

PARTNERIAID ADDYSG CANOLBARTH CYMRU

MID WALES EDUCATION PARTNERS



Cyngor Sir
CEREDIGION
County Council



Partneriaid Addysg
Canolbarth Cymru
Mid Wales
Education Partners

Cynllun busnes | Business plan 2023 – 2026

(gan gynnwys | including annual plan for
2023 – 2024)

Mae'r ddogfen hon hefyd ar gael yn Gymraeg

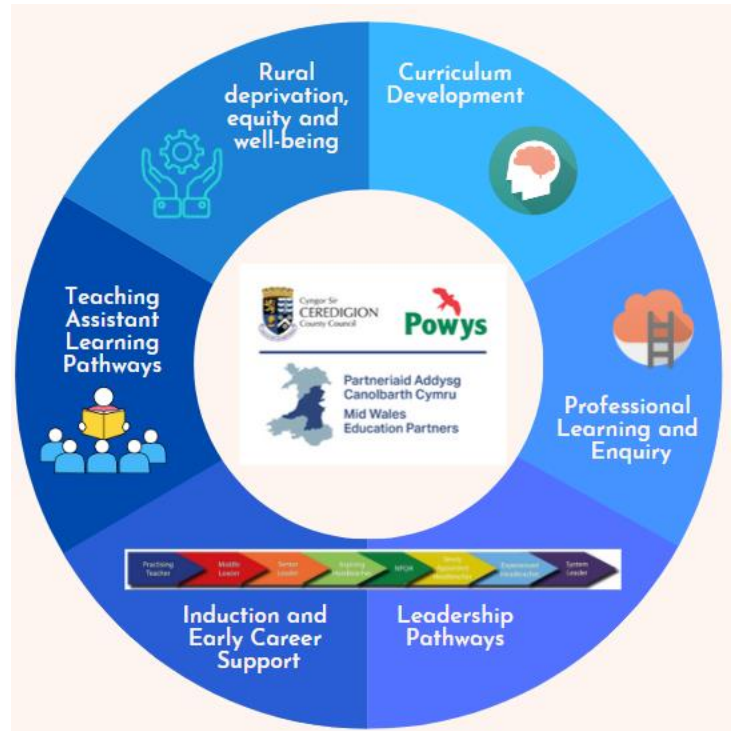
CONTENTS

| | |
|--|----|
| Introduction | 3 |
| Mid Wales Education Partners in Context | 5 |
| MWEP Structure & Governance | 8 |
| 2022 – 2023 Evaluation | 10 |
| Evaluation of 22/23: Priority 1 | 11 |
| Evaluation of 22/23: Priority 2 | 17 |
| Evaluation of 22/23: Priority 3 | 22 |
| Evaluation of 22/23: Priority 4 | 24 |
| Evaluation of 22/23: Priority 5 | 26 |
| Delivery Arrangements | 27 |
| 3 Year Priorities: 2023 - 2026 | 29 |
| MWEP 2023 – 2026 priorities:..... | 32 |
| MWEP 2023 – 2024 Priorities | 33 |
| Overview of 23/24 Priorities..... | 33 |
| 2023 – 2024 Delivery Plan | 34 |
| Blaenoriaeth 1 Priority 1 | 36 |
| Blaenoriaeth 2 Priority 2 | 39 |
| Blaenoriaeth 3 Priority 3 | 42 |
| Blaenoriaeth 4 Priority 4 | 44 |
| Blaenoriaeth 5 Priority 5 | 46 |
| 2023 – 2024 RCG MWEP Funding | 48 |

INTRODUCTION

Mid Wales Education Partners (MWEP) was formed in September 2021 with Ceredigion and Powys Local Authorities Education Departments working collectively and collaboratively on some aspects to support the needs of schools, learners, and practitioners across Mid Wales. The agreed Memorandum of Understanding underpins the work of the Partnership and clearly states the joint areas of working which includes:

1. Curriculum development
2. Professional Learning & Enquiry
3. Equity and rural deprivation
4. Leadership Pathways
5. Support for Newly Qualified Teachers / Induction and Early Career Teachers
6. Teaching Assistant Learning Pathways



Our Vision and Values:

As Mid Wales Education Partners we will provide an integrated service to schools. Our work in supporting schools will be of exceptional quality and will ensure innovation and rigour leading to sustainable and continuous school improvement. We will be:

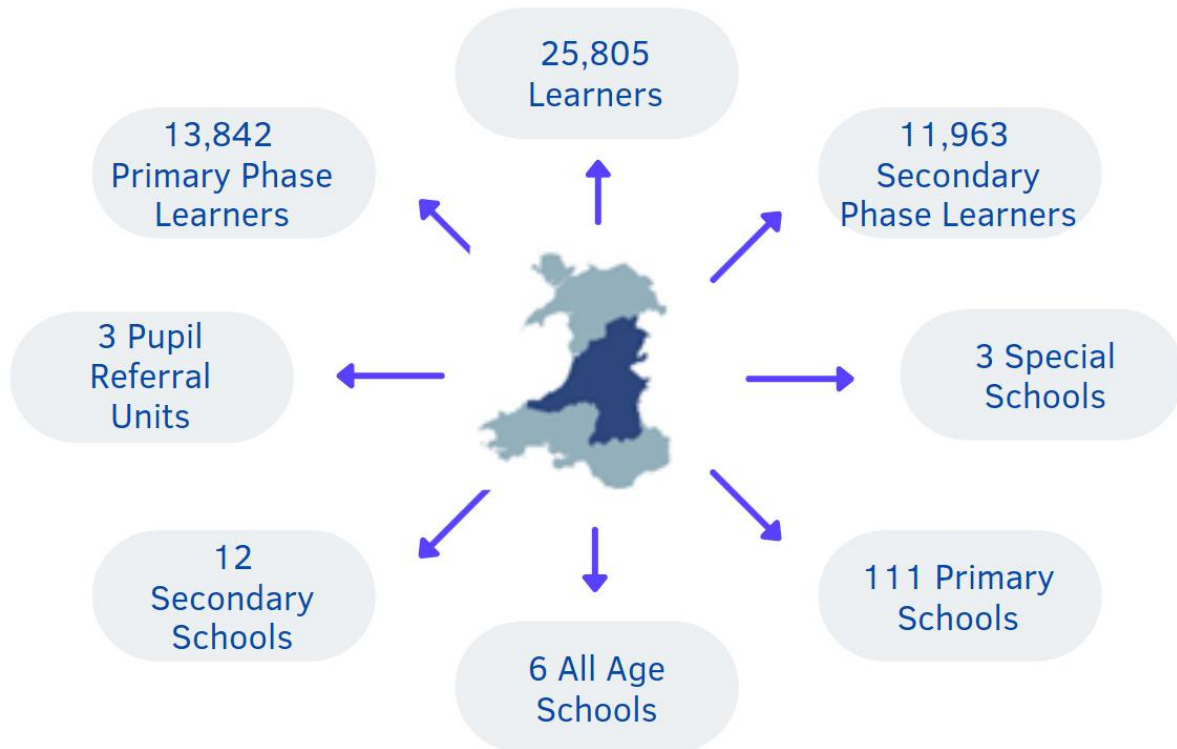
- Supportive and collaborative in our approach
- Creative, flexible, and honest in our ways of working
- Effective and efficient as a partnership




Our Aims:




In recognition of the work of the MWEP to support schools in successfully delivering 'Our National Mission: high standards and aspirations for all' and the recognition of the need to reduce the variation between schools and geographical areas, working closely with both Local Authorities and their School Improvement teams, MWEP aims include:

- to support leaders and their professional development and to develop a range of effective future leaders to meet the need of Mid Wales
- support teachers and teaching assistants with a comprehensive, purposeful, high quality, effective and accessible professional learning offer, and is in accordance with local priority areas
- to support schools in their post pandemic recovery to positively impact on pupil and staff wellbeing
- to support schools in the development of a curriculum offer which has progress and the four purposes at its core
- to support schools to continually improve the quality of teaching and learning to positively impact on pupils' life chances
- to ensure high quality and rigorous support, challenge, and purposeful intervention to schools
- to develop purposeful and effective networks of support between schools and facilitate a self-improving system
- to provide bespoke support for schools in accordance with the school development priority areas
- to develop a joint understanding of rural deprivation and equity to ensure that all pupils are given equal opportunities to succeed, irrespective of their social challenges
- to ensure that the Mid Wales Education Partners work efficiently and strives for economies of scale, and
- to work effectively with a range of appropriate partners to provide a service led by the needs of our schools, Welsh Government and Local Authority priorities, aligned strategically with 'Growing Mid Wales' and the Regional Learning and Skills Partnership Board.

MID WALES EDUCATION PARTNERS IN CONTEXT



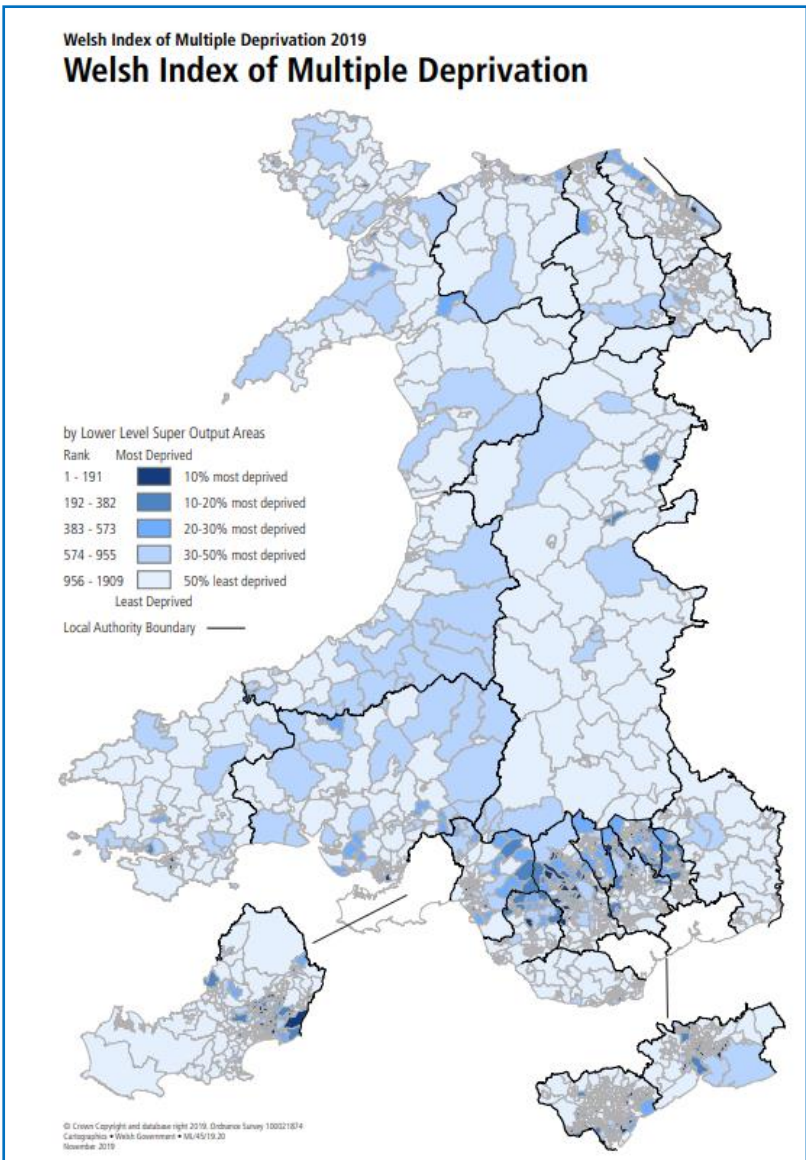
| | Mid Wales Education Partners | Ceredigion Local Authority | Powys Local Authority |
|---|---|--|---|
| |  |  |  |
| Schools (as of September 2022) | | | |
| Primary | 111 | 36 | 75 |
| All Age | 6 | 3 | 3 |
| Secondary | 12 | 4 | 8 |
| Special | 3 | 0 | 3 |
| Pupil Referral Units | 3 | 1 | 2 |
| Total schools across MWEP | 135 | 44 | 91 |
| Learners (Source PLASC 2022) | | | |
| Primary Phase | 13,842 | 4,847 | 8,995 |
| Secondary Phase | 11,963 | 4,348 | 7,615 |
| Total MWEP learners - Statutory School Age | 25,805 | 9,195 | 16,610 |

| | Mid Wales Education Partners  | Ceredigion Local Authority  | Powys Local Authority  |
|---|--|---|---|
| Learners (Source PLASC 2022) | | | |
| Number eFSM | 3,948 | 1,363 | 2,585 |
| % eFSM | 18.0 | 17.8 | 18.1 |
| Number ALN - Primary | 2,752 | 943 | 1,809 |
| % ALN – Primary | 23.2 | 23.2 | 23.3 |
| Number ALN – Secondary | 2,178 | 572 | 1,606 |
| % ALN – Secondary | 21.6 | 15.9 | 24.8 |
| Number EAL | 135 | 44 | 91 |
| % EAL | 0.6 | 0.6 | 0.6 |
| Number taught Welsh as a first language | 7,825 | 5,457 | 2,368 |
| % taught Welsh as a first language | 35.7 | 71.3 | 16.6 |
| Staff (Source School staff (PLASC) (gov.wales)) | | | |
| Number of teaching staff | 1,730 | 620 | 1,110 |
| FTE teaching staff | 1,515 | 550 | 965 |
| Number of support staff | 1,705 | 590 | 1,115 |
| FTE support staff | 1,385 | 515 | 870 |
| Economic Activity (Year ending 30 th Sept 2022) Economic inactivity rates (including students) by Welsh local area and year (gov.wales) | | | |
| % Of working age people (aged 16 – 64) who are economically active | Wales: 24.1% Mid Wales: 22.0% | 24.8% | 20.2% |

Welsh Index of Multiple Deprivation (2019) [Welsh Index of Multiple Deprivation \(gov.wales\)](http://gov.wales)

Every 4 to five years, the Welsh Government undertake a measure of relative deprivation for small areas in Wales, known as The Welsh Index of Multiple Deprivation (WIMD) and was last published in 2019. WIMD ranks all small areas (the Lower-layer Super Output Areas (LSOAs)) in Wales from 1 (most deprived) to 1,909 (least deprived).

| | | | |
|--|--|------|------|
| Number in most deprived 10% LSOAs in Wales | | 1/46 | 1/79 |
| Number in most deprived 20% LSOAs in Wales | | 2/46 | 5/79 |



MWEP STRUCTURE & GOVERNANCE

The Mid Wales Education Partnership is governed by a Memorandum of Understanding agreed by both Local Authorities for the period 2023 – 2026, and which outlines the roles, responsibilities, accountability, and governance of the partnership.

The 2023 - 2024 Business Plan is linked to the individual Business Plans of both Ceredigion and Powys Local Authorities; this ensures alignment between shared priority areas and wider elements of school support and improvement work.

Both Ceredigion and Powys maintain their own core team of school improvement staff, such as School Improvement / Support Advisers, subject leads, administrative and finance officers. These are funded from the Local Authority Education core budget. All grants therefore increase capacity and can specifically target priority area activities.

| | | | | | | |
|--|--|-------------------------------------|---|--|---|--|
| Strategic Direction L1 (termly meetings) Chief Executives Chief Education Officers MWEP Strategic Lead | | | <ul style="list-style-type: none"> • Mid Wales Education Partners Business Plan (MWEP) • Local Authority Business Plan & Performance Board | | | Headteacher Reference Group (termly meetings) |
| Strategic Direction L2 (termly meetings) Chief Education Officers MWEP Strategic Lead | | | <ul style="list-style-type: none"> • Termly Portfolio Leads meeting • Termly Headteacher Reference Group • Annual report to Ceredigion and Powys scrutiny committees | | | |
| Operational Group (monthly meetings) MWEP Strategic Lead Service Managers School Improvement Leads | | | | | | |
| Curriculum development | Professional Learning & Enquiry | Equity and rural deprivation | Leadership Pathways | Support for NQTs and Early Career | Teaching Assistant Learning Pathways | |
| Sally Llewellyn | Sally Llewellyn | Gareth Lewis | Sarah Perdue | Alwyn Ward | Alwyn Ward | |
| Aled Rumble | Chris Davies | Laurie Hughes | Dafydd Iolo Davies | Sarah Perdue | Sarah Perdue | |
| Chris Davies | Aled Rumble | Mary Strong | | | | |
| Elen Davies | Elen Davies | Andy Farrell | | | | |
| | Rhianydd James | | | | | |
| | Menna Jones | | | | | |
| | Kay Morris | | | | | |
| | Rob Walters | | | | | |
| | Gareth Lanagan | | | | | |
| Cross Regional and MWEP AoLE Networks (termly meetings) | | | | | | |
| Expressive Arts | Health and Well-being | Humanities | Languages, Literacy & Communication | Mathematics & Numeracy | Science & Technology | |
| Lynsey McCrohon | Laurie Hughes | Aled Rumble | Laura Evans | Liz Evans | Anthony Bebb | |
| Elen Davies | Mary Strong | Fiona Thomas | Menna Beaufort Jones | Rhian Arch Rees | Kay Morris | |
| Nia Vaughan | Andy Farrell | Eurig Towns | Rhianydd James | Liws Harries | Rob Walters | |
| Claire Bradford | Gareth Lewis | Bethan James | Sarah Perdue | Gwyn Williams | David Quick | |
| Ross Bennett | Chris Davies | Bethan Jones | Bethan Price | Rachel Jones | Kay Hughes | |
| Claire Pritchard | Hannah Davies | Leah Acreman | Delyth Jones | Lowri Morgan | Sarah Cuthbertson | |
| | Nicole Jenkins | | Wendi Terry / Lorna Tuffin | Adrienne Davies | Faye Brodrick | |
| | | | Ashley Bennett | | | |
| | | | Keri Bosley | | | |
| Representation on all Cross Regional Fora with clear lines of communication back to MWEP and LA leads | | | | | | |

2022 – 2023 EVALUATION

One of the key aims of the Mid Wales Education Partners has been to ensure that our work has a positive impact on the well-being, practices and progress of our schools, practitioners and our learners. This was reflected in the five priority areas for 2022 – 2023, which incorporated both the local and national priorities to support schools across Mid Wales to recover following the impact of the pandemic and to successfully embrace curriculum reform. This included strengthened cluster and school to school working to support the continued improvement in the quality of teaching and learning and curriculum design for the 3 – 16 continuum.

2022 – 2023 Priorities:

1. Ensure that schools are confident in implementing the Curriculum for Wales from 09/22 onwards, and continue to focus on improving T & L
2. Support and develop excellent education professionals.
3. Develop and implement an equity strategy and support pupil and practitioners' wellbeing and emotional needs.
4. Ensure that school support and improvement arrangements are clear, and lead schools to continue to develop as learning organisations that implement the revised arrangements for improvement, evaluation, and accountability.
5. Ensure efficient internal arrangements, and effective communication and engagement with stakeholders.

EVALUATION OF 22/23: PRIORITY 1

Ensure that schools are confident in implementing the Curriculum for Wales from September 2022 onwards and continue to focus on improving teaching and learning.

Nearly all schools across the MWEP continue to engage positively with the Curriculum for Wales reform programme.

For primary schools and those secondary and special schools and settings working with the new curriculum since September 2022, nearly all have published their visions and curriculum summaries. Most schools continue to engage well with the national, regional and / or local universal and bespoke support available and many recognise the importance of planning time for regular professional learning opportunities for staff to continue to develop a deepening understanding of the Curriculum for Wales framework. Many schools report that staff are developing a greater confidence and knowledge of the components within the framework, with the majority of practitioners collaborating with peers to design and plan their curriculum offer.

The remaining secondary and special schools and settings continue to prepare well for the Curriculum for Wales in September 2023. Nearly all these schools are engaging purposefully with the universal and bespoke offer across the partnership and use the system expectations within 'Curriculum for Wales: the journey to 2022' to support their strategic planning.

Most schools are reviewing the vision, values and behaviours within their unique settings and have engaged well with staff to develop this across their school and cluster. Many school leaders have a sound understanding of the curriculum framework and its design considerations and have identified a range of professional learning opportunities for staff to continue to develop a clear and shared understanding of effective pedagogy, the Principles of Progression and formative and summative assessment.

All schools, practitioners and school service officers across the Mid Wales Education Partners have access to the national, MWEP and Local Authority professional learning offer and resources via the Hwb platform. All the professional learning is either accessible live via Teams, in person or asynchronously following the event via the Welsh Education Consortia website or Local Authority SharePoint on Hwb.

The regional and Local Authority professional learning offer was shared with schools well in advance of the new academic year to allow time for schools to incorporate the offer into their school calendars. Schools are also reminded of the professional learning offer via their local SharePoint sites and the termly Curriculum for Wales newsletter. Where schools have successfully found the time and space for professional learning, leaders have effective plans in place and make good use of the professional learning grant. However, it is recognised that a few schools require

additional support to enable strong leadership so that professional learning is well planned and well considered in line with whole school and Areas of Learning priorities.

Across Mid Wales, officers take an active and important role on a national level by co-constructing and participating fully within national programmes on ‘Curriculum and assessment design’ and ‘Progression’. All schools are encouraged to attend the national professional learning events, with participation by Ceredigion and Powys schools outlined in the table below. Engagement figures from the national professional learning opportunities show that a few of MWEP schools actively engage with the national professional learning offer. Engagement with the national offer remains a priority for 2023 – 2024.

| Engagement figures for live national professional learning events (may not include engagement with asynchronous resources) https://drive.google.com/file/d/1JRhwjv-HnSGsxcwUxTFNSsiPKZYJ7ZA/view | | | | |
|---|--|--|--|--|
| Training date | Training | Total number of MWEP schools attended | Type of school | Role within school (NB: Some schools had multiple attendees) |
| 20.09.2022 | Overview of assessment and progression within Curriculum for Wales | 23 | Primary - 21 Secondary - 0 All age - 2 Special - 0 PRU - 0 | Teacher – 3 Middle leader - 1 Senior leader – 5 Headteacher – 14 |
| 04.10.2022 | Developing a Shared Vision: Revisiting some of the underpinning theory, with examples from schools and opportunities to discuss approaches | 8 | Primary - 7 Secondary - 0 All age - 1 Special - 0 PRU - 0 | Teacher – 0 Middle leader - 0 Senior leader – 4 Headteacher – 4 |
| 07.12.2022 | Assessment and Progression – sharing approaches: Practical examples of how schools have approached the self-evaluation of curriculum provision | 8 | Primary - 8 Secondary - 0 All age - 0 Special - 0 PRU - 0 | Teacher – 6 Middle leader - 0 Senior leader – 8 Headteacher – 3 |
| 26.01.2023 | Planning different curriculum models: Practical examples of how schools have approached the development of curriculum models and opportunities to discuss approaches | 4 | Primary - 3 Secondary - 0 All age - 0 Special - 1 PRU - 0 | Teacher – 0 Middle leader - 0 Senior leader – 4 Headteacher – 0 |

| | | | | |
|------------|---|----|---|--|
| 08.02.2023 | Planning for curricular cohesion: Building on planning for progression with practical school-based examples | 2 | Primary - 2 Secondary - 0 All age - 0 Special - 0 PRU - 0 | Teacher – 1 Middle leader - 0 Senior leader – 1 Headteacher – 0 |
| 07.03.2023 | National AoLE Network Health & Wellbeing and Languages Literacy & Communications | 20 | Primary - 9 Secondary - 2 All age - 1 Special - 1 PRU – 0 Officers - 7 | Teacher – 3 Middle leader - 4 Senior leader – 2 Headteacher – 3 |
| 08.03.2023 | National AoLE Network Humanities and Maths & Numeracy | 12 | Primary - 4 Secondary - 1 All age - 2 Special - 0 PRU – 0 Officers - 4 | Teacher – 2 Middle leader - 2 Senior leader – 4 Headteacher – 0 |
| 09.03.2023 | National AoLE Network Science & Technology and Expressive Arts | 12 | Primary - 8 Secondary - 1 All age - 1 Special - 0 PRU – 0 Officers - 2 | Teacher – 5 Middle leader - 3 Senior leader – 1 Headteacher – 1 |

At a regional and local level, school and practitioner engagement is stronger with schools offered a combination of universal and bespoke training to support their realisation of the new curriculum and strong pedagogical principles. For example, 155 practitioners from the MWEP attended the summer 2022 Assessment and Progression webinar and the successful launch of the assessment website for all schools and practitioners. Initial feedback from this webinar using the Kirkpatrick model showed that 97.6% of the practitioners agreed that the professional learning opportunity improved their knowledge of the subject and scored 4.07/5 for the potential to have a positive impact on practice. In the follow up evaluation, feedback related to the impact of the professional learning on outcomes of learners by the participants stated that as a result of the regional professional learning webinars delivered during the summer 2022 term on Assessment and Progression that as a result the school had made changes to their assessment procedures to concentrate formative assessment and learner progress.

Further focus and professional learning opportunities to support teaching and learning approaches and pedagogy has been supported by the establishment of termly regional networks for each of the six AoLEs. Over 600 individual practitioners from across MWEP schools have registered with the online networks with the aim of the networks to allow practitioners from across Mid Wales to share identified effective practice and resources. Engagement with the MWEP AoLE networks is improving as outlined in the table below and remains a priority for 2023 – 2024. Feedback from practitioners identify that the AoLE networks are proving valuable to enable to collaborate, discuss practices, and share effective practice. All sessions are recorded, and resources

shared in the Team area on Hwb. Each network has individual channels for primary, secondary, transition and Welsh medium collaboration.

| | MWEP AoLE network | | | | | |
|---|--|--|--|--|--|--|
| | Expressive Arts | Health and Well-being | Humanities | Language, Literacy & Communication | Mathematics & Numeracy | Science & Technology |
| Number of MWEP schools registered for network | 64 | 75 | 67 | 72 | 66 | 71 |
| Summer 2022 | 27 Primary - 17 Secondary - 6 All age - 2 Special - 1 PRU - 1 | 18 Primary - 13 Secondary - 3 All age - 1 Special - 0 PRU - 1 | 14 Primary - 8 Secondary - 2 All age - 2 Special - 1 PRU - 1 | 18 Primary - 13 Secondary - 2 All age - 2 Special - 0 PRU - 1 | 19 Primary - 14 Secondary - 3 All age - 1 Special - 0 PRU - 1 | 15 Primary - 10 Secondary - 5 All age - 0 Special - 0 PRU - 0 |
| Autumn 2022 | 13 Primary - 9 Secondary - 2 All age - 1 Special - 1 PRU - 0 | 28 Primary - 20 Secondary - 3 All age - 4 Special - 1 PRU - 0 | 23 Primary - 15 Secondary - 4 All age - 3 Special - 1 PRU - 0 | 27 Primary - 18 Secondary - 5 All age - 3 Special - 1 PRU - 0 | 26 Primary - 20 Secondary - 4 All age - 1 Special - 1 PRU - 0 | 23 Primary - 15 Secondary - 6 All age - 1 Special - 1 PRU - 0 |
| Spring 2023 | 15 Primary - 11 Secondary - 2 All age - 0 Special - 2 PRU - 0 | 20 Primary - 16 Secondary - 2 All age - 1 Special - 1 PRU - 0 | 16 Primary - 7 Secondary - 6 All age - 2 Special - 1 PRU - 0 | 16 Primary - 11 Secondary - 4 All age - 0 Special - 1 PRU - 0 | 18 Primary - 13 Secondary - 3 All age - 2 Special - 0 PRU - 0 | 19 Primary - 13 Secondary - 6 All age - 0 Special - 0 PRU - 0 |

Where engagement with the professional learning offer is strong, either as part of the live or asynchronous sessions, there is evidence from recent Estyn reports and Local Authority School Improvement reports that these schools are making valuable progress in the planning and implementation of the Curriculum for Wales. At Ysgol Calon Cymru this was noted by the inspectorate where they commented, “*All staff have beneficial opportunities to participate in a wide range of working groups that enable them to share and develop their classroom practices and to develop their leadership skills. This is starting to have a positive impact on a few areas of the school’s work.*” (Estyn, October 2022). However, it is too early to fully evaluate the impact of the networks on provision and learner progress across the Mid Wales Education Partner schools.

Bespoke support and professional learning opportunities is brokered through the School Improvement / Support Advisers, with the individual school priorities shared with officers to inform their support plan. In 2022 – 2023 66 schools across the MWEP

had identified the Curriculum for Wales as a whole school priority and 37 assessment and progression. For these schools, bespoke support has been provided to allow for individual conversations and progress on whole school and cluster curriculum planning, progression and assessment.

In September 2022 across the Mid Wales Education Partners, all primary schools / phases and six secondaries, all age and special school / phases (one in Ceredigion and five in Powys) adopted the Curriculum for Wales. In line with the mandatory requirements, with the support and guidance from the MWEP, all of the schools which have adopted the curriculum have developed a purposeful school vision. In many MWEP schools, the vision has been developed collaboratively with key stakeholders to successfully incorporate valuable opportunities for learners to explore the historic, cultural, and social features of their cynefin and Wales. In the most effective schools, the school vision has also successfully incorporated opportunities to learn about the diversity of society in Wales and the wider world. For example, the vision of schools such as Trefonnen CiW and Ysgol Penglais are noted for their inclusivity and have been shared nationally and locally across the partnership with their recent Estyn reports stating *“The preparation for the new curriculum is thorough and inclusive and takes account of the school's vision and values”* (Estyn July 2022) and *“The school has a clear vision for its curriculum which is based on the principles that the school has identified around Communication, Wellbeing and Positivity, Knowledge, Creative Culture and Inclusiveness”* (Estyn, May 2022) respectively.

Schools and non-maintained settings that have adopted the new curriculum have considered and published purposeful and appropriate curriculum summaries which are available for viewing by all stakeholders. For example, Newbridge on Wye CiW school and Ysgol Gynradd Aberteifi. However, it is recognised that a minority of schools need further support to ensure that the curriculum summaries are shared purposefully with stakeholders.

To support collaborative working in the development of a 3 – 16 continuum in curriculum design, strong transitional plans and effective pedagogy, school to school and cluster working has been encouraged. This has been developed through the universal cluster training and bespoke support provided for schools across the Mid Wales Education Partners by MWEP officers. This support has also been provided to many non-maintained settings. As a result, many clusters have established and published clear cluster visions and as a result, practitioners can use the vision to drive their cluster curriculum. The strength of collaborative school to school and cluster working has been noted in Ysgol Calon Cymru, Llansantffraid Church in Wales and Ysgol Penglais recent Estyn reports with the inspectorate noting *“Although in its infancy, leaders have formulated suitable curriculum principles, ‘The Curriculum Pledge’. This exercise involved consultation with staff, pupils, cluster schools, parents, governors and members of the local community”* (Ysgol Calon Cymru Estyn report, October 2022). *“Leaders and staff have worked systematically on their journey to creating an exciting whole school curriculum. They have worked closely with pupils,*

parents and governors to develop a purposeful curriculum vision based on the school's core values 'Mesen ddyry Dderwen' 'Learning to grow, growing to learn'. Through this vision and working collaboratively with other local schools, they have trialled new ideas and evaluated the impact of any new approaches on pupils' learning. As a result, their newly designed curriculum is relevant and meets the needs of all pupils well" (Llansantffraid CiW, Estyn report, November 2022). "The school has beneficial arrangements with local primary schools to ensure that the curriculum in Year 7 builds well on pupils' experiences during Key Stage 2. Work with these primary schools to develop the progression of learning in the Curriculum for Wales is in its infancy". (Ysgol Penglais Estyn report, May 2022)

Mid Wales Education Partners schools' have been identified as successfully using the professional learning available nationally, regionally and locally to not only prepare for curriculum reform, but also in working towards approaches to improving practitioner pedagogy. For example, at Ysgol Uwchradd Aberteifi, Estyn note "*Work on curriculum design, coupled with a focus on improving teaching, has led to a strong, clear vision for the Curriculum for Wales*" (Estyn report, March 2022).

As a result of the strengthened cluster / regional working nearly all clusters have successfully developed and adopted transition plans which will support the progress of learners. Next steps have been identified for clusters to work together to develop their 3 – 16 curriculum continua in each AoLE. It is recognised that a minority of schools across the Mid Wales Education Partners require further bespoke support to ensure that their development of the curriculum and assessment procedures are purposeful and that strong transition plans are in place. It is also important that all school support and improvement officers are familiar and confident in the progression and assessment procedures of the new curriculum.

EVALUATION OF 22/23: PRIORITY 2

Support and develop excellent education professionals.

As part of the Mid Wales Education Partners, all Mid Wales schools and practitioners have access to the national and regional leadership pathways. Facilitated by regional officers, schools and practitioners continue to engage well with the national leadership pathways as shown in the table below.

| National Leadership Pathways followed by MWEP practitioners | 2021 – 2022 participants | 2022 – 2023 participants |
|--|--|---|
| Induction for Newly Qualified Teachers | 91 Ceredigion: 37 Powys: 54 | 99 Ceredigion: 30 Powys: 69 |
| Early Career (New pilot programme from Spring 2023) | N/A | 18 Ceredigion: 9 Powys: 9 |
| Teaching Assistant Learning Pathway (TALP) | | |
| Newly Appointed Teaching Assistant Programme induction | 18 | 33 |
| Practising Teaching Assistant Programme | 34 | 8 |
| Aspiring Higher Level Teaching Assistant (HLTA) | 35 | 16 (Cylch / Cohort 5 and 6) |
| National Leadership Development Programmes | | |
| Middle Leadership Development Programme | 25 | 21 |
| Senior Leader Development Programme | 14 | 12 |
| Aspiring Headteacher Development Programme – preparation for NPQH | 12 | 8 |
| NPQH assessment | 27 Ceredigion 9 Powys: 18 Of which 25 gained the qualification Primary – 15 Secondary - 8 Special – 2 PRU - 0 | 15 Ceredigion: 1 Powys: 14 Of which 14 gained the qualification Primary – 10 Secondary - 3 Special – 1 PRU - 0 |
| Newly Appointed and Acting Headteacher Programme | Cohort 4: 8 | Cohort 5: 11 |
| Experienced Headteacher Programme | 1 | 2 |

| | | |
|---|---------------------------------|----------------------------------|
| National coaching and mentoring programme | 10 Ceredigion: 2 Powys: 8 | 18 Ceredigion: 1 Powys: 17 |
|---|---------------------------------|----------------------------------|

Even though it is difficult to judge the full impact of the leadership programmes on leadership, provision and ultimately the learning and progress of learners across the MWEP schools, recent Estyn inspections has referred to opportunities available for practitioners to develop their practice and the positive impact they have on leaders' practice. For example, at Ysgol Penglais "*Staff are .. given beneficial opportunities to gain additional qualifications to support their professional knowledge and development. The continuous focus on improving practice within the school is having a notable impact on the quality of teaching and learning.*" (Estyn report, May 2022). And at Ysgol Calon Cymru, the Inspectorate report noted "*Leaders have created a positive ethos that promotes continuous professional learning for all staff. They have developed a clear 'Professional Learning Charter' that sets out its ambition to be a learning organisation that makes use of the professional standards in teaching to reflect on its practice and improve. Staff have access to a range of appropriate professional development opportunities that generally meet their individual needs and the school's strategic priorities. These include termly in-school development days, sessions provided by external providers and courses on developing the Curriculum for Wales*" (Estyn report, October 2022).

As a result of the aspiring headteacher development programme, leading on to NPQH qualification across Mid Wales, the majority of the schools with acting headteacher positions have successfully appointed permanent headteachers between April 2022 and March 2023. However, it is recognised that this is an ever changing picture and a continued focus is required on securing strong leadership and succession planning across Mid Wales.

| | School | Headteacher position in April 2021 – March 2022 | Headteacher position in April 2022 – March 2023 | Notes |
|-------|-----------------------------------|---|---|---|
| Powys | Ysgol Uwchradd Caereinion | Acting | Permanent | Appointment for new All Age school – Ysgol Bro Caereinion from September 2022 |
| | Ysgol Gynradd Llanfair Caereinion | Acting | Permanent | |
| | Welshpool High School | Acting | Permanent | Appointment from September 2022 |
| | Llanrhaeadr ym Mochnant | Permanent | Acting | Advertised three times – no applications to date |
| | Crickhowell Primary School | Acting | Acting | Going out to advert in Spring 2023 |

| | | | | |
|---|-------------------------|-----------|------------------------------|---|
| | Crickhowell High School | Permanent | Acting | |
| | Gwernyfed High School | Permanent | Executive | New headteacher appointed from April 2023 |
| | Cradoc | Acting | Acting | School closing – August 2024 and will be part of new primary school in Brecon |
| | Cefnlllys | Permanent | Acting | Advertised – but no appointment. |
| Ceredigion | Ysgol Penparc | Acting | Permanent | Appointment from September 2022 |
| | Ysgol Rhos Helyg | Acting | Permanent | Appointment from September 2022 |
| | Ceredigion PRU | Permanent | Acting | Headteacher on two year secondment |
| | Ysgol Gynradd Aberaeron | Acting | Acting | Going out to advert summer 2023 |
| | Ysgol Ciliau Parc | Permanent | Acting | School to close – will combine as part of new area school (Dyffryn Aeron) |
| | Ysgol Penweddig | Permanent | Acting Executive headteacher | Advert out (Spring 2023) |
| Summary: Number of acting headteacher positions | | 8 | 9 | |

To support the national leadership programmes and pathways, bespoke support has also been planned and delivered across the MWEP with positive effect. These include additional mentoring support and a bespoke programme of support for new and acting headteachers such as finance, property, complaints procedures, recruitment procedures, performance management and safeguarding sessions. Attendance at these sessions has been strong with almost all new and acting headteachers accessing the support sessions. As a result, new and acting headteachers are more confident in the management and leadership of their schools and understanding of their statutory duties.

Of the twelve senior leaders that successfully completed the senior leadership development programme, all reported that the programme was useful or extremely useful, and most could provide examples of how the sessions had supported their leadership development at their school. For example, whilst leading on whole school priorities such as teaching and learning and well-being. In the 6 months following completion of the programme, a quarter of participants cited the programme as having

supported them to gain promotion. A minority of senior leaders were able to demonstrate the longer-term impact of their leadership experience task.

Nearly all of the middle leadership development programmes participants rated the sessions as extremely useful or very useful and a majority were able to identify how the sessions had a positive impact on their leadership development. However, in a minority of instances, middle leaders were unable to triangulate information well in order to demonstrate the impact of their leadership experience task on learner progress.

Nearly all participants on the practising teaching assistants programme said the professional learning would impact positively on their practice, however a minority said they would like further support around CfW.

Support for Newly Qualified Teachers (NQTs) is strong through the delivery of a nationally agreed and bespoke MWEP professional learning induction programme for NQTs, their school based mentors (IMs) and the cluster based External Verifier (EVs). As a result of the national programme supporting NQTs on the expectations of induction, the work of the IMs, EVs and support of the region, nearly all NQTs successfully complete their induction within the year. Many NQTs said the induction programme would have a positive impact on practice over the next year.

The additional bespoke professional learning programmes such as primary and secondary literacy and numeracy training, ALN and assessment supports the NQTs in their pedagogical practices and this is further enhanced by the regular support and practice observations undertaken by the IMs and EVs. Many NQTs say the professional learning sessions improved their knowledge of the subject and was appropriate to their needs and skill level. Most NQTs identified that the professional learning would be effective in supporting development of their practice.

Despite the support and success of the induction programme, officers of the MWEP have identified that teachers early in their career frequently feel isolated, partly as a result of the pandemic, but also the frenetic pace of school life which leaves little room for collaboration. Space for reflection is extremely limited and finding the time to build on enquiry skills and developing pedagogy is challenging. Finding time and space in the school day to shadow colleagues or to find out more about professional roles outside the classroom can be challenging for many early career teachers (years 2 – 5 of their teaching career). Therefore, it is identified that only a few early career teachers are able to articulate how they would develop and achieve their career goals for the medium and long term. This is a concern to retain teachers within the profession and to support the development of MWEP teachers. As a result of these findings, starting during the 2023 spring term, the MWEP is undertaking a pilot programme to recognise and develop the leadership and enquiry skills of teachers who are in in year 2 to 5 of their teaching career. The intention is that the programme will be a bridge between the induction programme and the middle leader development programme or the MA

Education programme. It will also give those who have come into the profession after following other careers the opportunity to adapt and develop their leadership and enquiry skills. The programme will support recruitment and retention of teachers in rural Wales especially in Welsh medium schools within the Mid Wales Education Partners area.

There are three nationally agreed and regionally delivered learning programmes for teaching assistants which include:

- i. Newly appointed TAs: An online programme consisting of four sessions and to be completed within one academic year.
- ii. Practising TA: An online programme of four half day sessions for TAs with at least 2 years' experience.
- iii. Aspiring HLTA: An online programme of eight half day sessions for TAs aiming to gain HLTA status. At the end of the eight sessions the TA register their interest in being assessed for HLTA Status. The assessment consists of a collection of 10 written reflections based on their own practice which are linked to the standard descriptors for assisting teaching. One must be a reflection of leading whole class learning and a second on the use of research to inform an impact practice. The TA's, a teacher and their headteacher are all interviewed as a part of the assessment process. Following assessment there is a rigorous process of regional and national moderation. A celebration event is held to congratulate those who have gained HLTA status.

As a result of the teaching assistant learning pathways a minority of HLTAs are confident to undertake further leadership roles in the 2 months following the programme. For example, taking responsibility for whole classes in their setting, undertaking the role of governor champion, undertaking MeLSA or ELSA training, leading nurture provision or undertaking the national coaching and mentoring programme.

EVALUATION OF 22/23: PRIORITY 3

Develop and implement an equity strategy and support pupil and practitioners' wellbeing and emotional needs.

Across the Mid Wales Education Partnership, professional learning opportunities have been delivered such as Emotion Coaching, Whole School Approach and Team Around the Cluster training. In addition, resources have been shared with schools to support schools in embedding a whole-school approach to wellbeing. In the majority of schools this has been implemented effectively with well-being at the heart of all their work. In 2022 – 2023 43 schools across the MWEP identified well-being as a whole school priority and therefore have successfully accessed bespoke school level and / or cluster support. For example, Ysgol Dafydd Llwyd shared their whole school approach to well-being during the cluster meeting with a particular emphasis on whole-class and graduated responses to learner wellbeing and the importance of regular well-being check-ins. As a result of the support available, 35 practitioners have successfully completed the training to become Emotion Coaching Champions and are able to successfully support practitioners and learners within their own schools.

All secondary schools / phases across Ceredigion and Powys have successfully undertaken the SHRN bi-annual online survey and responded to the specific results and outcomes with the support of officers and the Healthy Schools team. For example, identifying and supporting areas of health and social issues raised from the SHRN survey and concerns raised for individual year groups such as increased rates of vaping amongst young adults.

Throughout 2022 – 2023, MWEP officers have worked effectively with outside agencies to strengthen the understanding and provision of well-being support accessed by schools. This has involved outside agencies supporting with training to schools such as Trauma Informed Schools and Youth Mental Health First Aid and has been enabled by termly team around the cluster meetings with improved attendance from both schools (from a minority during summer 2022 to many during the spring 2023 meetings) and outside agencies (with representation doubled). As a result, schools feel more confident in their knowledge and understanding of the support available. For example, a practitioner stated: *"It's been great to get an understanding of the services and people that are out there to support us. As a small school it really helps to see and speak to people and help you realise you are not on your own."*

One key priority area has been the work of the partnership in developing a strategy for supporting schools experiencing rural deprivation and in their work tackling poverty. As a result, both Ceredigion and Powys Local Authorities have adopted equity strategies which places raised attainment of vulnerable and disadvantaged learners at the heart of their work.

All MWEP schools have access to Challenging Education resources – Raising the Attainment of Disadvantaged Youngsters (RADY) and 'Thinking Differently'. RADY is

a long-term project that focuses on realising the potential of all young people. There is a tiered approach to support, that aligns with school needs, school priorities and local authority recommendations.

Local Authority Phase 1 Rollout (2022-23):

| | Ceredigion | Powys |
|-------------------------|-------------------|---------------|
| In-School RADY | 2 | 2 |
| Keep in Touch RADY | 1 | - |
| Remote Coached RADY | 4 | 4 |
| Supported Recorded RADY | 10 | 22 (2 groups) |
| Recorded RADY | 26 | 20 |

Many schools engaging with In-School, Remote Coached and Supported Recorded are carefully considering all aspects of the programme and are beginning to realise the ‘untapped potential’ of disadvantaged young people. There is successful initial work around proportional representation and having a ‘Golden Thread’ through their development plans in relation to effective academic and pastoral support. For example, Ysgol Gymunedol Plascrug have changed how the school council is voted into position by shifting from a purely democratic process to a combination of pupil voice and staff voice. This has resulted in a higher percentage of disadvantaged young people having a more active role in the life of the school. Similarly, Ysgol Uwchradd Aberteifi are applying the principles of the ‘uplift’ to reconsider MAT learners at the school and are using PDG funding to ensure disadvantaged young people have equal access to opportunities such as funding a trip to Oxford to raise and maintain aspirations.

The work of schools to improve equity in provision and to reduce the impact of poverty and deprivation on learners has been identified in recent Estyn inspections. For example, at Ysgol Calon Cymru (Oct 2022) the inspectorate noted that “*Leaders have successfully implemented actions for reducing the impact of poverty on education attainment. This is mainly through careful use of the pupil deprivation grant for pastoral care, supplying free breakfast, funding educational visits, securing bursaries from local business and providing school uniform*”. At Ysgol Uwchradd Aberteifi (March 2022) Estyn noted, “*Following the lockdown periods, leaders have focused strongly on .. In addition, they have prioritised support for vulnerable pupils to reduce the impact of poverty on educational attainment*”, and at Welshpool Church in Wales (March 2022) senior leaders were recognised for having “*..successfully led many improvements in the school, particularly to improve pupils’ welfare. For example, the very good provision for pastoral care ensures that vulnerable pupils attend school regularly and that the school meets their emotional needs effectively*”.

EVALUATION OF 22/23: PRIORITY 4

Ensure that school support and improvement arrangements are clear, and lead schools to continue to develop as learning organisations that implement the revised arrangements for improvement, evaluation, and accountability.

Most schools have adapted and refined their self-evaluation processes to reflect the new curriculum and to enable evaluation of the initial impact on learners and their progress. For example, by enabling learner voice to feed into self-evaluation. In the very best examples, the authentic subsidiarity that the new curriculum offers has allowed the leadership of those schools to improve on the provision for their learners especially those with additional learning needs or deemed to be vulnerable.

School leaders have an increasing awareness of the 8 contributory factors within the School Improvement Guidance published in 2022 and how this aligns with realisation of the new curriculum. The majority of schools are actively engaged in a range of robust self-evaluation processes focused on reflecting on and capturing progress made by all learners.

Ceredigion and Powys conduct their core visits with schools independently, however, there are common principles that are adhered to across the collaboration, and which align with the national school improvement guidance: framework for evaluation, improvement and accountability which suggests that schools use the following two questions as a starting point for improvement activities:

1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?
2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

As a result, both Ceredigion and Powys had a consistent focus on the following as part of the annual support and challenge visits:

- learner progress
- implementation of the new curriculum
- implementation of the new ALN bill
- a focus on the deprivation, equity and well-being strategy
- bespoke support packages planned.

All School Development Plans (SDP) are scrutinised as part of core support visit one and progress against the priorities as well as planning the next academic year's priorities is discussed in core visit two. Schools' priorities are collated in order to aid the planning of the professional learning offer.

The 2022 - 2023 collated priorities of all schools across Ceredigion and Powys were shared with MWEF and school improvement / support officers so that targeted and bespoke support could be tailored for individual school needs. Where possible too,

efforts were made to encourage school to support where effective practice had been identified.

The table below outlines the priorities identified across the MWEP for 2022 – 2023:

| 2022 - 2023 Blaenoriaethau / Priorities | Ceredigion | Powys | PACC / MEWP | ALI / LAs | PACC / MWEP |
|--|-------------------|--------------|------------------------|----------------------|------------------------|
| Adborth / Feedback | 4 | 7 | 11 | ✓ | ✓ |
| ADY / ALN | 30 | 11 | 41 | ✓ | |
| Amddifadedd / Deprivation | 4 | 2 | 6 | ✓ | ✓ |
| Arall / Other | 1 | 19 | 20 | ✓ | |
| Arweinyddiaeth / Leadership | 15 | 30 | 45 | ✓ | ✓ |
| Asesu / Assessment | 8 | 29 | 37 | ✓ | ✓ |
| CiG / CfW | 33 | 33 | 66 | ✓ | ✓ |
| Cyllid / Finance | 0 | 4 | 4 | ✓ | |
| Cymreictod | 5 | 24 | 29 | ✓ | |
| Darllen / Reading | 8 | 13 | 21 | ✓ | |
| Digidol / Digital | 1 | 6 | 7 | ✓ | |
| Diogelu / Safeguarding | 0 | 1 | 1 | ✓ | |
| Dysgu ac Addysgu / T&L | 11 | 26 | 37 | ✓ | ✓ |
| Dysgu Sylfaen / Foundation Learning | 2 | 1 | 3 | ✓ | |
| Llywodraethwyr / Governors | 1 | 10 | 11 | ✓ | |
| Iechyd & Diogelwch / H&S | 0 | 2 | 2 | ✓ | |
| Llafaredd / Oracy | 10 | 2 | 12 | ✓ | |
| Lles / Well-being | 20 | 23 | 43 | ✓ | ✓ |
| Llythrennedd / Literacy | 5 | 19 | 24 | ✓ | |
| Medrau / Skills | 4 | 11 | 15 | ✓ | |
| Presenoldeb / Attendance | 0 | 3 | 3 | ✓ | |
| Rhifedd / Numeracy | 8 | 36 | 44 | ✓ | |
| RVE: Crefydd, Gwerthoedd a Moeseg / Religion, Values and Ethics | 0 | 4 | 4 | ✓ | |
| Safonau / Standards | 0 | 8 | 8 | ✓ | |
| Sillafu / Spelling | 1 | 1 | 2 | ✓ | |
| Ysgrifennu / Writing | 1 | 14 | 15 | ✓ | |

Core support two visits focuses on quality assuring the provision which provides opportunities to triangulate impact of professional learning and inform planning for the next academic year support and priorities.

EVALUATION OF 22/23: PRIORITY 5

Ensure efficient internal arrangements, and effective communication and engagement with stakeholders.

Following consideration at Local Authority Cabinet level, the Memorandum of Understanding was agreed and signed by Ceredigion and Powys Local Authority leaders on 11th January 2022 and 18th January 2022 respectively to ensure that both Councils work in collaboration and have a strong regional and national voice for the benefit of Mid Wales schools, practitioners, and learners. As a result, successful governance and understanding of the roles and responsibilities has been secured by most key officers with strong collaboration in leadership pathways, curriculum reform and the support to mitigate the impact of poverty and deprivation a strong feature. However, it is recognised that currently, not all schools across Ceredigion and Powys fully understand the work of the partnership.

At appropriate points throughout the year, lead education officers have reported on the priorities and progress of the collaborative work to Ceredigion and Powys scrutiny committees and Cabinet. As a result, through the scrutiny and Cabinet committees both Ceredigion and Powys Local Authorities have successfully challenged on the curriculum reform support provided to schools, the level of engagement and impact on schools, practitioners and learners.

MWEP has a strong voice and relationship with Welsh Government and the other Regions / Partnerships across Wales. As a result, there is positive collaboration to inform developments at all levels, including cross regional working parties where effective practice from MWEP schools has been shared on a national stage.

To support the work of the MWEP, a Strategic Lead was appointed and began in their role in January 2023. Since their appointment they have successfully worked on the establishment of a MWEP website and in the self-evaluation and development planning of the partnership by bringing key officers from Ceredigion and Powys together to ensure joint ownership of the priorities to secure a positive impact on the schools, practitioners, and learners of Mid Wales. However, it is too early to fully judge the impact of their work and insufficient time to fully develop the voice of the MWEP on social media platforms and in the establishment of a headteacher reference group.

DELIVERY ARRANGEMENTS

As set out in the Welsh Government, 'Our national mission: High standards and aspirations for all'¹ (March 2023) the national delivery model is based around the Six Overarching National Education & Welsh Language aim to achieve high standards and aspiration for all, tackling the impact of poverty on attainment and ambition. All learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work.

To achieve this aim, Welsh Government have set out six high level objectives and their commitment towards achieving each objective:

| Objective | What we will do |
|---|--|
| 1. Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future. | Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers |
| 2. Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work. | Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence. |
| 3. A positive education experience for everyone , with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances | Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying. |
| 4. High-quality teaching and leadership , where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged. | Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners. |
| 5. Community based learning , with strong institutions engaging, integrating and being empowered by their communities. | Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally. |
| 6. Cymraeg belongs to us all , giving every learner equal access to the | Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg |

¹ [Our national mission | GOV.WALES](https://gov.wales/our-national-mission)

| | |
|---|---|
| language and everyone the opportunity to reach their potential. | 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens. |
|---|---|

Supporting the achievement of the high level strategic aim and objectives of the Welsh Government is funding at different levels. The Mid Wales Education Partners benefits from the Regional Consortia Grant (RCG – see pages 47-48). The purpose of this funding is to deliver Wales’ aspirations and priorities for schools and education in line with ‘Our National Mission: high standards and aspirations for all’. The funding is intended to:

- Enable all learners, in particular those from disadvantaged backgrounds to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress.
- Co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter – qualifications are a key part of this.
- Ensure the school environment supports learners’ and practitioners’ well-being.
- Support practitioners’ understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
- Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
- Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that.
- Be at the heart of their communities – we want to build better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
- Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.

3 YEAR PRIORITIES: 2023 - 2026

In setting the Mid-Wales Education three year and 23/24 priorities careful consideration has been given to the national Welsh Government priorities. These include:

Six Overarching National Education & Welsh Language Objectives:

1. **Learning for life** so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.
2. **Breaking down barriers** so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.
3. **A positive education experience for everyone**, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances
4. **High-quality teaching and leadership**, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.
5. **Community based learning**, with strong institutions engaging, integrating and being empowered by their communities.
6. **Cymraeg belongs to us all**, giving every learner equal access to the language and everyone the opportunity to reach their potential.



Eight Contributory Factors – as set out in Schedule 1 of the 23/24 of the Regional Consortia Grant:

1. Enabling **all learners**, and in particular those from disadvantaged backgrounds **to progress** along their own learning pathway and raise their aspirations to achieve their full potential;
2. **Co-constructing a curriculum**, which promotes a broad range of knowledge, skills and experiences and with a clear understanding of **why** these matter
3. Ensuring the school environment supports learners' and practitioners' **well-being**.
4. Supporting practitioners' understanding of what works in **curriculum design** by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious **professional learning** for all practitioners in a school dedicated to being a **learning organisation**.
6. Embedding **reflection, self-evaluation and improvement** within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their **communities** - building better relationships between schools and families, communities and employers to support and promote educational achievement and excellent employment, next steps education and training.
8. **Listening to children and young people** as they engage with their learning and supporting them in achieving their aspirations.



National Resource for Evaluation and Improvement (NR:EI)

School improvement guidance: framework for evaluation, improvement, and accountability

Journey to curriculum roll out and work of CAMAU.

Schools as learning organisations

Within MWEP key post holders within each priority area work collaboratively in delivering the key priorities of this plan, namely:

- Curriculum reform
- Leadership pathways
- Professional learning for teaching assistants
- Equity and rural deprivation strategy

Both Ceredigion and Powys Local Authorities continue to maintain a core support team of staff that work collectively and collaboratively to:

- know our schools well, acknowledge their varied contexts and continue to develop excellent working practices
- focus on securing the best outcomes for learners, within an inclusive school environment whilst ensuring that the children and young people of Ceredigion and Powys are ambitious learners that are healthy and confident individuals, enterprising contributors and ethical and informed citizens
- support leaders in identifying strengths and areas for improvement, quality assure and ensure that improvements are well planned, implemented, embedded and sustained
- facilitate an excellent professional learning offer throughout the whole of the professional pathway, that will focus on teaching, learning and leadership at all levels
- ensure reflective practice, and engage with research and enquiry
- embed a culture of coaching and mentoring at all levels in schools
- develop a collaborative approach to improvement and facilitate professional learning communities for development and co-construction purposes, with the aim of working towards a self-improving system
- identify and learn from the best across the Mid Wales Education Partners, Wales and the wider educational community, and broker specific and relevant partnerships for our schools.

Schools are supported to work together on joint priority areas and develop the principles of Schools as Learning Organisations through networks, 'Camau ar gyfer y dyfodol' and 'Camau i'r dyfodol' established to facilitate a collaborative approach towards school improvement.

In addition to meeting the Welsh Government national priorities, the Mid Wales Education Partners works in collaboration with Ceredigion and Powys Local Authorities and therefore priorities will also align with their own local objectives. These objectives are included in the following plans:

| Ceredigion Level 1: Corporate Strategy 2022 – 2027 | Powys Corporate and Strategic Equality Plan |
|---|---|
| <ol style="list-style-type: none"> 1. Boosting the economy, supporting businesses and enabling employment 2. Creating caring and healthy communities 3. Providing the best start in life and enabling learning at all ages 4. Creating sustainable, green and well-connected communities. | <ol style="list-style-type: none"> 5. We will improve people’s awareness of services, and how to access them, so that they can make informed choices. 6. We will support good quality, sustainable, employment, providing training opportunities, and pursuing real living wage employer accreditation. 7. We will work to tackle poverty and inequality to support the well-being of the people of Powys. |
| <p style="text-align: center;">Level 2</p> <ul style="list-style-type: none"> • School Improvement • Infrastructure and Resources • Accountability and Progress • ALN, Behaviour and Well-being • Culture <p>Corporate well-being objective: 2. Creating caring and healthy communities.</p> | <p style="text-align: center;">School Service Development Plan</p> |
| <p style="text-align: center;">Level 3 Plans:</p> <ul style="list-style-type: none"> • Curriculum • Leadership and Governance • Supporting schools to improve • Literacy, Numeracy and ICT • Non-maintained settings • Post 16 • WESP • Disadvantage • Well-being | <p style="text-align: center;">Team Plans:</p> <ul style="list-style-type: none"> • Curriculum and Professional Learning • Well-being and Inclusion • Secondary School Improvement Strategy • Primary and Special School Improvement |

As noted in the Introduction on page 3, the Mid Wales Education Partners, as outlined in the Memorandum of Understanding, collaborate in the following areas:

- Curriculum development
- Professional Learning & Enquiry
- Equity and rural deprivation
- Leadership Pathways
- induction for Newly Qualified Teachers and support for early career teachers
- Teaching Assistant Learning Pathways



MWEP 2023 – 2026 PRIORITIES:

1. Provide strong support for all schools and their communities in line with the school improvement guidance so that all schools give learners the best possible learning experiences and outcomes, whatever their background or circumstance, in order to **achieve high standards and aspirations** for all.
2. All schools across MWEP to have adopted **effective** school and cluster level **curriculum plans and assessment procedures that promote a broad range of knowledge, skills and experiences** so that all learners can achieve to their full potential.
3. Support the **well-being and practice of all practitioners** across the MWEP through high quality **professional learning experiences** so that all staff are reflective and engage fully with enquiry to **strengthen their pedagogical skills so that all learners make progress in line with expectations**.
4. **Support leaders** at all levels to become strong system leaders that lead to high performing and reflective schools where all practitioners and learners thrive.
5. Ensure **strong governance and accountability** of MWEP so that the priorities above are met.

MWEP 2023 – 2024 PRIORITIES

Supporting our schools to ensure that all learners are provided with the very best opportunities to thrive and flourish in their lives and in their local communities continues to be a key priority for 2023 – 2024.

We understand that recovery from the impact of the pandemic will take many years and therefore supporting the professional development of practitioners at all levels remains a key priority. We will support our schools to effectively plan for beneficial professional learning opportunities for all practitioners regardless of their stage in their career to improve provision for wellbeing and learner progress and ensure that self-evaluation processes are honest and accurate in identifying the strengths and areas for improvement.

From the evaluation of our work from 2022 – 2023, consideration of the national and local priorities and the terms and conditions as set out in schedule 1 and 2 of the Regional Consortia Grant (RCG), Mid Wales Education Partners will focus on the following priorities for 2023 – 2024:

OVERVIEW OF 23/24 PRIORITIES

1. Support all MWEP schools to develop **effective approaches to learning and teaching** to ensure **learners make progress** in line with expectations.
2. Support all MWEP schools in **ensuring high quality curriculum design and implementation**, building effective practices in pedagogy, progression and assessment with a particular focus on literacy, numeracy and digital competence skills.
3. Develop further support for schools to establish a whole school approach that supports the **well-being of learners and practitioners** and ensures **equity of experiences to alleviate the impact of poverty and deprivation on learner progress**.
4. Support MWEP practitioners to follow national and local **leadership and development pathways** so that the practices of all MWEP practitioners are strong and effective with **a positive influence on learners' well-being and progress**.
5. Further develop strong communications, stakeholder engagement and **governance arrangements** of the MWEP.

2023 – 2024 DELIVERY PLAN

The 5 priorities for 23/24 align with the following areas of Schedule 2 of the RCG:

| | | develop effective approaches to learning and teaching to ensure learners make progress in line with expectations | ensuring high quality curriculum design and implementation | well-being of learners and practitioners and ensures equity of experiences to alleviate the impact of poverty and deprivation on learner progress | leadership and development pathways so that practices are strong and effective with a positive influence on learners' well-being and progress | strong communications, stakeholder engagement and governance arrangements of the MWEF |
|---|---|--|---|--|---|--|
| A. Curriculum and assessment support | Improving knowledge and practice on curriculum design, assessment and progression | ✓ | ✓ | ✓ | | ✓ |
| | Promoting schools' direct engagement in policy and practice discussions through the National Network | ✓ | ✓ | | | ✓ |
| | Improve literacy, numeracy and digital skills in Wales as set out in the Cross Curriculum Skills | ✓ | ✓ | | | ✓ |
| | Responding constructively to current and emerging government priorities for school curriculum support | ✓ | ✓ | | | ✓ |
| | Building middle-tier capacity to support schools and PRUs through curriculum reform | | ✓ | | | ✓ |

| | | develop effective approaches to learning and teaching to ensure learners make progress in line with expectations. | ensuring high quality curriculum design and implementation, | well-being of learners and practitioners and ensures equity of experiences to alleviate the impact of poverty and deprivation on learner progress. | leadership and development pathways so that practices are strong and effective with a positive influence on learners' well-being and progress. | strong communications, stakeholder engagement and governance arrangements of the MWEF. |
|--|---|---|--|--|--|---|
| B. High quality teaching and leadership | Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation | Funding passported directly to schools for engaging with professional learning | | | | |
| | Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff - NPEP | | ✓ | | | ✓ |
| | Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation | | ✓ | | | ✓ |
| | Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff | ✓ | ✓ | | | ✓ |
| | Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation. Teaching Assistants Learning Pathway A level and WBQ Induction / early Career support | | | | ✓ | ✓ |
| | Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that | | | | ✓ | ✓ |
| | Cymraeg belongs to us all | ✓ | | | | ✓ |
| | Supporting Vulnerable Learners | ✓ | ✓ | ✓ | ✓ | ✓ |

BLAENORIAETH 1 | PRIORITY 1

| | |
|--|--|
| <p>Maes Blaenoriaeth 1</p> <p>Priority Area 1</p> | <p>Support all MWEP schools to develop effective approaches to learning and teaching to ensure learners make progress in line with expectations.</p> |
| <p>Blaenoriaethau Llywodraeth Cymru Welsh Government Priorities</p> | <p>RCG Schedule 1 contributory factors:</p> <ul style="list-style-type: none"> • Enable all learners, in particular those from disadvantaged backgrounds to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress. • Ensure the school environment supports learners' and practitioners' well-being. • Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff. • Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation. • Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that. • Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations. |
| <p>Prif Swyddog (ion) Lead Officer (s)</p> | <p>Chris Davies, Sally Llewellyn, Aled Rumble, Rhianydd James & Elen Gwenllian Davies</p> |
| <p>Rhesymeg Rationale</p> | <p>Across Ceredigion and Powys strong pedagogical practice is identified, however within and across MWEP there still remains too much variation in the quality of teaching and learning.</p> <p>Strong and effective pedagogical approaches is pivotal for improving learner progress and outcomes and research has shown how high quality teaching can make the biggest difference to learning and ultimately narrow the disadvantage gap. To support all schools and practitioners in delivering high quality teaching it is important that they are provided with effective professional development. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on</p> |

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| | <p>to make a difference in children’s learning’. What’s more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.²</p> <p>Supporting learners to progress and achieve is essential and one aspect of effective teaching is the provision of effective feedback.</p> |
| <p>Bwriad cyffredin</p> <p>Overarching intention</p> | <p>Provide universal and targeted professional learning and support for schools, settings and clusters, so that:</p> <ul style="list-style-type: none"> • all professional learning provided is of high quality and effective, leading to the improved teaching ability of practitioners • support schools to effectively plan and make the time and space for professional learning so that the professional learning grant is used to best effect with a positive culture of continuous improvement at all school • most schools are engaged and confident in the effective use of the national ‘Supporting Vulnerable Learners Through Effective Teaching and Learning’³ resource so that professional learning for all practitioners is structured and facilitated to increase their teaching ability • practitioners possess effective practices to support improvement in teaching and learning with a focus on impactful feedback and formative assessment. |
| <p>Meini Prawf Llwyddiant</p> <p>Success Criteria</p> | <p><u>Short term:</u></p> <ul style="list-style-type: none"> • Strong engagement by most MWEP schools in the professional learning programme • Positive feedback from the headteacher reference group regarding MWEP professional learning offer <p><u>Long term:</u></p> <ul style="list-style-type: none"> • Improved teaching and learning practices across all MWEP schools. |

² [Effective Professional Development | EEF \(educationendowmentfoundation.org.uk\)](#)

³ [Supporting Vulnerable Learners](#)

- Triangulation with SIA reports show progress in teaching and learning practices across MWEP schools.
- Outcome of Ceredigion and Powys Estyn school's inspections show reduction in number of schools in category and identification of good practice via case studies to share. (In April 2023, two MWEP schools were in a formal Estyn category (Powys: 2 | Ceredigion: 0))
- Strong learner outcomes – CAP9 outcomes of MWEP schools

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| <p>Maes Blaenoriaeth 2</p> <p>Priority Area 2</p> | <p>Support all MWEP schools in ensuring high quality curriculum design and implementation, building effective practices in pedagogy, progression and assessment with a particular focus on literacy, numeracy and digital competence skills.</p> |
| <p>Blaenoriaethau Llywodraeth Cymru Welsh Government Priorities</p> | <p>RCG Schedule 1 contributory factors:</p> <ul style="list-style-type: none"> • Enable all learners, in particular those from disadvantaged backgrounds to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress. • Co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter. • Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff. • Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation. • Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that. |
| <p>Prif Swyddog (ion) Lead Officer (s)</p> | <p>Sally Llewellyn, Aled Rumble, Rhianydd James, Elen Gwenllian Davies & Chris Davies,</p> |
| <p>Rhesymeg Rationale</p> | <p>In September 2022 across the Mid Wales Education Partners, all primary schools / phases and six secondaries, all age and special school / phases (one in Ceredigion and five in Powys) adopted the Curriculum for Wales. From September 2023 all schools / phases will fully adopt the new curriculum. In preparation for September 2022 Welsh Government provided schools with a guide – 'Journey to 2022'⁴ and the changes to the Curriculum for</p> |

⁴ [WG41302 Curriculum for Wales document english \(gov.wales\)](#)

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| | <p>Wales guidance from January 2023⁵. As schools embark on the ‘Journey Beyond 2022’, it is important that the MWEP fully supports schools in ensuring they are accurately evaluating their roll out and undertaking continued refinement of their curriculum and assessment plans to ensure that all MWEP schools give learners the best possible learning experiences and outcomes, whatever their background or circumstance, in order to achieve high standards and aspirations for all.</p> |
| <p>Bwriad cyffredin Overarching intention</p> | <p>Provide universal, bespoke and targeted professional learning and support for schools and settings, including through clusters so that all MWEP schools are:</p> <ul style="list-style-type: none"> • confident in their curriculum design and quality assurance processes of their purpose-led curriculum • school curriculum and provision for skills is highly engaging and provides broad and balanced learning experiences in and outside of lessons and supports all learners to make consistent high progress in their learning and well-being • work well with cluster / feeder schools so that there is effective planning and understanding on how to build on learners’ prior learning to continually secure progress • confident in their planning, mapping and reporting of learner progression |
| <p>Meini Prawf Llwyddiant Success Criteria</p> | <p><u>Short term:</u></p> <ul style="list-style-type: none"> • Strong engagement by schools and practitioners in the professional learning opportunities and bespoke support available. • Positive feedback from the headteacher reference group in the support provided. <p><u>Long term:</u></p> <ul style="list-style-type: none"> • MWEP schools sharing identified effective practice on a local, regional and national level. • Positive outcome from Estyn inspections and identification of case studies |

⁵ <https://hwb.gov.wales/curriculum-for-wales>

- Triangulation with SIA reports show strong progress in roll out of curriculum with a positive impact on learners.

BLAENORIAETH 3 | PRIORITY 3

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| <p>Maes Blaenoriaeth 3</p> <p>Priority Area 3</p> | <p>Develop further support for schools to establish a whole school approach that supports the well-being of learners and practitioners and ensures equity of experiences to alleviate the impact of poverty and deprivation on learner progress.</p> |
| <p>Blaenoriaethau Llywodraeth Cymru Welsh Government Priorities</p> | <p>WG2: A resilient Wales WG3: A Healthier Wales WG5: A Wales of cohesive communities</p> <p>RCG Schedule 1 contributory factors:</p> <ul style="list-style-type: none"> • Enable all learners, in particular those from disadvantaged backgrounds to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress. • Co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter. • Ensure the school environment supports learners' and practitioners' well-being. • Be at the heart of their communities – we want to build better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training. • Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations. |
| <p>Prif Swyddog (ion) Lead Officer (s)</p> | <p>Gareth Lewis</p> |
| <p>Rhesymeg Rationale</p> | <p>To improve well-being and progress for all learners, regardless of background so that they are ready for the next stages in their life, be it school, further education, apprenticeships or world of work.</p> |

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| <p style="text-align: center;">Bwriad cyffredin Overarching intention</p> | <p>To support all MWEP schools to focus on supporting all learners to develop positive attitudes to school, learning and well-being and ensure that all learners have an equitable access to education and fair opportunities to be included in school and extracurricular activities.</p> <p>Support vulnerable learners and their families by improving family engagement with schools through improved community and multi-agency support.</p> <p>Support schools in establishing and embedding a whole-school approach to emotional and mental well-being in their schools so that that all leaders and practitioners embed a school-wide ethos to ensure a supportive environment where all learners are able to effectively engage in their learning.</p> |
| <p style="text-align: center;">Meini Prawf Llwyddiant Success Criteria</p> | <p><u>Short term:</u></p> <ul style="list-style-type: none"> • Strong engagement by schools and practitioners. • Feedback from headteacher reference group is positive to the support and guidance provided. • Most MWEP schools undertake and respond positively to the outcomes of the SHRN data. <p><u>Long term:</u></p> <ul style="list-style-type: none"> • Positive outcome from Estyn inspections and identification of case studies. • Triangulation from SIA visit reports show that MWEP schools have consistently established a culture where pupils' progress and well-being is the main priority. • Improved attendance figures for MWEP schools (attendance data being re-collected by Welsh Government following a pause due to the pandemic) • Strong learner outcomes – CAP9 outcomes of MWEP schools. |

BLAENORIAETH 4 | PRIORITY 4

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| <p>Maes Blaenoriaeth 4</p> <p>Priority Area 4</p> | <p>Support MWEP practitioners to follow national leadership and development pathways so that the practices of all MWEP practitioners are strong and effective with a positive influence on learners' well-being and progress.</p> |
| <p>Blaenoriaethau Llywodraeth Cymru Welsh Government Priorities</p> | <p>RCG Schedule 1 contributory factors:</p> <ul style="list-style-type: none"> • Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation. • Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that. |
| <p>Prif Swyddog (ion)</p> <p>Lead Officer (s)</p> | <p>Sarah Perdue, Alwyn Ward & Dafydd Iolo Davies</p> |
| <p>Rhesymeg</p> <p>Rationale</p> | <p>Strong and effective leadership at all levels is paramount for securing positive outcomes for all learners. Across the MWEP it is recognised that there is very little movement in staff and therefore early identification and support for leaders at all levels is important.</p> |
| <p>Bwriad cyffredin</p> <p>Overarching intention</p> | <p>To raise awareness by headteachers, senior and middle leaders and governing bodies of national and regional leadership pathways available. Through effective professional learning, coaching and mentoring, leaders at all levels will have the skills and knowledge to use a variety of styles to maintain high standards across all aspects of their work. Effective leaders will empower all staff to take appropriate risks and make informed choices based on the school's values, behaviours and vision.</p> |
| <p>Meini Prawf Llwyddiant</p> <p>Success Criteria</p> | <p><u>Short Term:</u></p> <ul style="list-style-type: none"> • Strong and positive engagement with development and leadership programmes at all levels. • Early identification of strong practitioners. <p><u>Long Term:</u></p> <ul style="list-style-type: none"> • Positive outcome from Estyn inspections and identification of case studies. |

- Triangulation from SIA visit reports show that MWEP schools have consistently established a culture where pupils' progress and well-being is the main priority.

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| <p>Maes Blaenoriaeth 5</p> <p>Priority Area 5</p> | <p>Further develop communications, stakeholder engagement and governance arrangements of the MWEP.</p> |
| <p>Blaenoriaethau Llywodraeth Cymru</p> <p>Welsh Government Priorities</p> | <p>RCG Schedule 1 contributory factors:</p> <ul style="list-style-type: none"> • Enable all learners, in particular those from disadvantaged backgrounds to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress. • Co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter. • Ensure the school environment supports learners' and practitioners' well-being. • Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff. • Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation. • Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that. • Be at the heart of their communities – we want to build better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training. • Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations. |
| <p>Prif Swyddog (ion) Lead Officer (s)</p> | <p>Anwen Orrells</p> |
| <p>Rhesymeg</p> | <p>Having established MWEP in Sept 2021, the work and understanding of the collaboration between Ceredigion and Powys continues to be developed. The priorities for 2023 –</p> |

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| <p>Rationale</p> | <p>2024 aims to ensure an improved understanding, by all parties, of the work, support and impact of the support and professional learning of the Mid Wales Education Partners.</p> |
| <p>Bwriad cyffredin Overarching intention</p> | <ul style="list-style-type: none"> • Build strong and positive working relationships with all stakeholders, including headteachers across Ceredigion and Powys so that the work of MWEP continues to have a positive effect on schools, practitioners and learners. • Develop effective communication channels for MWEP schools and practitioners so that all schools understand the work, professional learning and support available through the MWEP. • Ensure robust evaluative and development planning processes in place so that the collaboration and work of MWEP effectively supports the needs of Ceredigion and Powys school services and schools. |
| <p>Meini Prawf Llwyddiant Success Criteria</p> | <p><u>Short term:</u></p> <ul style="list-style-type: none"> • Strong understanding of role and work of MWEP by all stakeholders • Strong engagement by stakeholders in MWEP website, social media platforms and newsletter • Robust planning, evaluation and accountability measures in place. <p><u>Long Term:</u></p> <ul style="list-style-type: none"> • Work of MWEP provides all Ceredigion and Powys schools with strong support. • No schools in a statutory Estyn category |

2023 – 2024 RCG MWEF FUNDING

| Funding Description | Wales | Powys £1,092,272 | Ceredigion £706,038 |
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| A. Curriculum and assessment reform | | | |
| Regional support for curriculum and assessment reform (PLASC) | £3,400,000 | £137,276 | £69,591 |
| Schools' curriculum and assessment development, including National Networks and learning progression (PLASC) | £9,346,000 | £377,347 | £191,294 |
| Regional support for Modern languages (Modern Foreign Languages (Global Futures) (Equal distribution) | £462,000 | £19,250 | £19,250 |
| Modern Foreign Languages – building capacity for MFL in the primary sector (PLASC) | £271,000 | £10,942 | £5,547 |
| Literacy & Numeracy grant / Support for curriculum improvements (Equal distribution) | £500,000 | £20,833 | £20,833 |
| Primary LNF Oracy Scheme for Wales (PLASC) | £400,000 | £16,150 | £8,187 |
| Digital Competence Framework (Equal distribution) | £100,000 | £4,167 | £4,167 |
| Coding and Digital Skills (PLASC) | £300,000 | £12,113 | £6,140 |
| B. High quality teaching and leadership | | | |
| Professional learning funding for schools (Formula / FTE teaching and support staff. Distributed by LAs directly to schools) | £12,000,000 | (£489,251) Distributed via LA directly to schools | (£263,384) Distributed via LA directly to schools |
| School-led professional learning, enquiry and research to realise curriculum (PLASC) | £3,000,000 | £121,126 | £61,404 |
| Curriculum reform professional learning programme (Equal distribution) | £2,700,000 | £112,500 | £112,500 |
| Professional learning for developing practice and reflection (Equal distribution) | £900,000 | £37,500 | £37,500 |

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| Teaching Assistants learning pathway (Equal distribution) | £950,000 | £39,583 | £39,583 |
| A level and Welsh Bacc professional learning (Based on no. of 6 th form learners) | £650,000 | £35,880 | £13,455 |
| Induction / Early Career support package (Equal distribution) | £250,000 | £10,417 | £10,417 |
| Future leadership programme (aspiring, middle leaders including coaching and mentoring support) (Equal distribution) | £850,000 | £35,417 | £35,417 |
| National Professional Qualification for headship (NPQH) | £550,000 | Based on number of participants | |
| Welsh – professional development (PLASC) | £2,500,000 | £100,938 | £51,170 |
| Welsh-medium capacity grant (Allocations) | £226,000 | (£11,667) Distributed via LA directly to schools | (£17,917) Distributed via LA directly to schools |
| Supporting Vulnerable Learners | £75,000 | | £18,750 |
| C. Other | | | |
| Education Improvement Grant for Schools (EIG) (Weighted by month and PLASC – Distributed via LA directly to schools) | | (£4,724,930) Distributed via LA directly to schools | (£2,495,706) Distributed via LA directly to schools |
| Professional Teaching Awards Cymru (PTAC) (Equal distribution) | £20,000 | £833 | £833 |
| | | £6,318,120 of which £5,225,848 is distributed directly to schools via LA. Remaining amount for MWEP work: £1,092,272.00 | £3,483,045 of which £2,777,007 is distributed directly to schools via LA. Remaining amount for MWEP work: £706,038.00 |