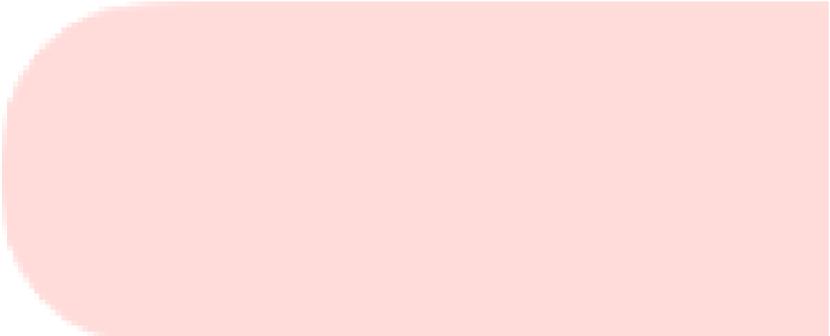




PARTNERIAETH

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

1.1 Curriculum Reform - Regional support for curriculum and assessment reform

Secondary Curriculum Networks have continued to run throughout the autumn term with a specific focus on assessment and progression in all meetings.

Mike Gershon has been commissioned to ensure a focussed Professional Learning offer is developed around metacognition, questioning and Assessment for Learning strategies, including feedback. Partneriaeth officers will work alongside Mike to ensure that core messages are aligned with Curriculum for Wales. All regional staff have worked to develop an understanding of assessment in Curriculum for Wales and CAMAU work in order to be in a strong position to support schools and clusters across Partneriaeth.

Partneriaeth officers are currently reviewing a range of assessment approaches to share with leaders and practitioners across the region. These approaches will be shared through a range of networks. Case-studies will be developed in order to share emerging practice from schools and these will be recorded on the Partneriaeth platform.

Areas for development/Actions:

- Develop range of assessment approaches to support schools.
- Develop case-studies of emerging practice to share across Partneriaeth.

1.2 Curriculum Reform - National Network schools' engagement

The National Networks are overseen by colleagues in Welsh Government. Senior officers in Partneriaeth have supported in reviewing the provision for these networks from 2021-22 in order to develop thinking in 2022-23. The funding stream is ring-fenced for practitioners either attending these conversations or 'engaging' with these conversations via a range of mechanisms.

Partneriaeth officers work with other regions to facilitate and support this process where appropriate and comms to promote direct engagement in the National networks has been shared through the newsletter, Senior Strategic Advisers and cluster link officers. The strategic approach to allocating this funding will be drawn up to align with the introduction of AoLE networks.

Areas for development/Actions:

- Ensure funding is utilised effectively to enable attendance at a range of networks – national and regional level.





1.3 Curriculum Reform -Schools curriculum and assessment reform, inc learning progression

A regional cluster link officer from Partneriaeth has been established in all schools across the region. Careful consideration has been given to this role and this has been communicated with all Headteachers, School Improvement Advisers and Partneriaeth Joint Committee. The PRU and Special Schools networks have also been allocated cluster link officers to ensure that there is equity of support across all settings.

Funding has been allocated to each cluster in order for them to support their own priorities and work with Partneriaeth staff to engage in Professional Learning on, for example, 3-16 progression conversations. The funding mechanism allows for additional funding to be delegated to schools and clusters when appropriate/available. All schools/clusters are required to provide a plan for their spending and evaluation of the work at the end of the process. Senior Strategic Advisers and cluster link officers will work with LA officers to ensure that this process is completed.

All cluster link officers have made initial contact with their partner schools and around half have already 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 at the early stages of this way of working and may 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.

Partneriaeth officer capacity has been identified as a potential issue, particularly in some Areas of Learning and Experience (Areas). For example, support for Welsh Medium clusters will need additional capacity to be brokered from practitioners in schools and conversations are underway with Welsh Medium colleagues in how to address this to ensure the continued commitment to quality and equity.

There are already strong examples of effective cluster/Partneriaeth working in each local authority and these have been shared with improvement advisers in order for them to exemplify this emerging work. The range of priorities across Partneriaeth will lead to opportunities to share practice across the three local authorities to ensure all schools in the region benefit from this learning. This will be done through case-studies and sharing practice at key conferences and events throughout the academic year.

Areas for development/Actions:

- Ensure consistent engagement with clusters. Liaise with SIAs and share overview with directors to develop consistent approach.
- Continue to develop effective networks across Welsh medium clusters in order to share emerging practice and benefit from collaboration across Partneriaeth LAs.





1.4 Curriculum Reform - Wellbeing in learning

The Emotion Coaching programme is a well-established provision and has been well-received across Partneriaeth. Five cohorts have been through the programme and cohort 6 is now scheduled. Emotion Coaching has also been promoted with the Implementation Leads for Whole School Approach to Mental and Emotional Well-being leads. However, this is only one element of work for a Partneriaeth officer and their capacity to provide ongoing support to trainees is potentially limited.

A review of the Emotion Coaching provision will allow officers to consider whether to continue with current plans or move to a more self-sustaining model. This will include a mapping exercise across clusters to plan a strategic approach to the next phase and identify strengths and areas for development.

Partneriaeth has supported and developed the Anti-Racist Wales 2030 agenda and has worked closely with colleagues at DARPL to ensure professional learning is developed and available to our officers and schools. For example, all Improvement Advisers and Central Team staff have had a first session of training with future delivery available synchronously/asynchronously. However, this is one element of work for a Partneriaeth officer and the capacity to support the delivery with trainees is potentially limited.

Further work is underway to develop the 'Decolonising the Curriculum' PL with all AoLE leads and the PL offer for the autumn term is available for schools.

Areas for development/Actions:

- Officer capacity. Strengthened linked with LA officers to enable proportionate support for schools and the related PL.

1.5 Curriculum reform PL programme (Curriculum Design and Development + New PL for curriculum)

Progression Workshops were planned and delivered online in the first quarter for each Area. Feedback provided resulted in targeted follow-up conversations with leaders and practitioners. However, these were online sessions initially and this led to some limitations in terms of delivery and opportunity to collaborate.

Further sessions delivered in the autumn term across each AoLE. Central Team have worked closely with LA stakeholder groups to ensure that the work aligns and supplements the LA delivery and local workshops. Feedback will be analysed and follow-up targeted work will ensure continued support for schools. However, a lack of internal capacity and expertise in some areas means that there is a risk that some disciplines will be supported less-effectively. For example: Partneriaeth does not have officers with expertise in all the disciplines within Expressive Arts and Science and Technology, there is only one officer working on the Health and Well-being Area of Learning and Experience and Welsh medium support is limited by the number of Welsh speakers in the organisation. Current recruitment will address some of these areas and planning is developed to ensure identified school-based practitioners support the process moving forward.





All AoLEs have provided targeted support to 3-16 cluster conversations in each of the local authorities and this work is being developed effectively across a range of clusters in Partneriaeth. This has allowed us to supplement the local authority brokered support. For example, Lucy Crehan has worked across two of the local authorities to develop and Partneriaeth have supported schools to work on elements of the emerging work.

Planning and preparation is underway to develop Primary Networks to ensure equity with secondary colleagues and Partneriaeth will continue to work with schools on a cluster level to support coherent conversations in terms of design and implementation.

Partneriaeth senior officers have been central to the design and delivery of the national Professional Learning offer for Curriculum for Wales. These sessions have been designed to support leaders and practitioners through a range of synchronous and asynchronous sessions and are part of a wider cross-regional offer available to our schools.

Areas for development/Actions:

- Utilise school-based practitioners from across the LAs in areas where capacity is limited.
- Ensure effective sharing of emerging practice on Partneriaeth platform.

PRIORITY 2: Developing a high-quality education profession - improving the teaching and learning in our schools

2.1 Professional learning, enquiry and research to realise curriculum - school-led (NPEP, research, pedagogy school funding)

Fifty-six schools have currently committed to undertaking 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. The post-16 NPEP is now incorporated into the regional NPEP work and this has improved coherence for school across the region.

Cluster communication will continue 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 will be completed during the autumn term. This will enable a more effective approach to research and enquiry.

Many of the 2021-22 NPEP schools have completed their Section 3 submissions from 2021-22. However, a minority have not yet submitted and will need to do so in order to undertake NPEP for 2022-23 and access the available funding to support the process.

Areas for development/Actions:

- Ensure expectations from NPEP schools are met





2.2 Professional learning for developing practice and reflection (RALD/ WCLD, SLO, Pedagogy, Professional Standards)

Partneriaeth has created and shared the PL offer for SLO and officers work closely with identified LA staff to ensure a consistent approach to this work. This includes an integral skills offer.

Partneriaeth Lead Adviser attends a range of national for a such as Talk Pedagogy and ensures that core messages are shared with schools and LA staff. The regional pedagogy PL includes session with Mike Gershon. These sessions have been co-constructed with officers to ensure that they meet the needs of schools.

School Improvement Advisers form a key part of this work and there is strong collaboration with these officers to establish impact within schools. The 'Into the classroom' approach will allow evidence to be gathered and impact evaluated over time and shared through case-studies. However, a range of expectations on schools in terms of release time etc. can be a stumbling block to engagement.

Areas for development/Actions:

- Develop clarity for schools in terms of pedagogy funding and expectations.
- 'Into the classroom' approach to be trialled as part of the Partneriaeth evaluation process.

2.3 Literacy & Numeracy Grant / 2.4 Primary LNF Oracy Scheme for Wales

Partneriaeth Lead Adviser has co-ordinated and established secondary networks for literacy and numeracy coordinators. Close collaboration with LA colleagues has ensured a coherent approach and will allow some collaboration between and across local authorities. Planning for literacy and numeracy conferences is underway and will ensure effective approaches to cluster/secondary/primary literacy/numeracy and utilise external expertise and Partneriaeth schools.

There is also a need to consider the approach for primary networks. However, a lack of internal capacity means that links between LA officers and Partneriaeth need to be strengthened further. This will enable support to be developed in an effective and timely manner.

Support for targeted literacy and numeracy is underway in schools identified as in need of bespoke support. The brokerage between LA officers and Partneriaeth is effective. However, officer capacity is potentially an issue given the range of priorities officers support in their role as advisers across the business plan priorities.

Examples of effective practice will be gathered and shared across the region. However, limitations of the current platform sometimes hamper the pace this happens. Further investment in the Partneriaeth site will allow this to happen.

Partneriaeth and LA staff have collaborated and developed a draft operational plan to ensure Primary Oracy funding is utilised appropriately and delivers the support our schools need. This work will be developed with LA officers to ensure consistency and coherence.





The 'Let's Think' Oracy within Numeracy project will be trialled with schools across the Partneriaeth with the agreement of LA officers. At this stage Carmarthenshire and Swansea have committed to this. Pembrokeshire are currently considering where this work fits in with local priorities already developed and an alternative grant funded mechanism will be explored if appropriate.

Areas for development/Actions:

- Continued dialogue and collaboration with LA colleagues to develop effective networks for literacy and numeracy.
- Ensure consistent funding for projects to meet the needs of each partner LA.
- Develop emerging practice and align to the 'Into the classroom' approach.

2.5 Welsh - Professional Development

Partneriaeth officers are key contributors in all cross-regional meetings and develop, review and implement national plans. 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.

A range of high-quality resources have been developed and shared with schools. These include a range of resources that support the teaching of Welsh at GCSE level (First Language and Second Language). In addition, new resources such as *Rhwng y Llinellau: Hybu sgiliau darllen (promoting reading skills)* have been developed, and *Hanes y Iaith* videos and supplementary resources have been commissioned and case studies are continuously shared to ensure the sharing of effective practice.

Network meetings for both first and second language Welsh have enabled schools to collaborate on agreed agenda items such as progression, assessment and pedagogy. Nearly all schools attended and submitted very positive feedback reflecting that the sessions are meeting the needs of schools.

LA and regional support and resources linked to the Siarter Iaith have been agreed and grant forms have been submitted by all LAs and authorised by Partneriaeth. Siarter Iaith resources created by Partneriaeth are being used nationally and promoted by Welsh Government.

Partneriaeth, in collaboration with LA officers will offer targeted provision to support the aims of the WESPs within the LAs. Partneriaeth is not responsible for the development or the direct delivery of the WESPs as these are statutory, and the responsibility for the plans lie with the LAs.

Appointing a regional strategic lead for Welsh is a WG funding requirement, therefore we are currently recruiting for a Partneriaeth Strategic Adviser for Welsh in Education. There are Welsh speakers at every level of the organisation to support the delivery of PL through the medium of Welsh, however, this is less than originally anticipated, and recruitment process is underway to address this at adviser level.





Areas for development/Actions:

- Recruit strategic adviser to support regional and national priorities (secondment).
- Recruit Welsh Second Language adviser to supplement team (secondment) or consider lead practitioner route.

2.6 A Level Improvement

The cross-regional development programme for post-16 is now established and accredited/endorsed. Four sessions are planned with around half of the post-16 settings in Partneriaeth sending delegates to the programme. However, internal capacity within schools has meant lower numbers than initially anticipated. In addition, a post-16 module for NQT has been developed with the cross-regional team with a draft outline agreed.

VESPA professional learning sessions have been planned for the spring term. Bespoke training has been agreed with schools in Pembrokeshire and Carmarthenshire. However, release of staff for the programme is an emerging issue. In response to this, further communication has been sent to all post-16 settings. It is intended that VESPA case-studies will be developed over time.

The A level conferences for English and Welsh are well-established and have been very well-received across the partnership. Planning is in progress for the 2022-23 conference and dates have been agreed.

Areas for development:

- Support schools to engage in Post-16 research and funded projects.

2.7 Regional support for Modern languages - (Modern Foreign Languages (Global Futures))

In 2021/22, 8 schools were part of the regional '*Bilingual To Multilingual: A Toolkit for Developing Translanguaging and Plurilingual Skills to Build Inclusive Classrooms*' pilot programme, and a successful conference was held in July to share the findings and experiences of the schools. Key note speakers such as Mererid Hopwood and Deirdre Kirwan were also invited and delivered exceptional presentations with new and interesting materials being shared. The region's work in this area was praised and described by Linda Fisher, Professor of Language Education at the University of Cambridge as being "ahead of the world". The 8 pilot schools gave presentations on their work showing the positive impact of this project, ranging from a substantial increase in confidence as learners to improved social cohesion and a decrease in bullying. Over 60 attended the conference, and the feedback from the day was very positive.

Building on the success of last year's pilot project, the pilot will be extended in 2022-23 with the 8 pilot schools going into a second year of trialling the toolkit, and new pilot schools appointed. A second conference will also be planned for June 2023.





Limited internal capacity or expertise for 2.7/2.8 has meant . However, discussions are underway to ensure that school practitioners are available to support the Global Futures agenda and also plan and deliver International Language Networks.

2.8 Modern Foreign Languages – building capacity for MFL in the primary sector

(See 2.7)

Areas for development/Actions :

- Secure practitioner support for International Language Networks.
- Ensure attendance at and engagement with the Global Futures agenda.

2.9 Digital Competence Framework / 2.10 Coding & Digital Skills

The PL offer has been developed and co-constructed with relevant Partneriaeth and LA officers. The offer has been shared with schools via the Partneriaeth website.

Arrangements have been made to ensure that all schools receive funding in a timely fashion for their Online Safety and DCF engagement. A single grant form has been developed to minimise administration for schools and allow them to maximise their engagement.

PRIORITY 3: Leadership - supporting inspirational leaders working collaboratively to raise standards

3.1 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.

Partneriaeth currently support 299 NQTs at various stages of their induction, 76 in Carmarthenshire, 75 in Pembrokeshire and 148 in Swansea. This includes 206 contracted NQTs and 93 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 Verifiers also work with short term supply NQTs as their External Mentor. These





forty-five EVs are spread across the region, as follows, 16 in Carmarthenshire, 9 in Pembrokeshire and 20 in Swansea.

A timetable of training sessions has been developed for the Autumn term, to be delivered by the National Induction Group, including sessions on the following:

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

The timetable of sessions planned for the Spring term will be delivered by Partneriaeth colleagues, consists 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
- Equality in the classroom
- Poverty Proofing
- Anti-Racism

3.2 Higher Level Teaching Assistants (HLTA) - & 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

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. The programme is reviewed annually, during the summer term. Twenty-three TAs have engaged with these playlists since September 2022.

Practising Teaching Assistant Programme

This programme was put on hold at the beginning of lockdown and has now been adapted for delivery on-line. The four modules have been facilitated by experienced HLTAs from Partneriaeth's local authorities.

Twenty-five TAs engaged with Cylch 1 of the programme between January and March 2022
Cylch 2 will run between January and March 2023.





Aspiring HLTA Development Programme

Cylch 3 commenced in September 2021, being delivered on-line.

From 31 applications, 26 Teaching Assistants from across Partneriaeth accepted their place on the programme.

Cylch 4 commenced in January 2022, again adopting an on-line delivery method.

From 39 applications, 33 Partneriaeth Teaching Assistants accepted their place on the programme.

Cylch 5 commenced in September 2022. A hybrid delivery method is being used with both face to face meetings and on-line delivery.

From 46 applications, 38 Partneriaeth Teaching Assistants accepted their place on the programme.

HLTA Assessment

Cylch 2 – Twenty-five candidates applied for assessment for HLTA status during the autumn term 2021. All were successful. They were congratulated for their achievement during the National Development Day for HLTAs held on-line on during March 2022.

Cylch 3 – Twenty-five candidates applied for assessment for HLTA status during the summer term 2022. All were successful.

Cylch 4 – Thirteen candidates have applied for assessment which will take place during October and November 2022.

A Partneriaeth HLTA Development Day will be held in-person during the spring term 2023, where Cylch 3 and 4 successes will be celebrated. HLTAs will share effective practice identified and a guest speaker to inspire is also planned.

Cylch 5 – candidates will be assessed during May and June 2023.

Specialised Teaching Assistants National HLTA Assessor Training

Cylch 2 – four new assessors were trained during Autumn 2021 and update training provided for thirteen experienced assessors.

Cylch 3 - four new assessors were trained during the spring and summer terms of 2022 and update training provided for four experienced assessors.

Cylch 4 – training will commence during the spring term of 2023.

Partneriaeth TALP Team

January 2022 -

Eight experienced HLTAs from across Partneriaeth attended a train the trainer session during January 2022, in preparation to promote and facilitate the national programmes





3.3 Future Leadership Programme (Aspiring, middle leaders including Coaching & Mentoring support)

National Middle Leader Development 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.

Cohort 3 (English): 44 participants

Cohort 4 (English): 29 participants

Cohort 3&4 (Cymraeg): 14 participants

MLDP – new Cohort to commence in January 2023 closing date for applications 28/10/2022

National Senior Leader Development Programme

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.

Cohort 2 (English and Welsh): 30 participants

Cohort 3 (English): 26 participants

SLDP – new Cohort to commence in January 2023 closing date for applications 23/11/2022

Aspiring Headteacher Development Programme – Preparing 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.

Total participants: 44

Aspiring Head teacher Programme to commence in January 2023 closing date for applications 27/10/2022





National New and Acting Headteacher Development Programme

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.

The English programme will commence 9th November and the Welsh programme will commence on 10th November with a total number of 48 participants.

3.4 National Professional Qualification for Headship (NPQH)

See Aspiring Headteacher Programme.

Assessment Centre will be run for ERW footprint Spring 2022 with support from current headteachers across the region.

Areas for development/Actions:

- Ensure SLA is developed to formalise support for programmes from NPT (not induction).
- Secure secondments/fixed term contracts for temporary roles.

PRIORITY 4: Strong & inclusive schools committed to excellence, equity & well-being

4.1 Pupil Development Grant (PDG)

PDG update session has been delivered with a majority of headteachers and senior leaders in attendance. School Improvement Officers from our three local authorities were also in attendance and this enabled shared messages around changes to the PDG terms and conditions and the Partneriaeth PL offer and whole school programme opportunities.

The Think Equal Programme has been launched across the region. Seventy-five schools have signed up to this programme and are now ready to launch. This is the first fully bilingual programme in Wales.

The Poverty Proofing pilot has been launched with Swansea schools and there are twelve practitioners involved with this train the trainer model and the first model audit is now complete. A second train the trainer model and audit dates are set for November 2022 with secondary settings.

The RADY / Thinking Differently programme has been reviewed in terms of current school participation and opportunities for expansion are being considered. An Effective Practice Network





session scheduled for this term and continued funding of RADY programmes is being utilised in each Local Authority.

There is a comprehensive Equity and Wellbeing PL offer available and this has resulted in an improved range of offer for our schools across Partneriaeth. For example, the Equitable Curriculum PL offer will support schools to consider their curriculum through the lens of poverty, neurodiversity and trauma and the development of equity. In addition, Partneriaeth PDG lead works closely with implementation Leads across the LAs on the whole school approach to emotional and mental wellbeing.

The range of PL is being very well received. However, there is not a consistent take up from each LA and there is a need to review how the programme is communicated with stakeholders to ensure that all practitioners are aware of the offer.

Areas for development/Actions:

- Work with LA leads to ensure consistent take up across partner LAs.
- Review communication of the offer.

4.2 PDGLAC

Regional PDGLAC priorities have been agreed with LA leads as part of the regional PDG Support Plan 2022-23. However, strategic spending of PDGLAC within clusters has been slowed due to WG timeframe and need for plan to be agreed by WG.

There has been an agreed return to the regional funding model for PDGLAC as well as the agreement to fund Out of Wales LAC from Partneriaeth centrally retained funding.

This funding has also supported a comprehensive PL offer for Equity and Wellbeing with increased opportunities for schools. There is a focused programme for practitioners in schools with responsibility for Care Experienced Learners and a Equity in Education Framework for Partneriaeth will draw together a strategic plan for development and roll out to schools.

The PL offer has been shared through the Partneriaeth website and is available to all schools. However, there is a concern that not all practitioners are aware of the offer and do not regularly access the website or get the appropriate communications.

Areas for development/Actions:

- Work with LA leads to ensure consistent take up across partner LAs.
- Review communication of the offer.
- Challenge Welsh Government on timeframe of this funding and expectations on evaluation process.





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

Priority 5 in the business plan is unique in fact that it hasn't got an allocated budget, but the principles that lie within this priority run across all of Partneriaeth's work. The sharing of good practice, and the effective sharing of resources is an expectation across all areas of work, and alongside the resources shared on Hwb, on the Partneriaeth website and in various Teams, officers continuously share resources and best practice in network meetings, during school visits, and as part of providing bespoke support.

Developing effective peer and school-to-school working is part of an ongoing process of responding to identified needs, as is the brokering of bespoke support for identified schools. Effective processes are in place for accessing and delivering all methods of support.

In reporting on this area of the business plan, as we reach the fourth quarter we will be able to pull in various examples and case studies, and where appropriate case studies and evaluations will be shared wider.

Areas for development/Actions:

- Consider merging Priority 5 into other areas of the BP. This will be reviewed when WG work planning is shared as well as the RCSIG And T&Cs.

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 has been co-constructed with Senior LA colleagues with LA priorities being noted at the start of the plan and referenced throughout. A draft version of 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.

Financial planning is on-track and reviewed regularly, to ensure early identification of potential funding issues, including any underspend against the budget. 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). An RCSIG variation letter was received in September 2022 and the 3 new funding lines detailed in that letter have been included in our financial planning. Quarter 1 and 2 monitoring of the Business Plan is also complete with successes, challenges and next steps identified for all lines, with each being RAYG rated.

Partneriaeth's Professional Learning Offer has been written 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.

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.

A network of officers has been put in place to support clusters of schools, with a named officer allocated to every cluster. The cluster link officer will provide a consistent line of communication by:

- attending cluster meetings when appropriate
- having conversations with leaders across the cluster
- liaising with the LA School Improvement Partners (SIPs) for the schools in the cluster
- brokering support through liaising with the SIP and appropriate Partneriaeth senior officer

The Risk Register has been produced. Having firstly been shared with LA Directors, it has been presented to Joint Committee and accepted, with a suggestion to strengthen the monitoring of risk of failure to support the realisation of Curriculum for Wales in schools.

Areas for development/Actions

- Review Risk Register.
- Review Website/Support Log.
- Ensure regular meetings between finance colleagues and Partneriaeth Finance Lead.

