



## Partneriaeth Scrutiny Councillor Group

Date: 13 February 2023

Time: 10.00am

The meeting will be held remotely via Teams.  
(Welsh/English Simultaneous Translation will be available)

### Agenda

1.	<b>Apologies for Absence</b>
2.	<b>Declarations of Interest</b>
3.	<b>Letter/s and Minutes arising from last meeting</b>
4.	<b>Outline of and Feedback from Partneriaeth Joint Committee Agenda held on 3 February 2023</b> <i>Lead Director and the Lead Officer for Partneriaeth</i>
5.	<b>The Joint Committee's financial affairs, risk Management and Governance arrangements</b> (The Legal Agreement says the Councillor Group to review, scrutinise and assess the Joint Committee's risk management, internal control and corporate governance arrangements and review and assess the economy, efficiency and effectiveness with which resources have been used). <i>Lead Director and Lead Officer Partneriaeth</i>
6.	<b>Updated Risk Profile</b> <i>Lead Director and Lead Officer Partneriaeth</i>
7.	<b>A look at Performance of Partneriaeth Priority 1 - Curriculum &amp; Assessment</b> <i>Lead Director, Lead Officer and relevant Strategic Advisors</i>
8.	<b>Partneriaeth Scrutiny Councillor Group Work Programme Timetable</b>
9.	<b>Discuss points for the letter to Chair of Partneriaeth Joint Committee arising from this meeting</b> <i>Councillor Group to discuss</i>

Future meeting dates (arranged to coincide with dates of the Partneriaeth Joint Committee meetings):

- 19 June 2023 – 10am (Partneriaeth Joint Committee date is 23 June 2023)

The rules of procedure and access to information rules of the Lead Council with responsibility for the administration of the scrutiny function shall apply to meetings of the Joint Scrutiny Councillor Group. [Swansea Council Constitution](#)

Members of the Joint Scrutiny Councillor Group shall be subject to the Codes of Conduct for Members of their Councils.

# Agenda Item 3



## Minutes of the **Partneriaeth Regional Scrutiny Councillor Group**

**Held Remotely via Zoom**

**Monday, 24 October 2022 at 10.00 am**

**Present:** Councillor L R Jones (Chair) Presided

### **Councillor(s)**

Cllr Lyndon Jones (Convener Swansea Education Performance Scrutiny Panel)  
Cllr Peter Black (Chair of the Swansea Scrutiny Programme Committee)  
Cllr Huw Murphy (Chair Pembrokeshire Schools and Learning Scrutiny Committee)  
Cllr Pat Davies (Vice Chair Pembrokeshire Schools and Learning Scrutiny Committee)  
Cllr Carys Jones (Chair Carmarthenshire Education and Children Scrutiny Committee)  
Cllr Sue Allen (Vice Chair Carmarthenshire Education and Children Scrutiny Committee)

### **Officer(s)**

Ian Altman	Lead Officer Partneriaeth
Helen Morgan-Rees	Director of Education (Swansea)
Michelle Roberts	Scrutiny Officer (Swansea)
Michelle Evans Thomas	Scrutiny Officer (Carmarthenshire)
Julie Owens	Scrutiny Officer (Carmarthenshire)

### **Apologies for Absence**

Gareth Morgans, Lead Director

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## **1 Election of Chair and Vice Chair**

Councillor Lyndon Jones (Swansea) was elected as Chair and Councillor Huw Murphy (Pembrokeshire) was elected as Vice Chair of the Partneriaeth Scrutiny Councillor Group for a period of two years.

## **2 Apologies for Absence**

Apologies were received from Gareth Morgans, Lead Director for Partneriaeth.

## **3 Declaration of Interest**

No declarations of interest were received.

## **4 Role of the Partneriaeth Scrutiny Councillor Group**

The supporting Scrutiny Officer briefly outlined the role and responsibilities of the Scrutiny Councillor Group, as stated in the Terms of Reference detailed in the Partneriaeth Legal Agreement.

## **5 Overview of the role of Partneriaeth and the Legal Agreement**

Helen Morgan Rees, Director of Education Swansea, standing in for Lead Director Gareth Morgans, outlined the key points in the Partneriaeth Legal Agreement including:

Schedule 2 – Functions of the partnership

Schedule 3 to 6 – Terms of reference for each group in the partnership

Schedule 9 – Finance and funding

Schedule 10 – Annual Business Planning

Ian Altman, the Lead Officer for Partneriaeth made a PowerPoint presentation that covered the:

- functions of Partneriaeth
- staffing structures
- Business Plan 2022/23
- governance and stakeholder groups
- Local Authority priorities
- six business plan priorities
- website
- brokerage
- cluster links
- operational plans
- financial planning and tracking; and
- risk register

The following issues were raised by the Councillor Group:

- Implementation of the New Curriculum for Wales; the Councillor Group emphasised the importance of good consistent support for teachers who are transitioning to using the New Curriculum. The Group agreed that it was an exciting time but that we must support those who may be finding it particularly challenging.
- The Lead Officer said it was exciting but also challenging and that a consistent level of support across schools and clusters was key, this will include the individual support for particular schools where needed. He said it was vital that Partneriaeth adds value.
- The Group were especially pleased to hear that team work is front and centre of this new partnership and also about how that has informed the Business Plan moving forward.

## **6 Outline of and Feedback from Partneriaeth Joint Committee Agenda held on 7 October 2022**

Helen Morgan Rees updated the Councillor Group on the outcomes of the Partneriaeth Joint Committee held on the 7 October 2022. The following was noted:

- Cllr Darren Price from Carmarthenshire was elected as the Chair of the Partneriaeth Joint Committee for a period of two years.
- Annual funding has been agreed with two areas to be reviewed:
  - review of staffing costs following the pay review; and
  - look at the amount of office space required, with the possibility of utilising already existing local authority buildings.
- Business Plan was agreed.
- Risk profile was agreed with the caveat that the narrative around the risks of the new curriculum be revised.

## **7 Discussing and agreeing the Scrutiny Work Programme**

The Councillor Group agreed their Work Programme until June 2023 with the following additions:

1. An update on the implementation of the new curriculum and the risk register to form part of future agendas, as watching brief items.
2. A detailed look at the performance of each of the 6 Partneriaeth priorities. This is to be done in a rolling programme starting at the next meeting.
3. Individual Leads from Partneriaeth be invited to update the Group on their function/areas as linked to the key priorities update in point 2.

## **8 Discuss points for the letter to Chair of Partneriaeth Joint Committee arising from this meeting**

The Cllr Group agreed to include their views on the implementation of the new curriculum and also team working in their letter the Chair of Partneriaeth Joint Committee.

The meeting ended at 10.55 am

**Chair**



## PARTNERIAETH

To:  
**Cllr. Darren Price**  
Chair of Partneriath Joint Committee

Please ask for: **Scrutiny**  
Scrutiny Office Line: **01792 637256**  
e-mail: [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)  
Date: **10 November 2022**

Dear Councillor Price

### **Partneriath Scrutiny Councillor Group – 24 October 2022**

The Scrutiny Councillor Group would like to thank Ian Altman, Lead Officer and Helen Morgan Rees, Lead Director for attending our meeting, for presenting the information we requested and answering our questions. I am writing to you to reflect on our views from the meeting.

In this, our first meeting, we received an overview of the role of Partneriaeth and the legal agreement and received feedback from your Partneriaeth Joint Committee meeting on the 7 October 2023. We heard that it is an exciting and challenging time for schools with the introduction of the New Curriculum. We were pleased to hear the effective support for schools and school clusters was seen as a key priority. We were particularly pleased to hear that support for individual schools will be available if needed. We wished to emphasise the importance of good consistent support for teachers who are transitioning to using the New Curriculum, as some may find it more challenging than others. We were also especially pleased to hear that team work is now front and centre of this new partnership and about how this has and will inform the Business Plan moving forward.

We discussed and agreed our Forward Work Programme for this school year. Our meetings will coincide with your Joint Committee meetings, so that we can look at what is discussed and give our views. We will meet with yourself and the Lead Directors this year, consider the Business Plan, Financial matters, the risk profile and at each meeting we will receive an update on the progress in the implementation of the New Curriculum. We have agreed to receive an update on the implementation of the six Partneriaeth key priorities and we will do this in a rolling programme, one at each of our meetings.

We would welcome your thoughts on the contents of this letter but on this occasion do not require a formal written response.

Yours sincerely,

**Cllr Lyndon Jones**  
**Chair of Partneriath Scrutiny Councillor Group**  
[Cllr.lyndon.jones@swansea.gov.uk](mailto:Cllr.lyndon.jones@swansea.gov.uk)



## Item no. 4

### EXECUTIVE SUMMARY PARTNERIAETH SCRUTINY COUNCILLOR GROUP DATE: 13<sup>th</sup> February 2023

#### TITLE OF REPORT

**Outline of and feedback from Partneriaeth Joint Committee Agenda held on 3 February 2023**

#### BRIEF SUMMARY OF REPORT

Verbal feedback to the Scrutiny group on the Partneriaeth Joint Committee meeting held on the 3<sup>rd</sup> February 2023.

Attending to present this item will be:

**Ian Altman**  
**Lead Officer**

**Lead Director**

Report attached: **No**

Presentation at meeting: **Yes**





## Item no. 5

### EXECUTIVE SUMMARY PARTNERIAETH SCRUTINY COUNCILLOR GROUP DATE: 13<sup>th</sup> February 2023

#### TITLE OF REPORT

**The Joint Committee's Financial Affairs, Risk Management and Governance Arrangements**

#### BRIEF SUMMARY OF REPORT

A verbal update to the Scrutiny group on Partneriaeth's Financial Affairs, Risk Management and Governance Arrangements.

Attending to present this item will be:

**Ian Altman**  
**Lead Officer**

**Lead Director**

Report attached: **No**

Presentation at meeting: **Yes**





## Item no. 6

### EXECUTIVE SUMMARY PARTNERIAETH SCRUTINY COUNCILLOR GROUP DATE: 13<sup>th</sup> February 2023

<b>TITLE OF REPORT</b>
<b>Update Risk Profile</b>
<b>BRIEF SUMMARY OF REPORT</b>
To inform the Scrutiny Councillor Group of the regional Risk profile and update on any amendments.
Attending to present this item will be: <b>Ian Altman</b> <b>Lead Officer</b>
<b>Lead Director</b>
Report attached: <b>Yes</b>
Presentation at meeting: <b>Yes</b>







# Risk Register

April 2022 - March 2023

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## 1. INTRODUCTION

Partneriaeth's Risk Register contains the strategic business risks (threats) to the achievement of Partneriaeth's Vision and Aims as outlined within the Partneriaeth Business Plan.

### 1.1. Partneriaeth's Vision

#### **Mission Statement**

Partnership working to achieve excellence for all.

#### **Our Aims**

- 1) We lead schools and settings to design, develop and deliver a curriculum with equity and excellence at its core.
- 2) We support schools and settings to become ambitious, self-improving learning organisations.
- 3) We provide professional learning and opportunities for collaboration in order to develop strong and supportive partnerships.

### 1.2. Partneriaeth's Priorities:

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

**Priority 2** – Developing a high-quality education profession - improving the teaching & learning in our schools

**Priority 3** – Leadership - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

**Priority 4** – Strong & inclusive schools committed to excellence, equity & well-being

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

Partneriaeth's risks (threats) are scored against the risk (threats) evaluation matrix shown on page 5, using the impact and probability criteria shown on pages 6 and 7.

Partneriaeth's Risk Register is a live document which is subject to regular review by Partneriaeth's senior leadership team. New risks identified or escalated are included in the updated Partneriaeth Risk Register and is then formally reviewed on a quarterly basis by the Partneriaeth Joint Committee.

**Partneriaeth risks are scored at inherent level (before any control measures are applied) and at residual level (after control measures have been applied).**

Although control measures are applied, they may not be sufficient to reduce the residual score if external factors (outside of officer control) still have a high influence on the probability of the risk occurring or the impact should it occur. The heat map on page 8 shows the highest residual risks on Partneriaeth's Risk Register.

**Each risk has its own table showing the inherent and residual risk score along with the tolerance for the risk.**

To assist with the monitoring of changes to Partneriaeth's Risk Register between reviews,

the risk score table for each risk includes a movement column which shows if the residual risk has increased↑, decreased↓, or stayed the same↔.Where there is no arrow icon, this process will commence from the report presented to the next Joint Committee.

The Corporate Risk Register for April 2022 - March 2023 contains 10 business risks (threats), each of which is indexed on page 9 and 10, and shown in detail on pages 13 to 22.

**Risks are categorised under one of the four following groupings**

1. Central Risks
2. Financial Risks
3. Risks associated with Review and Reform
4. Risks associated with Failure to respond to Covid-19

**Every risk is explained in seven steps:**

- Event
- Description of Risk
- Background
- Objectives at Risk
- Risk Control Measures
- Risk Owner
- Risk Scores

1.3. Risk Evaluation Matrix

Threats					
<b>Probability</b>	Very High	Low (4)	Medium (8)	High (12)	High (16)
	High	Low (3)	Medium (6)	Medium (9)	High (12)
	Medium	Low (2)	Low (4)	Medium (6)	Medium (8)
	Low	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Very High
		<b>Impact</b>			

1.4. Impact assessment criteria

(Review the risk against the following criteria, chose the one that best describes the impact and rate accordingly from 1 – 4)

Rating	Description	Financial Capital / Revenue	Political	Service / Operations
4	<b>Very High</b>	>40% to <100% budget	<ul style="list-style-type: none"> <li>Political intervention required.</li> </ul>	<ul style="list-style-type: none"> <li>Catastrophic fall in service quality and statutory service standards are not met.</li> <li>Long term interruption to service provision.</li> <li>Report from regulator or inspectorate requiring major project for corrective action.</li> </ul>
3	<b>High</b>	>15% to <40% budget	<ul style="list-style-type: none"> <li>Major adverse political reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Major impact to service quality, statutory service standards are not met, long term disruption to operations, multiple partnerships affected.</li> <li>Report of breach to regulator with immediate correction to be implemented.</li> </ul>
2	<b>Medium</b>	>5 % to < 15 % budget	<ul style="list-style-type: none"> <li>Significant adverse regional political reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Significant fall in service quality, major partnership relationships strained, serious disruption to statutory service standards.</li> <li>Reportable incident to regulator(s).</li> </ul>
1	<b>Low</b>	< 5% budget	<ul style="list-style-type: none"> <li>Minor adverse political reaction and complaints which are quickly remedied.</li> </ul>	<ul style="list-style-type: none"> <li>Minor impact to service quality, minor statutory service standards are not met.</li> </ul>

< = Less than

> =More than

1.5. Probability assessment criteria

(Select one of the ratings from the definitions below)

Rating	Annual Frequency			Probability	
	Description	Definition		Description	Definition
4	Very High	More than once in last 12 months		Very High	>85 % chance of occurrence
3	High	Once in last 2 years		High	>45% to <85 % chance of occurrence
2	Medium	Once in 3 years up to 10 years		Medium	>15% to < 45 % chance of occurrence
1	Low	Once in 10 years		Low	<15 % chance of occurrence

< = Less than

> =More than

## 2. CORPORATE BUSINESS RISKS

The heat map below summarises the highest residual risks contained on Partneriaeth's Risk Register.

<b>High Probability</b>	<b>9</b>	<b>12</b>
<b>Medium Probability</b>	<b>6</b> <ul style="list-style-type: none"> <li>• Failure to support LAs in relevant areas during their engagement with Estyn</li> <li>• Timeliness of Welsh Government Funding</li> <li>• Lack of clarity regarding functions of Partneriaeth</li> </ul>	<b>8</b>
	<b>High Impact</b>	<b>Very High Impact</b>



### 3. INDEX AND SUMMARY OF RESIDUAL BUSINESS RISK SCORES

#### 3.1. Central Risks

No.	Risk	Probability	Impact	Residual Risk	Movement ↑↓↔	Page
1	Failure to deliver the 6 priority areas of Partneriaeth's Business Plan	1	4	4		13
2	Failure to deliver against LA priorities included in Partneriaeth's Business Plan	1	3	3		14
3	Failure to support LAs in relevant areas during their engagement with Estyn	2	3	6		15
4	Data Protection	1	4	4		17
5	Partneriaeth found not to provide Value for Money	1	4	4		18

#### 3.2. Financial Risks

No.	Risk	Probability	Impact	Residual Risk	Movement ↑↓↔	Page
1	Timeliness of Welsh Government Funding	2	3	6		19
2	Failure to comply with RCSIG T&Cs	1	4	4		20

### 3.3. Governance Risks

No.	Risk	Probability	Impact	Residual Risk	Movement ↑↓↔	Page
1	Lack of clarity regarding functions of Partneriaeth	2	3	6		21
2	Lack of Communication with all stakeholders	1	3	3		22
3	Partneriaeth Governance	1	4	4		23

## 4. CONTEXTUALISATION

Partneriaeth strives to deliver a consistent school improvement service, focused on challenge and support strategies that improve teaching and learning in classrooms and lead to improved pupil attainment and progress in all schools.

Our aim is to build school capacity through support, challenge and intervention so that schools become self-improving, resilient organisations. We facilitate school led support and intervention programmes at a peer to peer, department to department and school to school level according to the area of need that has been identified within the school.

The region will build school capacity through continuing support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners. This regional strategy for a self-improving system is well underway and is firmly founded in the principles of school-to-school improvement.

Partneriaeth is committed to the Welsh Language and its prosperity, and the language is an integral part of all the administrative procedures of the organisation. We consider Welsh to be a central element of the identity of the region, and we will continue to do as much as we can to promote the language and its use.

Partneriaeth is governed by a legally constituted Joint Committee whose membership is made up of relevant officers from Partneriaeth and the three partner Local Authorities, with the three Council Leaders being voting members. The Joint committee is advised by scrutiny, strategic, operational and stakeholder groups, as detailed below:

<b>Governance Group</b>	<b>Members</b>
<b>Joint Committee</b>	<ul style="list-style-type: none"> <li>• 3 Leaders. Voting member.</li> <li>• 3 Cabinet Members for Education. These will be non-voting members.</li> <li>• 3 Chief Executives with a Lead Chief Executive, non-voting.</li> <li>• 3 Directors of Education with a Lead Director, non-voting.</li> <li>• Lead Officer Partneriaeth</li> <li>• S151 Officer and Monitoring Officer, as required.</li> <li>• External observers and advisers, on request – Estyn, WG, Audit Wales.</li> <li>• Chair of scrutiny Councillors' group, as non-voting observer – TBC</li> </ul>
<b>Scrutiny Councillor Group</b>	<ul style="list-style-type: none"> <li>• 3 Education Scrutiny Chairs</li> <li>• 3 Education Scrutiny Vice Chairs</li> <li>• 3 Directors of Education to attend together at least once per annum</li> <li>• Lead Officer Partneriaeth</li> <li>• Chair of Joint Committee to attend at least once per annum</li> <li>• External observers and advisers, on request</li> </ul>
<b>Strategic Group*</b>	<ul style="list-style-type: none"> <li>• 3 Directors of Education</li> <li>• Lead Officer Partneriaeth</li> <li>• 3 Partneriaeth Strategic Advisers</li> </ul>
<b>Operations Group**</b>	<ul style="list-style-type: none"> <li>• 3 local authority Lead School Improvement Officers</li> <li>• Lead Officer Partneriaeth</li> <li>• Partneriaeth Strategic Advisers, as required according to business plan priorities</li> </ul>

<b>Stakeholder Group</b>	<ul style="list-style-type: none"><li>• Lead Officer Partneriaeth</li><li>• 3 Partneriaeth Senior Strategic Advisers linked to each local authority – to be appointed, we will have one linked to Swansea.</li><li>• 12 headteachers covering primary, secondary, special and pupil referral unit sectors</li></ul>
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## 5. CENTRAL RISKS

<b>1. FAILURE TO DELIVER THE 6 PRIORITY AREAS OF PARTNERIAETH'S BUSINESS PLAN</b>
<b>Description of Risk</b>
<p>The Partneriaeth Business Plan is not delivered in its entirety and to a sufficiently high standard, against the following priorities:</p> <ol style="list-style-type: none"> <li>1. Curriculum &amp; Assessment</li> <li>2. Developing a high-quality education profession</li> <li>3. Leadership</li> <li>4. Strong &amp; inclusive schools</li> <li>5. Supporting a self-improving system</li> <li>6. Strong governance and effective business and operational support</li> </ol> <p>There is an increased risk linked to Priority 1 of schools not being sufficiently supported to implement Curriculum for Wales. If schools are not provided with appropriate and targeted support, the implementation will not be in line with national expectations.</p>
<b>Background</b>
<p>The Business Plan for 2022/23 has been written and co-constructed with LA colleagues. Its structure differs from previous regional business plans with Local Authority priorities being an integral part of the plan. As Partneriaeth is funded by the Regional Consortia School Improvement Grant, the plan consists of operational delivery plans for each of the funding lines of the grant.</p>
<b>Objectives at Risk</b>
All
<b>Risk Control Measures</b>
<ul style="list-style-type: none"> <li>• The business plan is co-constructed by Partneriaeth officers and senior LA officers</li> <li>• A high level Business Plan is produced setting out main priorities and linking with LA priorities. This is supplemented by detailed operational delivery plans with specific key performance indicators</li> <li>• These are shared with specific stakeholders including Central Team, LA colleagues, schools and Joint Committee, which includes the detailed operational delivery plans</li> <li>• Each operational delivery plan will have a named member of SLT to lead on the plan, as well as named officers to deliver the plan. These will include LA officers, where appropriate</li> <li>• Quarterly monitoring of the business plan, including every operational delivery plan</li> <li>• Over-sight of every operational delivery plan by a member of Partneriaeth's SLT</li> <li>• Appropriate levels of officer time are linked to each of the Business Plan priorities and as such greater resource is allocated to Priority 1, Realising Curriculum for Wales.</li> </ul>
<b>Risk Owner</b>
Lead Officer, Senior Strategic Advisers, Lead Advisers

Risk Scores				
Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	
Residual	1	4	4	
Tolerance			4	

## 2. FAILURE TO DELIVERY AGAINST LA PRIORITIES INCLUDED IN PARTNERIAETH'S BUSINESS PLAN

Description of Risk				
The priorities agreed with the three LAs and included in the Partneriaeth Business Plan are not supported to a sufficiently high standard.				
Background				
The relevant priorities of each of the three partner LAs are included in the Partneriaeth business plan. These are mapped against each operational delivery plan included in the business plan.				
Objectives at Risk				
All				
Risk Control Measures				
<ul style="list-style-type: none"> <li>Quarterly monitoring of the business plan, including every operational delivery plan</li> <li>Regular meetings between the Senior Challenge Adviser and Senior Strategic Officer linked with each LA</li> </ul>				
Risk Owner				
Lead Officer, Senior Strategic Officers				
Risk Scores				
Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	
Residual	1	3	3	

Tolerance			4	
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### 3. FAILURE TO SUPPORT LOCAL AUTHORITIES IN RELEVANT AREAS AS THEY ENGAGE WITH ESTYN

#### Description of Risk

Partneriaeth does not provide the required support in the relevant areas to LAs as they engage with Estyn

#### Background

Pembrokeshire are currently in an Estyn category and have a well-established Post Inspection Action Plan (PIAP) to deliver.  
Swansea Local Authority School Improvement Service will be inspected in June 2022.

#### Objectives at Risk

All

#### Risk Control Measures

- Regular meetings between the Senior Challenge Adviser and Senior Strategic Officer linked with each LA
- Partneriaeth's contribution to the delivery of Pembrokeshire's PIAP is monitored every half-term
- The 3 Senior Strategic Officers from Partneriaeth regularly attend relevant LA School Improvement meetings, such as Challenge Adviser meetings, etc. to facilitate a regular two-way conversation between relevant officers

#### Risk Owner

Lead Officer, Senior Strategic Officers

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	
Residual	2	3	6	
Tolerance			4	



#### 4. DATA PROTECTION

##### Description of Risk

Partneriaeth fails to comply with the Data Protection Act 2018, resulting in action from the ICO

##### Background

##### Objectives at Risk

All

##### Risk Control Measures

Data Protection guidance is detailed in section 25 of the Legal Agreement (p.23)

- Data Processing Agreement to be added to Schedule 13 of the Legal Agreement
- The Joint Committee shall appoint a Lead Council to assume responsibility for the discharge of functions on behalf of Partneriaeth, including Data Protection Officer Services
- Data flow agreements exist between the 3 LAs and Partneriaeth
- Agreement in place between constituent LAs and all schools across the region
- Method, type of data and timings of exchange are detailed in the agreement
- Partneriaeth staff use email and Sharepoint platform under the Hwb licence, provided by Welsh Government. No personal emails will be used.
- Partneriaeth staff only use electronic device provided to them, i.e. laptop, mobile phone, tablet. No personal devices will be used.

##### Risk Owner

Lead Officer, Lead Chief Executive, Lead Director

##### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	
Residual	1	4	4	
Tolerance			4	

## 5. PARTNERIAETH FOUND NOT TO PROVIDE VALUE FOR MONEY

### Description of Risk

Partneriaeth is judged to not provide Value for Money (Governance and Compliance)

### Background

### Objectives at Risk

All

### Risk Control Measures

- Schedule 4 of the Legal Agreement details the Terms of Reference for the Strategic Group (membership detailed on p.11). These include ensuring value for money within a costed business plan
- The costed business plan will be shared with Directors and presented to the Joint Committee for ratification
- Individual spending plans will be developed against every operational delivery plan, with a named senior officer having responsibility for each plan
- Actual spending will be authorised by Lead Officer, Senior Strategic Officers or Business Support Manager
- Robust evaluation and monitoring processes are in place

### Risk Owner

Lead Officer, Section 151 Officer, Principal Accountant, Lead Director

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	
Residual	1	4	4	
Tolerance			4	

## 6. FINANCIAL RISKS

<b>1. TIMELINESS OF WELSH GOVERNMENT FUNDING</b>				
<b>Description of Risk</b>				
WG funding may not be timely, resulting in underspend, lateness of planning, or an inability to spend at the end of the financial year.				
<b>Background</b>				
<b>Objectives at Risk</b>				
All				
<b>Risk Control Measures</b>				
<ul style="list-style-type: none"> <li>Financial forward planning with contingency arrangements so that essential implementation is not hindered. Indicative figures used for initial financial planning.</li> <li>Constant communication with WG to improve expectation, and to improve timeliness of in-year funding</li> <li>3-year indicative funding to be shared by WG</li> </ul>				
<b>Risk Owner</b>				
Section 151 Officer, Lead Banker Authority and Principal Accountant				
<b>Risk Scores</b>				
Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	
Residual	2	3	6	
Tolerance			6	

## 2. FAILURE TO COMPLY WITH REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT (RCSIG) T&CS

### Description of Risk

Partneriaeth fails to deliver against each funding line of the Regional Consortia School Improvement Grant (RCSIG). Subsequently, Welsh Government could clawback funding.

### Background

### Objectives at Risk

All

### Risk Control Measures

- Partneriaeth's Business Plan 2022/23, is closely aligned to the Welsh Government five priorities
- As a result, the Partneriaeth's Business Plan 2022/23, is also closely aligned to the RCSIG
- Named members of SLT, who lead on each area of the business plan to identify areas of concern regarding delivery of each operational delivery plan, linked to specific grant lines
- Quarterly monitoring of the Business Plan, resulting in early identification of areas of concern

### Risk Owner

Lead Officer, LA Directors, Joint Committee

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	
Residual	1	4	4	
Tolerance			4	

## 7. RISKS ASSOCIATED WITH GOVERNANCE

<b>1. LACK OF CLARITY REGARDING FUNCTIONS OF PARTNERIAETH</b>				
<b>Description of Risk</b>				
<ul style="list-style-type: none"> <li>That the revised Partneriaeth structure does not bring sufficient clarity on the function of Partneriaeth and its central team, leading to a lack of confidence in the revised structure along with loss of trust within the profession</li> </ul>				
<b>Background</b>				
<ul style="list-style-type: none"> <li>Under previous footprint, a perceived lack of clarity regarding the difference between the role of the LA, and the role of the region, among the teaching community</li> </ul>				
<b>Objectives at Risk</b>				
All				
<b>Risk Control Measures</b>				
<ul style="list-style-type: none"> <li>Communications Strategy group established centrally with membership linked to all areas of the business plan.</li> <li>Consistent and ongoing dialogue is being undertaken with LA partners to ensure consistency of communication through both regional and local channels</li> <li>Attendance by Partneriaeth officers at LA meetings, e.g. Headteacher meetings, providing input and relevant updates</li> </ul>				
<b>Risk Owner</b>				
Lead Officer, Lead Director				
<b>Risk Scores</b>				
Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	
Residual	2	3	6	
Tolerance			6	

## 2. LACK OF COMMUNICATION WITH ALL STAKEHOLDERS

### Description of Risk

That there is not sufficient, regular communication with all stakeholders, including schools, leaders and school practitioners, as well all middle-tier and Welsh Government colleagues

### Background

- 

### Objectives at Risk

All

### Risk Control Measures

- Ongoing and effective communications provided by the Partneriaeth Team on a weekly basis
- New Partneriaeth website being populated with details of the Professional Offer and accompanying bilingual resources, including access to previously run webinars on-demand
- Regular attendance at all relevant meeting with middle-tier and Welsh Government colleagues
- Regular attendance by Partneriaeth officers at LA meetings, e.g. Headteacher meetings, providing input, relevant updates

### Risk Owner

Lead Officer

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	
Residual	1	3	3	
Tolerance			4	

### 3. PARTNERIAETH GOVERNANCE

#### Description of Risk

That Partneriaeth's operational governance arrangements do not provide transparency and confidence to the profession.

#### Background

Partneriaeth has adopted some enhanced strategic meetings which include a variety of key stakeholders in the decision-making process. The main aim of this change is that there is increased transparency around decision making and allocation of funding. Should these strategic meetings fail to improve transparency, there will be significant adverse effects.

Partneriaeth has a clear schedule of regular meetings of various governance groups. These include Joint Committee, Scrutiny Councillor Group, Strategic Group, Operations Group and Stakeholder. Membership includes Cabinet Members, Directors of Education, Headteachers, Partneriaeth Lead Officer, senior officers from Partneriaeth, senior LA officers.

A full list of these groups, including meeting frequency and membership is included in the Business Plan.

#### Objectives at Risk

All

#### Risk Control Measures

- Clear lines of reporting for all groups
- Regular meetings of named governance groups
- Transparency whilst sharing information with school leaders and other stakeholders

#### Risk Owner

Lead Chief Executive, Lead Officer, Directors of Education, Principal Accountant

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	
Residual	1	4	4	
Tolerance			4	







## Item no. 7

### EXECUTIVE SUMMARY PARTNERIAETH SCRUTINY COUNCILLOR GROUP DATE: 13<sup>th</sup> February 2023

<b>TITLE OF REPORT</b>
<b>A look at Performance of Partneriaeth Priority 1 - Curriculum &amp; Assessment</b>
<b>BRIEF SUMMARY OF REPORT</b>
To provide an update to the Scrutiny group on the current provision in Partneriaeth.
Attending to present this item will be: <b>Ian Altman</b> <b>Lead Officer</b> <b>Cressy Morgan</b> <b>Senior Strategic Adviser</b> <b>Lead Director</b>
Report attached: <b>Yes</b>
Presentation at meeting: <b>Yes</b>





## PARTNERIAETH

# ADRODDIAD MONITRO INTERIM INTERIM MONITORING REPORT HYDREF/AUTUMN 2022





## **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.





1



Chwefror/February 2023



2



## Meysydd Blaenoriaeth Cynllun Busnes - Business Plan Priority Areas

**BLAENORIAETH  
1**

Cwricwlwm ac Asesu – Cefnogi cwricwlwm cenedlaethol sydd â thegwch a rhagoriaeth yn greiddiol iddo sy'n gosod safonau uchel i bob dysgwr

**BLAENORIAETH  
2**

Datblygu proffesiwn addysg o ansawdd uchel – gwella'r addysgu a'r dysgu yn ein hysgolion

**BLAENORIAETH  
3**

Arweinyddiaeth – cefnogi arweinwyr ysbrydoledig sy'n cydweithio i godi safonau. Yn cynnwys rhwydweithiau proffesiynol ac arweinyddiaeth y dyfodol

**BLAENORIAETH  
4**

Ysgolion cryf a chynhwysol sydd wedi ymrwymo i ragoriaeth, tegwch a lles

**BLAENORIAETH  
5**

Cefnogi system hunanwella – cefnogi system lle mae gan y proffesiwn addysg y sgiliau, y gallu a'r cyfrwng i ddysgu a gwella ei ymarfer yn barhaus

**BLAENORIAETH  
6**

Sicrhau bod gan Partneriaeth drefniadau llywodraethu cadarn a chymorth busnes a gweithredol effeithiol sy'n darparu gwerth am arian



3

## Meysydd Blaenoriaeth Cynllun Busnes - Business Plan Priority Areas

**PRIORITY 1**

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

**PRIORITY 2**

Developing a high-quality education profession - improving the teaching & learning in our schools

**PRIORITY 3**

Leadership - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

**PRIORITY 4**

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

**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 6**

Ensure that Partneriaeth has strong governance and effective business and operational support that provides value for money



4

Cwricwlwm ac Asesu – Cefnogi cwricwlwm cenedlaethol sydd â thegwch a rhagoriaeth yn greiddiol iddo ac sy'n gosod safonau uchel i bob dysgwr

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

### ***Meysydd i'w Datblygu/Camau Gweithredu***

#### **1.1 Diwygio'r Cwricwlwm – Cymorth rhanbarthol ar gyfer diwygio'r cwricwlwm a'r trefniadau asesu**

- Datblygu amrywiaeth o ddulliau asesu i gefnogi ysgolion.
- Datblygu astudiaethau achos o arfer sy'n dod i'r amlwg i'w rhannu ledled Partneriaeth.

#### **1.2 Diwygio'r Cwricwlwm – Ymgysylltu ag Ysgolion y Rhwydwaith Cenedlaethol**

- Sicrhau bod cyllid yn cael ei ddefnyddio mewn modd effeithiol i alluogi presenoldeb mewn amrywiaeth o rwydweithiau – lefel genedlaethol a rhanbarthol.

#### **1.3 Diwygio'r Cwricwlwm – Diwygio'r cwricwlwm a'r trefniadau asesu mewn ysgolion, gan gynnwys dilyniant dysgu**

- Sicrhau yr ymgysylltir yn gyson â chlystyrau. Cysylltu â Chynghorwyr Gwella Ysgolion a rhannu trosolwg â'r cyfarwyddwyr er mwyn datblygu dull cyson.
- Parhau i feithrin rhwydweithiau effeithiol ledled clystyrau cyfrwng Cymraeg er mwyn rhannu arfer sy'n dod i'r amlwg ac elwa o gydweithio ar draws ALLau Partneriaeth.



5

Cwricwlwm ac Asesu – Cefnogi cwricwlwm cenedlaethol sydd â thegwch a rhagoriaeth yn greiddiol iddo ac sy'n gosod safonau uchel i bob dysgwr

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

### ***Areas for Development/Action***

#### **1.1 Curriculum Reform - Regional support for curriculum and assessment reform**

- 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**

- 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, including learning progression**

- 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.



6

Cwricwlwm ac Asesu – Cefnogi cwricwlwm cenedlaethol sydd â thegwch a rhagoriaeth yn greiddiol iddo ac sy'n gosod safonau uchel i bob dysgwr

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

### ***Meysydd i'w Datblygu/Camau Gweithredu***

#### **1.4 Diwygio'r Cwricwlwm – Llesiant mewn dysgu**

- Gallu swyddogion. Cryfhau cysylltiadau â swyddogion yr ALLau er mwyn galluogi cymorth cymesur ar gyfer ysgolion o ran y Dysgu Proffesiynol perthnasol.

#### **1.5 Rhaglen Dysgu Proffesiynol diwygio'r cwricwlwm (Cynllunio a Datblygu'r Cwricwlwm, a Dysgu Proffesiynol newydd ar gyfer y cwricwlwm)**

- Defnyddio ymarferwyr mewn ysgolion ledled yr ALLau mewn meysydd lle mae'r gallu'n gyfyngedig.
- Sicrhau bod arfer sy'n dod i'r amlwg yn cael ei rannu mewn modd effeithiol ar lwyfan Partneriaeth.



7

Cwricwlwm ac Asesu – Cefnogi cwricwlwm cenedlaethol sydd â thegwch a rhagoriaeth yn greiddiol iddo ac sy'n gosod safonau uchel i bob dysgwr

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

### ***Areas for Development/Action***

#### **1.4 Curriculum Reform - Wellbeing in learning**

- 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)**

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



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Datblygu proffesiwn addysg o ansawdd uchel – gwella'r addysgu a'r dysgu yn ein hysgolion

Developing a high-quality education profession – improving the teaching & learning in our schools

### ***Meysydd i'w Datblygu/Camau Gweithredu***

#### **2.1 Dysgu proffesiynol, ymholi ac ymchwil i wireddu'r cwricwlwm – dan arweiniad yr ysgol (PYPC, ymchwil, addysgeg, cyllid ysgolion)**

- Sicrhau bod disgwyliadau ysgolion yn sgil y PYPC yn cael eu bodloni.

#### **2.2 Dysgu proffesiynol ar gyfer datblygu ymarfer a myfyrio (Cynllunio Dysgu Anghydamserol o Bell/Cynllun Cydweithredol Cymru ar gyfer Cynllunio Dysgu, Ysgolion fel Sefydliadau sy'n Dysgu, Addysgeg, Safonau Proffesiynol)**

- Meithrin eglurder i ysgolion o ran cyllido addysgeg a disgwyliadau.
- Treialu dull 'i mewn i'r ystafell ddosbarth' yn rhan o broses werthuso Partneriaeth.

#### **2.3 Grant Llythrennedd a Rhifedd/2.4 Cynllun Llafaredd Cymru y Fframwaith Llythrennedd a Rhifedd Cynradd**

- Cynnal deialog barhaus a chydweithredu â chyd-weithwyr yn yr ALLau i feithrin rhwydweithiau effeithiol ar gyfer llythrennedd a rhifedd.
- Sicrhau cyllid cyson ar gyfer prosiectau i ddiwallu anghenion pob ALL partner.
- Datblygu arfer sy'n dod i'r amlwg a chysoni hyn â'r dull 'i mewn i'r ystafell ddosbarth'.



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Datblygu proffesiwn addysg o ansawdd uchel – gwella'r addysgu a'r dysgu yn ein hysgolion

Developing a high-quality education profession - improving the teaching & learning in our schools

### ***Areas for Development/Action***

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

- Ensure expectations from NPEP schools are met

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

- 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**

- 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.



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Datblygu proffesiwn addysg o ansawdd uchel – gwella'r addysgu a'r dysgu yn ein hysgolion

Developing a high-quality education profession – improving the teaching & learning in our schools

**Meysydd i'w Datblygu/Camau Gweithredu**

**2.5 Y Gymraeg – Datblygiad Proffesiynol**

- Recriwtio cynghorydd strategol i gefnogi blaenoriaethau rhanbarthol a chenedlaethol (secondiad).
- Recriwtio cynghorydd Cymraeg Ail Iaith i ategu'r tîm (secondiad) neu ystyried llwybr yr ymarferydd arweiniol.

**2.6 Gwella Safon Uwch**

- Cefnogi ysgolion i gymryd rhan mewn ymchwil ôl-16 a phrosiectau a ariennir.

**2.7 Cymorth rhanbarthol ar gyfer ieithoedd Modern – Ieithoedd Tramor Modern (Dyfodol Byd-eang)/2.8 Meithrin gallu ar gyfer ITM yn y sector cynradd**

- Sicrhau cefnogaeth ymarferwyr ar gyfer Rhwydweithiau Iaith Rhyngwladol.
- Sicrhau presenoldeb yn yr agenda Dyfodol Byd-eang, ynghyd ag ymgysylltiad â'r agenda honno.

**2.9 Fframwaith Cymhwysedd Digidol /2.10 Codio a Sgiliau Digidol**

- Gwerthuso cymorth a Chynnig Dysgu Proffesiynol eleni.
- Cydweithredu ag Arweinwyr Digidol ALLau i gyd-lunio cynnig y flwyddyn nesaf.



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Datblygu proffesiwn addysg o ansawdd uchel – gwella'r addysgu a'r dysgu yn ein hysgolion

Developing a high-quality education profession - improving the teaching & learning in our schools

**Areas for Development/Action**

**2.5 Welsh - Professional Development**

- 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**

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

**2.7 Regional support for Modern languages - Modern Foreign Languages (Global Futures) / 2.8 Building capacity for MFL in the primary sector**

- 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**

- Evaluate this year's support and PL Offer
- Collaborate with LA Digital Leads to co-construct next year's offer



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Arweinyddiaeth – cefnogi arweinwyr ysbrydoledig sy'n cydweithio i godi safonau. Yn cynnwys rhwydweithiau proffesiynol ac arweinyddiaeth y dyfodol

Leadership – supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

### ***Meysydd i'w Datblygu/Camau Gweithredu***

- Gwerthuso pob rhaglen yn y rhanbarth ac yn rhan o'r gwerthusiad cenedlaethol.
- Datblygu'r rhaglenni ymhellach yn unol â disgwyliadau cenedlaethol.
- Adolygu cyfathrebiad y Llwybr Arweinyddiaeth a Llwybr Dysgu Cynorthwywyr Addysgu.
- Sicrhau secondiadau/contractau tymor sefydlog ar gyfer rolau dros dro.



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Arweinyddiaeth – cefnogi arweinwyr ysbrydoledig sy'n cydweithio i godi safonau. Yn cynnwys rhwydweithiau proffesiynol ac arweinyddiaeth y dyfodol

Leadership - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

### ***Areas for Development/Action***

- Evaluate all programmes both as a region and as part of the national evaluation.
- Further develop the programmes in line with national expectations.
- Review communication of both Leadership Pathway and Teaching Assistant Learning Pathway (TALP)
- Secure secondments/ fixed term contracts for temporary roles.



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Ysgolion cryf a chynhwysol sydd wedi ymrwymo i ragoriaeth, tegwch a lles

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

### ***Meysydd i'w Datblygu/Camau Gweithredu***

#### **4.1 Y Grant Datblygu Disgyblion**

- Gweithio gydag arweinwyr ALLau i sicrhau cysondeb o ran ceisio am y grant ledled ALLau partner.
- Adolygu dulliau o gyfathrebu'r cynnig.

#### **4.2 Y Grant Datblygu Disgyblion ar gyfer Plant sy'n Derbyn Gofal**

- Gweithio gydag arweinwyr ALLau i sicrhau cysondeb o ran ceisio am y grant ledled ALLau partner.
- Adolygu dulliau o gyfathrebu'r cynnig.
- Herio Llywodraeth Cymru ynghylch amserlen y cyllid hwn a'r disgwyliadau o ran y broses werthuso.



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Ysgolion cryf a chynhwysol sydd wedi ymrwymo i ragoriaeth, tegwch a lles

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

### ***Areas for Development/Action***

#### **4.1 Pupil Development Grant (PDG)**

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

#### **4.2 PDGLAC**

- 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.



16

Cefnogi system hunanwella – cefnogi system lle mae gan y proffesiwn addysg y sgiliau, y gallu a'r cyfrwng i ddysgu a gwella ei ymarfer yn barhaus

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

#### ***Meysydd i'w Datblygu/Camau Gweithredu***

- Ystyried uno Blaenoriaeth 5 â meysydd eraill yn y Cynllun Busnes. Caiff hyn ei adolygu pan fydd cynllun gwaith LIC yn cael ei rannu, ynghyd â'r RCSIG a'r telerau ac amodau.



17

Cefnogi system hunanwella – cefnogi system lle mae gan y proffesiwn addysg y sgiliau, y gallu a'r cyfrwng i ddysgu a gwella ei ymarfer yn barhaus

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

#### ***Areas for Development/Action***

- 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.



18

Sicrhau bod gan Partneriaeth drefniadau llywodraethu cadarn a chymorth busnes a gweithredol effeithiol sy'n darparu gwerth am arian

Ensure that Partneriaeth has strong governance and effective business and operational support that provides value for money

***Meysydd i'w Datblygu/Camau Gweithredu***

- Adolygu'r Gofrestr Risgiau.
- Adolygu'r Wefan/Cofnod Cymorth.
- Sicrhau cyfarfodydd rheolaidd rhwng cyd-weithwyr ym maes cyllid ac Arweinydd Cyllid Partneriaeth.



19

Sicrhau bod gan Partneriaeth drefniadau llywodraethu cadarn a chymorth busnes a gweithredol effeithiol sy'n darparu gwerth am arian

Ensure that Partneriaeth has strong governance and effective business and operational support that provides value for money

***Areas for Development/Action***

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



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LA SharePoint

Professional Learning Offer

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Professional Learning Offer 2022/23

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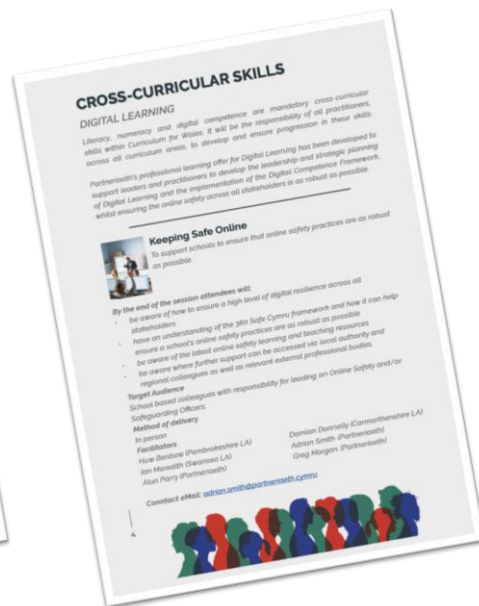


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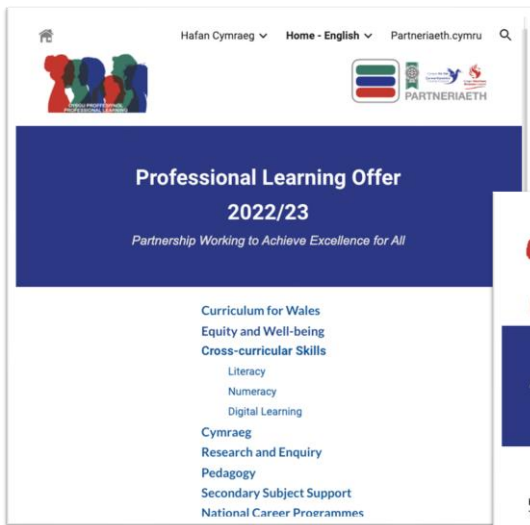
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### Cynnig Dysgu Proffesiynol / Professional Learning Offer



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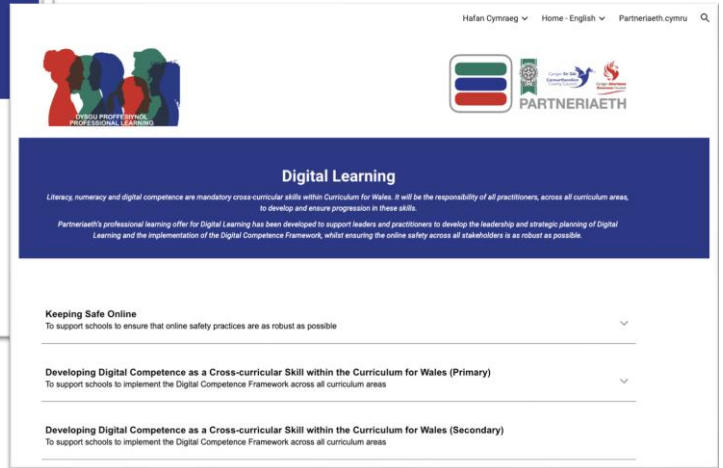
# Cynnig Dysgu Proffesiynol / Professional Learning Offer



Hafan Cymraeg Home - English Partneriaeth.cymru

**Professional Learning Offer**  
2022/23  
*Partnership Working to Achieve Excellence for All*

- Curriculum for Wales
- Equity and Well-being
- Cross-curricular Skills
  - Literacy
  - Numeracy
  - Digital Learning
- Cymraeg
- Research and Enquiry
- Pedagogy
- Secondary Subject Support
- National Career Programmes



Hafan Cymraeg Home - English Partneriaeth.cymru

**Digital Learning**

*Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. It will be the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills.*

*Partneriaeth's professional learning offer for Digital Learning has been developed to support leaders and practitioners to develop the leadership and strategic planning of Digital Learning and the implementation of the Digital Competence Framework, whilst ensuring the online safety across all stakeholders is as robust as possible.*

- Keeping Safe Online**  
To support schools to ensure that online safety practices are as robust as possible
- Developing Digital Competence as a Cross-curricular Skill within the Curriculum for Wales (Primary)**  
To support schools to implement the Digital Competence Framework across all curriculum areas
- Developing Digital Competence as a Cross-curricular Skill within the Curriculum for Wales (Secondary)**  
To support schools to implement the Digital Competence Framework across all curriculum areas



# Agenda Item 8



## Partneriaeth Scrutiny Work Programme 2022/2023

Date	Item
<p><b>24 Oct 2022</b>  <b>10am</b>            Virtual meeting            Zoom</p>	<ol style="list-style-type: none"> <li><b>1. Role of the Scrutiny Councillor Group</b> Scrutiny Officer</li> <li><b>2. Introduction to Partneriaeth and the legal agreement</b> Lead Director and Lead Officer Partneriaeth</li> <li><b>3. Outline of and Feedback from Partneriaeth Joint Committee held on 7 October 2022</b> Lead Director and Lead Officer Partneriaeth</li> <li><b>4. Discuss and agree the Scrutiny Work Programme</b> Scrutiny Councillor Group</li> </ol>
<p><b>13 Feb 2023</b>  <b>10am</b>            Remotely via Teams</p>	<ol style="list-style-type: none"> <li><b>1. Outline of and Feedback from Partneriaeth Joint Committee held on 3 February 2023</b> Lead Director and Lead Officer Partneriaeth</li> <li><b>2. The Joint Committee's financial affairs, risk Management and Governance arrangements</b> (The Legal Agreement says the Councillor Group to review, scrutinise and assess the Joint Committee's risk management, internal control and corporate governance arrangements and review and assess the economy, efficiency and effectiveness with which resources have been used). Lead Director and Lead Officer Partneriaeth</li> <li><b>3. Updated Risk Profile</b> Lead Director and Lead Officer Partneriaeth</li> <li><b>4. A look at Performance of Partneriaeth Priority 1 - Curriculum &amp; Assessment</b> Lead Director, Lead Officer and relevant Strategic Advisors</li> </ol>
<p><b>19 Jun 2023</b>  <b>10am</b>            Remotely via Teams</p>	<ol style="list-style-type: none"> <li><b>1. Outline of and decisions for Partneriaeth Joint Committee held on 23 June 2023</b> Lead Director and Lead Officer Partneriaeth</li> <li><b>2. Chair of the Joint Committee and Directors from each Council</b> (The Legal agreement says Directors of Education of each of the Council shall attend together at least once per annum and that the Chair of Joint Committee shall attend at least once per annum: with purpose of seeking reassurance and to consider if the Partneriaeth is operating according to the Legal Agreement, its Business Plan and its timetable is being managed effectively)</li> <li><b>3. Updated Risk Profile</b> Lead Director and Lead Officer Partneriaeth</li> <li><b>4. Update on New Curriculum</b> (watching brief item) Lead Director and Lead Officer Partneriaeth</li> <li><b>5. A look at the Performance of Partneriaeth Priority 2 - Developing a high-quality education profession</b> Lead Director, Lead Officer and relevant Strategic Advisors</li> </ol>