



PARTNERIAETH



GWEITHIO MEWN PARTNERIAETH I SICRHAU RHAGORIAETH I BAWB
PARTNERSHIP WORKING TO ACHIEVE EXCELLENCE FOR ALL



Partneriaeth Scrutiny Councillor Group

Date: 23 October 2023

Time: 10.00am

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

Agenda

- 1 Apologies for Absence
- 2 Declaration of Interest
- 3 Minutes and Letter/s arising from last meeting
- 4 **A look at Performance of Partneriaeth Priority 2 - Embed principles and processes which underpin educational equity in all schools and educational settings.**
Lead Director, Lead Officer, relevant Strategic Advisors and the Headteacher from Birchgrove Comprehensive School
- 5 **Outline of the Outcomes of Partneriaeth Joint Committee Agenda held on 6 October 2023 – Verbal Update**
Lead Director
- 6 **Updated Risk Profile**
Lead Director and Lead Officer Partneriaeth
- 7 **Update on Curriculum for Wales**
Lead Director and Lead Officer Partneriaeth
- 8 **Discuss points for the letter to Chair of Partneriaeth Joint Committee arising from this meeting**
Scrutiny Councillor Group
- 9 **Partneriaeth Scrutiny Work Programme 2023 – 2024**

Future meeting dates will be arranged to coincide with dates of the Partneriaeth Joint Committee

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.



Cyngor Sir Gâr
Carmarthenshire
County Council



PARTNERIAETH

Partneriaeth Scrutiny Councillor Membership List (2023/2024)

Local Authority	Councillor/member representatives	Member email addresses	Scrutiny Officers and other support
Swansea	<p>Cllr Lyndon Jones (Convener Education Performance Scrutiny Panel)</p> <p>Cllr Peter Black (Chair of the Scrutiny Programme Committee)</p>	<p>Cllr.lyndon.jones@swansea.gov.uk</p> <p>cllr.peter.black@swansea.gov.uk</p>	<p>Michelle Roberts Michelle.roberts@swansea.gov.uk</p> <p><i>Support Officer for the Partneriaeth Scrutiny Councillor Group</i></p>
Pembrokeshire	<p>Cllr Huw Murphy (Chair)</p> <p>Sam Skyrme-Blackhall - (Vice Chair)</p> <p>Schools and Learning Scrutiny Committee</p>	<p>cllr.huw.murphy@pembrokeshire.gov.uk</p> <p>cllr.sam.skyrme-blackhall@pembrokeshire.gov.uk</p>	<p>scrutiny@pembrokeshire.gov.uk</p>
Carmarthenshire	<p>Cllr Carys Jones (Chair)</p> <p>Cllr Sue Allen (Vice Chair)</p> <p>Education and Children Scrutiny Committee)</p>	<p>ACarysJones@carmarthenshire.gov.uk</p> <p>SMAllen@carmarthenshire.gov.uk</p>	<p>scrutiny@carmarthenshire.gov.uk</p>
Other	Partneriaeth		<p>Cllr Darren Price Chair of the Partneriaeth Joint Committee daprice@carmarthenshire.gov.uk</p> <p>Helen Morgan Rees, Partneriaeth Lead Director Helen.Morgan-Rees@swansea.gov.uk</p> <p>Ian Altman, Partneriaeth Lead Officer Ian.Altman@partneriaeth.cymru</p>

Agenda Item 3



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
Date: **10 July 2023**

Dear Councillor Price

Partneriath Scrutiny Councillor Group – 19 June 2023

The Scrutiny Councillor Group would like to thank you, Ian Altman Lead Officer, Gwennan Schiavone Strategic Adviser, Helen Morgan Rees Director of Education Swansea and Steven Richard Downes Director of Education in Pembrokeshire 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.

The Lead Director outlined the items on the agenda of the next Partneriath Joint Committee on the 23 June, which she explained will include the Partneriath draft budget for 2023-24 and draft medium term financial plan for 2023-24 to 2026-27, Partneriath performance 2022-23, the new Partneriath Strategic Plan/Business Plan 2023-24 and the latest risk register.

We firstly, invited you to give a view on how you believe things are progressing and to discuss and provide the Scrutiny Councillor Group with reassurance that Partneriath is operating according to the Legal Agreement, its Business Plan and its timetable is being managed effectively. You said, prior to the development of Partneriath the regional partnerships have been complex and inconsistent. Welsh Government has in the past asked for collaboration across local authorities which has resulted in a regional model. Although the Welsh Government has stated that the middle tier of support services for education will soon be reviewed nationally and Partneriath will be part of that.

You also said that the current Business Plan and its six priorities have been developed jointly with the three local authorities and are therefore based upon local objectives. The new Business Plan will be approved by the Joint Committee on 23 June and will have 4 key priorities which are also based upon local objectives and that the Risk Register is reported to both the Joint Committee and the Scrutiny Councillor Group as a standing item. You said you therefore felt confident that Partneriath is operating in accordance with the Legal Agreement, its Business Plan and that it is operating to its timetable. Although you said there will always be room for improvement and you would like to see the measuring of the impact, output and value for money more clearly evidenced and for schools to have the opportunity to express their views on the effectiveness of the Partnership.

We asked each Director to give their views on how Partneriaeth is operating for their Council and the challenges they face and to seek assurance from each council that they believe Partneriaeth is operating according to the Legal Agreement, its Business Plan and that its timetable is being managed effectively.

We firstly spoke to the Director of Education from Swansea and she outlined the challenges faced by Partneriaeth from a Swansea perspective, which included:

- How to make the best use of funding coming in, including sharing resources.
- Evaluating performance, so the impact and output is identified.
- Getting everyone together to be able to share and discuss issues.
- The need to consider an inclusive comprehensive pack to improve literacy and numeracy skills.
- Gaining the views of 'customers' and using this to plan in the future.

She believes the new Business Plan is clearer; with fewer but appropriate priorities and that it will intertwine well with the work of the local authorities. She is happy to see Partneriaeth developing and listening to the views of all stakeholders. From a Swansea perspective Partneriaeth is operating in accordance with the Legal Agreement, its Business Plan and timetable.

We then spoke to the Director of Education from Pembrokeshire who said they see many similar challenges as Swansea but he also mentioned:

- The range of support offered is useful but there is a need to further refine that offer.
- Further development regarding literacy and numeracy was key.
- 'Pupil independence and evaluation of their own work' has been a theme in recent Estyn inspections, so we need to weave this into the business plan.
- Must make sure that funding is well used and in the best interests of schools. Also resolve any issues around the duplication of resources.
- New Curriculum is an ongoing challenge.
- The sheer range of initiatives on offer and the relentless push from the Welsh Government in relation to this. We must consider this carefully otherwise we will continue to have workload issues. There is a need to consider how we manage what comes over the horizon from Welsh Government in this period of already huge change, so schools are not overloaded.
- The effectiveness and impact of Partneriaeth directly in the classroom needs to be measured.

He agreed that the Joint Agreement is working well and Partneriaeth is doing the right things for schools.

We were pleased to hear that everyone had a positive picture of Partneriaeth, whilst recognising that many challenges do still exist for both them and each of the three local authorities. From this discussion, we felt reassured that Partneriaeth is operating in accordance with the Legal Agreement, its Business Plan and that its timetable is being managed effectively.

Ian Altman updated us on the current risk profile and we heard that the profile would change slightly to align with the new Business Plan. The issue of timing of the Welsh Government grant funding was raised again.

Partneriaeth Scrutiny Councillor Group Scrutiny Support provided by Swansea Council

Contact: Scrutiny Team, Guildhall, Swansea SA1 4PE

✉ scrutiny@swansea.gov.uk

We asked about the clarity of the role of Partneriaeth, hearing that this risk is an historical one and that Partneriaeth now has a clear function set out in the new Business Plan including 4 new high-level priority areas developed with all three local authorities. Also recognising success will depend upon collaboration, engagement and evaluation moving forward.

The Councillor Group agreed as part of their work programme to look at the performance of each of the Partneriaeth priorities, the Councillor Group therefore welcomed Gwennan Schiavone, Partneriaeth Strategic Adviser to report on Priority 2: Developing a high-quality education provision – improving the teaching and learning in our schools.

We heard about the

- Professional learning, enquiry and research to develop the curriculum (school led)
- Professional learning for developing practice and reflection.
- Literacy and numeracy grant/Primary Oracy Scheme for Wales.
- Regional support for modern languages / building capacity in the primary sector.
- Digital Competence Framework / coding and digital skills.
- Welsh in Education.
- Post-16 improvement.

We asked about the National Professional Enquiry Projects (NPEP) and heard that 59 schools across the region have taken part. These are schools doing their own piece of research, working with the Universities and Partneriaeth. The outcome this work is shared on Hwb so it has a wider benefit. An event to share good practice across the region has also been arranged for July 2023. We look forward to hearing more about some of these projects in our future 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 Partneriaeth Scrutiny Councillor Group
Cllr.lyndon.jones@swansea.gov.uk



PARTNERIAETH

Minutes of the Partneriaeth Regional Scrutiny Councillor Group

Held Remotely via MS Teams

Monday, 19 June 2023 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 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

Lead Director and Director of Education in Swansea

Gwennan Schiavone

Partneriaeth Strategic Adviser

Steven Richard-Downes

Director of Education Pembrokeshire

Michelle Roberts

Scrutiny Officer (Swansea)

Apologies for Absence

Apologies received from Gareth Morgans, Director of Education Carmarthenshire

19 Declaration of Interest

No declarations of interest were received.

20 Minutes and Letter/s arising from last meeting

The minutes and letter arising from the meeting on the 19 June 2023 were accepted.

21 Outline of Partneriaeth Joint Committee Agenda held on 23 June 2023

Lead Director Helen Morgan Rees outlined the agenda items on the Partneriaeth Joint Committee to be held on the 23 June 2023. The following was noted:

- The Partneriaeth Joint Committee will meet three time per year. The following will be discussed at the next meeting:

- The letter from the Chair of Partneriaeth Scrutiny Councillor Group on 13 February 2023.
- Partneriaeth draft budget for 2023-24 and draft medium term financial plan for 2023-24 to 2026-27
- Partneriaeth performance 2022/23
- Partneriaeth Strategic Plan/Business Plan 2023-24; and
- The Partneriaeth Risk register

22 Chair of the Joint Committee and Directors from each Council

The Partneriaeth Legal Agreement says that the Chair of the Joint Committee and the 3 Directors of Education should attend the Partneriaeth Scrutiny Councillor Group at least once per annum.

The Panel welcomed Cllr Darren Price, the Chair of the Partneriaeth Joint Committee to the meeting, who also spoke for Gareth Morgans, Director of Education at Carmarthenshire in his absence. They also thanked Helen Morgan Rees, Director of Education in Swansea and Steven Richard-Downes, Director of Education for Pembrokeshire for attending.

Chair of the Partneriaeth Joint Committee

The Panel firstly, invited Cllr Price to give a view on how he believes things are progressing and to discuss and provide the Cllr Group with reassurance that Partneriaeth is operating according to the Legal Agreement, its Business Plan and its timetable is being managed effectively. Councillor Price said:

- Prior to development of Partneriaeth the regional partnerships have been complex and inconsistent. Welsh Government has in the past asked for collaboration across local authorities which has resulted in a regional model. Although the Welsh Government has stated that the middle tier of support services for education will soon be reviewed nationally and Partneriaeth will be part of that.
- The current Business Plan and 6 priorities were developed jointly and are therefore based upon local objectives.
- The new Business Plan will be approved by the Joint Committee on 23 June and will have 4 key priorities also based upon local objectives.
- The Risk Register is reported to both the Joint Committee and the Scrutiny Councillor Group as a standing item.
- I am therefore confident that the Partneriaeth is operating in accordance with the Legal Agreement, its Business Plan and that it is operating to its timetable. But there will always be room for improvement and I would like to see the following developed:
 - Measuring of impact of Partneriaeth that shows output and value for money clearly.
 - For schools have the opportunity to express their views on its effectiveness. This then used in future planning.

Directors of Education

Each Director was asked to give views on how it is going for their Council, what challenges they face and to seek assurance from each Council that they believe Partneriaeth is operating according to the Legal Agreement, its Business Plan and that its timetable is being managed effectively.

Helen Morgan Rees (Director of Education Swansea)

The challenges from Swansea perspective include:

- How to make the best use of funding coming in, including sharing resources so no under expenditure
- Evaluating performance, so the impact and output is identified.
- Getting everyone together.
- Literacy and numeracy, the need to consider an inclusive comprehensive pack to improve these skills.
- Gaining the views of customers and using this to plan in the future.

She said that the New Business Plan is clearer; with fewer but appropriate priorities and it will intertwine well with the work of the local authorities. Happy to see Partneriaeth developing and listening to views of all stakeholders. From a Swansea perspective Partneriaeth is operating in accordance with the Legal Agreement, its Business Plan and timetable.

Steven Richard-Downes (Director of Education Pembrokeshire)

Pembrokeshire see many similar challenges as Swansea but he also mentioned:

- The range of support offered is useful but there is a need to further refine that offer.
- Further development regarding literacy and numeracy, this is as a key area.
- 'Pupil independence and evaluation of their own work' has been a theme in recent Estyn inspections, so we need to weave that into the Business Plan.
- Must make sure that funding is well used and in the best interests of schools. Need to resolve any issues around the duplication of resources.
- New Curriculum an ongoing challenge.
- Shear range of initiatives on offer and the relentless push for Welsh Government in relation to initiatives. Must consider this carefully otherwise we will continue to have workload issues. Must consider how we manage what comes over the horizon from Welsh Government in this period of already huge change, so school are not overloaded.
- The effectiveness and impact of Partneriaeth directly in the classroom needs to be measured.

He said agrees that the Joint Agreement is working well and Partneriaeth is doing the right things for schools.

The Councillor Group were pleased to hear that it is currently a positive picture for Partneriaeth, recognising that many challenges do still exist for both them and each of the three local authorities. Councillors, from this discussion, felt reassured that Partneriaeth is operating in accordance with the Legal Agreement, its Business Plan and that's its timetable is being managed effectively.

23 Updated Risk Profile

Ian Altman updated the Councillor Group on the current risk profile and informed them that it is based on the 2022/2023 Business Plan. The risk profile will change slightly based on the new Business Plan shortly and will reflect the priorities of that. The issue of timeliness of Welsh Government grant funding was raised again. Councillors heard the grant often comes in some way into the quarter it is funding.

The Group asked about the clarity of the role of Partneriaeth, hearing that this risk is an historical one and that Partneriaeth now has a very clear function set out in the new Business Plan including four priority areas.

These Partneriaeth 4 high-level strategic priorities for 2023-2026 include:

1. Support all schools and settings to design and deliver their own high quality equitable curriculum.
2. Embed principles and processes which underpin educational equity in all schools and settings.
3. Support schools and settings to develop a range of research and enquiry skills as a key part of their professional learning.
4. Provide career pathways for leaders, practitioners and support staff at all levels of the system.

The Cllr Group were told that success will depend upon Collaboration, Engagement and Evaluation.

24 A look at Performance of Partneriaeth Priority 2 - Developing a high-quality education profession - improving the teaching & learning in our schools

The Councillor Group agreed, as part of their work programme, to look at the performance of a different one of the original six Partneriaeth priorities at each meeting. The Councillor Group therefore welcomed Gwennan Schiavone, Partneriaeth Strategic Adviser to the meeting. A report was provided that outlined progress with regards to Priority 2: Developing a high-quality education provision – improving the teaching and learning in our schools.

The following points were covered in the discussion:

- Professional learning, enquiry and research to realise curriculum, school led.
- Professional learning for developing practice and reflection.
- Literacy and numeracy grant/Primary Oracy Scheme for Wales.
- Regional support for modern languages / building capacity in the primary sector.
- Digital Competence Framework / coding and digital skills.
- Welsh in Education.
- Post-16 improvement.

The Councillor Group raised the following points:

- What are the National Professional Enquiry Projects (NPEP). Councillors heard that they are schools doing their own piece of research, working with the Universities and Partneriaeth. The outcome of these is also shared on Hwb so wider benefit can be had. The Cllr Group asked to see some of these and they

will be scheduled into the Councillor Groups work programme from February 2024 onwards.

25 Partneriaeth Scrutiny Work Programme

The Partneriaeth Scrutiny Councillor Group agreed its work plan for the next 12 months with the amendments to align it to the new Partneriaeth Business Plan priorities and the inclusion of a NPEP research and inquiry project at each meeting.

26 Discuss points for the letter to Chair of Partneriaeth Joint Committee arising from this meeting

The Scrutiny Councillor Group agreed to include their views on the items discussed at this meeting in a letter to the Chair of the Partneriaeth Joint Committee.

The meeting ended at 11.00 am



Item no. 4

EXECUTIVE SUMMARY
PARTNERIAETH SCRUTINY COUNCILLOR GROUP
DATE: 23 October 2023

TITLE OF REPORT

Partneriaeth Priority 2

BRIEF SUMMARY OF REPORT

The report contains an overview of the areas in Priority 2 of Partneriaeth's business plan 2023-24:

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

We will:

- i. Continue to support schools and educational settings to understand how to mitigate the impact of poverty on engagement, achievement and attainment.
ii. Continue to support schools and educational settings to understand how to mitigate the impact of trauma on engagement, achievement and attainment.
iii. Work with key partners to embed evidence based universal approaches to promote positive health and well-being.

Each area is separated into Intent/Implementation/Impact and is in line with Welsh Government reporting expectations.

Attending to present this item will be Dylan Williams, PDG Lead. Andrew Owen, Headteacher, Birchgrove Comprehensive, will also present to give a school perspective on the impact of the work in this area.

Report attached: Yes

Presentation at meeting: Yes





PARTNERIAETH

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

Scrutiny Councillor Group
Priority 2 Update, Dylan Williams
October 2023



STRATEGIC PRIORITY 2

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

We will:

- i. Continue to support schools and educational settings to understand how to mitigate the impact of **poverty** on engagement, achievement and attainment.
- ii. Continue to support schools and educational settings to understand how to mitigate the impact of **trauma** on engagement, achievement and attainment.
- iii. Work with key partners to embed evidence based universal approaches to promote positive **health and well-being**





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

• Raising the Attainment of Disadvantaged Youngsters (RADY)

Intent

- To continue to support those schools and settings already part of RADY
- To support new schools to embark on their RADY Journey
- Showcase the effective practice and how interventions can make lasting change

Implementation

Existing schools are receiving ongoing 121 or virtual group network meetings and working with other similar schools

‘Becoming a RADY School’ Information Sessions set up for this term
Practice sharing event scheduled as part of Equity in Education Network for the region

Challenging Education (the team behind RADY are delivering a session at the upcoming Carmarthenshire Tackling Poverty Day

Swansea University have produced a potential evaluation plan for RADY across the region – further work to be agreed on this.

Impact

- Schools report clear improvement in learner engagement and outcomes due to more targeted support and structured intervention
- A number of secondary schools are now sharing the RADY Programme with their clusters with the intention of developing the principles across all schools
- Where RADY is embedded across the whole school it is being used strategically to drive discussion and change
- The RADY Programme is acting as a conduit for other school change programmes – those schools that are RADY schools are overwhelmingly also embedding Poverty Proofing and Trauma Informed Schools.

• Poverty Proofing the School Day

Intent

Provide all schools and settings with the opportunity to access an evidence based programme which provides a strategic approach to mitigating the impact of poverty.

Implementation

Termly training programme is continuing – schools from across all three partner LAs have been trained.

7 schools have been audited which involves every learner being interviewed by the poverty proofing auditors.

Swansea LA Common Themes Report currently being produced
Standalone training sessions scheduled for PRU staff

Children North East (organisation behind Poverty Proofing) are delivering a key note session at Carmarthenshire Tackling Poverty Conference in October.

Introduction to Poverty Proofing training to continue with this year’s NQT cohort

Impact

- School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved
- Direct changes being made in schools following training programme
- For those schools where audits have been completed they have a comprehensive report that details areas of development and focus
- Swansea LA Common Theme Report will provide an LA level report that draws together key common areas for consideration on a local level
- Partneriaeth ‘Poverty Proofing’ model now being discussed at Cross Consortia level and with Welsh Government



2.ii Continue to support schools and educational settings to understand how to mitigate the impact of **trauma** on engagement, achievement and attainment.

- **Trauma Informed Schools**

Intent

Provide continuous opportunities for schools to attend specialist training around trauma and ACEs and the impact on education

Engage schools and settings to also undertake trauma related training around Sensory Regulation, LAC Learners and Attachment

Support clusters to develop their own training provision and delivery as part of INSET days

Implementation

Termly training programme is continuing – good numbers of schools from across all three partner LAs continue to attend a variety of trauma based training.

Trauma and ACEs Training delivered to four clusters across the region

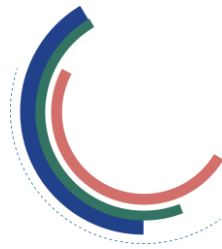
Additional Consortia Led Funding Pot for 2023-24 will be delegated to clusters to develop provision around Equity and Wellbeing – expected that dedicated trauma training will be a key part of this for each cluster

Impact

School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved

Direct changes being made in schools following training attendance

Schools who attend one training are overwhelmingly more likely to then attend further more detailed training to develop classroom based skills



2.iii Work with key partners to embed evidence based universal approaches to promote positive **health and well-being**

- **Emotion Coaching**

Intent

Provide continuous opportunities for schools to attend this specialist training to enable their staff teams to best support those learners who have experienced ACEs and trauma

Provide continued support for those individuals that are currently completing the Emotion Coaching Accredited Practitioner Course
Support cluster wide development and use of Emotion Coaching as a key tool within each classroom

Implementation

Termly training programme is continuing – schools from across all three partner LAs have been trained.

Shift away from funding ‘Emotion Coaching Accredited Training Practitioner Programme to standalone ‘One Day Emotion Coaching Training Day’ so that a larger number of schools can benefit from the introductory training
Emotion Coaching Accredited Practitioners will be supported to deliver training through clusters (where possible)

Impact

School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved
Direct changes being made in schools following training attendance
Schools who attend one training are overwhelmingly more likely to then attend further more detailed training to develop classroom based skills
Each cluster now has at least one Emotion Coaching Accredited Practitioner

- **Think Equal**

Intent

Provide schools and settings with fully funded access to the Think Equal Programme – including resources, online training, online digital resources and access to regional network
Roll out the additional levels 1 and 2 so that schools can (where interested) deliver Think Equal simultaneously across three year groups in the Early Years.

Support schools to utilise Think Equal as a key programme for supporting social and emotional literacy as part of Curriculum for Wales

Implementation

Funding commitment made to fund additional Think Equal levels for schools in 2023-24

All Think Equal levels now translated and all schools able to access all resources bilingually

Monthly Think Equal Network meetings set up for schools taking part in the programme to share ideas and effective practice
Think Equal Team to present on curriculum mapping at Primary Network Day
Think Equal Information Day scheduled to provide new schools with an opportunity learn about the programme and sign up for 2023-24

Impact

Feedback from Early Years practitioners is overwhelmingly positive – schools report that learners are engaged and clearly enjoying the programme.
School feedback tells us that practitioners and coordinators are enjoying the programme and like the simplicity and direct approach to emotions within the resources.
Schools very keen to also roll out additional levels so that maximum number of learners can benefit from the programme
Programme has been used to support vulnerable learners following covid and structure literacy intervention sessions in a number of schools





Item no. 5

EXECUTIVE SUMMARY
PARTNERIAETH SCRUTINY COUNCILLOR GROUP
DATE: 23 October 2023**TITLE OF REPORT****Outline of and feedback from Partneriaeth Joint Committee Agenda held on 6 October 2023****BRIEF SUMMARY OF REPORT**

Verbal feedback to the Scrutiny group on the Partneriaeth Joint Committee meeting held on the 6th October 2023.

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: 23 October 2023**

TITLE OF REPORT

Updated Risk Profile

BRIEF SUMMARY OF REPORT

To inform Partneriaeth Scrutiny Councillor Group of the risk profile of the region and update on any amendments.

Attending to present this item will be:

**Ian Altman
Lead Officer**

Report attached: **Yes**

Presentation at meeting: **Yes**





PARTNERIAETH **RISK REGISTER**

APRIL 2023 - MARCH 2024

**GWEITHIO MEWN PARTNERIAETH I GYFLAWNI RHAGORIAETH I BAWB
PARTNERSHIP WORKING TO ACHIEVE EXCELLENCE FOR ALL**

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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 – Support all schools and settings to design and deliver their own high quality equitable curriculum.

Priority 2 – Embed principles and processes which underpin educational equity in all schools and settings.

Priority 3 – Support schools and settings to develop a range of research and enquiry skills as a key part of their professional learning.

Priority 4 – Provide career pathways for leaders, practitioners and support staff at all levels of the system.

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 2023 - March 2024 contains 10 business risks (threats), each of which is indexed on page 9 and 10, and shown in detail on pages 13 to 23.

Risks are categorised under one of the four following groupings

1. Central Risks
2. Financial Risks
3. Governance Risks

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					
Probability	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
Impact					

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

< = 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.

High Probability	9	12
Medium Probability	6 <ul style="list-style-type: none"> • Timeliness of Welsh Government Funding • Lack of clarity regarding functions of Partneriaeth 	8
	High Impact	Very High Impact

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 4 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	↔	15
3	Failure to support LAs in relevant areas during their engagement with Estyn	1	3	3	↔	16
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 RCG 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:

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

Stakeholder Group	<ul style="list-style-type: none">• Lead Officer Partneriaeth• 3 Partneriaeth Senior Strategic Advisers linked to each local authority• 9 headteachers covering primary, secondary, special and pupil referral unit sectors
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5. CENTRAL RISKS

1. FAILURE TO DELIVER THE 4 PRIORITY AREAS OF PARTNERIAETH'S BUSINESS PLAN
Description of Risk
<p>The Partneriaeth business plan is not delivered in its entirety and to a sufficiently high standard, against the following priorities:</p> <p>Priority 1 – Support all schools and settings to design and deliver their own high quality equitable curriculum.</p> <p>Priority 2 – Embed principles and processes which underpin educational equity in all schools and settings.</p> <p>Priority 3 – Support schools and settings to develop a range of research and enquiry skills as a key part of their professional learning.</p> <p>Priority 4 – Provide career pathways for leaders, practitioners and support staff at all levels of the system.</p> <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, including supporting secondary settings from September 2023.</p>
Background
<p>The business plan for 2023/24 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 Grant, the plan consists of operational delivery plans for each of the funding lines of the grant.</p>
Objectives at Risk
All
Risk Control Measures
<ul style="list-style-type: none"> • The business plan is co-constructed by Partneriaeth officers and senior LA officers • 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 • These are shared with specific stakeholders including Central Team, LA colleagues, schools and Joint Committee, which includes the detailed operational delivery plans • 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 • Quarterly monitoring of the business plan, including every operational delivery plan • Over-sight of every operational delivery plan by a member of Partneriaeth's SLT • Appropriate levels of officer time are linked to each of the business plan priorities and as such greater resource is allocated to Priority 1

Risk Owner				
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

- Quarterly monitoring of the business plan, including every operational delivery plan
- Regular meetings between the Senior School Improvement Adviser and Senior Strategic Adviser linked with each LA

Risk Owner

Lead Officer, Senior Strategic Advisers

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. 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 have successfully been removed from an Estyn category in Autumn 2022. Partneriaeth supported a range of relevant priorities in the Post Inspection Action Plan (PIAP).
Swansea Local Authority School Improvement Service was inspected in June 2022. Partneriaeth's on-going support was recognised during the inspection.
Carmarthenshire Local Authority School Improvement Service was inspected in July 2023. Partneriaeth's on-going support was recognised during the inspection.

Objectives at Risk

All

Risk Control Measures

- Regular meetings between the Senior School Improvement Adviser and Senior Strategic Advisers linked with each LA
- The 3 Senior Strategic Advisers from Partneriaeth regularly attend relevant LA School Improvement meetings to facilitate a regular two-way conversation between relevant officers
- Regular meetings between Partneriaeth's Lead Officer and the 3 LA Directors of Education

Risk Owner

Lead Officer, Senior Strategic Advisers

Risk Scores

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

1. TIMELINESS OF WELSH GOVERNMENT FUNDING				
Description of Risk				
WG funding may not be timely, resulting in underspend, lateness of planning, or an inability to spend at the end of the financial year.				
Background				
Objectives at Risk				
All				
Risk Control Measures				
<ul style="list-style-type: none"> Financial forward planning with contingency arrangements so that essential implementation is not hindered. Indicative figures used for initial financial planning. Constant communication with WG to improve expectation, and to improve timeliness of in-year funding 3-year indicative funding to be shared by WG 				
Risk Owner				
Section 151 Officer, Lead Banker Authority and Principal Accountant				
Risk Scores				
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 GRANT (RCG) T&CS

Description of Risk

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

Background

Objectives at Risk

All

Risk Control Measures

- Partneriaeth's business plan 2023/24, is closely aligned to the Welsh Government priorities
- As a result, the Partneriaeth's business plan 2023/24, is also closely aligned to the RCG
- 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
- Designated senior officer to oversee financial processes and liaise with LA financial leads

Risk Owner

Lead Officer, LA Directors, Joint Committee, Senior Strategic Adviser

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

1. LACK OF CLARITY REGARDING FUNCTIONS OF PARTNERIAETH				
Description of Risk				
<ul style="list-style-type: none"> 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 				
Background				
<ul style="list-style-type: none"> 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 				
Objectives at Risk				
All				
Risk Control Measures				
<ul style="list-style-type: none"> Communications Strategy group established centrally with membership linked to all areas of the business plan. Consistent and ongoing dialogue is being undertaken with LA partners to ensure consistency of communication through both regional and local channels Attendance by Partneriaeth officers at LA meetings, e.g. Headteacher meetings, providing input and relevant updates 				
Risk Owner				
Lead Officer, Lead Director, Senior Strategic Advisers				
Risk Scores				
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
- Partneriaeth website links to 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, Senior Strategic Advisers

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: 23 October 2023**

TITLE OF REPORT

Curriculum for Wales

BRIEF SUMMARY OF REPORT

This report gives an overview of current support for schools with regard to Curriculum for Wales. All primary settings and around half secondary settings adopted Curriculum for Wales in September 2022 with all schools adopting in September 2023.

The report gives an overarching narrative on regional support for Curriculum for Wales as well as an overview of:

- Curriculum requirements
- Progression and assessments challenges
- Cluster working
- Schools receiving the most support

Each area is separated into Intent/Implementation/Impact and is in line with Welsh Government reporting expectations.

Report attached: **Yes**

Presentation at meeting: **No**





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

**Scrutiny Councillor Group
Curriculum for Wales Update
October 2023**



Overarching Narrative

All schools and settings in Partneriaeth have access to a comprehensive professional learning offer with a range of synchronous and asynchronous opportunities developed for leaders and practitioners with an ongoing focus on the 3-16 continuum. Support has been designed, developed and delivered to ensure schools meet legislative requirements for implementation whilst also supporting schools to develop and refine their curriculum through an ongoing iterative process. Nearly all clusters across the region have undertaken opportunities to engage with this offer in the 2022-23 academic year and the offer has been refined further for 2023-24 to ensure that schools and clusters are supported to focus on reviewing and refining the design and implementation process. The offer is co-constructed and the collaborative approach with LA and school-based colleagues has been beneficial for all to ensure consistency and understanding of key messages from all within the system.

Clusters across Partneriaeth benefit from a named officer to support discussions and broker bespoke support. This has enabled high quality intervention in schools and clusters and an ability to work on priorities at a school and cluster level. Although Partneriaeth does not employ school improvement officers, local authority staff work closely with schools to develop priorities and share these with the region. In the best examples, support is delivered in a timely fashion and in collaboration with school improvement staff. This has enabled a number of case studies to be developed to share emerging practice in areas such as AoLE progression at a cluster level.

Clusters have received significant funding to enable collaboration and to support their shared understanding of progression. A minority have benefitted from joint closure days with a majority committed to engaging in this way in 2023-24.

Professional learning has focused on developing a shared understanding of progression through an understanding of the mandatory elements and requirements within each AoLE and a range of support has been developed to meet these needs. This is delivered through consistent messaging whilst accepting the natural variability between AoLEs. Schools and clusters have been supported to develop an understanding of learner progression along the 3 – 16 continuum through the lens of the mandatory principles of progression and key concepts and ideas from the mandatory statements of what matters and practitioners and leaders have benefited from a range of networks to support collaboration and shared understanding of why specific knowledge, skills and experiences are important for the planning of progress and learning and teaching. Considerations and understanding of the mandatory cross cutting themes of RSE and Diversity have also been delivered to further develop the schools understanding of an equitable and inclusive curriculum alongside our universal offer of developing pedagogical approaches to develop learning in the outdoors. Schools and settings have been supported through specific networks to understand the legal requirements for RVE and how it can be embedded into their curriculum design process.

All schools and settings have had access to high quality cross-curricular skills networks to further understand the relevance and importance of developing a curriculum which enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all Areas.

The Professional Learning offer for 23/24 clearly aligns with the National Mission and the school improvement guidance and will continue to build on key messages delivered throughout 22/23.



Section A: Curriculum Requirements

Intent

All schools and settings have access to universal and bespoke, bilingual support for Curriculum for Wales. Schools have been supported with the iterative design process, to plan for delivery of the mandatory elements and requirements and to engage with the regional asynchronous and synchronous professional learning offer. Local Authority support has been well-aligned with regional officer support to deliver high quality provision.

Primary networks for AoLE leads have continued across all AoLEs to ensure knowledge and understanding of key concepts within and to collaborate on key areas, such as progression and assessment and pedagogical approaches. Key messages have been shared with all schools and case studies will be developed. Primary schools have been encouraged to work as a cluster on shared understanding of progression and to share school based examples of their design processes and innovations with each other on a regular basis.

All secondary, all-age, special and PRUs that implemented Curriculum for Wales in September 2022 or will implement in September 2023 have access to universal, bilingual support for Curriculum for Wales. Schools have been supported with the iterative design process, to plan for delivery of the mandatory elements and requirements and to engage with the regional asynchronous and synchronous professional learning offer. Local Authority support has been well-aligned with regional officer support to deliver high quality provision.

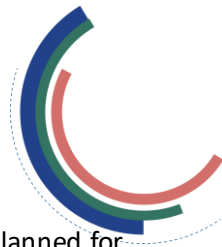
Secondary subject specific networks have continued across most AoLEs to ensure knowledge and understanding of key concepts within and to collaborate on key areas, such as progression and assessment and pedagogical approaches. Secondary schools have been encouraged to work with primary feeder schools and with other secondary schools to ensure a shared understanding of progression and to share school based examples of their design processes and innovations with each other on a regular basis.

Implementation

Nearly all primary schools in the Partneriaeth region have published their curriculum summary. Schools have shared their curriculum summaries using a variety of means including parent mail, school websites and social media ensuring that requirements are met. Through discussions within the primary networks and through bespoke cluster work, schools have a good understanding of the Curriculum for Wales framework, the mandatory elements and requirements and that these are embedded in the design process. Significant time has been invested in supporting this process with school improvement staff and school leaders to ensure a consistent message and to establish school-wide understanding of Curriculum for Wales framework in order to develop a high-quality curriculum that fully embeds the principles of the Curriculum for Wales. Asynchronous support can be accessed through our Curriculum for Wales website and schools are signposted to the cross regional website to access further support.

Across the Partneriaeth region 12 Secondary, and 2 all-age schools implemented Curriculum for Wales in September 2022 and all remaining secondary, all-age, special and PRU will implement from September 2023. All are in the process of developing their curriculum summaries this term and all will have published and adopted the summaries by autumn 2023. As part of on-going school improvement and evaluation procedures, all schools are reminded of the requirement to re-publish a summary following any changes made. Asynchronous resources have been available for all schools with regards to curriculum summaries. Regular discussions with LA school improvement partners detailing the requirements of a published summary has supported this process for our schools and settings.

Schools and settings have been supported through a range of synchronous and asynchronous professional learning this term to further understand the cyclical nature of the design process and there is an emerging understanding of



how curriculum, pedagogy and progression and assessment are interlinked and can't be thought of or planned for in isolation. This has included a continuation of workshops to develop a shared understanding of progression at an AoLE level across the 3-16 continuum; curriculum design – organising the learning (curriculum models to evaluate when and where specific learning is best) AoLE organising the learning (the importance of sequencing learning to ensure progression), cross-cutting themes CWRE, RSE and AoLE specific primary networks. Our offer is completely bilingual and has been reviewed and refined for the start of the academic year 23-24 to support all schools and settings wherever they may be on their design journey. A range of workshops on assessment approaches and pedagogical knowledge has also supported the curriculum conversations with opportunities to engage with experts such as Mike Gershon, Prof. Andy Penaluna and a range of HEI partners.

Schools from Partneriaeth are involved in range of national collaboration opportunities such as UBD, National Pedagogy Project, the NPEP and the National Networks where practitioners from the region provide planning and facilitation support for these sessions alongside regional staff. Schools from the region have been key contributor to the Camau i'r Dyfodol work and we are committed to supporting the next steps in this process through the dissemination and understanding of materials, resources and research.

Partneriaeth has a close working relationship with local authority school improvement officers in most cases. This has allowed bespoke support to be developed and delivered to meet the local needs as well as through the strong universal offer. In the best cases, joint visits have enabled school to identify their needs based on their self-evaluation and improvement priorities and therefore access to appropriate level of support. Partneriaeth has supported all 3 local authorities to deliver additional curriculum sessions to their schools and develop training for school improvement advisers.

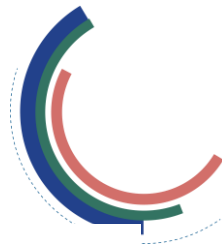
In Partneriaeth, school improvement advisers are employed locally and three advisers monitor the use of the professional learning grant. The use of the PL grant will be discussed during autumn term visits. However, in the best cases, it is clear that schools are innovative and prioritise a collaborative approach with schools in their cluster or network of schools.

Impact

The PL offer for schools in the summer term has been well received by our schools and clusters. Primary settings have clearly benefitted from having newly established networks for AoLE leads to collaborate and prioritise CfW discussions.

Most attendees at the Curriculum for Wales PL sessions would strongly recommend the sessions to colleagues and access additional bespoke support following these sessions. Most schools have made significant progress in their implementation of Curriculum for Wales and are now reviewing and refining their process. Further work is needed in establishing a consistent flow of information between Partneriaeth and improvement advisers in local authorities although, in most cases, this works effectively.

Most schools have made significant progress in their implementation of Curriculum for Wales and are now reviewing and refining their process. Evidence of this is apparent as the region has secondary or all-age schools from all three local authorities that we represent share effective practice during the cross-regional AoLE sessions across four different AoLEs. Further impact of our effective, high quality universal offer has led to an increase in bespoke requests, especially to support curriculum development at a cluster level.



Section B: Progression and Assessment Challenges

Intent

Progression and assessment has been and continues to be a key focus for school development and professional learning in the summer term of 2023. Partneriaeth continued their 3 part programme of developing a shared understanding of progression along the 3-16 continuum within AoLEs in the summer term. Asynchronous resources were also made available to all schools and settings and these have been well-received.

The cross-regional team have also developed a range of resources and PL sessions to support in this area and joint working and collaboration continues to be strong between regions and partnerships.

Implementation

Professional learning has focussed on the Principles of Progression and developing a shared understanding of progression across the 3-16 continuum and understanding how knowledge, skills and experiences need to be sequenced in a coherent manner in order for learners to make progress towards the four purposes.

Partneriaeth has supported clusters from all three local authorities during the summer term, however, we acknowledge that finding opportunities for collaboration between all clusters has been challenging. Moving forward the additional INSET day and guidance from Welsh Government as to how to use this time has been helpful alongside the need for schools to outline in a plan how they are working with schools from within and beyond their clusters.

Partneriaeth has quite complex cluster set ups where learners from primaries may not necessarily attend the official secondary due to language preference; this has been a considerable barrier for many schools as they make arrangements to collaborate with other schools on developing an understanding of progression for their learners. Shared vocabulary and terminology is key when discussing progression and this has been challenging due to inconsistencies within WG documents – especially through the medium of Welsh: cynnydd and dilyniant are used interchangeably even though they have significant differences when discussed through the lens of curriculum design and learner progression.

Discussions around accountability remain challenging for some schools and settings. Even though some schools are moving away considerably from summative assessment of learner progression as the only way of assessing learner progress, concerns around external accountability and expectations remain. This remains more of a challenge for secondary schools as they establish a way of sharing messages around progression with parents and cares that are not aligned to qualification grades.

Where the principles of Curriculum for Wales are truly understood and time has been given to engage with the framework and with professional learning from a regional or national perspective, schools are moving towards the development of more effective, formative assessments. Partneriaeth officers have supported local authority school improvement partners to understand how the personalised assessments can be used as part of the assessment arrangements used within schools.

The uncertainty around examinations for 2025 remain following the publication of the Made for Wales GCSEs by Qualifications Wales. Concerns remain for secondary practitioners who feel extremely responsible for the successful examination outcomes of their learners and this in turn has impact on any cluster decisions and discussions around disciplinary progression. Opportunities for discussions around current and future qualifications are built into the secondary subject networks.

Concerns around national expectations and alignment with regards to learner progression remain significantly high.



Impact

Partneriaeth continues to meet the needs of our schools through a range of universal and bespoke PL. Evaluation suggests that these sessions have a positive impact on leader and practitioner understanding of progression and assessment although significant challenges remain in terms of implementation. Professional learning in autumn and spring term 23-24 will continue to focus on these challenges.

Partneriaeth colleagues will support WJEC with professional learning and are involved in a range of stakeholder groups. However, Partneriaeth no longer has a dedicated secondary team of advisers so this does present capacity challenges.

Section C: Cluster working

Intent

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

Implementation

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

Partneriaeth officers have discussed and shared resources and materials with local authority school improvement partners with regard to the Section 57 ministerial direction using the narrative provided by Welsh Government in order to disseminate further to their individual schools. Plans to develop a shared understanding of progression are being developed in conjunction with school improvement plans and transition plans. Every cluster in Partneriaeth has been supported to have a transition plan in place that has been agreed by the cluster.

Impact

Where cluster working is effective and strategically planned, schools are beginning to develop a more coherent appreciation of the learning continuum, to ensure smooth transitions and appropriate pace and challenge of expectations. Most clusters are developing their own strategic vision for developing a shared understanding of progression and are truly deepening their knowledge and understanding how learners progress within and across AoLEs. Clusters working effectively and where we are supporting on a regular basis really understand why learner



progress and not attainment is critical to learning and teaching and should inform curriculum design, classroom planning and assessment. Working within a cluster support model has strengthened relationships between and within schools and there is a continued commitment to working in this way with our clusters as we progress through 2023-24.

It should be acknowledged that, for a minority of clusters, working in this way is relatively new and will take time to become established. However, nearly all schools are committed to using curriculum funding to develop shared understanding of Curriculum for Wales as a cluster.

Section D: Schools Receiving Most Support

Intent

Partneriaeth works in collaboration with local authority officers to support schools who are at various stages of their curriculum reform journey. School priorities are identified through robust self-evaluation and in partnership with local authority school improvement partners or through Estyn recommendations. Schools and local authority officers broker additional bespoke support from Partneriaeth to address specific priorities. Where necessary, the local authority and Partneriaeth have jointly agreed the rationale for the range of support being made available.

Implementation

The nature of support requested by schools and delivered by Partneriaeth officers has varied during the Summer term from basic understanding of the Curriculum for Wales framework to specificities around curriculum design. Curriculum for Wales support for schools in Estyn category have focused on developing and deepening knowledge and understanding of the mandatory elements and requirements whilst developing pedagogical approaches to support change and improvement. Support has ranged from INSET planning with school leaders on developing a vision for Curriculum for Wales to professional learning sessions with practitioners on ensuring effective challenge and pace for all learners through effective pedagogy. Supporting with skills progression has been a priority for schools in Estyn category with regular input from Partneriaeth officers to enable practitioners to plan for progression with regards to the cross-curricular skills.

Impact

Even though the process of supporting schools with furthest to go with regards to Curriculum for Wales is a lengthy process, supporting schools with engaging and re-engaging with the principles of the curriculum is key in developing a high-quality curriculum that fully embeds the principles of the Curriculum for Wales as stated in the Journey to rollout. Immediate impact of any PL delivered on curriculum design with schools during the summer term cannot yet be evaluated as the process involved takes time to embed. However, the nature of professional discussions with these schools are moving from requesting generic planning templates etc. to discussions around effective means of realising Curriculum for Wales for their learners through considerations of approaches to how the Areas, statements of what matters, principles of progression and disciplines are used to inform curriculum and assessment design.

Agenda Item 8



Partneriaeth Scrutiny Work Programme 2023/2024

Date	Item
<p>23 Oct 2023 10am Remotely via MS Teams</p>	<ol style="list-style-type: none"> 1. Outline of and Feedback from Partneriaeth Joint Committee held on 6 October 2023 Lead Director and Lead Officer Partneriaeth 2. Updated Risk Profile Lead Director and Lead Officer Partneriaeth 3. Update on Curriculum for Wales Lead Director and Lead Officer Partneriaeth 4. A look at Performance of Partneriaeth Priority 2 – Embed principles and processes which underpin educational equity in all schools and educational settings. Lead Director, Lead Officer and relevant Strategic Advisors
<p>26 Feb 2024 10am Remotely via Teams</p>	<ol style="list-style-type: none"> 1. Outline of and Feedback from Partneriaeth Joint Committee held on 2 February 2024 Lead Director and Lead Officer Partneriaeth 2. The Joint Committee’s financial affairs, risk Management and Governance arrangements (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 3. Updated Risk Profile Lead Director and Lead Officer Partneriaeth 4. A look at Performance of Partneriaeth Priority 3 - Support schools and educational settings to develop a range of research and enquiry skills as a key part of their own professional learning. Lead Director, Lead Officer and relevant Strategic Advisors 5. A National and Professional Enquiry Project (NPEP) – School to present a project undertaken.
<p>24 Jun 2024 10am Remotely via Teams</p>	<ol style="list-style-type: none"> 1. Outline of and decisions for Partneriaeth Joint Committee held on 7 June 2024 Lead Director and Lead Officer Partneriaeth 2. Chair of the Joint Committee and Directors from each Council (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)

	<ul style="list-style-type: none"><li data-bbox="399 112 1420 190">3. Updated Risk Profile Lead Director and Lead Officer Partneriaeth<li data-bbox="399 190 1420 268">4. Update on New Curriculum Lead Director and Lead Officer Partneriaeth<li data-bbox="399 268 1420 414">5. A look at the Performance of Partneriaeth Priority 4 - Provide career pathways for leaders, practitioners and support staff at all levels of the system. Lead Director, Lead Officer and relevant Strategic Advisors<li data-bbox="399 414 1420 486">6. A National and Professional Enquiry Project (NPEP) – School to present a project undertaken.
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