



PARTNERIAETH

Gweithio mewn partneriaeth i gyflawni rhagoriaeth i bawb
Partnership working to achieve excellence for all

Interim Monitoring Report October 2023



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Overview of priority areas

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PRIORITY 1

SUPPORT ALL SCHOOLS AND EDUCATIONAL SETTINGS TO DESIGN AND DELIVER THEIR OWN HIGH QUALITY EQUITABLE CURRICULUM.

1.i We will continue to support the Curriculum Design and Review process through a tiered programme of asynchronous and synchronous professional learning.

Strong progress has been made in most aspects of this element of the business plan.

During the summer term a new professional learning site was developed providing a comprehensive range of synchronous and asynchronous training opportunities for the academic year 2023-24. The site is organized into 3 areas to offer a tiered approach: design, implement and review. Headteachers, practitioners and local authority officers were consulted during the development period and contributed to the construction.

The professional learning and support opportunities have been designed to ensure schools meet legislative requirements for implementation. 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 was provided during the summer term and this support was well-received and beneficial to schools. The officer who delivered these is now a full-time secondee to Partneriaeth and will continue to support all schools with RSE throughout the 2023-24 business plan cycle.

The professional learning offer was published and shared with headteachers at the end of the summer term providing them with the opportunity to plan for the year which is something that head teachers on the Stakeholder Group had advised would be timely and supportive to them. All registration forms are live and there is the opportunity to download and print details of either individual sessions or the entire offer for the year. A consistent registration and evaluation protocol has been established which will provide the lead for professional learning with access to quantitative and qualitative data that will inform future planning and feed into reporting requirements. This includes the opportunities to develop an 'Into the Classroom' approach where we evidence the impact of our professional learning offer on pupil progress.

Partneriaeth's Curriculum for Wales site is being updated so that it aligns with the professional learning offer site. Feedback from our summer Net Promoter Survey highlighted that it would be helpful if Partneriaeth officers responsible for different Areas of Learning and Experience could be made more visible. The revised Curriculum for Wales site and the Partneriaeth website will have new 'who is who' sections to provide this information. It is anticipated that this will be particularly helpful for schools wanting to broker bespoke support.

Key messages from the National Networks have been shared by Partneriaeth through the regional AoLE and secondary subject networks as well as via communication channels. However, delays in information flowing to us in terms of scheduling of and attendance at the National Networks makes this difficult to do in a strategic way.

In the summer term it was agreed with the 3 Directors of Education that funding would be delegated to the local authorities to deliver professional learning and support for international languages.



Partneriaeth is in the process of collating the local authority plans and work has already started in ensuring that there is a coherent approach to this across our partner authorities and that the Global Futures' agenda is fully supported.

Q3 & 4:

- ✓ Complete the update of the Curriculum for Wales website
- ✓ Develop professional learning offer
- ✓ Continued sharing of National Network messages
- ✓ Co-ordinated planning with LAs with delegated funds

1.ii We will ensure that clusters are supported to develop a shared understanding of progression on a 3-16 continuum.

Strong progress has been made in this area and most aspects of the business plan have been addressed.

Every cluster across Partneriaeth, as well as the PRU and Special Schools' Networks, benefits from a named officer to support discussions and broker bespoke support. This cluster link officer role has enabled high quality intervention in schools and clusters and an ability to work on priorities at a school and cluster level. The professional learning offer can be tailored to the needs of different clusters and bespoke support provided dependent on cluster priorities. Partneriaeth officers consistently share a common message around supporting learners to make progress as a fundamental driver of Curriculum for Wales and that schools within and across clusters should have joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in a schools' and settings' curricula.

During the summer and autumn terms Partneriaeth continued to support clusters to develop a shared understanding of progression on a 3-16 continuum. Clusters have received significant funding from the Regional Consortia Grant, to enable collaboration and to support their shared understanding of progression. A minority have benefitted from joint closure days with a majority committed to engaging in this way in 2023-24. However, a few clusters are not fully engaged with the regional offer or are unaware of how best to utilise cluster support.

All cluster link officers have once again engaged with every school in their clusters, early in the autumn term. Officers will attend cluster meetings, as the opportunity arises, to share the PL Offer, offer support to plan the most effective use of the RCG funding provided and continue to facilitate a direct line of communication with all schools.

The cluster link officers co-ordinate and facilitate opportunities for this cluster working by building strong relationships with school leaders from within their cluster. We promote, broker and oversee school-to-school collaboration and cluster working, including professional dialogue, to develop a shared understanding of progression. Partneriaeth support during cluster INSET days, often designing, developing and delivering in collaboration with the schools, other instances as a knowledgeable other in the room to support with discussions and to move thinking forward. Partneriaeth officers support with whole school approaches to learner progression alongside discipline specialists within AoLEs.

Q3 & 4:

- ✓ Strategic planning to ensure that all clusters are engaged with the regional offer
- ✓ Constant dialogue with LA colleagues will further strengthen cluster working
- ✓ Monitoring and evaluating the impact of cluster engagement and professional learning



1.iii We will collaborate with partners to identify and share arrangements for assessment which are embedded in day-to-day practice and inform planning.

Strong progress has been made in this area and most aspects of the business plan have been addressed.

A Partneriaeth officer is part of the group that advises Welsh Government on the personalised assessments which are statutory for years 2-9. The officer ensures that key messages are shared with partners.

To improve how practitioners use assessment practices to inform teaching, advisers worked with local authority selected schools to create a working group to share effective practice and resources around assessment. These resources and ideas were used to support the creation of 'Teach for Purpose', including the Retrieval Practice, Questioning and Effective Feedback sessions. To support these in person professional learning sessions, 6 schools were selected to share their approaches to assessment and how they use them to inform next steps in teaching: Ysgol Bro Preseli, Hafan y Môr, Bryn Tawe, Bishop Vaughan, Coedcae, Parkland and Ysgol y Tymbl.

Two case studies have been developed around assessment with Casllwchwr and Parkland schools; these case studies focus on how these schools use day-to-day assessment methods and how they provide purposeful feedback. The case studies provide clear advice and practical examples of how they have developed this practice in their settings and include their whole school resources for schools across the region to adapt and download.

A key challenge moving forward is to support schools with conversations on assessment and how tracking can provide useful data for formative purposes and to support skills development and progression conversations.

Q3 & 4:

- ✓ Publication of case studies
- ✓ Support tracking and assessment conversations in schools and clusters



1.iv We will develop and co-construct a professional learning offer focussed on high quality teaching and learning, including Post-16.

Very good progress has been made in this area.

The 'Teach for Purpose' programme was co-constructed with schools with proven track records of high quality teaching and learning. These schools were selected by local authority improvement advisers and supported Partneriaeth in creating a series of professional learning sessions that were current, effective and purposeful in bringing about improvements in classroom practice. These sessions were organised into 5 areas that senior leaders in schools felt were the biggest barriers to learners making rapid progress and were reoccurring recommendations in school inspection reports. As a result, the 5 sessions are: Challenge and Pace for all; Questioning; Retrieval Practice; Independent & Collaborative Learning and Effective Feedback. The sessions are designed to support the Professional Teaching and Leadership Standards and take into consideration the Welsh Government's National Approach to Professional Learning. The first round of training started at the end of September and is being delivered in both English and Welsh.



To further enhance the support for teaching and learning across the curriculum, Partneriaeth are delivering the Teach for Purpose programme to all advisers in the central team to standardise messaging around effective classroom practice and to inform our future professional learning offer for 2024-5. Once advisers have received the full training of the 'Teach for Purpose' programme, they will be allocated time to adapt the key messages around retrieval practice, questioning and effective feedback further to suit a subject specific lens and provide further resources to implement these key areas of teaching effectively across the AoLE/subjects.

A series of high-quality podcasts exploring a range of aspects of teaching and learning in both English and Welsh have been developed and are made available via the Apple Podcasts platform. Partneriaeth's lead for pedagogy has a strategic plan for the development of phase 2 of [Partneriaeth Sgwrs](#) which has been shared with the central team.

Q3 & 4:

- ✓ Complete development of Bitesize Pedagogy resources
- ✓ Develop Teach for Purpose at AoLE level
- ✓ Completion of phase 2 of Partneriaeth Sgwrs

1.v We will engage with stakeholders to design and deliver a programme of support for schools and settings focussing on developing cross curricular skills

Very good progress has been made in this area

Partneriaeth has provided bespoke support for literacy and numeracy across the curriculum and have supported specific schools with the leadership and teaching of skills. In addition to bespoke support, Partneriaeth have led secondary literacy and numeracy networks to provide further opportunities to collaborate across the 3 local authorities and share expertise in driving standards in skills across the curriculum, successful interventions for numeracy and literacy and whole school professional learning needs.

In addition to bespoke support and networks, Partneriaeth organised and led a series of week-long events for developing cross curricular skills in the 'literacy conference' and the 'numeracy conference'. These conferences focused on developing the leadership of skills, sharing effective practice in these areas and hearing from current and up to date research around how to develop skills authentically across the curriculum. Guest speakers from across both conferences included : David Didau, Christopher Such, Dr Debbie Morgan and Rob Estaway. As well as experts in their fields, Partneriaeth invited key schools from across the region to share their practice in developing literacy and numeracy including Ysgol Greenhill, Johnston Primary, Morryston Comprehensive and Bro Myrddin.

Partneriaeth has worked closely with local authority colleagues for skills from Pembrokeshire and Carmarthenshire and will engage with the secondee from Swansea in the autumn term. These meetings focus closely on supporting local needs as well as developing a regional strategy and Welsh Government directed priorities such as oracy and reading. Two working parties have been established to shape the professional learning offer for 2024-5 with a focus on reading across the curriculum and exemplifying standards of writing across the 3-16 continuum. The group also came to a consensus agreed that professional learning on developing AoLE/subject specific application of skills was needed. Time has been



scheduled in primary and secondary subject networks to develop key messages and resources to support with this.

Partneriaeth continues to support Digital Learning and the development of digital skills across the curriculum. Partneriaeth works closely with the relevant local authority colleagues to plan and deliver the Digital Skills professional learning offer. Consistency in planning and support provided across the region is ensured through regular meetings.

Partneriaeth, in collaboration with the local authorities, has planned the professional learning offer to support the development of digital competence as a cross-curricular skill for both primary and secondary settings. Partneriaeth colleagues have produced a series of bilingual, authentic resources to exemplify how the Digital Competence Framework can be embedded across all AoLEs and support progression. The resources will be used during the in-person sessions planned for the Spring term.

Partneriaeth has also continued to support schools to ensure that online safety practices are as robust as possible. Regular cross-regional meetings are attended alongside colleagues from Welsh government, thus ensuring a high level of digital resilience across all stakeholders. Three sessions have again been co-constructed with local authority colleagues and will be delivered in November.

Partneriaeth continues to support the Cracking the Code initiative, running regular sessions to develop coding skills in line with the Data and Computational Thinking strand of the Digital Competence Framework. These sessions are well attended, with the next one planned for November. Partneriaeth also runs a loan scheme for coding kit which enables schools to assess coding devices on a trial basis before purchasing such devices.

Q3 & 4:

- ✓ Engage with literacy secondee in Swansea
- ✓ Develop AoLE level skills resources
- ✓ Continue to evaluate digital PL through cross-regional group

1.vi We will continue to work with LAs to support high-quality teaching and learning of Welsh in all settings and support the Cymraeg 2050 agenda.

Strong progress has been made in this area and most aspects of the business plan have been addressed.

In the summer term Partneriaeth's *Stori Sir Gâr* resources were published. They were showcased at this year's Eisteddford in Boduan and have been distributed across Carmarthenshire schools. *Stori Sir Gar* was developed by a team of Partneriaeth officers, authors, and teachers and are designed to introduce and deepen the knowledge of learners aged 8–12 about some of the legends and histories of the area, as well as to strengthen learners' language proficiency.

Training in the phonic programme 'Tric a Chlic' was provided for teachers and TAs in both Welsh and English medium primary schools during the summer term. A case study is currently being developed in Pembrokeshire to assess if this method of delivery could be replicated across the region if found to be successful and impactful over a period.

A significant challenge currently facing English medium schools across Wales is introducing the Welsh language for the first time in PS1 (Nursery/Reception) by class-teachers and teaching assistants who lack



confidence in speaking Welsh. In order to address this Partneriaeth has worked with a company called Ffa-La-La that has developed a programme of the same name that uses a unique methodology focussing on improving Welsh speaking ability and confidence in primary schools through music and creativity. In March 2023 a pilot project was run and course evaluations and follow up visits reported that motivation and confidence had increased in participating learners, teachers and TAs. As a result, further training was commissioned and has been delivered during the autumn term. A video case study has been developed will be used to further promote the training.

Secondary settings access support for first and second language Welsh and benefit from specific network sessions focus on teaching and learning as well as subject specific skills and examination specifications.


Q3 & 4:

- ✓ Stori Sir Abertawe
- ✓ Strategic plan for Tric a Chlic based on findings from case study
- ✓ Support teaching and learning in secondary settings through targeted resources
- ✓ Ffa-la-la in Welsh medium



PRIORITY 2

EMBED PRINCIPLES AND PROCESSES WHICH UNDERPIN EDUCATIONAL EQUITY IN ALL SCHOOLS AND EDUCATIONAL SETTINGS



2.i We will continue to support schools and educational settings to understand how to mitigate the impact of poverty on engagement, achievement and attainment

Strong progress has been made in this area and most aspects of the business plan have been addressed.

Partneriaeth has continued to work in partnership with Children North East and Challenging Education to provide schools and settings with ongoing opportunities to use strategic, evidence based approaches to mitigating the impact of poverty on engagement, achievement and attainment.

Children North East's 'Poverty Proofing the School Day' provides a methodology for identify and addressing inequalities caused by poverty within a school's community. It also builds the capacity of leadership teams to embed systems and processes which help to reduce stigma and contribute to breaking the link between educational attainment and household economic status. Participating schools. During the summer term 12 practitioners from 10 schools attended training sessions with Children North East (Swansea 4, Carmarthenshire 4, Pembrokeshire 2) and two went on to complete a whole school audit. Partneriaeth is in the third year of providing schools and settings with opportunities to be involved with the Raising the Attainment of Disadvantaged Youngsters (RADY) programme with Challenging Education. 52 schools are continuing their RADY journey.

A planning meeting was held with Swansea University during the summer term to scope a piece of research into the impact of the regional RADY programme. The plan was to begin the research in the autumn term however, capacity constraints in Partneriaeth have meant that this piece of work will need to commence in the next quarter.

Further training opportunities in both programmes was scheduled for September however, sign up was very low and both have had to be re-scheduled.

Q3 & 4: planning next phase of RADY and Poverty Proofing training.

- ✓ Finalise RADY research project with Swansea University
- ✓ Generate a 'common themes' report for Poverty Proofing to inform the next phase of the project



2.ii We will continue to support schools and settings to understand how to mitigate the impact of trauma on engagement, achievement and attainment

Satisfactory progress has been made in this area, however there are a few significant aspects that require attention.

Partneriaeth continues to run termly opportunities for school practitioners to attend training with Trauma Informed Schools (TISUK) and to access further training on Emotion Coaching, sensory regulation, Relationship Based Play and attachment. This gives practitioners an opportunity to develop



their knowledge and understanding on how to put theory into practice to improve engagement, achievement and attainment for individual learners.

Attendance at the summer term events was lower than in the previous 2 terms with 16 practitioners completing the training. The feedback was still positive with 100% stating that the training improved their knowledge of the subject and would have a positive impact on their practice moving forward.

Q3 & 4 :

- ✓ Strategic approach to link trauma informed approaches into other workstreams e.g. NPEP and SLO
- ✓ Knowledge and understanding from trauma informed approaches to support with teaching and learning in the Health and Well-being AoLE

2.iii We will work with key partners to embed evidence based universal approaches to promote positive health and well-being

Strong progress has been made in this area and most aspects of the business plan have been addressed.

Partneriaeth continues to work in partnership with Think Equal to offer their fully resourced 30 week social and emotional literacy programme for 3-6 year olds available in both Welsh and English. Sixty-eight schools have almost completed their first year using this evidence-based programme which works to challenge and end discriminatory mindsets. All participants have been 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. During the summer term Partneriaeth started to recruit for cohort 2 and over 50 additional schools have expressed an interest.

The Emotion Coaching training continues to be part of the professional learning offer. To build internal capacity one of Partneriaeth's advisers has almost completed the accreditation and will be able to offer training in both English and Welsh. There are 38 school practitioners currently completing the accreditation with ECUK and all schools will have the opportunity to sign up for a day of training with ECUK later in the autumn term.

Partneriaeth's adviser for Health and Well-being continues to work with the School Health Research Network (SHRN) which is a policy-practice-research partnership between Welsh Government, Public Health Wales, and Cardiff University. She attended the annual conference in the summer term and continues to promote the SHRN survey as a useful needs analysis tool for identifying the learning in the AoLE. SHRN are currently developing a primary school version of the survey and Partneriaeth officers have contributed to this piece of work. Positive relationships have been developed with Public Health Wales' whole school approach implementation leads as well as WNHSS coordinators. This ensures that approaches are aligned and helps avoid duplication. Partneriaeth continue to promote Swansea University's HAPPEN approach and have worked closely with one school to develop a resource that illustrates and explains how it can be used in a similar way to the SHRN survey.

Q3 & 4:

- ✓ Develop links between whole school approaches and specific knowledge, understanding and experiences to support the Health and Well-being AoLE.



PRIORITY 3

SUPPORT SCHOOLS AND EDUCATIONAL SETTINGS TO DEVELOP A RANGE OF RESEARCH AND ENQUIRY SKILLS AS A KEY PART OF THEIR OWN PROFESSIONAL LEARNING**3.i We will support the growth of networks of schools to develop a range of enquiry skills by leading enquiries in their own settings.**

Satisfactory progress has been made in this area, however there are a few significant aspects that require attention.

As part of the National Approach to Professional Learning, the Professional Learning Journey and to support the development of the new school curriculum, the Welsh Government is working with regional consortia and higher education institution (HEI) partners to develop a national programme of teacher professional enquiry: the National Professional Enquiry Project (NPEP). In 2022-23 there were 53 schools from the region engaged with NPEP: 25 from Swansea, 14 from Carmarthenshire and 14. During the summer term they completed their final reports which detailed the findings of their enquiries and these were submitted via the EWC Professional Learning Passport bringing to a close the enquiry cycle of 2022-23. The number of participating schools was lower than anticipated and the NPEP closure event had to be cancelled in the summer term due to poor sign up.

The new lead for NPEP in Partneriaeth has developed a strategic approach to promotion and recruitment to maximise the opportunities that NPEP funding offers to participating schools. NPEP is now being 'sold' as an integral part of, and a funded tool for, school self-improvement and development.

Promotion for this years' NPEP cycle 2023-24 has begun and the launch event is scheduled to take place on 26.10.23 at Parc Y Scarlets. The event will bring together colleagues from schools, local authorities, HEIs and Welsh Government. Attendees will have the opportunity to hear from NPEP schools from across the region. They will also have time to work with their allocated HEI to begin to form their research questions. 40 schools who engaged in the 2022-23 NPEP cycle and 16 new schools have signed up so far, there are 24 places remaining and it is hoped that these will be filled. Further promotion of the NPEP amongst schools through both regional and LA forms of communication will continue with school visits planned to discuss and promote enquiry as a means of enabling SDP to be met.

Q 3&4 : Increase the number of schools actively engaged in NPEP

- ✓ Launch event on October 26th
- ✓ Collate, publish and share enquiry questions of all NPEP schools
- ✓ Develop a strategic approach to using above to support non-NPEP schools

3.ii We will promote collaboration across our schools and educational settings to explore and develop approaches to digital learning design.

Satisfactory progress has been made in this area, however there are a few significant aspects that require attention.

The Wales Collaborative for Learning Design (WCLD) is a project funded by Welsh Government, it challenges schools to think innovatively around how they design learning and how digital technology can support this. The reform of the Welsh education system, alongside the innovation seen during the Covid-19 pandemic, provides an opportunity for schools to change culture, behaviours and practice —



reflecting the shift from traditional classroom teaching to innovative pedagogical approaches that utilise effective technology and learning design with aim of benefiting all learners.

Schools involved within this national project were given funding to innovate and develop resources to support other schools in this area. Three schools engaged in the WCLD project: Ysgol Greenhill and Pembroke Dock Primary school in Pembrokeshire and Penyrheol Comprehensive School in Swansea. The triad of schools had to engage with Remote Asynchronous Learning Design (RALD) resources and provide reflective feedback. They were required to focus on a specific element of pedagogy outlined in the RALD resources that they felt would best benefit their learners and by using an enquiry approach, implement the specific element in their settings and evaluate its impact.

The group choose to implement an Assessment Rubric approach within their classrooms to see if this digital approach to assessment would support learner progress more than traditional methods. They worked across AoLEs to gain a full understanding how this approach would work in different learning areas, for example Ysgol Greenhill used the approach in ICT and English. A Podcast was recorded as part of our Partneriaeth Sgwrs platform which captures the teacher's perspectives of their efforts, outcomes and learner impact from the project.

Q3 & 4:

- ✓ Increase the profile of this work and ensure effective sharing and collaboration
- ✓ Clarify expectations from WG after the six-monthly review of RCG spend (Nov 2023)

3.iii We will drive a system where schools and educational settings are willing to take risks, experiment and innovate their practice to raise standards.

Strong progress has been made in this area and only minor aspects require further attention

The 'Schools as Learning Organisations' (SLO) model provides a common framework and methodology for schools to use in order to adapt and respond to change. The model emphasises the importance of learning that stimulates change and innovation, characterised by seven dimensions. Partneriaeth's lead for research and enquiry identified that one of the challenges facing schools who had completed the SLO survey was what to do next.

The SLO survey report identifies strengths and areas for development but lacks guidance on how to develop in any one dimension. To address this she established a working group with 15 headteachers and senior leaders from across the region. This group supported the creation of research and enquiry PLCs which delivered training to staff teams to help establish a culture, enquiry, innovation and exploration. An off shoot enquiry group has been established supporting the development of research and enquiry using the 'Spirals of Enquiry' approach.

Drop-in sessions have been scheduled through the autumn term to further promote the use of the SLO model. Session 1 is entitled 'SLO : What's the point?' and focusses on how engagement with the SLO can, if used correctly, be an integral part of school improvement and self-evaluation. The second session provides attendees with practical guidance on what to do once a school has received their survey results.

Q3 & 4: Continue to promote and raise the profile of the SLO model

- ✓ Develop bilingual resource summarising the 2 online session that can be accessed asynchronously.
- ✓ Develop case studies / podcasts.



PRIORITY 4
PROVIDE CAREER PATHWAYS FOR LEADERS, PRACTITIONERS AND SUPPORT
STAFF AT ALL LEVELS OF THE SYSTEM

4.i We will deliver the Teaching Assistant Learning Pathway (TALP)

Very Good Progress has been made in this area and all aspects of the business plan are on track.

Partneriaeth has continued to be key contributors to the National programmes for teaching assistants. These programmes have been reviewed and updated with regional coordinators for 20223 / 2024 academic year and continue to be well-received and a valued provision for the profession.

The Aspiring HLTA Programme and HLTA Assessment has now been completed with Cylch 5 HLTA assessment having 26 candidates successfully gained HLTA status across the region. Candidates have valued the blend of online and face-to-face sessions, and this flexibility has been beneficial. In addition, many have stated that they have been able to use the training to directly support others in their settings.

Cylch 6 has now completed the Aspiring HLTA programme modules applications have been received for autumn assessment centre. Nineteen TAs registered for the programme. However, only 11 applied for the assessment due to a range of reasons including changing role and no longer working in education. Cylch 7 of Aspiring HLTA programme commenced in September 2023 with 22 registered in this cohort. The professional learning sessions are clearly aligned to national priorities.

The Practising Teaching Assistant programme has been reviewed and updated with face-to-face sessions offered to the three local authorities commencing in October with online sessions in the spring

In addition, the Induction Programme continues to be available on demand as a playlist accessed through Hwb. The revised and updated version of the programme will be launched 06-11-2023, in the same format.

Q3 & 4:

- ✓ Develop case studies/podcasts with TA – HLTA delegates
- ✓ Support planning and development for 24-25 programmes

4.ii We will provide Early Career Support/Induction for Newly Qualified Teachers (NQTs)

Very Good Progress has been made in this area and all aspects of the business plan are on track.

Partneriaeth delivered 7 areas of Professional Learning during the Summer term 2023. The training was for half a day each with the Literacy and Numeracy being delivered via Teams as an extension of the full day PL offered in Spring term 2023. Thirty-nine NQTs across Partneriaeth benefited from these sessions. In addition, during the summer term 2023 there were “face to face” PL sessions offered for half a day for RSE, RVE and Anti-racism. This enabled over 50 NQTs from Partneriaeth to develop their understanding in these key areas.

Induction Mentor/ External Verifier/ External Mentor briefing sessions were also held nationally so that a consistent message was delivered to the mentors supporting Induction across Wales. These briefing



sessions were delivered in autumn term 2023. Additionally, in line with the national approach to coaching and mentoring, training will be offered to mentors again in the autumn term 2023.

LA Induction moderation has been carried out during the summer term 2023 and this involved External Verifiers from within each LA. Information from these samples were shared with the Welsh Government, EWC and the Appropriate Body from each Consortia/Region/LA.

For Early Career Teachers, Partneriaeth have produced a Teams group (AGG Partneriaeth ECT) specifically for this group of teachers to use after they have completed their Induction. Messages about the team group have been sent out to all Partneriaeth schools via Induction Mentors, to promote this Teams group and the PL for 2023-2024.

During the Summer term, PL sessions were provided for Early Career Teachers but as this was a new project attendance was low and we aim to build upon this in the upcoming academic year. In order to promote support for Early Career Teachers information regarding ECT PL was shared via Twitter and emails to schools and further emails have been sent in September 2023.

Q3 & 4:

- ✓ Development of Camau Nesaf and Camu Pellach programmes in collaboration with UWTSD
- ✓ Develop a strategic approach for Early Career Teachers

4.iii We will run the Future Leadership Programme for Aspiring Leaders

Very Good Progress has been made in this area and all aspects of the business plan are on track.

All candidates on the Middle and Senior Leadership Development Programme, the Aspiring Headteachers Development Programme (AHTDP) and the New and Acting Headteacher Development Programmes benefit from the support of a leadership coach and given membership of a peer group for support throughout the programme. The leadership coaches provide opportunities to help participants to become highly effective in their roles, by facilitating their leadership skills and confidence, whilst encouraging learning, self-reflection and development.

Through the New and Acting Headteacher Programme, Partneriaeth offers strong support to New and Acting Headteachers, providing individual development focusing on the knowledge and skills required to become a successful Headteacher. The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community.

In 2022 /2023 there were 28 new and acting headteachers from Partneriaeth schools supported by this bespoke programme (7 from Carmarthenshire; 7 from Pembrokeshire and 12 from Swansea). At the end of the summer all the participants shared with colleagues in their networks a particular aspect of school improvement they had undertaken and how they continue to build capacity within their schools.

The next programme commences in November 2023, following initial induction of the new and acting headteachers with their respective LAs. Provisional indications received from Partneriaeth LAs suggest that around 30 new and acting headteachers will be participating in the programme (17 from Carmarthenshire; 2 from Pembrokeshire and 14 from Swansea).



A principle aim of the Partneriaeth Aspiring Headteachers Development Programme (AHTDP) is to assist in preparation for undertaking formal assessment for the National Professional Qualification for Headship (NPQH). A clear support programme is offered through the Partneriaeth AHTDP to proceed to NPQH assessment, with candidates informed that this is an expectation on their commencement of the programme.

The process of registration for NPQH Assessment 2024 commenced on 21st September 2023 and will be completed by mid-October 2023. There are 33 participants from Partneriaeth schools in the current cohort 3 of the programme and it is expected that nearly all of them will progress to the Partneriaeth NPQH Assessment Centre in January/ February 2023.

In addition to supporting these candidates, Partneriaeth is also providing opportunity and support for a further 10 participants from Partneriaeth schools, who either deferred their NPQH assessments in the previous two years or did not meet the required standards for the award.

Q3 & 4:

- ✓ **Ensure ongoing support for leadership programmes**
- ✓ **Contribute to national programme development for 2023-24**

4.iv We will run the Future Leadership Programme for NPQH

Very Good Progress has been made in this area and all aspects of the business plan are on track.

Arrangements for school leaders to achieve the National Professional Qualification for Headteachers (NPQH) have now changed and can no longer be pursued through participation on the Aspiring Headteachers Development Programme. These changes are a decision made by Welsh Government, following the publication of Professor Mick Waters' report of his review of the current NPQH arrangements.

Welsh Government, in collaboration with other stakeholders are in the process of developing new NPQH arrangements, by which a new programme will be in place for Autumn 2024.

The participants currently on the Aspiring Headteachers Development Programme, who commenced the programme in January 2023, will be the last to go through to NPQH assessment following participation in the programme in this current format.

The NPQH assessment centre taking place on 29th January to 9th February 2024 will enable previous participants on the Aspiring Headteachers Development Programme, who deferred their NPQH assessment, or did not meet the required standards, to have the opportunity to be assessed at an NPQH Assessment Centre in the January / February 2024 and again in May 2024.

Additionally, the May 2024 Assessment Centre will also provide an opportunity for Partneriaeth to prioritise NPQH assessment only opportunities of particular acting headteachers. This will take into account pressure points and areas of need such as small Welsh medium schools, faith schools and special schools. Discussions are underway cross- regionally and with LA leadership leads about how this will operate.

The NPQH quality thresholds have been extremely well maintained at Partneriaeth. NPQH assessment centres and these assessment opportunities are well established and robust, overseen by an experienced team of assessors. The NPQH assessment centres will continue to operate in this way and the



experienced NPQH assessment teams will enable Partneriaeth to meet the challenges of providing two NPQH assessment centres in such quick succession.

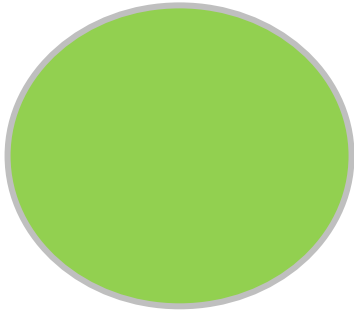
Welsh Government, in collaboration with other stakeholders, are in the process of developing new NPQH arrangements. It is anticipated that a new programme will be in place for autumn 2024. Partneriaeth is well represented on the working groups responsible for the redevelopment of the programme. The strategic lead for leadership and career pathways is attending a series of meetings throughout September and October 2023 and will contribute to shaping the new programme

Q3 & 4:

- ✓ **Contribute to new NPQH arrangements with Welsh Government and key stakeholders**
- ✓ **Ensure delivery of NPQH assessment centres**

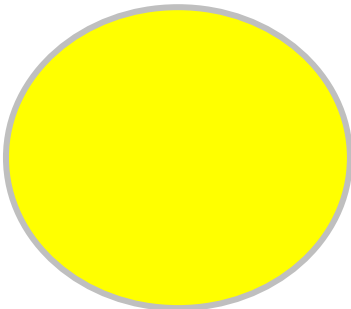


RAYG rating guidance



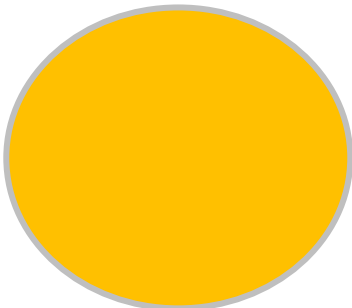
Very Good Progress

BP area addressed in nearly all aspects



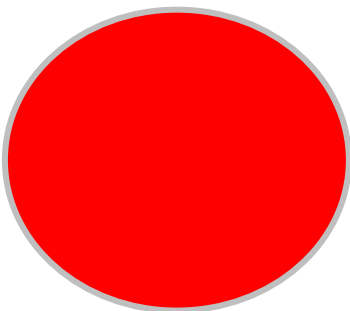
Strong Progress

BP area addressed in most aspects. Only minor aspects require further attention.



Satisfactory Progress

BP area addressed in many aspects. However, a few significant aspects require attention.



Limited Progress

All or many aspects still awaiting attention