PRU network	£10,000
Special Schools' network	£10,000

Cluster Funding 2022/23



There are already strong examples of effective cluster working in each local authority and these have been shared with improvement advisers in order to exemplify this emerging work. (See 1.3). The development of cluster case-studies on the Partneriaeth sharing platform will further strengthen this. However, there is further work to establish a clear and visible strategy for cluster working across the partnership and this will be co-constructed with School Improvement Advisers (SIAs).

# Priority 1: Curriculum and Assessment

Partneriaeth supports schools with their curriculum design through a range of synchronous and asynchronous professional learning opportunities, resources and networking as well as targeted and bespoke support where appropriate.

1. CURRICULUM DESIGN
2. PROGRESSION
3. ASSESSMENT
4. NETWORKS
5. BESPOKE SUPPORT / SCHOOLS CAUSING CONCERN

## 1.1 CURRICULUM DESIGN

Curriculum for Wales requires schools to design their own curriculum and assessment arrangements. Curriculum design is an ongoing, cyclical process of engagement, design, planning, trialling, and evaluation.



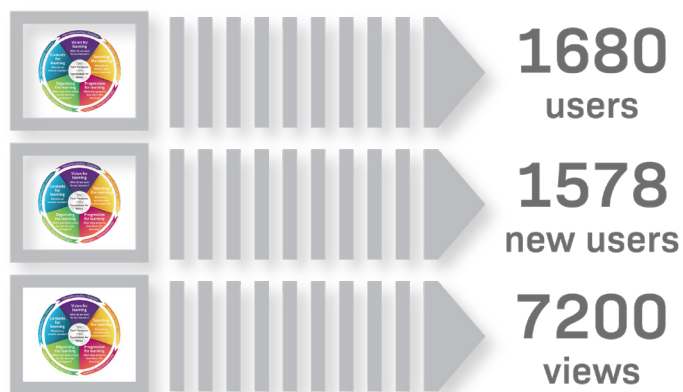
Curriculum Design Model

### 1.1.1 Curriculum Design Model

All schools and settings have access to Partneriaeth's Curriculum for Wales website which has had over 7,000 views. The website complements and supports the synchronous professional learning offer available from Partneriaeth. All support and professional learning are organised around a five-point cyclical design model which guides users through the mandatory elements of the curriculum guidance framework. The focus of professional learning in 2022-23 was progression for learning (see 1.2) and Partneriaeth has been working with practitioners across the region planning for the next stage 'organising the learning' ready for delivery in 2023-24. This professional learning will run alongside opportunities for schools with furthest to travel to revisit sessions and have bespoke support developed to meet their needs.

### 1.1.2 Curriculum Development Working Groups

Partneriaeth has funded practitioners to contribute to curriculum development and design working groups. Partneriaeth's lead for Expressive Arts (EA) has funded 8 practitioners across the disciplines for 4 days each to form a small working party to map out how learning can be planned and organised across the AoLE. Funding has also been provided to a practitioner to add capacity support for the planning and delivery of the primary EA network. Three schools have been funded for 4 days each to support with develop progression maps for the Design and Technology thread of learning. Twenty three schools have been part of a Maths and Numeracy Assessment Working Group. Two practitioners have been funded to support with elements of the Health and Well-being AoLE: developing an understanding of physical literacy (12 days) and using the HAPPEN survey to identify needs (8 days). One primary school was funded for 4 days to contribute to



Curriculum Website Traffic 2022-23



# Priority 1: Curriculum and Assessment

the Humanities primary network and another school received 4 days funding to create a case study on the curriculum design process to be shared across networks. Two practitioners have been funded for 4 days each to support with Languages Literacy and Communication primary network and progression workshops.

As a result of this work, Partneriaeth have built positive working relationships with a cohort of practitioners from across the region and have been able to draw upon their expertise. This collaboration has resulted in the development of both resources and professional learning opportunities shared and made available to all schools and settings. It has also enabled practitioners to engage in professional dialogue with colleagues with schools beyond their clusters and local authorities.

## Next steps:

Continue to collaborate and co-construct with practitioners.



### 1.1.3 Relationships and Sexuality Education (RSE) / Religion, Values and Ethics (RVE)

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Schools and settings in the Partneriaeth region have benefitted from having the support of a seconded practitioner from Swansea with expertise in RSE and RVE. The **Relationships and Sexuality Education (RSE)** Code sets out the mandatory learning in RSE and must be encompassed in the teaching of RSE. Professional learning with a focus on RSE legislation has been provided for practitioners, leaders and governors. There has also been a focus on engaging with parents and the wider community.

**Religion, Values and Ethics (RVE)** sits within the Humanities AoLE and is mandatory for all pupils from 3-16. Professional Learning with a focus on the RVE legislation has been provided for practitioners, leaders and governors. As RVE is a locally determined subject the agreed syllabus specifies what should be taught within each LA and training has also been provided on this. Opportunities to share emerging practice have also been provided. As a result, schools have increased confidence in delivery of RVE.

Both areas of professional learning have been extremely positively, and delegates have valued the opportunity to collaborate and access further bespoke support. As a result, networks have gathered momentum and schools are developing their provision at an appropriate pace.

## Next steps:

Develop RSE/RVE case studies to share effective practice



## 1.2 PROGRESSION

Developing a shared understanding of progression is critical to ensuring coherence, smooth transitions, and appropriate pace and challenge across a school or cluster. The process of curriculum design should determine what knowledge, skills and experiences will support learners to progress both in the short term and over time, and how these should be sequenced.

### 1.2.1 Progression Workshops

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During the summer term 2022 Partneriaeth ran online progression workshops for each of the AoLEs and a majority of schools from across the region sent delegates to the sessions with nearly all clusters being represented. The workshops were designed to provide clarity around the mandatory elements of Curriculum for Wales which need to be adhered to when planning for 3-16 progression.

Many of the delegates stated that the workshop was effective/very effective at explaining the mandatory principles

# Priority 1: Curriculum and Assessment

of progression and the role that progress plays in curriculum design. Many stated that they felt the session would have a positive impact on their practice. However, some of the feedback comments highlighted the need to return to face-to-face training and time for sufficient time for discussion and practical tasks. A few noted that they were at a slightly different phase of their understanding of progression and what it means in their context. In response to this, Partneriaeth ensured that officers contacted schools to offer more bespoke support and have further discussions on professional learning moving forward. As a result of this initial training, progression working groups were set up and will continue to refine their understanding of progression and share across the region during 2023-24.

## Next steps:

**Work with LAs to identify and support schools/clusters with furthest to travel re progression**



### 1.2.2 Progression Working Groups

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Termly progression working groups for each AoLE commenced in the autumn term 2023 and there are 55 practitioners from across all phases and settings signed up to them, representing many clusters across the region. Schools have been funded to cover supply costs to ensure that there is consistency of membership in the groups throughout the year. The focus of these working groups is to engage in professional dialogue to develop a shared understanding of 3-16 progression within an AoLE, develop an understanding of the importance of progression in learning in order to design a cohesive curriculum and develop exemplar materials to be shared locally and regionally.

Delegates leave the sessions with practical 'take aways' that they can share back at school and exemplars they can use as reference when they develop further progression threads as part of their curriculum design process. For example, all group members were provided at the end of the first session with an AoLE related summary of the Principles of Progression and a process model for selecting the learning from the mandatory Statements of What Matters.

Feedback from the workshops has been positive. Nearly all attendees stated that the workshops were pitched at the right level, that the content was relevant and that they anticipated that they would have a positive impact on their planning and practice in both the short and longer term. Feedback was used to identify priorities for subsequent workshops.

However, there is a need to prioritise sharing of the effective practice across the region. Where there have been relatively few delegates at sessions, communication has been reviewed and discussions have taken place with SIAs. Cluster working will provide further opportunities to develop progression conversations and we are optimistic that the collaborative work between the region and local authorities will allow cluster strategy to gather pace as we move into 2023-24 and for cluster working to be the delivery mechanism, where appropriate.

## Next steps:

**Collate and share approaches to developing a shared understanding of progression across the AoLEs through case studies / Partneriaeth sharing event**



# Priority 1: Curriculum and Assessment

## 1.2.2 Progression Working Groups

Partneriaeth delegated £45,000 to fund Local Authority level approaches to professional dialogue and developing a shared understanding of progression across a 3-16 continuum. Swansea and Pembrokeshire commissioned an external provider to facilitate cluster level working to supplement the curriculum design work already established by Partneriaeth. Attendance was good at the workshops and every cluster had representation. As a result of these workshops many clusters are now working more collaboratively. Carmarthenshire co-constructed progression days with Partneriaeth for each AoLE covering the mandatory elements of Curriculum for Wales. Attendance at these sessions was good and feedback was positive. However, further work is needed to ensure that there is a consistent approach to progression within clusters.

### Next steps:

Work closely with Local Authorities to ensure approaches are aligned



## 1.3 ASSESSMENT

The purpose of assessment in Curriculum for Wales is to support the progression of each learner in relation to the 3-16 continuum. This marks a significant shift in the role of assessment which is no longer to be used as part of an accountability system linked to high stakes performance measures.

Partneriaeth developed sessions to explain and contextualise this drawing upon the assessment guidance. In addition, Partneriaeth also developed and delivered a session for head teachers on **assessment arrangements** with regards to termly reporting to parents.

*"These sessions really helped develop my thinking around questioning and I am going to develop a whole school questioning strategy alongside AFL."*

Partneriaeth has provided a comprehensive professional learning offer in response to the new emphasis on using assessment to support teaching and learning. In collaboration with curriculum and assessment expert Mike Gershon, Partneriaeth has developed a three-part programme of professional learning aimed at developing teaching practices around **high-quality formative assessment** in the classroom.

The sessions have been designed and developed to support schools in their curriculum implementation and developing learner effectiveness through: metacognition; questioning and assessment for learning. The workshops provided practical opportunities to enhance practitioners' approaches to assessment.

There was strong engagement in these sessions and most clusters across Partneriaeth attended these sessions with 63 schools being represented across all phases and funding was available to support schools with supply costs to attend the training and ensure subsequent sharing on a cluster basis. Twenty-seven clusters had representation, of these 18 clusters had more than one school attending. As a result of the training delegates had a better understanding of high-quality approaches to assessment and were able to critically reflect on assessment practices in their own schools/classrooms. Delegates were also provided with a range of practical AfL strategies and resources to support developments in the quality of teaching and learning.

*"Being able to discuss the strategies with practitioners from other LAs was really useful and I am looking forward to the 'Into the classroom' approach so we can measure learner impact."*

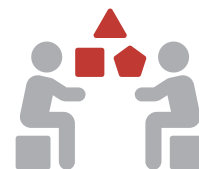
All attendees agreed or strongly agreed that the training improved their knowledge of the subject, the content was appropriate to their needs and skill level, the content was relevant to their

# Priority 1: Curriculum and Assessment

role. Nearly all attendees commented that the training provided content that was useful to their roles and skill level. Nearly all attendees said that they would recommend the training events to others. However, clusters where only one school attended may need more ongoing support in cascading the information effectively moving forward.

## Next steps:

**A cohort of schools have received receive funding to share how they have applied learning in their teaching**



## 1.4 NETWORKS

**Working with other settings and engaging in on-going professional dialogue provides important opportunities for practitioners and leaders to share learning in order to support improvement.**

*"As always, it was an excellent opportunity to get some guidance and also to hear what has worked in other schools."*

*"Absolutely vital information."*

Partneriaeth has continued to run termly secondary networks for heads of department in Welsh 1st language, Welsh 2nd language, English, maths, science, geography, history, religious studies and Post – 16. All network meetings have consistent messages and guidance on how to support improvement and focus on teaching and learning

Most secondary school attend these valuable sessions and nearly all attendees strongly agree that the sessions meet their needs, allow them to collaborate effectively and give the space and time to share effective

practice. They value the opportunity to shape the agendas of these meetings and, in a few cases, the sessions lead to more bespoke support from secondary specialists in Partneriaeth when appropriate. For example, working with new middle leaders to improve self-evaluation and improvement planning.

Partneriaeth introduced primary networks for AoLE leads in the autumn term 2022. Forty seven schools from 22 clusters attended the 90-minute online introductory AoLE sessions. The aim of these initial sessions was to improve understanding of curriculum design and leadership within an AoLE. The sessions also serve as a forum for sharing practice and building support networks. However, the networks are still in their infancy and, as yet, impact in the classroom cannot be evidenced.

*"These meeting have been the only support in planning the new curriculum, so I am very grateful."*

One of the challenges that Partneriaeth officers had when running these sessions was the range of points practitioners were at with their curriculum design journeys. As a result, not all attendees felt that the content was pitched at an appropriate level and this was reflected in the feedback comments. In

*"It was great to have some guidance as to how to use the progression steps alongside descriptions of learning to follow 'threads' through the course. "*

order to address this the second network meetings in the spring term were face to face and allowed time for practitioners to collaborate with peers at a similar stage of their curriculum journey. All attendees agreed or strongly agreed that the training content was relevant to their roles as AoLE leads and nearly all stated that they felt it would have a positive impact on their practice. However, number of attendees was not consistent across the AoLEs and LLC had to postpone due to staffing challenges.

## Next steps:

**Further promote the primary networks via SIAs and cluster link officers**





# Priority 1: Curriculum and Assessment

## **1.5 BESPOKE SUPPORT / SCHOOLS CAUSING CONCERN**

In partnership with local authorities, Partneriaeth officers support the small number of schools in Estyn follow-up category or in need of specific level of support. For example, Partneriaeth officers have supplemented the multi-agency approach to support schools and have delivered targeted support for departments and middle/senior leadership in these schools. In secondary settings, a specific support plan is developed with clear targets to ensure sharp focus on the key areas identified, for example self-evaluation processes and teaching in the core subjects.

This approach is well-established in the secondary sector and the region benefits from a well-established and respected team across a number of subjects. The process allows for frequent high-quality conversations to be held with schools as well the opportunity for the local authority and school to hold the region to account.

Senior Partneriaeth officers attend a range of strategic groups across the local authorities and discuss, with confidence, the impact of the regional work.

A similar approach is also used, where appropriate, in primary settings. However, the process is less formalised and established. Conversations with local authority staff have allowed schools to be grouped together to focus on specific areas such as literacy and numeracy and develop a joint understanding of strong practice. However, the region needs to be more responsive to these requests and further clarity on senior roles within the organisation will be beneficial to local authorities and schools. As a result of this, one senior officer will oversee bespoke support to ensure timely and targeted support.



# Priority 2: Improving Teaching and Learning

Partneriaeth provides strategic support for several key areas that align with national priorities to develop teaching and learning across the curriculum.

1. SKILLS
2. MFL
3. CYMRAEG
4. POST 16 IMPROVEMENT

## 2.1 SKILLS

### 2.1.1 Literacy and Numeracy

Partneriaeth has co-ordinated and established networking and professional learning opportunities that focus on driving improvements in the teaching and leadership of literacy and numeracy in schools. Literacy and numeracy coordinator meetings have been established for secondary settings. Primary AoLE networks have been established and, in the future, will focus on how to develop literacy and numeracy in authentic, disciplinary contexts.

*"Very informative and useful day! It was beneficial to hear the evidence of the impact of vocabulary. The practical lesson ideas were especially useful and I am looking forward to feeding back to the whole staff and implementing a whole school approach."*

Beneficial termly meetings between Partneriaeth and LA literacy and numeracy leads have taken place. Officers have collaborated and developed a draft operational plan to ensure that Primary Oracy funding is utilised effectively delivering appropriate and contextualised support for schools. This work will be developed with LA officers to ensure consistency and coherence.

Partneriaeth has provided bespoke literacy and numeracy support to schools.

The brokerage between LA officers and Partneriaeth is effective. However, officer capacity both within Partneriaeth and across the 3 LAs is potentially an issue and there is a need for greater collaboration in order to utilise resources effectively. This will be addressed through joint planning and delivery of the regional grant funding in 2023-24

*"I thought the course was excellent."*

*"Genuinely enjoyed it all and found the resources fab!"*

*"It was highly engaging and useful - I wouldn't change a thing."*

Literacy and numeracy conferences have been planned for the summer term and will focus on strategies to ensure effective approaches to cluster/secondary/primary skills development which drive high quality teaching and learning. Partneriaeth schools that have been identified as having practice worth sharing will present alongside experts in the field including David Didau, Dr Debbie Morgan and Christopher Such.

*I thoroughly enjoyed learning specific etymology of certain words and found the variety of resources provided to share that knowledge with pupils very useful.*

In addition to the conferences, Partneriaeth has developed other open offer professional learning opportunities to develop approaches to writing and vocabulary development. Eleven schools took part in a 'No More Marking' programme with a focus on standardising and improving understanding of what effective writing looks like from 3-16. Resources, messages and findings from the programme will be shared in the summer term via network

meetings and Partneriaeth case studies. Partneriaeth has worked closely with practitioners and local authority staff to develop and deliver professional learning on explicit vocabulary instruction. Almost 100 practitioners from 73 schools attended the training. Fourteen schools have gone to participate in follow up work which involves action planning on how to embed and develop the strategies and resources shared with them. All these participants commented on the positive impact that the training had had on their teaching and learners' understanding of how vocabulary is constructed.

#### Next steps:

**Develop and share examples of skills practice worth sharing**  
**Continue to collaborate with LAs to ensure that there is equity of support in literacy and numeracy across the region.**



# Priority 2: Improving Teaching and Learning

## 2.1.2 Digital

The Digital Competence framework is a key element of the cross-curricular skills as set out in the Curriculum for Wales framework. Partneriaeth's professional learning offer for Digital Learning was developed to support leaders and practitioners to implement the Digital Competence Framework by providing a resilient strategy accompanied by exemplar material targeted at key decision makers. During the spring term three sessions were run across the region

*"The idea of creating help sheets aimed at the different progression steps for all areas of DCF is excellent and could be used in my school. Really useful getting current teachers to help create these, so could demonstrate how used in school before being adapted and rewritten by the DCF experts across LAs."*

for Primary based colleagues, while a single session brought secondary colleagues together. Twenty-one primary colleagues attended from Pembrokeshire schools, 37 from Carmarthenshire and 47 from Swansea while 13 colleagues attended the secondary session. These sessions were co-constructed with relevant LAs colleagues and were well-received by delegates.

The sessions increased understanding of the mandatory elements of developing digital competence as a cross-curricular skill, as well as progression within the Digital Competence Framework. Attendees also developed an understanding of how to integrate digital competence skills in and across the curriculum at a local level.

An approach to developing a whole school strategy for implementing the DCF following a six-step strategy of gathering information, designing your strategy, getting started, reviewing, scaling-up and sustaining momentum was shared. Current and new tools for mapping the implementation of the Digital Competence Framework were also shared and well-received. However, it is too early to fully evaluate the impact in the classroom and this will be evaluated during the summer term through case studies.

*"The opportunity to discuss progression with other teachers on different aspects of the framework was really helpful"*  
*"task cards were extremely useful, particularly the clear progression and suggestion box. These will be shared with colleagues"*

Partneriaeth has also continued to support schools to ensure that online safety practices are as robust as possible. Three sessions were again co-constructed and delivered with LA colleagues being targeted at school-based colleagues with responsibility for leading on Online Safety and/or Safeguarding Officers. Over 100 schools attended the events that were run during the autumn term (Pembrokeshire 26, Carmarthenshire 40, Swansea 45). Colleagues from the Hwb Team in Welsh Government were also in attendance.

*"A really useful refresher of the Online Safety tool. So many resources on Hwb that I didn't know about for us to use. A great chance to chat with other coordinators to see what others are doing."*

The sessions raised awareness of how to ensure a high level of digital resilience across all stakeholders. It gave attendees a greater understanding of the 360 Safe Cymru framework and how it can help ensure a school's online safety practices are as robust as possible and made colleagues aware of the latest online safety learning and teaching resources available. Further support that is available via local authority and regional colleagues as well as relevant external professional bodies was also highlighted.

Partneriaeth has also developed a website to support the Cracking the Code agenda. A number of 'How-to' guides have been developed and case studies from schools are also shared on the site. Partneriaeth runs a loan

scheme for coding kit which enables schools to assess coding devices on a trial basis before purchasing such devices. Fifty-four schools have accessed equipment through this scheme and will provide feedback regarding the use of these devices to deliver the computational thinking element of the Digital Competence Framework.

### Next steps:

- To work with LAs to identify and share good practice.
- To liaise with LA colleagues and use feedback provided by schools to inform the purchase of future loan kit.
- To liaise with the Hwb team to ensure that the latest developments in the Hwb platform are shared with schools.



# Priority 2: Improving Teaching and Learning

## 2.1.3 Integral Skills

The development of the Integral Skills are key areas for skills development for many schools within the region. The integral skills of creativity and innovation underpin the four purposes and should, according to Curriculum for Wales Guidance, be developed within a wide range of learning and teaching.

Senior, middle-leader and teacher dialogue with Partneriaeth officers and SIAs identified the need for focussed professional learning in this area. As at the heart of these two skills is the importance of learners recognising, using and creating different types of learning value. The professional learning workshop with Professor Christian Byrge took place in December 2022 with additional sessions planned in June 2023 as part of the 2023-24 Business Plan.

Thirty teachers from across Partneriaeth signed up for the sessions (6 Carms, 7 Pembs, 17 Swansea). However, 15 practitioners eventually attended the session due to staff illness in schools. School Improvement Advisers were also able to attend.

All attendees agreed or strongly agreed that the content of the PL opportunity was appropriate and improved their knowledge of creativity. With 100% of attendees stating that they would recommend the training to others. All felt confident that they would now be able to trial the strategies in the classroom, with many stating that they planned to share this PL with their colleagues in school.

*"This is such a useful resource! It's saved me so much time following on from the training. Thank you!"*

As part of the Evaluation 1 form the opportunity to take part in a funded 'Into the Classroom' Working Group was offered to attendees. This group will allow collaboration to support the implementation of their learning into their classrooms/schools.

Six schools signed up for the 'Into the Classroom' Working Group with representation across all 3 LAs (1 in Carmarthenshire, 1 in Pembrokeshire and 4 in Swansea). The Working Group met in February 2022 and shared their initial actions and implementation in their classrooms/schools following the PL opportunity. The group have planned how they wish to proceed with their development in Creativity and Innovation, and are working on creating and sharing a resource across the region of their work.

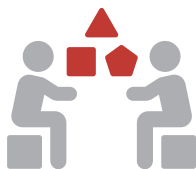
*Into the Classroom' Working Group participants said that:*

*"They used to only come up with a handful of suggestions to solve a problem. Now they know that I am going to want many more. They are starting to 'go beyond the obvious' themselves now, and that has made our learning a lot more fun!"*

*"I always used to go straight to collaborative thinking approaches with my pupils – pairs or groups normally. Now I give far more individual thinking time, before moving into collaborative thinking/discussion opportunities. This has resulted in far stronger initial thinking from most of my pupils."*

### Next steps:

**Continuation of the 'Into the Classroom' approach**



## 2.2 MODERN FOREIGN LANGUAGES

Partneriaeth has continued to provide regional support for modern languages. However, the level of direct support from the region has been less targeted than in previous years due to staffing changes in May 2023. Termly meetings have been held for secondary heads of departments with a teacher from the region facilitating the meetings on behalf of Partneriaeth. These arrangements were formalised in spring 2023, with the appointment of a lead school to co-ordinate the meetings on behalf of the region and attend national fora. For example, Global Futures steering group will be attended on behalf of Partneriaeth and key messages shared.

In Spring 2023 clusters were allocated grants to enable secondary schools to support primary schools within their

# Priority 2: Improving Teaching and Learning

clusters to build capacity to teach international languages in primary schools. Partneriaeth is also co-ordinating the trialling of a new set of resources to teach French in primary schools with 5 schools participating in the trial in the Summer 2023 term. The feedback from the schools will contribute to the development of the resources which are due to be available to schools in 2023/24 if the pilot programme is successful.

In summer 2023, Partneriaeth held a second conference for all schools within Partneriaeth exploring the theme of Bilingual to Multilingual: building inclusive classrooms. The programme for the conference included presentations from keynote speakers such as Mererid Hopwood, Deirdre Kirwan and Professor Linda Fisher and over 60 delegates attended the event. The conference also included presentations from the 8 schools that had been part of the pilot using the 'Bilingual To Multilingual: A Toolkit for Developing Translanguaging and Plurilingual Skills to Build Inclusive Classrooms' funded by Partneriaeth. In her presentation Prof Linda Fisher stated that the work that was being carried out in the region in this context was "ahead of the world" and the presentations from the schools showed the positive impact of this project in their schools. The impact demonstrated ranged from a substantial increase in confidence as learners, with multiple languages being used regularly in classrooms and wider schools environment without the need for encouragement, to improved social cohesion, with multilingual learners feeling far more valued, and a decrease in bullying. As result of such positive feedback on the initial pilot, the pilot was further extended in September 2023 with 6 of the original schools continuing to develop their work further and 2 new schools joining the pilot. The project is now focussing on supporting schools to embed the use of translanguaging into day to day classroom practice, with schools so far reporting greater confidence and trialling innovative practice.

## Next steps:

**To further formalise the regional support for MFL and agree on an operational plan for 2023-24.**

**To evaluate the plans / work at cluster level as result of the cluster funding for MFL.**

**To arrange a third conference in June / July 2023 and consider the next steps with the pilot and the toolkit.**

## 2.3 CYMRAEG

**The development of Welsh in Education is key to meet the objectives of Welsh Government's Cymraeg 2050 strategy. Partneriaeth officers are key contributors to the national and cross-regional work and contribute to the work of developing, reviewing and implementing national plans. A cross-regional plan has been agreed and supported by WG, and Partneriaeth has been identified as the lead region for Welsh first language.**

### 2.3.1 Partnership working

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Partnership working with LA leads is strong and this effectively supports the strategic planning and delivery. This enables officers to discuss and plan a joint PL offer and utilise funding appropriately and meet the needs of schools. Grants have been distributed to all three LAs to support their priorities in addressing their Welsh in Education Strategic Plans. All LAs also received grants to support and facilitate the delivery of the Siarter Iaith.

### 2.3.2 Bespoke support

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At regional level, Partneriaeth officers have provided bespoke support to Welsh first language and second language departments to address identified needs, and termly network meetings for both first and second language Welsh have been held to offer training and support in areas such as progression, assessment and pedagogy. Nearly all schools attended each of the termly meetings and the feedback from attendees was overwhelmingly positive with consistent commentary that the sessions were meeting the needs of their schools.

# Priority 2: Improving Teaching and Learning

## 2.3.3 Training

Training was delivered across the region on the 'Tric a Chlic' synthetic phonic programme with sessions held for teachers and TAs in Welsh medium and English medium primary school. 162 of teachers and TAs attended the training and the effect of the training upon delivery of the programme in schools will be reviewed in 2023/24. Training also delivered on the 'Ffa-la-la!' programme – a unique methodology that focuses on improving Welsh speaking ability and confidence in primary schools through music and creativity. Twenty six teachers from across 20 schools were part of the pilot. As a result of receiving extremely positive feedback from the attendees following the training the intention is to roll out the training across the region in 23/24. The feedback has been extremely positive with attendees.

*Feedback after the Tric a Chlic training for English medium primary schools:*

*"Will support the teaching of Welsh reading, speaking and listening which will lead to increased standards"*

*"This will support our learners in developing their Welsh phonic skills to improve their reading and raise standards in Welsh."*

*"It will allow Welsh phonics and early writing skills to be taught effectively in my setting."*

*"Phonics and reading can now be taught in Welsh to further promote and encourage the use of Cymraeg in the classroom"*

*Tric a Chlic for Welsh medium primary schools:*

*"Fantastic course that is extremely useful for what I need in school".*

*"Far more confident to present Tric a Chlic sessions in the classroom"*

*"I'm going to (be able to) show other members of staff how to use Tric a Chlic to support and improve reading standards in the school".*

## 2.3.4 Resources

A range of high-quality resources were developed and shared with both primary and secondary schools. These include a range of resources to support the teaching of Welsh at GCSE level (First Language and Second Language) e.g. new and original short videos to develop recount, inference, comparison skills and language analysis. In addition, new resources such as Rhwng y Llinellau: Hybu sgiliau darllen (promoting reading skills) have been published and shared with all schools.

In December 2022 Hanes yr Iaith videos and supplementary educational resources were launched, and the response has been positive with the resources used within and beyond the region. Stori Sir Gar resources were developed in Autumn 2023 by a team of officers, authors, and teachers from the region to introduce and deepen the knowledge of learners aged 8–12 about some of the legends and histories of the area, and to strengthen learners' language proficiency. The teachers that were involved in the development of the resources valued the professional development opportunity, and the opportunity to collaborate with colleagues from other schools. The resources offer a range of activities from various Areas of Learning and Experience. Similar resources for Pembrokeshire and Swansea are currently in development and will be published in 2023/24.

## 2.3.5 Case Studies

Sharing good practice is a key part of the work in the context of Welsh in education, and case studies are continuously being captured and shared both at meetings and training sessions as well as by digital platforms. A video showcasing Partneriaeth's LLC pilot project Deall y Daith Ddysgu was shared in a national event recently and was highly praised across the regions. Deall y Daith Ddysgu was a project where Partneriaeth officers worked closely with two all age schools from Pembrokeshire LA and their feeder primary clusters to ensure a shared understanding of progression within listening. They shared resources and pedagogical strategies in order to ensure progression along the language continuum as part of the project. A video is also being created in collaboration with primary and secondary schools to demonstrate best practice in using Pie Corbett resources in Welsh language lessons.



# Priority 2: Improving Teaching and Learning

The Clwb Ysgol social media platform and promotional campaign was rebranded and relaunched in 2023 with digital content shared weekly on social media to promote Welsh education and bilingualism as a skill. Clwb Ysgol has also been used to promote resources created by Partneriaeth. Short videos were created and shared with the aim of promoting Welsh medium education to parents. These videos have already reached over 150,000 people.

Siarter Iaith resources were also created by Partneriaeth and shared on the Clwb Ysgol site. Short videos were created to present the Siarter Iaith to school leaders, governors and parents with ideas on how to deliver the aims of the Siarter within the school. Due to the popularity of the videos a request came by WG and the other regions to adopt these resources as national resources. These videos are now being used by WG on the official Siarter Iaith site on Hwb.

## 2.3.6 Staffing

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A Strategic Adviser for Welsh in Education was appointed in December 2022 and started in post in March 2023. Partneriaeth have also appointed an Adviser to support secondary second language Welsh to start in September 2023. Both posts had previously been vacant since March/April 2023 and some of the work in this area was hindered as a result of capacity issues. The new appointments will enable Partneriaeth to ensure that provide a far wider programme of support to schools in the future.

### Next steps:

**To develop a regional strategy for Welsh in Education, in collaboration with LA officers.**  
**Extend and deepen the support for the teaching of Welsh, and supporting Welsh education across the region.**



## 2.4 POST-16 IMPROVEMENT

**The development of Welsh in Education is key to meet the objectives of Welsh Government's Cymraeg 2050 strategy. Partneriaeth officers are key contributors to the national and cross-regional work and contribute to the work of developing, reviewing and implementing national plans. A cross-regional plan has been agreed and supported by WG, and Partneriaeth has been identified as the lead region for Welsh first language.**

### 2.4.1 Cross-regional

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The cross-regional leadership development programme for post-16 is established and was endorsed in November 2022 by NAEL. Results Driven Group have been running an ILM level 5 qualification for since Autumn 2022. 15 delegates from Partneriaeth schools registered for the programme. The content of the sessions was adjusted throughout the programme in response to feedback.

As a result of the training delegates reported that they were more able to be strategic in their roles. Examples of how they put their learning into practice included meeting with the senior leadership team to develop planned strategies, utilising taught coaching techniques and VESPA questions to support learner wellbeing, creating a vision for their Sixth Form and adopting new pastoral systems to support learner progression and attainment.

Following the completion of the leadership programme, 13 delegates took up the offer of 1:1 coaching sessions which supported and facilitated implementation of planned initiatives from their learning on the programme. However, to successfully embed learning from the programme, delegates highlighted the main barriers as being time to embed, followed by senior leadership support and availability of resources.

# Priority 2: Improving Teaching and Learning

## 2.4.2 NQT Post-16 Module Development and Delivery

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A post-16 module for NQTs is currently being developed with the cross-regional team with a draft outline agreed. The module is scheduled to be ready for delivery asynchronously in the summer term 2023.

## 2.4.3 VESPA / A Level Mindset

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VESPA professional learning sessions were planned for the spring and summer terms 2023. The first session was attended by delegates from 14 schools with sixth forms from Partneriaeth. Initial feedback of this support has been extremely supportive however, a full evaluation will be carried out following the second part which will be delivered in June 2023. To ensure equity for all schools, all resources are shared and can be accessed via the Post-16 Teams page. It is intended that VESPA case-studies will be developed over time.

Bespoke training has been agreed with schools in Pembrokeshire and Carmarthenshire.

### A Level Conference

The A level conferences for English and Welsh are well-established and have been very well-received across the partnership.

### Next steps:

**Development of a cross-regional post-16 professional learning programme for the next academic year.**



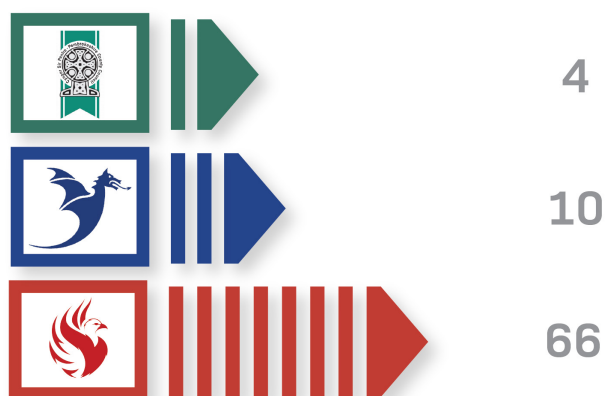
# Priority 3: Leadership and Career Development

Partneriaeth supports all professionals to progress along their own career pathway and supports them to develop leadership skills across the pathway.

1. TEACHING ASSISTANT LEARNING PATHWAY (TALP)
2. INDUCTION FOR NEWLY QUALIFIED TEACHERS (NQTS) / EARLY CAREER SUPPORT
3. FUTURE LEADERSHIP PROGRAMME

## 3.1 TEACHING ASSISTANT LEARNING PATHWAY(TALP)

The Teaching Assistant Learning Pathway (TALP) is a national programme of professional learning that has been developed for Teaching Assistants across Wales which is being offered by all Regional Consortia. The pathway has been developed to support Teaching Assistants identify and access a development programme appropriate to their current need.



Induction Programme  
September 2022 to March 2023

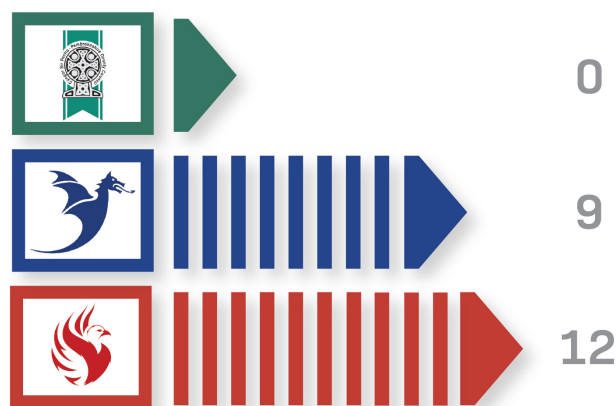
### 3.1.1 Teaching Assistants - Induction Programme

The Induction Programme for Newly Appointed Teaching Assistants is in the form of a playlist accessed on demand via Hwb. There are 4 sessions, each session introduced by a regional coordinator.

*"I felt the way you could complete the modules in sections in your own time was positive."*

*"Listening to Rita Pierson and then the following slide on 'Roles and Responsibilities' made me realize how important we are to the education of our learners and their well-being."*

*"It was great to learn about a possible learning pathway for Teaching assistants."*



Practising TA Programme  
January to March 2023

### 3.1.2 Practising Teaching Assistant Programme

This programme is for those with more than two years' experience, and who would welcome an update on the changes to the context of the profession. Attendees are provided with information relating to the professional standards, current relevant strategies to support their practice, Curriculum for Wales and a range of ideas and strategies to inspire professionalism back in school.

*"Thank you very much to all the facilitators and participants of this programme. I found it very beneficial and interesting to speak to colleagues in different education settings / local authorities."*

*"The course is definitely an eye opener for me. It made everything that we do make sense."*

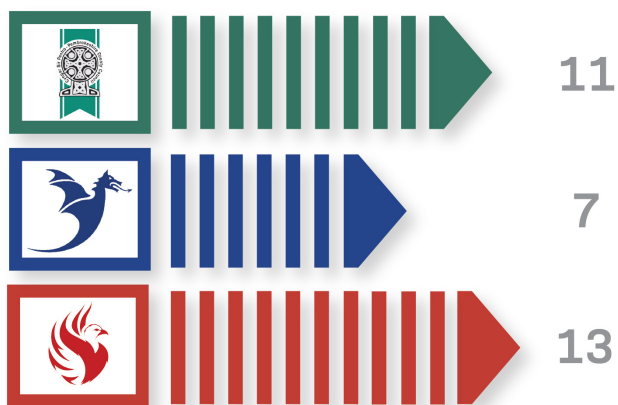
# Priority 3: Leadership and Career Development

## 3.1.3 Aspiring Higher Level Teaching Assistant Programme (HLTA)

This programme supports the TA to gather a series of learning reflections matched to the Professional Standards for Assisting Teaching. Upon successful completion of this programme Teaching Assistants are in a very strong position to identify their readiness for HLTA assessment.

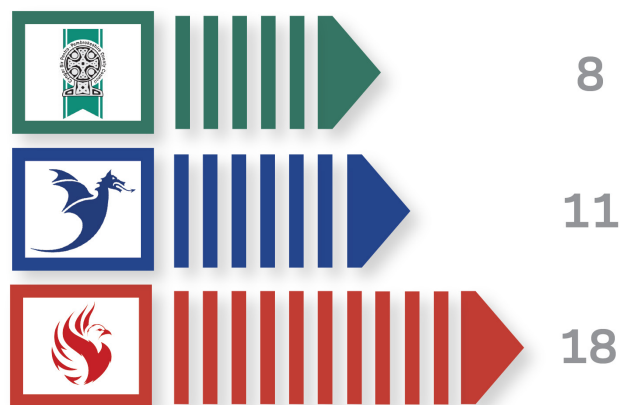
*"Having the modules recorded has been a great tool to refer back to if needed"*

*"Thank you so much for the course, breakout rooms have been good, sharing ideas, hearing how other schools are doing things - difference between our primary school with 42 children and a secondary with over 1000 children!"*



Cylch 4

Aspiring HLTA Development Programme



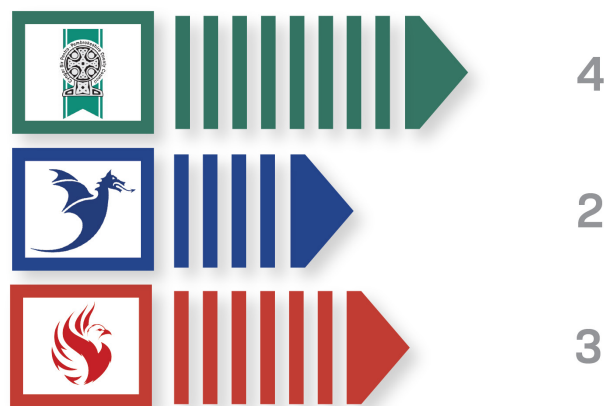
Cylch 5

Aspiring HLTA Development Programme

## 3.1.4 HLTA Assessment

This assessment is by application following completion of the New Aspiring HLTA programme and confirmation of a minimum Level 2 Essential Skills qualification (or equivalent) in Literacy and Numeracy. Applicants must also have experience in leading the learning for whole classes and have their Head teacher's endorsement for application.

*"It has given me the opportunity to develop professionally. During the programme I listened to a podcast for the first time, after writing a Professional Learning Reflection on this it has been discussed that as a school, we will use Podcasts in future learning."*



Cylch 4

HLTA Assessment

*"Personally, it has helped me gain more knowledge and better understand how I can implement the pedagogy and professional standards within my role. Networking on the programme has supported me with my role with my learners by allowing me to adapt others' ideas and strategies."*

# Priority 3: Leadership and Career Development

*"I believe that gaining the HLTA status has increased Y's confidence and self-esteem. In her current role she is very adaptable, and her role often changes from day to day depending on pupil and staff absence. I think that gaining HLTA status has had a positive impact on the school and pupils. She has gained enhanced knowledge, expertise and skills in supporting learning in a range of different situations, including teaching whole classes without a qualified teacher being present. She is also able to direct the work of other adults supporting teaching and learning. 'She can cross over between being a TA to a class teacher when needed. Well done 'Y!'"*

*Headteacher reflection*

## 3.1.5 Specialised Teaching Assistants National HLTA Assessor Training

This provides opportunities and training to become a member of the Partneriaeth TALP Team. Members of the team support the coordinator in promoting, facilitating and preparing resources for various programmes. Training is provided to become a HLTA Assessor and Coaching and Mentoring training opportunities are provided.

## 3.2 INDUCTION / EARLY CAREER SUPPORT PACKAGE

Partneriaeth Professional Learning opportunities for Newly Qualified Teachers (NQTs) have been developed in order to allow for equity of access to Professional Learning for all, whether practitioners are full-time, part-time or supply.

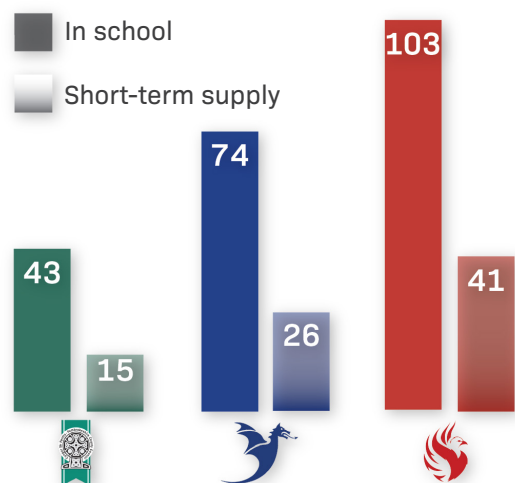
We ensure that Professional Learning is of the highest quality provision and support with easy access to this support across the consortia. Professional Learning encourages engagement in enquiry and is supported by Induction Mentors (IM), External Mentors (EM) and External Verifiers (EV). Professional Learning offers are also made available to mentors so that they are able to support the NQTs in a professional and informed way.

### Number of NQTs (Data collated on 13th March 2023)

Partneriaeth – 220 in schools 82 short term supply = 302  
 Pembrokeshire – 43 in schools 15 short term supply = 58  
 Carmarthenshire – 74 in schools 26 short term supply = 100  
 Swansea – 103 in schools 41 short term supply = 144

Partneriaeth currently support 302 NQTs at various stages of their induction, 58 in Pembrokeshire, 100 in Carmarthenshire and 144 in Swansea. This includes 220 contracted NQTs and 82 short-term supply NQTs.

Three hundred and sixty-three Induction Mentors, working in Partneriaeth schools, are currently supported. Forty-five External Verifiers are also supported within Partneriaeth Clusters, some have dual roles working with more than one cluster to support the Induction Mentors in their role. Some of the External



Number of NQTs  
(Data collected on 13th March 2023)

Verifiers also work with short term supply NQTs as their External Mentor. These forty-five External verifiers are spread across the region, as follows, 9 in Pembrokeshire, 16 in Carmarthenshire and 20 in Swansea.



# Priority 3: Leadership and Career Development

The National Induction Group delivered sessions on the following during the Autumn term:

1. National Briefing
2. Writing PLEs
3. Wellbeing (Overview)
4. Wellbeing in practice/Learning environment
5. Curriculum for Wales
6. Enquiry

Sessions delivered by Partneriaeth colleagues during the Spring term consisted of a large variety of topics, including the following:

- Primary and Secondary Literacy
- Primary and Secondary Numeracy
- Primary and Secondary Cymraeg
- Post 16 education
- ALN
- DCF and Online Safety
- Equity in the classroom
- Poverty Proofing
- Anti racism

The professional learning improved my knowledge of the subject

– 90.7% strongly agree/agree

The content was appropriate to my needs and my skill level

– 90.1% strongly agree/agree

The professional learning provided content relevant to my role

– 90.5% strongly agree/agree

*“Face to face meetings have been highly beneficial, especially the Numeracy and Literacy training. The practical resources that were shown and the strategies that could be used were very good – I have used them in my class already.”*

*“I have shared the information from the training with other members of my department as I thought they were such good ideas.”*

## 3.3 FUTURE LEADERSHIP PROGRAMME

### 3.3.1 National Middle Leader Development Programme

The Middle Leaders Professional Learning Programme is a National Programme which has been created by all consortia working in collaboration. The programme has been endorsed by the National Academy for Educational Leadership in Wales. The programme is delivered and coordinated regionally to ensure that regional, as well as national priorities, are addressed within the programme. By delivering the programme regionally, the potential for ensuring that teachers from a wide range of school contexts participate in the programme.

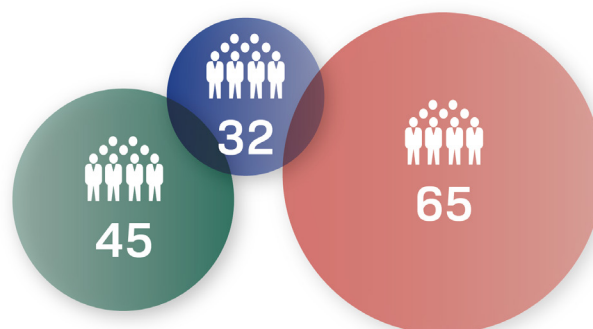
This national programme is available to all middle leaders across Wales who have areas of responsibility and/or line management of staff. The programme is delivered by regional consortia and partnerships and promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community.

Each participant works through a Leadership Experience Task. They are supported in the completion of this task by a coach or mentor from their own school. The Leadership Experience Task provides the evidence of the impact of the developing leadership of the participants and of the developing practice in their schools and the impact this has on the school community.

# Priority 3: Leadership and Career Development

Aspects of school improvement chosen for the Leadership Experience tasks include:

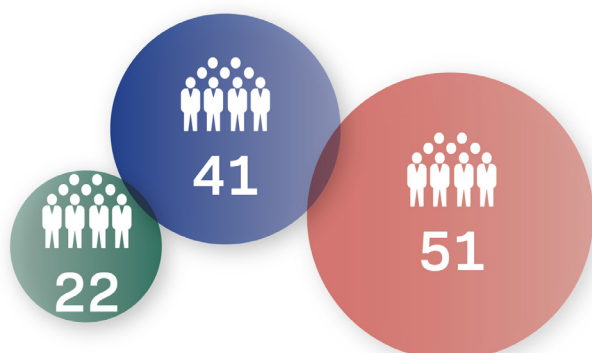
- Assessment and progression across the school
- Assessment for learning strategies across the school
- School self-evaluation
- Developing oracy skills across the school
- Implementing aspects of the new ALN bill
- Numeracy across the school
- To improve the quality of writing across the school
- Reading for pleasure
- Total communication
- Revision strategies, recall and retention
- Increase the use of Welsh
- NQT training and development
- Development of pupil voice
- Health and well being



MLDP 2022/23

COHORT	Pembrokeshire	Carmarthenshire	Swansea	Total
2022 English	15	9	21	45
2022 Cymraeg	0	20	0	20
2022-2023 English	2	0	11	13
2023 Cymraeg collaboration pilot (Bryntawe, Gwyr, Bro Dur)	-	-	14	14
2023 Cymraeg	1	10	3	14
2023 English	14	6	16	36
<b>TOTAL</b>	<b>32</b>	<b>45</b>	<b>65</b>	<b>142</b>

## 3.3.2 National Senior Leader Development Programme



Senior Leadership Development Programme  
2022/23

This one-year programme is a national programme for leaders who have overall responsibility for an aspect of leadership across an establishment. This includes senior curriculum/pastoral leaders and members of a senior leadership team, such as assistant or deputy headteachers. The programme is delivered by regional consortia and consists of five modules that allows the participant to reflect on their individual effectiveness as a leader.

The participant will work individually and collectively with others as leaders of learning organisations. This is a national programme co-ordinated by regional consortia, utilising a range of delivery partners, in collaboration with Local Authorities.

# Priority 3: Leadership and Career Development

COHORT	Pembrokeshire	Carmarthenshire	Swansea	Total
Cohort 2 Cymraeg 2022	3	6	0	9
Cohort 2 English 2022	3	10	13	26
Cohort 3 Cymraeg 2023	0	12	3	15
Cohort 3 English 2022	7	5	9	21
Cohort 4 English 2023	9	8	26	43
<b>TOTAL</b>	<b>22</b>	<b>41</b>	<b>51</b>	<b>142</b>

## 3.3.3 Aspiring Headteacher Development Programme (preparation for NPQH)

This programme is for aspiring headteachers in preparation for undertaking the assessment required for the National Professional Qualification for Headship (NPQH). It is a five-module programme that will be delivered over three terms spanning two academic years, commencing at the start of the spring term and being completed by the end of the Autumn Term. Completion of this programme is an expectation for all future NPQH applicants.

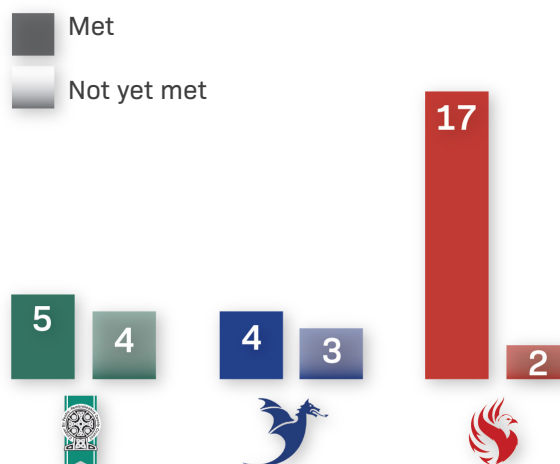
Cohort 2, which ran from January 2022 until October 2022, consisted of 33 participants, 30 of whom progressed to formal NPQH assessment in February 2023 (see next section for details).

The application and endorsement process for cohort 3 of this programme was completed at the end of November 2022. The programme for this new cohort commenced in January 2023. There are 34 participants from Partneriaeth schools in this new cohort; 11 from Pembrokeshire, 14 from Carmarthenshire and 9 from Swansea.

## 3.3.4 National Professional Qualification for Headteachers (NPQH) Assessment Centre

The NPQH Assessment Centre ran over two weeks in February 2023. Thirty-five candidates were assessed, which included 5 who were being re-assessed from the previous year. A total of 26 candidates successfully met the required standard and were awarded NPQH status.

Candidates assessed in February 2023	Met	Not yet met
Pembrokeshire	5	4
Carmarthenshire	4	3
Swansea	17	2
<b>Total</b>	<b>26</b>	<b>9</b>



Total number of candidates assessed in February 2023

# Priority 3: Leadership and Career Development

## 3.3.5 National New and Acting Headteacher Development Programme

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This programme has been designed to support New Headteachers to obtain the information they need to work effectively on a National and local basis along with providing individual development focusing on the knowledge and skills required to become a successful Headteacher. It is designed to ensure that, wherever you are as a new Headteacher in Wales, you have access to the same high quality professional learning as your colleagues. A total of 22 delegates are undertaking this programme across the LAs.

## 3.3.6 Experienced Headteacher Programme

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This programme is for experienced headteachers who wish to further develop their existing practice. It provides a professional learning opportunity for experienced headteachers to reflect on their current performance and determine their next steps in ensuring effective leadership.

Participants will reflect on a range of leadership styles, including their own, and how their leadership impacts on others. They will develop an understanding of the theory of change and how this effects their leadership on the transformational reform journey. They will have opportunities to collaborate with others to lead their schools effectively and to impact positively on leadership across Wales and, in doing so, will embed a culture and practice of appropriate innovation across and beyond their school.

This programme has now restarted, having been paused during the pandemic. Seven headteachers from across Partneriaeth applied to go on the programme and all seven have been accepted. This group is made up of 5 headteachers from Swansea and 2 from Carmarthenshire. No applications were received from Pembrokeshire.

# Priority 4: Strong Inclusive Schools

Partneriaeth supports schools and settings to embed principles and processes which underpin educational equity. Our aim is that personal or social circumstances are not obstacles to achieving educational potential and that all schools and settings have high aspirations for all learners.

1. MITIGATING THE IMPACT OF POVERTY AND DISADVANTAGE
2. DIVERSITY AND INCLUSION
3. TRAUMA INFORMED APPROACHES

## 4.1 TEACHING ASSISTANT LEARNING PATHWAY(TALP)

The Teaching Assistant Learning Pathway (TALP) is a national programme of professional learning that has been developed for Teaching Assistants across Wales which is being offered by all Regional Consortia. The pathway has been developed to support Teaching Assistants identify and access a development programme appropriate to their current need.

### 4.1.1 Poverty Proofing

Partneriaeth have collaborated with Children North East and in September 2022 launched a 3 year regional programme. The programme supports schools to identify and address often unseen inequalities within their school's community. As a result they can embed systems and processes which help to reduce stigma and contribute to breaking the link between educational attainment and financial background.

*Estyn quote from a recent inspection:  
"Leaders are fully aware of the impact of poverty on pupil progress (and ensure) that all pupils can take part in all learning experiences."*

Thirty schools have signed up for the programme and all attendees agreed or strongly agreed that the training would have a positive impact on their practice in both the short, medium and long term. Three schools have completed a whole school audit process with Children North East and are currently working to implement the recommendations made in the detailed feedback report generated by the survey. In March 2023 Partneriaeth ran the first cluster wide training session where every member of staff from a Swansea cluster had training on poverty proofing with a plan for the whole cluster to be 'Poverty Proof' by October 2023.

As a result of the training, participating schools have shared some of the changes that they have already made which include: removing/reducing the cost of leavers hoodies and events for families, discussions with PTA bodies, opportunities to fundraise with external organisations and reconsideration of trips and residential.

#### Next steps:

**Generate a 'common theme' report which will be used strategically to inform the next phase of the project.**



### 4.1.2 Raising the Attainment of Disadvantaged Youngsters (RADY)

Partneriaeth continue to work with Challenging Education to deliver the RADY (Raising Attainment of Disadvantaged Youngsters) programme. Partneriaeth is funding 50 schools to be part of the RADY programme. There is a separate / additional programme of activity taking place in Pembrokeshire, where the LA have developed in house provision to support every school to develop their understanding and embedding of the RADY principles and the golden thread within their own settings. This whole school change initiative consists of a range of strategies that focus on disadvantage and disadvantaged pupils in schools and is underpinned by what Challenging Education term the 'uplift'. 'Uplift' is a mechanism for raising the targets, and subsequently the aspirations, set for pupils from disadvantaged backgrounds.



# Priority 4: Strong Inclusive Schools

*Estyn quote from a recent Partneriaeth school inspection:*

*"Leaders have introduced a range of effective approaches that encourage staff to consider effects of deprivation on learners' outcomes. For example, the audit and strategic plan allows staff to track the progress of targeted pupils, implement appropriate interventions and evaluate the progress made against pupil outcomes."*

Two engagement events have been held virtually in the last 12 months to provide schools with an opportunity to speak to the team at Challenging Education directly and hear from schools already engaged with the RADY programme. As a result of the continued interest in the programme Partneriaeth have developed a two year plan with Challenging Education who will continue to provide one to one specialist support to up to an additional 100 schools and settings to develop and embed the RADY principles.

As a result of the work with Challenging Education two schools from Partneriaeth were invited to present on their RADY journey at the 'Achieve Equity Conference' in December 2022 at Birmingham University. about their RADY journey and the positive impact the

programme is having within the schools. In addition Estyn recently highlighted the impact that the RADY approach was having in one primary school. However, whilst feedback continues to be positive from participating schools a full evaluation of the impact of the activity has not yet been carried out and Partneriaeth will identify and commission an HEI to conduct a full evaluation.

## Next steps:

**Provide termly opportunities for new schools to become part of the regional RADY network.**



## 4.2 DIVERSITY AND INCLUSION

### 4.2.1 Think Equal

Partneriaeth is developing professional learning opportunities that will support leaders and practitioners to incorporate opportunities for their learners to celebrate diversity and challenge stereotypes.

In October 2022 Partneriaeth launched the Think Equal programme which is a fully resourced 30 week social and emotional literacy programme for 3-6 year olds. Sixty-eight schools are part of the evidence-based programme which works to challenge and end discriminatory mindsets. Partneriaeth funded the translation of all the resources to make this a fully bilingual offer.

All participants completed the Think Equal virtual training programme in November 2022 and all agreed or strongly agreed that the learning would have a positive impact on their practice immediately and over the next year. Virtual focus groups were held in March 2023 to coincide with the midpoint of the programme cycle. All participants were able to identify improvements in social and emotional learning as well as literacy skills. A majority of the participating schools have expressed an interest in implementing additional Think Equal programmes with other year groups.

## Next steps:

**6 schools to conduct an in-depth review / evaluation of the programme to share impact and inform next phase of delivery and share.**



# Priority 4: Strong Inclusive Schools

## 4.2.2 History Literature Project

Partneriaeth has run the history literature project for a second year to support national priorities to develop representation in literature and the curriculum of Black, Asian and minority ethnic authors and histories. In 2021-2022 Partneriaeth ran a pilot project for secondary schools based on the 'Just Reading' approach and research by University of Sussex and aims to improve literacy skills, confidence in reading and fluency in discussing historic periods and events. In 2022-23 partnership working has continued with Diversity Anti-racism Professional learning (DARPL) and Literature Wales to extend the project to include primary aged pupils. Sixteen schools and settings from across all phases are participating in the current phase. Participating schools have been funded to write a case study following the completion of the book to identify examples of how reading has supported individual and groups of learners in their literacy.

### Next steps:

**Co-construct phase 3 with current participants**



## 4.3 TRAUMA INFORMED APPROACHES

**An understanding and appreciation of adverse childhood experiences and trauma, and its impact on the learner is key to developing a whole school approach to social and emotional wellbeing and readiness to learn.**

In 2022-23 Partneriaeth continued to run termly opportunities for school practitioners to attend a whole days training with Trauma Informed Schools (TISUK), and to also access subsequent and additional deeper training around Emotion Coaching, Sensory Regulation, Relationship Based Play and Attachment, so that practitioner knowledge could be developed and practical strategies put in place for individual learners.

In 2022-23 - 104 individual school and local authority based practitioners from 55 schools completed the Trauma Informed Schools training and from those who completed the initial evaluation following the training, 100% agreed that the training improved their knowledge of the subject and would have a positive impact on their practice moving forward. When surveyed again three months later, all respondents agreed that the training had had a positive impact on their practice.

As a result of the training attendees have been able to provide real life examples of how the specialist knowledge and strategies had been used in the classroom – developments such as making a concerted effort to learn more about their learners and their family situations, changing their approach with learners who are presenting with challenging behaviour and actively seeking out further PL opportunities to strengthen their own understanding.

In March 2023 Partneriaeth ran the first cluster wide training session where every member of staff from a Swansea cluster (over 180) had training on Adverse Childhood Experiences and Trauma and feedback has been very positive. It is hoped that this can be rolled out across every cluster by March 2025.

# Priority 5: Self Improving Systems

Partneriaeth's aim is to support a system in which the education professionals have the skills, capacity and agency to continually learn & improve their practice, whilst providing professional learning for developing practice and reflection.

1. **SCHOOLS AS LEARNING ORGANISATIONS (SLO)**
2. **NATIONAL PROFESSIONAL ENQUIRY PROJECT (NPEP)**

## 5.1 SCHOOLS AS LEARNING ORGANISATIONS (SLO)

The SLO approach was introduced in 2017 to support schools to prepare for the new curriculum in 2022 and continues to be a Welsh Government priority as we move into the next phase of Curriculum for Wales roll out.

A research paper\* published in summer 2022 concluded that the positive impact of the SLO model was hindered by a lack of any clear guidance on the practical processes that underpin success. In response to this Partneriaeth established an SLO working group made up of head teachers and senior leaders from 13 schools across the region.

The SLO Working Group is a five part programme that focusses on how leaders can use the SLO model as the basis for continuous development; specifically highlighting key strengths, areas for development and effective ways of working to enable all staff to develop professionally.

The working group has been tasked with sharing their SLO 'journeys' through the following 5 stages: initial findings; evidence base; identified interventions; intended impact of chosen intervention; review. The schools' processes will be shared on a Partneriaeth SLO website which seeks to offer practical support, resources and examples of how to develop each of the seven dimensions of the SLO model. This practical resource is intended to be a catalyst for positive engagement with the SLO model as a contributory factor and key attribute of schools' realisation of Curriculum for Wales as outlined in the School Improvement Guidance. In addition, the resource will support engagement with the National Resource for Evaluation and Improvement and The Professional Standards.

\* Alma Harris, Zoe Elder, Michelle Suzette Jones and Angella Cooze, 'Schools as Learning Organisations in Wales: Exploring the Evidence', Wales Journal of Education, 24/1, DOI: 10.16922/wje.24.1.3 Summer 2022.

### Next steps:

**Complete co-construction of the website ready to launch by September 2023.**



## 5.2 NATIONAL PROFESSIONAL ENQUIRY PROJECT (NPEP)

Fifty-nine schools across Partneriaeth (15 Carmarthenshire, 16 Pembrokeshire and 28 Swansea) have undertaken research and enquiry through NPEP. A launch event in October 2022 established expectations and ensured focussed sharing of research already embedded in schools. This process is well-supported by HEI colleagues at UWTSD and Swansea University. The post-16 NPEP is now incorporated into the regional NPEP work and this has improved coherence for schools across the region having previously been established as part of a separate project.

Funding is allocated by Welsh Government for three levels of schools: Established/Developing/Emerging.

**Established** schools have been involved in research and enquiry for many years and have regularly shared at a regional and national level. Eighteen schools in Partneriaeth (3 Carmarthenshire, 3 Pembrokeshire and 11 Swansea) are established NPEP schools and they have previously had their research projects published on Hwb. These schools lead enquiry cluster groups and share their expertise with regards to research and enquiry supporting schools in carrying out their enquiries and completing reports.

**Developing** schools have some experience of research and enquiry although this may be limited to one or two people or departments. They have developed their schools as an enquiry organisation by scaling across departments and, in

# Priority 5: Self Improving Systems

a few cases at a whole school level. Twenty-five schools across the region (9 Carmarthenshire, 9 Pembrokeshire and 9 Swansea).

**Emerging** schools have limited or no experience of research and enquiry. These schools are supported by the Established schools as well as the HEIs.

(3 Carmarthenshire, 2 Pembrokeshire and 11 Swansea)

Cluster communication continues to develop to ensure that the focus of research within a cluster is shared beyond the schools undertaking NPEP. Clear roles and expectations have been established with research schools and the Partneriaeth support plan with HEIs has been completed during the autumn term. This has enabled a more effective approach to research and enquiry.

In addition to the support provided by Established schools, HEIs have offered a range of online sessions such as 'Data collection and analysis', 'Research methods and ethics', 'Writing the section 2 reports' as well as several 'Coffee and Enquiry' sessions whereby schools can drop in to ask questions and gain support from HEI colleagues.

Most schools (51) involved have now submitted their Section 1 forms and are due to complete the section 2 report by April 28th 2023, with the final report deadline being 3rd July 2023. However, a handful of schools have been unable to complete the section 1 report by the deadline due to range of different reasons including staff absence and workload pressures.

## Next steps:

**Ensure that the number of emerging schools are increased during 2023-24.**

**Ensure effective sharing of NPEP work across Partneriaeth.**



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

The high-level Business Plan for 2022-23 was co-constructed with Senior LA colleagues with LA priorities being noted at the start of the plan and referenced throughout. The Business Plan was presented to, and accepted by, Joint Committee. Detailed operational plans have been written for every area of the Business Plan, noting the officer with overall responsibility, timeline for delivery and budget. However, further collaboration and co-construction will be enabled for the 2023-24 offer.

Financial planning has been reviewed regularly, to ensure tracking of budgets and delivery. However, there have been a range of challenges in terms of financial support available and this has impacted on some of the expected timelines for delegation of a few grant lines.

Salaries and costs, including Service Level Agreements (SLAs) and office leasing have been calculated and budgets have been allocated for every line of the Regional Consortia School Improvement Grant (RCSIG) and Pupil Development Grant (PDG). RCSIG variation letters were received in September and December 2022 and the 4 new funding lines detailed in those letters have been included in our financial planning. Quarterly monitoring of the Business Plan is completed with successes, challenges and next steps identified for all lines, with each being RAYG rated.

Partneriaeth's Professional Learning Offer was developed and shared with all stakeholders via the website, engagement with Headteachers and newsletters to schools. An agreed method of evaluation of work, driven by the review and improvement of provision and reporting requirements, has been shared with all Partneriaeth colleagues. This work will be developed further during 2023-24 to ensure alignment with LA processes of evaluation and national discussions.

Partneriaeth's three Senior Strategic Advisers have engaged with relevant LA groups and meetings, such as Headteacher meetings, School Improvement Adviser meetings and other strategic groups, as required. They also have regular meetings with relevant senior colleagues from each LA, both as a collective and individually. This engagement has been positively received and will be developed further during 2023-24 as we agree BP priorities and strategic directions to meet the needs of the schools across the region.

The Risk Register has been developed and reviewed throughout 2022-23. Having firstly been shared with LA Directors, it has been presented to Joint Committee and accepted. A further amendment was made after a request from Joint Committee to strengthen the comments linked to support for Curriculum for Wales.

### **Next steps:**

**Review Risk Register**

**Review Website/Support Log**

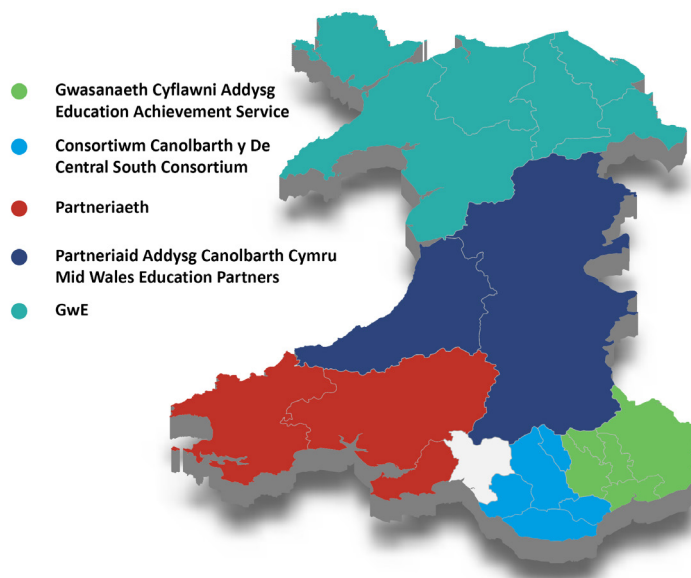
**Ensure regular meetings between finance colleagues and Partneriaeth Finance Lead**

# Cross-Regional Working

Partneriaeth officers support the national professional learning agenda through participating in the full range of cross-regional groups and shaping the national offer.

Regional teams work together to share practice and resources, develop and deliver national professional learning programmes, as well as providing other sources of support. This partnership ensures that staff across Wales have access to professional learning regardless of where they work or live.

For example, to support all schools and settings across Wales in realising the Curriculum for Wales, a comprehensive professional learning programme has been developed by the cross regional Professional Learning team. This evidence-based offer integrates all elements of the wider reform and supports all practitioners with sessions for leaders, teachers, teaching assistants and governors.



The sessions include a blend of theory and practical examples from schools and settings from around Wales. Furthermore, many sessions throughout the Spring term 2023 will offer schools an opportunity for discussions with fellow school colleagues from across Wales.

## Next steps:

**Review of all cross-regional groups**  
**Consider additional groups for 2023-24**  
**e.g. Digital**

