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Cyngor Sir
CEREDIGION
County Council

Neuadd Cyngor Ceredigion, Penmorfa,
Aberaeron, Ceredigion SA46 0PA
ceredigion.gov.uk

1/6/23

Lisa Evans

01545 570881

Dear Sir / Madam

I write to inform you that a Meeting of the Learning Communities Overview and Scrutiny Committee will be held HYBRID - NEUADD CYNGOR CEREDIGION, PENMORFA, ABERAERON / REMOTELY VIA VIDEO CONFERENCE on Thursday, 8 June 2023 at 10.00 am for the transaction of the following business:

1. **Apologies**
2. **Disclosures of personal interest (including whipping declarations)**
Members are reminded of their personal responsibility to declare any personal and prejudicial interest in respect of matters contained in this agenda in accordance with the provisions of the Local Government Act 2000, the Council's Constitution and the Members Code of Conduct. In addition, Members must declare any prohibited party whip which the Member has been given in relation to the meeting as per the Local Government (Wales) Measure 2011
3. **Report on the work and impact of the Mid Wales Education Partners (MWEP) (Pages 3 - 72)**
4. **ESTYN Inspections, Autumn term 2022 and spring term, 2023 (Pages 73 - 76)**
5. **Transition Guidance for Settings and Schools: an inclusive model of support (Pages 77 - 102)**
6. **Ceredigion Youth Council Meeting Minutes (17.03.23) (Pages 103 - 114)**
7. **To confirm minutes of the previous meeting and to consider any matters arising from those Minutes (Pages 115 - 122)**
8. **To consider the draft Forward Work Programme (Pages 123 - 126)**

Members are reminded to sign the Attendance Register

A Translation Services will be provided at this meeting and those present are welcome to speak in Welsh or English at the meeting.

Yours faithfully

A handwritten signature in black ink, appearing to read 'L Edwards', written in a cursive style.

Miss Lowri Edwards
Corporate Lead Officer: Democratic Services

To: Chairman and Members of Learning Communities Overview and Scrutiny Committee

The remaining Members of the Council for information only.

Cyngor Sir CEREDIGION County Council

REPORT FOR: Learning Communities Overview and Scrutiny Committee

DATE: 8th June 2023

LOCATION: Penmorfa

TITLE: Report on the work and impact of the Mid Wales Education Partners (MWEP)

PURPOSE OF REPORT: For information

REASON WHY THE SCRUTINY COMMITTEE HAVE REQUESTED THE INFORMATION:

- a) Understanding and awareness of the work of the Mid Wales Education Partners (MWEP) and the Memorandum of Understanding which sets out the democratic accountability of the work of the MWEP for the period 2023 – 2026.
- b) Update on the impact of the partnership and the progress against 22/23 priorities
- c) The partnership priorities for 2023 - 2024.

BACKGROUND:

- The Mid Wales Education Partners (MWEP) an education partnership between Ceredigion and Powys Local Authorities was formed in September 2021. It is based on a Memorandum of Understanding (Annex A) which sets out the areas and condition the two counties will work together on. They include:
 - Support for curriculum reform / development of the Curriculum for Wales
 - Leadership pathways
 - Support for Newly Qualified Teachers (NQTs) and early career teachers
 - Professional development for Teaching Assistants
 - Reducing the impact of rural deprivation, ensure equity for all learners and improved well-being.
- The collaborative work of the Mid Wales Education Partners is funded by an annual Regional Consortia Grant (RCG) from Welsh Government. The grant is received individually by both Local Authorities to fund the collaborative work to fulfil the terms and conditions of:
 - 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.
- By working collaboratively, it provides direct access to the Welsh Government Regional Consortia grant funding (RCG) and therefore adds valuable capacity to Ceredigion and Powys's education services.
- Annually a Business Plan is submitted to the Welsh Government for approval (Annex B). This is followed by a robust and thorough annual review with the Minister for Education and senior Welsh Government officials. Estyn Inspectors also regularly monitor the progress of the business plan and collaboration.
- MWEF 2022 – 2023 priorities:
 - Ensure that schools are confident in implementing the Curriculum for Wales from 09/22 onwards, and continue to focus on improving T & L
 - Support and develop excellent education professionals.
 - Develop and implement an equity strategy and support pupil and practitioners' wellbeing and emotional needs.
 - 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.
 - Ensure efficient internal arrangements, and effective communication and engagement with stakeholders.
- Both Local Authorities maintain their own school improvement services, however, by collaborating on the five areas outlined above, it adds significant value, breadth and depth of support for Powys and Ceredigion school services and schools. For example, by sharing the burden on the national forums, sharing resources and co-planning. There are also areas of work specific to Ceredigion and Powys, such as the dedicated support for teachers at the start of their career and the impact of rural deprivations which are key priorities for the partnership.

- Bespoke support and professional learning opportunities are brokered through the School Support Advisers, with individual school priorities shared with officers to inform their support plan. In 2022 – 2023, 66 schools from across the MWEP identified the Curriculum for Wales as a whole school priority and 37 a priority on assessment and progression. For these schools, dedicated support was provided to allow for individual conversations on whole school curriculum planning and bespoke progression and assessment plans. In September 2022, all primary schools / phases and six secondary schools, all-age and special schools (one in Ceredigion and five in Powys) adopted the Curriculum for Wales. In line with mandatory requirements, with support and guidance from the MWEP, each of these schools have developed a bespoke school vision. In many MWEP schools, the vision has been developed in collaboration with key stakeholders to incorporate valuable opportunities for learners to successfully explore the historical, cultural and social features of their locality / ‘cynffin’ and Wales. In the most effective schools, the school’s vision has also been successful in incorporating opportunities to learn about the diversity of society in Wales and the wider world. For example, in May 2022, Estyn inspected Penglais school and asked them to prepare a case study on its work implementing the Curriculum for Wales as they noted that *“curriculum design is research based and beneficially linked to the development of teaching.”* In addition, at Ysgol Uwchradd Aberteifi the inspection report of March 2022 noted *“Work on curriculum design, coupled with a focus on improving teaching, has led to a strong, clear vision for the Curriculum for Wales”*.
- Universal national and bespoke support for all MWEP practitioners (regardless of their stage in career) is provided to improve their practice and develop as future leaders. For example, essential regular support, guidance and networking for new and acting headteachers in their roles in leading and managing a school such as health and safety, property aspects, finance and HR; or support for early career teachers in years 2 to 5 of their teaching careers through a pilot undertaken by the MWEP.
- The positive impact of the partnership’s work on practitioners and the development of Ceredigion and Powys leaders is also evident. For example, following successful completion of the National Aspiring Headteacher development programme, 14 leaders from the MWEP succeeded in gaining the National Professional Qualification for Headteachers (NPQH) in 2023 (13 from Powys and 1 from Ceredigion). A further 21 practitioners from the MWEP have successfully completed the middle leadership development programme, 12 the senior leaders development programme and 8 the programme for aspiring headteachers, allowing them to contribute positively to their school improvement and provision.

- In 2022 – 2023 all MWEP schools had access to ‘Raising the Attainment of Disadvantaged Youngsters’ (RADY) resources and support which 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. Phase 1 rollout (2022 – 2023):

		Ceredigion	Powys
In-School RADY	Highest level of support ↓ Lowest level of support	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. 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, following the inspection of Ysgol Uwchradd Aberteifi in March 2022, Estyn noted *“Leaders at all levels have provided secure leadership on promoting national and local priorities. Following the lockdown periods, leaders have focused strongly on improving the provision for developing pupils’ literacy and numeracy skills. In addition, they have prioritised support for vulnerable pupils to reduce the impact of poverty on educational attainment. There is comprehensive provision to ensure that these pupils are in school and ready to learn.”*

- Following close collaboration between Ceredigion and Powys officers and in line with national and local priorities the following five priorities have been identified in the business plan (Annex B) for the 2023 – 2024 financial year:
 - i. Support all MWEP schools to develop effective approaches to learning and teaching to ensure learners make progress in line with expectations.
 - ii. 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.
 - iii. 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.
 - iv. 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.
 - v. Further develop strong communications, stakeholder engagement and governance arrangements of the MWEP.

- Officers will monitor progress against the above priorities each quarter in addition to the termly reporting to the Chief Executives and Elected Members of Ceredigion and Powys.

**LLESIAN
CENEDLAETHAU'R
DYFODOL:**

**A oes Aseiad Effaith Integredig No
wedi'i gwblhau? Os na, nodwch
pam
Crynodeb:
Hirdymor:
Integreiddio:
Cydweithio:
Cynnwys:
Atal:**

RECOMMENDATION

1. Note the Memorandum of Understanding for 2023 – 2026.
2. Note Mid Wales Education Partners 2023 – 2024 Business Plan (Annex B)

REASON BEHIND THE RECOMMENDATION:

- Implement the priorities identified in the 2023 – 2024 Business Plan
- Agree the Memorandum of Understanding between Powys and Ceredigion for the period 2023 – 2026.

Contact Names & Role:

- Clive Williams - Corporate Lead Officer: Schools
- Anwen Orrells – Mid Wales Education Partners Strategic Lead
- Mary Davies – Corporate Manager: School Improvement

Date of report: 09.05.2023

Acronyms:

- MWEP: Mid Wales Education Partners
- RCG: Regional Consortia Grant
- NPQH: National professional qualification for headteachers
- RADY: Raising the Attainment of Disadvantaged Youngsters'

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Cytundeb Lefel Gwasanaeth | Memorandum of Understanding
Partneriaid Addysg Canolbarth Cymru | Mid Wales Education Partners
01/04/2023 – 31/03/2026

This Agreement is dated _____

BETWEEN

- (1) **POWYS COUNTY COUNCIL** of County Hall, Llandrindod Wells, LD1 5LG (“**Powys**”)
and
- (2) **CYNGOR SIR CEREDIGION COUNTY COUNCIL** whose principal address is Neuadd Cyngor Ceredigion, Penmorfa, Aberaeron SA46 0PA (“**Ceredigion**”)
(together referred to as “**the Councils**” and individually as a “**Council**”)

BACKGROUND

Both Ceredigion and Powys wish to work collaboratively on school improvement priorities to ensure benefits for all schools within the administrative areas of Ceredigion and Powys. The Mid Wales Education Partners collaboration aligns with other collaborations also on the same Mid Wales footprint.

COMMENCEMENT AND DURATION

This Agreement shall commence on 1st April 2023 for an initial period of three years up until 31st March 2026, unless the Councils mutually agree in writing to extend the Agreement for a further period.

If either party wish to terminate this agreement, this should be confirmed in writing with at least twelve months’ notice.

WORKING ARRANGEMENTS

This Agreement is entered into by the Councils on a basis of co-operation and good faith.

Principles of Collaboration between Ceredigion and Powys on elements of school support:

The parties agree to adopt the following principles:

- (a) collaborate and co-operate to ensure that activities are delivered and actions taken as required

Cytundeb Lefel Gwasanaeth | Memorandum of Understanding
Partneriaid Addysg Canolbarth Cymru | Mid Wales Education Partners
01/04/2023 – 31/03/2026

- (b) be accountable - take on, manage and account to each other for performance of the respective roles and responsibilities
- (c) be open - communicate openly about major concerns, issues or opportunities
- (d) behave in a positive, proactive manner
- (e) adhere to statutory requirements and best practice - comply with applicable laws and standards including applicable procurement rules, data protection and freedom of information legislation; and
- (f) act in a timely manner - recognise and respond accordingly to requests for support.

The Parties agree:

- a) That Powys will appoint a Strategic Lead for the Mid Wales Education Partners collaboration who will be responsible for working with officers from both Councils to develop and submit an annual business plan to Welsh Government. Both Councils will be part of the recruitment process.
- b) That a suitable member of staff from either Ceredigion or Powys shall represent the Councils in cross regional and national meetings and as set out in Annexe A. The representation at these cross regional and national meetings can be amended at any time by agreement in writing of the Councils and Annex A amended in accordance with such agreement. This work will be co-ordinated and managed by the Mid Wales Education Partners collaboration Strategic Lead under the leadership of Powys' Director of Education and Children and Ceredigion's Chief Education Officer.
- c) Staff from either Ceredigion or Powys will only engage with the schools in the other Council's area with the consent of the Head of School Improvement in Ceredigion and Head of Education in Powys and with appropriate DBS checks conducted by the employer.
- d) Delivery of professional learning across both Ceredigion and Powys may be co-designed and co-delivered with the consent of the Head of School Improvement in Ceredigion and Service Manager Leads in Powys.
- e) All staff used by the collaboration will be employed either by Powys or Ceredigion. The line management and performance management of staff will be the responsibility of the employing Council. If a Council provides services to the other Council, it shall ensure that it provides staff tasked with the role who are appropriately and suitably qualified and have suitable skills, knowledge and experience in the specified aspect of work. If any matters of concern arise the Chief Education Officer receiving the service should raise the matter directly with the Mid Wales Education Partners Strategic Lead and Chief Education Officer providing the service.

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The parties undertake to:

- a) supply to the other party information and assistance reasonably requested by the other party relating to the collaboration as is necessary to enable that other party to perform its own obligations in relation to the collaboration in respect of:
 - i. Providing leadership programmes
 - ii. Providing induction support for Newly Qualified Teachers
 - iii. Providing professional learning for Teaching Assistants
 - iv. Dealing with deprivation and rural poverty/challenges
 - v. Providing support for the Curriculum for Wales
 - vi. Providing Mid Wales Education Partners collaboration representation and attendance at national fora and meetings
 - vii. Arranging for senior officers from Powys and Ceredigion to meet fortnightly to further develop future joint working.
- b) facilitate regular discussions between appropriate members of their respective personnel in relation to the collaboration, including in relation to:
 - i. performance and issues of concern in relation to the collaboration and staff
 - ii. any additional resource requirements; and
 - iii. such other matters as may be agreed between the parties from time to time.
- c) provide all reasonable assistance and cooperation as reasonably requested by the other parties to maintain the operation of this Agreement.
- d) to inform each other as soon as reasonably practicable of any other significant matter that may arise during the term of this Agreement, including any significant matter that may arise in relation to a member of staff.
- e) hold termly meetings between the Chief Education Officers/ Directors of both Councils and the portfolio Cabinet members of both Councils.
- f) facilitate such Scrutiny as may be required by the appropriate Scrutiny Committees of both Councils, including joint scrutiny if appropriate.
- g) collaborate to prepare and present an annual report to Powys and Ceredigion Scrutiny Committees.

Equalities, Information, Environmental Information Regulations and Welsh Language requirements **Freedom of**

The parties shall not unlawfully discriminate within the meaning and scope of any law, enactment, order, or regulation relating to discrimination whether in race, gender, religion, disability, sexual orientation or otherwise.

The parties acknowledge that each is subject to the requirements of the Freedom of Information Act 2000 (as amended) and the Environmental Information Regulations 2004 (as amended) and shall assist and co-operate with each another to enable each other to comply with these information disclosure requirements, where necessary.

The parties' conduct and communications in relation to this Agreement shall comply with the Welsh Language (Wales) Measure 2011.

FINANCIAL ARRANGEMENTS

- (a) Each Council will receive and manage their individual funding allocations from Welsh Government. If the funding from Welsh Government ceases or decreases significantly, then these arrangements will need to be revised.
- (b) The parties agree to equally fund the following roles and associated costs and invoice the relevant party quarterly in arrears.
 - a) MWEF Strategic Lead (Powys based)
 - b) MWEF Deprivation and Rural Challenges Co-ordinator (Ceredigion based)
- (c) Payment terms: payment is due within 14 days.
- (d) Apart for the roles identified in point b above, the parties shall each bear their own costs and expenses incurred in complying with their obligations under this Agreement.
- (e) Where regional invoices are raised i.e. for national projects, these will be split equally between both parties.
- (f) If one partner receives funding on behalf of the Mid Wales Education Partners collaboration, this will be transferred promptly within 14 days.
- (g) The transactions relating to this arrangement will be reflected separately in each of the Councils annual accounts.

Confidentiality

In this clause the following expressions shall have the following meanings:

“**Confidential Information**” means any information, data or material of any nature which:

- a) has been designated as confidential by a party in writing; or
- b) the release of which is likely to prejudice the commercial interests of a party or
- c) that ought to be considered as confidential (however it is conveyed or on whatever media it is stored) including information which relates to, business, affairs, properties, assets, trading practices, services, developments, trade secrets, intellectual property rights, know-how, personnel, customers and suppliers of either of the parties, all personal data and sensitive personal data within the meaning of the Data Protection Act 2018, subject to the provisions as set out in the clause dealing with confidentiality and the clause in relation to freedom of information.

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“**Information**” has the meaning given under Section 84 of the Freedom of Information Act 2000, as amended.

- a) Each party agrees to keep confidential all documents relating to or received from the other party under this Agreement that are labelled as confidential and shall not use such Confidential Information except for the purpose of exercising or performing its rights and obligations under this Agreement in relation to the collaboration or disclose such Confidential Information in whole or in part to any third party, except as expressly permitted by this clause.
- b) Where any party receives a request to disclose Information that another party has designated as confidential, the receiving party shall consult with the disclosing party before deciding whether the Information is subject to disclosure.
- c) The provisions of clauses a) and b) of this clause shall not apply to any Confidential Information received by any party from another party:
 - i. which is or becomes public knowledge (otherwise than by breach of this clause); which was in the possession of the party, without restriction as to its disclosure, before receiving it from the disclosing party
 - ii. which is received from a third party who lawfully acquired it and who is under no obligation restricting its disclosure
 - iii. which the parties agree in writing is not confidential or may be disclosed
 - iv. which must be disclosed pursuant to a statutory, legal or parliamentary obligation placed upon the disclosing party making the disclosure, including any requirements for disclosure under the Freedom of Information Act 2000 or the Environmental Information Regulations 2004.

DISPUTE RESOLUTION

If any party has any issues, concerns or complaints about the collaboration, or any matter in this Agreement, that party shall notify the party in writing to which the issue, concern, complaint or matter has been directed and the parties shall attempt in good faith to resolve any such issue, concern, complaint or matter. Where possible, dispute resolution shall be managed by the Mid Wales Education Partners collaboration Strategic Lead in the first instance and / or relevant service lead for each party involved in the collaboration.

If the issue cannot be resolved within a reasonable period of time, the matter shall be escalated in writing to the respective Chief Executives Officers to resolve the dispute between them.

If the Chief Executives Officers fail to resolve the dispute within a reasonable period of time of the dispute having been referred to them, the parties shall give consideration to alternative dispute resolution options.

Atodiad A / Annexe A

Representing the Mid Wales Education Partners at Regional and National meetings and fora:

<p>Cyn y Cyfarfod:</p> <ul style="list-style-type: none"> • Rhannu manylion cyswllt cynrychiolwyr Ceredigion a Phowys â'r trefnydd • Mae angen anfon gwahoddiadau i gyfarfodydd gan gynnwys agendâu a phapurau at gynrychiolwyr o Geredigion a Phowys • Mae angen sgwrs cyn y cyfarfod rhwng cynrychiolwyr o Geredigion a Phowys i sicrhau bod safbwyntiau a gofynion pob awdurdod yn cael cynrychiolaeth lawn yn ystod trafodaethau'r cyfarfod 	<p>Before the Meeting:</p> <ul style="list-style-type: none"> • Contact details of Ceredigion and Powys representatives shared with meeting organiser • Invitation to meeting including any agendas and papers to be sent to representatives from both Ceredigion and Powys • Pre-meeting to take place between Ceredigion and Powys representatives to ensure full representation of each authority's perspective and requirements during discussion in the meeting
<p>Yn Ystod y Cyfarfod:</p> <ul style="list-style-type: none"> • Dim ond un cynrychiolydd o Geredigion a Phowys i fynychu'r cyfarfod. Os na all y cynrychiolydd y cytunwyd arno/arni ddod, bydd cynrychiolydd o'r awdurdod arall yn cymryd ei le/ei lle dros dro • Rhaid cofnodi nodiadau a champau gweithredu gan ddefnyddio profform a nodyn briffio Partneriaid Canolbarth Cymru • Bydd y cynrychiolwyr sy'n dod i'r cyfarfod yn rhannu pwyntiau perthnasol a godwyd mewn trafodaethau cyn y cyfarfod i sicrhau bod safbwynt pob awdurdod yn cael ei gynrychioli'n llawn 	<p>During the Meeting:</p> <ul style="list-style-type: none"> • Only one representative from Ceredigion or Powys will attend the meeting. If the agreed representative is unable to attend, the representative from the other authority will stand in as a temporary replacement. • Notes and actions to be recorded using the Mid Wales Education Partners briefing note pro forma. • The representative attending the meeting will share any relevant points raised in pre-meeting discussions to ensure each authority's perspective is fully represented.
<p>Wedi'r cyfarfod:</p> <ul style="list-style-type: none"> • Dylid anfon unrhyw gofnodion neu gamau gweithredu ffurfiol y cytunwyd arnynt yn y cyfarfod at gynrychiolwyr Ceredigion a Phowys • Dylid rhannu nodiadau briffio a luniwyd gan y cynrychiolydd o Bowys neu Geredigion o fewn 24 awr o'r cyfarfod • Gellid trefnu cyfarfod dilynol (pan fo galw) rhwng cynrychiolwyr o Geredigion a Phowys i drafod cynnwys y nodyn briffio a nodi camau gweithredu priodol ar gyfer pob awdurdod lleol 	<p>After the Meeting:</p> <ul style="list-style-type: none"> • Any formal minutes or actions agreed in the meeting by the chair should be sent to both Ceredigion and Powys representatives • Briefing notes produced by the Ceredigion or Powys representative should be shared within 24 hours of the meeting • A follow up meeting may be arranged (when necessary) between Ceredigion and Powys representatives to discuss the content of the briefing note and identify appropriate actions for each local authority.

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Local leads and representation at cross regional and national meetings and for a have been agreed as the following for the 2022/23 and 2023/24 academic years:

National and Cross-Regional Teams / Groups/Meetings	Powys lead	Ceredigion lead	To represent Mid Wales Education Partners
MD Meetings	Lynette Lovell Anwen Orrells	Meinir Ebbsworth Anwen Orrells	Anwen Orrells – MWEP Strategic Lead
WG Consortia / Partnerships PL Leads Meeting	Sally Llewellyn Chris Davies	Aled Rumble Elen Davies Rhianydd James	Chris Davies Sally Llewellyn / Aled Rumble
WG Consortia / Partnerships Curriculum Leads Meeting	Sally Llewellyn Chris Davies	Aled Rumble	Sally Llewellyn Chris Davies
WG CAMAU Project: CAMAU ar gyfer Y Dyfodol & CAMAU I'R Dyfodol	Chris Davies	Elen Davies	Chris Davies Elen Davies
WG National Professional Enquiry Project	Sally Llewellyn	Alwyn Ward	Alwyn Ward
WG Schools as Learning Organisations (SLOs) Ysgolion Sy'n Dysgu	Sally Llewellyn	Aled Rumble	Aled Rumble Sally Llewellyn
WG National Strategy for Educational Research and Enquiry (EREIS)	Sally Llewellyn	Alwyn Ward / Gareth Evans	Alwyn Ward
WG Talk Pedagogy	Sally Llewellyn	Gareth Lanagan	Sally Llewellyn
WG Digital Professional Learning Journey	Rob Walters	Kay Morris	Kay Morris
Cross-Regional Digital Leads Team	Rob Walters	Kay Morris	Rob Walters Kay Morris
Cross-Regional Post-16 Team	Chris James	Gareth Hughes	Gareth Hughes
Cross-Regional National Evaluation and Improvement Resource Team	Eurig Towns	Clive Williams	Eurig Towns

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Cross-Regional Induction Team	Sarah Perdue	Alwyn Ward	Alwyn Ward Sarah Perdue
Cross-Regional Leadership Team	Sarah Perdue	Dafydd Iolo Davies	Sarah Perdue Dafydd Iolo Davies
Cross-Regional TALP Team	Sarah Perdue	Alwyn Ward	Alwyn Ward Sarah Perdue
Cross-Regional Well-Being Team	Mary Strong Andrew Farrell	Laurie Hughes Gillian Evans	Laurie Hughes Mary Strong
Cross-Regional Coaching and Mentoring Team	Sarah Perdue	Dafydd Iolo Davies	Sarah Perdue Dafydd Iolo Davies
Cross-Regional Reading and Oracy	Delyth Jones	Menna Beaufort Jones Menna Sweeny	Menna Beaufort Jones Delyth Jones
Cross-Regional Vulnerable and Disadvantaged Group	Mary Strong Andrew Farrell	Gareth Lewis	Gareth Lewis
Cross-Regional Rural Deprivation Grant	Mary Strong Sarah Quibell	Gareth Lewis	Gareth Lewis
Qualifications Wales	Sally Llewellyn	Gareth Lanagan	Gareth Lanagan Sally Llewellyn
Foundation Learning	Sharon Hughes	Vanessa Bowen	Vanessa Bowen
Cross-Regional Welsh History / BAME Group	Mary Strong		Mary Strong
Cross-Regional Creative Learning Group	Lynsey McCrohon		Lynsey McCrohon
Cross-Regional: Arweinwyr Strategol Y Gymraeg	Bethan Price	Menna Beaufort Jones	Menna Beaufort Jones Bethan Price
Cross-Regional: Cydlynwyr Y Gymraeg	Bethan Price	Menna Beaufort Jones	Menna Beaufort Jones Bethan Price
Cross-Regional PDG Group	Mary Strong Sarah Quibell	Gareth Lewis	Gareth Lewis
Cross-Regional Citizenship and Politics Group	Fiona Thomas		Fiona Thomas

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CSAGRE Cymru / NAPfRE	Fiona Thomas	Mary Davies	Mary Davies
WG UNCRC / UNCRPD Professional Learning	Chris Davies		Chris Davies
British Sign Language	Heidi Lorenz	Sian Williams	Heidi Lorenz
Cross-Regional MAT Group	Fiona Thomas	Gareth Lanagan	Gareth Lanagan
Cross-Regional Communications Group (PinchPoint)	Chris Davies		Chris Davies
Governance (Evaluation Toolkit)	Anwen Orrells		Anwen Orrells
WG RSE Catch up	Chris Davies		Chris Davies
WG Re-designing accountability / impact measures	Anwen Orrells	Gareth Lanagan Gwion Dafydd	Gwion Dafydd Anwen Orrells / Gareth Lanagan



**Cytundeb Lefel Gwasanaeth | Memorandum of Understanding
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Mae pob Awdurdod Lleol yn rhoi eu caniatâd ysgrifenedig penodol i weithredu ar ran y llall fel a gytunwyd uchod.

Each Local Authority gives their express written consent to act on behalf of the other as outlined above.

Cyngor Sir Powys / Powys County Council

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(Argraffu Enw / Print Name)

(Llofnod / Signature)

(Swydd / Position)

Cyngor Sir Ceredigion / Ceredigion County Council

.....

(Argraffu Enw / Print Name)

(Llofnod / Signature)

(Swydd / Position)



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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

v1

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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:

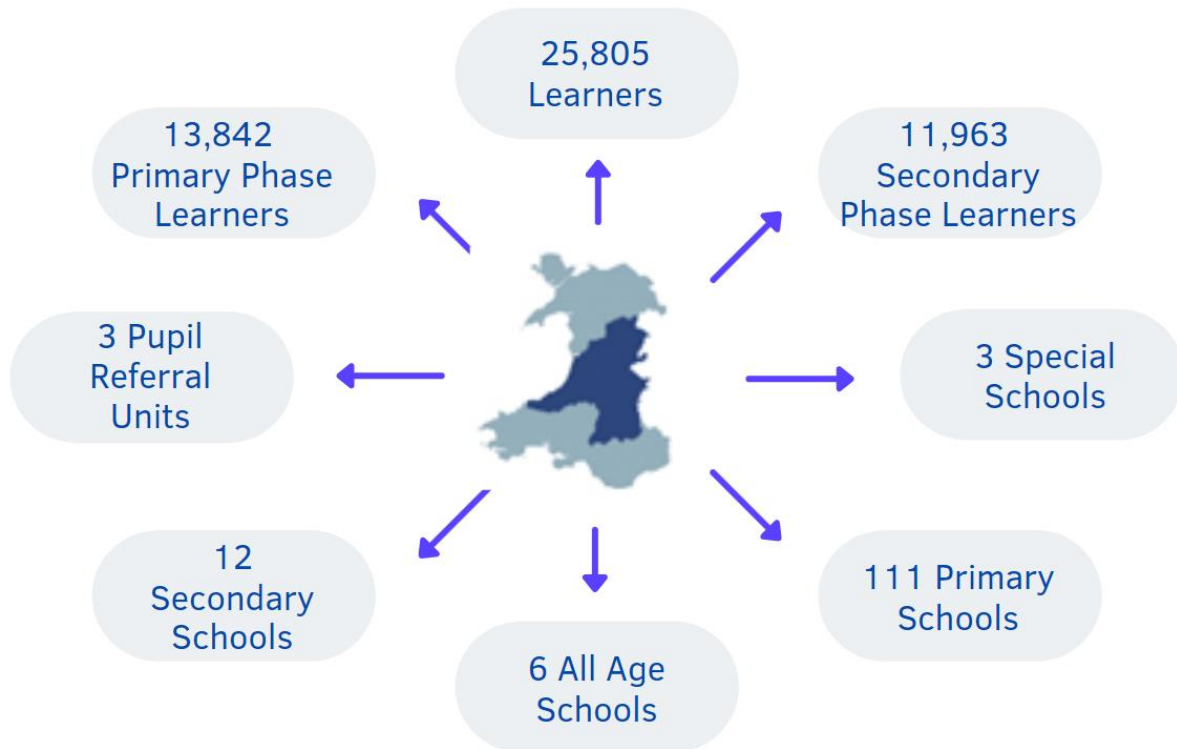
- Supportive and collaborative in our approach
- Creative, flexible, and honest in our ways of working
- Effective and efficient as a partnership




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



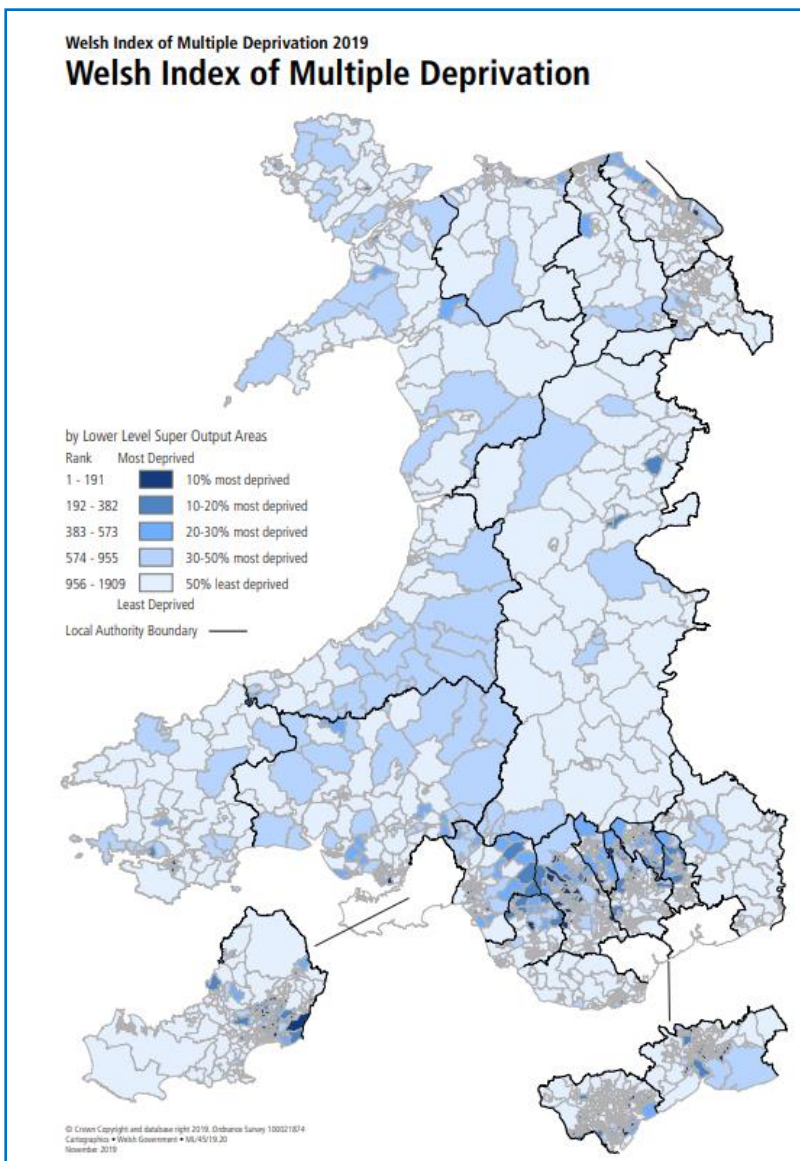
	Mid Wales Education Partners	Ceredigion Local Authority	Powys Local Authority
			
Schools (as of September 2022)			
Primary	111	36	75
All Age	6	3	3
Secondary	12	4	8
Special	3	0	3
Pupil Referral Units	3	1	2
Total schools across MWEP	135	44	91
Learners (Source PLASC 2022)			
Primary Phase	13,842	4,847	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/1JRhkwjv-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
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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 MWEF 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)

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.
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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	Powys
<p>Level 1: Corporate Strategy 2022 – 2027</p> <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. 	<p>Corporate and Strategic Equality Plan</p> <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>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>School Service Development Plan</p>
<p>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>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.

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	✓	✓	✓	✓	✓

<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>

	<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

<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 \(gov.wales\)](#)

	<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.

<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>

<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.

<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.

<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>

<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
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

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

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Cyngor Sir CEREDIGION County Council

REPORT TO THE:	Learning Communities Overview and Scrutiny Committee
DATE:	8th of June, 2023
LOCATION:	Hybrid
TITLE:	ESTYN Inspections, Autumn term 2022 and spring term, 2023
PURPOSE OF THE REPORT:	For information
REASON WHY THE COMMITTEE REQUESTED THE INFORMATION:	For information

BACKGROUND:

Since September, 2022 Estyn has inspected 6 schools in Ceredigion and 3 unmaintained institutions. You will remember that the Inspection Framework has been revised and opinions such as Unsatisfactory, Satisfactory, Good and Excellent are no longer given for various elements of the Framework. Instead, an appraisal narrative identifies the strengths and areas of school improvement for specific aspects of their work. Recommendations from Estyn are ongoing, and Estyn will come to an opinion if the school needs significant improvements and needs a second Estyn visit within a certain period.

The following schools were inspected in the Autumn term, 2022:

Penllwyn and Penrhyn-coch Schools – a joint inspection as both schools are formally federated but two separate reports were provided

https://www.estyn.gov.wales/system/files?file=2022-11/Inspection%20report%20Ysgol%20Penrhyncoch%202022_1.pdf

https://www.estyn.gov.wales/system/files?file=2022-11/Inspection%20report%20Ysgol%20Penllwyn%202022_0.pdf

The school has produced an action plan to address the recommendations from the inspection.

The following schools were surveyed in the Spring term, 2023:

*Aberaeron High School

https://www.estyn.gov.wales/system/files/2023-05/Inspection%20report%20Ysgol%20Gyfun%20Aberaeron%202023_3.pdf

*Ysgol Y Ddei

https://www.estyn.gov.wales/system/files/2023-05/Inspection%20report%20Ysgol%20Y%20Dderi%202023_1.pdf

*Penparc Primary School

https://www.estyn.gov.wales/system/files/2023-05/Inspection%20report%20Ysgol%20Gynradd%20Penparc%202023_0.pdf

*St Padarn's RC Primary School

*Pontrhydfendigaid Primary School

*To date the reports have not been published

The following non-maintained establishments were surveyed in the Autumn term, 2022:

Llangwryfon

https://www.estyn.gov.wales/system/files/2022-11/Inspection%20Report%20Cylch%20Meithrin%20Llangwryfon%202022_0.pdf

Pontrhydfendigaid

https://www.estyn.gov.wales/system/files/2023-02/Inspection%20report%20-%20Cylch%20Meithrin%20Pontrhydfendigaid%202023_0.pdf

Talybont

https://www.estyn.gov.wales/system/files?file=2023-02/Inspection%20report%20Cylch%20Meithrin%20Talybont%202023_0.pdf

Not one non-maintained institution in Ceredigion was inspected during the spring term, 2023.

CURRENT SITUATION:

Estyn have announced that they will inspect all schools that have not been inspected since early September 2017 before September 2024.

Has an Integrated Impact Assessment been completed? If not, please explain why

WELL-BEING OF FUTURE GENERATIONS:

**Summary:
Long-term:
Cooperate:
Contain:
Section:
Integreiddio:**

RECOMMENDATIONS:

For information

REASON FOR RECOMMENDATIONS:

Contact Name:	Mary Davies
Job:	Corporate Manager of School Improvement
Date of Report:	12/05/23
Acronymau:	

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Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 8 June 2023

LOCATION: Hybrid

TITLE: Transition Guidance for Settings and Schools: an inclusive model of support

PURPOSE OF THE REPORT: To provide information and guidance for schools, settings and colleges on transition arrangements and effective inclusive support. The guidance will share good practice and provide an effective lead on supporting all children and young people to flourish, live full and meaningful lives, and become valued members and contributors within their local community.

REASON THE COMMITTEE HAS REQUESTED THE INFORMATION: To update the Scrutiny Committee on the recent inclusive transition guidelines.

BACKGROUND:

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 is part of the wider education reform programme in Wales and ensures provision for learners from 0 to 25. Ceredigion is dedicated to creating inclusive educational environments that nurture resilience and promote independence, enabling all children and young people to thrive and flourish, live full and meaningful lives, and become valued members and contributors within their local community.

Children and young people will experience smooth transitions throughout their educational career and into adulthood, enabling them to reach their potential.

This means that children and young people:

- will have their holistic needs identified early;
- have their independence recognised and are able to make choices about decisions which impact on their lives;
- where appropriate will receive multi-agency support in a timely manner and that is effective at promoting their educational needs as well as personal wellbeing; and
- are able to maximise education and training opportunities.

This document provides guidance in the wake of the additional learning needs transformation act with a focus on effective transition practices during the three key stages of transition for our children and young people.

- Stage 1: Transition in the Early Years
- Stage 2: Transition from Primary to Secondary
- Stage 3: Post-16 inclusive transition

It provides guidance and shares good practice on the various levels of support that will need to be planned according to the individual's learning needs.

In line with Ceredigion's inclusive vision, the needs of the majority of children and young people will be met at the inclusive transition level. With increasing complexity of need, additional arrangements at each level will incorporate the arrangements of the previous level. This will ensure the smooth transition of children and young people to meet their individual level of need.

Where a child or young person with ALN unexpectedly moves into a school/setting, the receiving school should undertake a review as soon as possible to ensure that the provision is secured to meet the identified needs. The appropriate additional learning provision should be reflected in the child/young person's Individual Development Plan (IDP).

Levels of transition support

Inclusive Transition:

Inclusive transition arrangements that are available for all children and young people according to setting/school arrangements.

Targeted transition:

Targeted support for children and young people identified with an emerging/identified need (monitored within existing whole school / setting arrangements).

Transition review:

Targeted support during transition reviews for children and young people with IDPs.

Enhanced transition:

Enhanced support for children and young people identified with severe, complex, persistent and enduring levels of need.

There is no single approach to planning transition. Each setting and school will have developed transition methods that suit their ethos, context and culture.

CURRENT SITUATION:

The document has been developed by a number of contributors e.g. schools, Ceredigion inclusion staff including officers in the field of Additional Learning Needs. This document provides guidance for schools and reflects the way of working in line with the ALN transformation. This will ensure consistency of implementation across the County.



Canllawiau Pontio Ceredigion Transition
Ceredigion 2023.doc: Guidance 2023.docx

**WELLBEING OF
FUTURE GENERATIONS:**

Has an Integrated Impact Assessment been completed? If, not, please state why

Summary:
Long term:
Collaboration:
Involvement:
Prevention:
Integration:

RECOMMENDATIONS:

- i) Agree to adopt the content of the transition guidance for Ceredigion schools and settings;
- ii) Develop a consistent implementation and smooth transition for children and young people throughout their educational career and into adulthood, enabling them to reach their potential.

REASON FOR RECOMMENDATIONS:

To comply with the ALN Transformation requirements. The document will ensure that transition arrangements across Ceredigion are consistently inclusive and of the highest standard.

Contact Name: Gillian Evans
Designation: Corporate Manager – ALN, Inclusion and Well-being
Date of Report: 8 June 2023

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Ceredigion School Services



Transition Guidance for Settings and Schools: an inclusive ‘model’ of support

Version 1: January 2023

Contents

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Ceredigion schools are reminded that any information shared as part of transition is done in accordance with the GDPR regulations.

1. Introduction

Ceredigion is dedicated to creating inclusive educational environments that nurture resilience and promote independence, enabling all children and young people (CYP) to thrive and flourish, live full and meaningful lives, and become valued members and contributors within their local community.

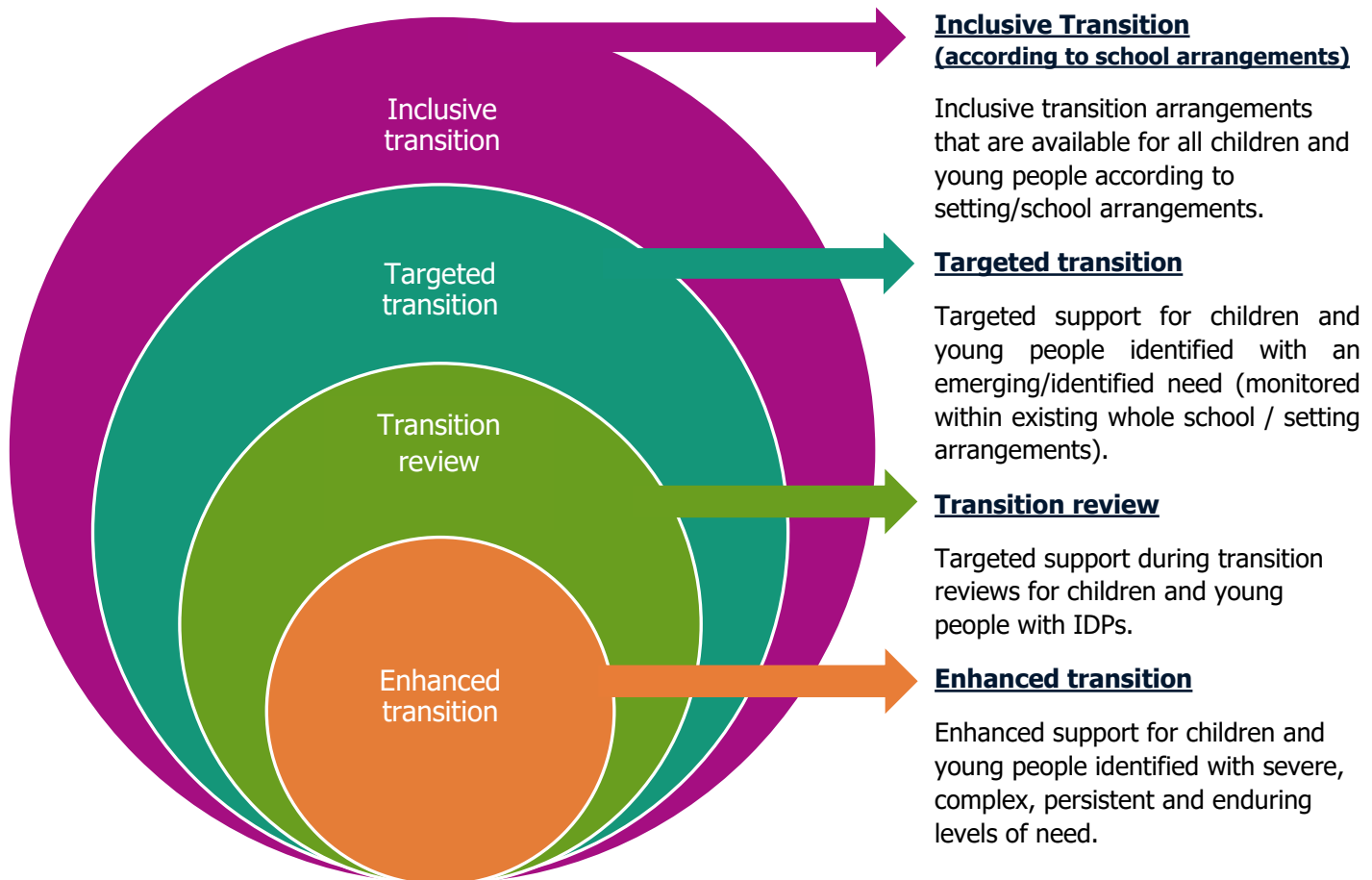
Children and young people will experience smooth transitions throughout their educational career and into adulthood, which enables them to reach their potential.

This means that children and young people:

- will have their holistic needs identified early;
- have their independence recognised and are able to make choices about decisions which impact on their lives;
- where appropriate will receive multi-agency support in a timely manner and that is effective at promoting their educational needs as well as personal wellbeing; and
- are able to maximise education and training opportunities.

2. Guidance for transition for *all* children and young people in Ceredigion.

The transition model illustrated below seeks to identify the level of support needed during transition.



From the illustration above, it is clear that the majority of C/YP will have their needs met at the inclusive transition level (purple circle). With increasing complexity of need, **additional** arrangements at each level will incorporate the arrangements of the previous level. This will ensure the smooth transition of C/YP to meet their individual level of need.

Where CYP with ALN *unexpectedly* move into a school/ setting, the receiving school should undertake a review as soon as possible to ensure that the provision is secured to meet the identified needs. The appropriate ALP should now be reflected in the CYP's IDP.

3. Levels of transition support

There is no single approach to planning transition. Each setting and school will have developed transition methods that suit their ethos, context and culture. The table below offers guidance in terms of what each level of transition support could entail:

Inclusive Transition	Targeted transition	Transition review	Enhanced transition
<p>All settings and schools follow their agreed transition processes and procedures applicable to the appropriate phase of transition according to their school arrangements.</p> <p>Inclusive Transitions will be completed within specified timescales when a C/YP transitions to a new setting or school.</p> <p>These transitions are not just from school to school but also from year to year. E.g. from year 1 into year 2.</p>	<p>This level of support focuses on the emerging/ identified need at the time of transition. For example, this may include a C/YP who:</p> <ul style="list-style-type: none"> - is known to become anxious in social situations. - has experienced a recent upset in their lives. - as short term medical needs, for example, illness. <p>This level of transition support requires increased vigilance within existing whole setting / school arrangements, according to their agreed inclusive transition processes. A discussion and planning tool is useful for both settings/schools when planning for transition at this level and this might be through an outcomes-based support sequence.</p>	<p>This level of transition support focuses on the transitional support available to all pupils with ALN. This may include a C/YP who:</p> <ul style="list-style-type: none"> - is identified as needing ALN support and has an IDP - may be looked after by the Local Authority (LAC). - has long term medical needs. - may be highly sensitive to change and may display their distress across a range of behaviours at the point of transition. <p>The C/YP will require additional planning and transition support opportunities. The ALNCo or the transition lead professionals would normally be the designated contact and would coordinate, monitor and cascade information to others following the transitional review meeting.</p> <p>The process of transition planning considers whether there is a need for ALP in the new setting. Regardless of whether the need for ALP continues, it is important to choose the right level of transition to meet the C/YP's holistic needs.</p>	<p>This level of support focuses on C/YP with complex, severe and enduring levels of need. This may include a C/YP who:</p> <ul style="list-style-type: none"> - has low incidents/high complexity of ALN. - has long term, complex medical needs - profound and multiple learning difficulties. - is highly sensitive to change and may exhibit their distress across a range of behaviours at the point of transition. <p>The C/YP will be supported by targeted and/or specialist support services and it is likely that a range of agencies will be involved. The transition may require an additional MDT meeting and collaborative planning, integrated support, close liaison and monitoring. The ALNCo (usually the designated professional) will be the point of contact and will coordinate, monitor and cascade information to others. An outcomes based plan will be in place to support the C/YP and their family.</p> <p><i>It is important to note - while not all C/YP with ALN will require an enhanced transition, those who would be unlikely to transition successfully without an enhanced transition plan should be identified by October half-term in their final year.</i></p>

The following sections focus in greater depth on the types of transition arrangements and activities that might be included at each level of transition support at the different stages.

4. Good Practice for transition – Early Years

Transitions can be stressful for children and families in the Early Years. Routine and consistency are very important in a child's early years but change is unavoidable as they move from home to setting and from setting to school. Children with ALN can be particularly vulnerable at times of change. Children with ALN will need additional, flexible support.

There is a link between poor transitions and less successful outcomes e.g. poor attendance and disengagement. However, if children and parents are more informed and supported during transition times the child may well enjoy new experiences and feel more mature. By managing transition carefully, we can ease the process of change. The key to success lies in, preparation and planning beforehand and support in settling into the new setting afterwards.

Transition is an ongoing process and not a single event. The ALN Code for Wales 2021 states:

27.14 Early and co-ordinated transition planning will support children and young people with ALN to make positive transitions. It is good practice to view transition planning as an ongoing process rather than a single event, and to tailor it to suit the child or young person's individual needs.



Inclusive Transition: Home to Early Years Pre-School Setting

The foundation and basis of **all** good transition planning:

Administrative:

- Establish good communication and build trusting relationships.
- Value and respect relationships with parents/carers, including fathers.
- Information gathering: the child's likes and dislikes, language and culture, community and interests.
- Discuss how the child may respond to routines, activities, toys, things they will enjoy, things they may find difficult.
- Development of a one-page profiles with parental input.
- Provide a range of accessible information for families e.g. open days, information events, parents meetings, newsletters.

Personal, Social and Emotional:

- Continuity of experience between home and setting: Familiar books, comforters or other objects.
- Transition visits: Gradually build up the amount of time the child spends in the setting, depending on the amount of anxiety and stress.
- Photographs: Photographs of family in the setting and also photographs of the setting/staff in the home.
- Allow time for a child to observe the environment.

Curriculum:

- Explain Foundation Learning approach: Planning in the moment, Learning through play, Following the lead of the child, Experiential approach.

Pedagogy:

The child's key worker needs to:

- Build a close working relationship with family.
- Support for the child and family through the transition.
- Provide emotional security.
- Tune into a child's emotional response.
- Provide reassurance and guidance.
- Make observations about the child's progress.
- Nurture confidence.

Managing Learning/Meeting Needs:

- Explain approach to inclusion, ALN policy, commitment to equality of opportunity.
- Visuals: Use symbols to label the environment.
- Now and Next cards/Visual Timetable.
- Lanyards: Key symbols on lanyards.



Administrative:

- LA collaboration with home, setting and agencies.
- Multi agency involvement.
- Detailed information shared and information inputted by both home/agencies/LA.
- PCP meeting organised. Outcomes, Support Sequence and Action Plan agreed in meeting.
- IDP finalised and published by LA.
- Consider the need for risk assessments.

Personal, Social and Emotional:

- Phased entry into new setting.
- Identify any reasonable adjustments that may need to be made before the child arrives at the setting.
- Remove all barriers that may stop a child learning or joining in with the other children before they arrive. This is a legal duty.
- Habilitation Officer to carry out Environmental Audits (for some children with VI) during early transition.
- Bespoke school/setting familiarisation and mobility training visits (pupils with VI).

Curriculum:

- Observation opportunities.
- Follow the child's specific interests.

Pedagogy:

- Experiencing/practising using equipment.
- Training of staff – the use of bespoke materials and resources.

Managing Learning/Meeting Needs:

- Support provided through the Referral Scheme.
- Total communication approach: use gestures, pictures, tone of voice and simple language to support the child's understanding.
- Visual supports – Now and Next cards, lanyard cue cards.
- Follow any recommendations from agency services.

- **Post Transition Review:** Review of child's progress and IDP by the LA with setting, parental and multi-agency support.



Inclusive Transition: Early Years Setting to Primary School

The foundation and basis of **all** good transition planning:

Administrative:

The more settings and schools work together, the more positive the process of transition will be. This can be achieved in the following ways:

- Yearly transition timetable to plan for opportunities for school and setting to work together i.e. trips, concerts, sports days, story and singing sessions.
- Regularly invite a teacher or a member of staff from school to read a story or lead a singing session in the Early Years setting.
- Identify roles and responsibilities within transition made explicit to ensure a smooth transition.
- Share relevant information with parental permission.
- Arrange and organise visits and meetings.
- Ensure general management of taster evenings to the Primary schools for potential pupils and parents/guardians.

Personal, Social and Emotional:

- Sharing of up to date One Page Profile.
- Opportunities to visit school at different parts of the day: morning, afternoon, lunch time and the whole day.
- Opportunities to spend time in the new classroom and all significant areas of the school.
- Social opportunities.
- Organising a 'buddy' system (collaboration with other schools/settings when transitioning alone)
- Transition videos – virtual walk arounds.
- Allowing the child/family to take photos of the new environment.
- Explore school website.
- Transport experiences/guidance.
- Creating a book of photographs and information to help to prepare for the move.
- Knowing where to go/who to go to for support.
- Discuss emotions throughout the transition process.
- Develop children's independent self-care skills.
- Create an 'All about me' box or book.
- Turn the role play area into a school environment.

Curriculum:

- Open evenings and opportunities to explore environment.
- School and setting to share the same aims, purposes and philosophy of education.
- Continuity in good practice from setting to school - language patterns, snack time, prayer.
- Parent evenings that share information regarding expectations/changes.
- 'Open door' policy – opportunities for Q&A.
- Meet the teacher/staff.

Pedagogy:

- Consistent use of language to ensure consistency for the child (for example, school rules, teachers names and new terminology).

Managing Learning/Meeting Needs:

- Lunch time/break time experiences (less supervision and making choices).



Targeted Transition: Early Years Setting to Primary School

Child's needs are being met via ILP, however, a person-centred approach is required to ensure these needs continue to be supported without the need for ALP during transition.

Administrative:

- Possible additional agency involvement.
- Possible LA involvement. Transition meeting organised with home and agencies.
- Possible ALNCO involvement.
- Sharing of key information – e.g. One Page Profile, Wellcomm Assessments, Individual Play plans, Health care plans, Referral Scheme support.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.

Curriculum:

- Observation opportunities.
- Small group transition activities.

Pedagogy:

- Staff to visit child in setting to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- Parental communication/home – contact books.
- Welcome packs for new parents.

- **Potential for Post Transition Review:** Review of child's progress with school, parental and multi-agency support within a term.



Transition Review: Early Years Setting to Primary School

Child has ALN and during the IDP review process transition must be considered and planned for. This information **must** be recorded in section 3C of the IDP.

Administrative:

- LA involvement: Transitional review undertaken in IDP review (and consider whether the need for ALP continues in the new setting).
- Additional agency involvement.
- ALNCO involvement.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Sharing of key information - PCP presentation, IDP, updated one-page profile.
- Section 3C to be completed in IDP.
- Review any existing/ consider the need for risk assessments.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.
- Environmental Audits of the new setting if required.
- Identify any reasonable adjustments that may need to be made before the child arrives at the setting.
- Remove all barriers that may stop a child learning or joining in with the other children before they arrive. This is a legal duty.

Curriculum:

- Observation opportunities.
- Small group transition activities.

Pedagogy:

- Staff to visit child in setting to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- Parental communication/home – contact books.

- LA Post Transition Review: Review of child's progress with LA, school, parental and multi-agency support within a term. Discuss transfer of IDP.



Administrative:

- Multi agency involvement.
- LA involvement PCP meeting organised. Outcomes, Support Sequence and Action Plan agreed in meeting.
- IDP finalised and published by LA. Transfer of responsibility to the school.
- ALNCO involvement.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Detailed information shared and information inputted by both settings/schools.
- Scheduled 'check ins' with parents and child.
- A structured timetable of events for transition experiences created.

Personal, Social and Emotional:

- Phased entry into new setting if required.
- Where possible, specific hands-on experiences provided for the child – according to their needs.
- Habilitation Officer to carry out Environmental Audits (for some children with VI) during early transition.
- Bespoke school/setting familiarisation and mobility training visits (pupils with VI).
- Identify any reasonable adjustments that may need to be made before the child arrives at the setting.
- Remove all barriers that may stop a child learning or joining in with the other children before they arrive. This is a legal duty.

Curriculum:

- Observation opportunities.
- Small group transition workshops.
- Follow the child's specific interests.

Pedagogy:

- Experiencing/practising using equipment.
- Training of staff – the use of bespoke materials and resources.

Managing Learning/Meeting Needs:

- School staff to work in setting with the child during the final term of transition.
- Total communication approach: use gestures, pictures, tone of voice and simple language to support the child's understanding.
- Visual supports – visual timetable, Now and Next cards, lanyard cue cards.
- Follow any recommendations from agency services.

Post Transition Review: Should be led by the school ALNCo at the end of the first term following transition.

5. Good Practice for transition – Primary to Secondary



Inclusive Transition: **Primary to Secondary**

The foundation and basis of **all** good transition planning:

Administrative:

Audit of transition processes and procedures within the setting/school that assess the contributions of the key principles of transition to overall wellbeing of the child. Celebrate what's working and:

- Identify roles and responsibilities within transition made explicit to ensure a smooth transition.
- Share relevant information
- Arrange and organise visits and meetings.
- Ensure general management of Year 5 and 6 taster evenings to the secondary schools for potential pupils and parents/guardians
- Ensure general planning and organisation of visits according to whole school arrangements.

Personal, Social and Emotional:

- Timetabled transition sessions (PSE/Health and wellbeing) with a focus on Person Centred Practices; aspirations/goals/achievements/strengths/ hobbies and interests/next steps/plans for future.
- Sharing of up to date One Page Profile.
- Social opportunities.
- Organising a 'buddy' system (collaboration with other schools/settings when transitioning alone)
- Transition videos – virtual walk arounds.
- Allowing the child/family to take photos of the new environment.
- Explore school website.
- Transport experiences/guidance.
- Peer support sessions – listening to each other, sharing examples of work and opportunities to celebrate success.
- Creating a book of photographs and information to help to prepare for the move.
- Knowing where to go/who to go to for support.
- Puberty and friendship support and advice.
- Bullying awareness.
- Mindfulness, resilience, and mental health support.

Curriculum:

- Open evenings and opportunities to explore subject areas/environment.
- Parent evenings that share information regarding curriculum expectations/changes.
- 'Open door' policy – opportunities for Q&A.
- Meet the teacher/staff.
- Managing timetable and having opportunity to become familiar with new subject content.
- Exploring the use of new equipment, books, materials for specific subjects.

Pedagogy:

- Lesson experiences.
- Consistent use of language to ensure consistency for the child (for example, school rules, teachers names and new terminology).

Managing Learning/Meeting Needs:

- Access to timetable.
- Financial literacy (money handling skills).
- Lunch time/break time experiences (less supervision and making choices).



Targeted Transition: Primary to Secondary

Child's needs are being met via ILP, however, a person-centred approach is required to ensure these needs continue to be supported without the need for ALP during transition.

Administrative:

- Arranging Person Centred meeting (if required).
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information – e.g. One Page Profile.
- Review any existing/ consider the need for risk assessments

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/what to include in a bag for school, use of drama/social stories/role play).
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.

Curriculum:

- Observation opportunities.
- Small group transition workshops.

Pedagogy:

- Staff to visit C/YP in setting/school to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- School transport training opportunities.
- Money handling skills opportunities.
- Parental communication/home – school books.



Transition Review: Primary to Secondary

Child has ALN and during the IDP review process transition must be considered and planned for. This information **must** be recorded in section 3C of the IDP.

Administrative:

- Transitional review undertaken in IDP review (and consider whether the need for ALP continues in the new setting). Consider ceasing/ transfer of IDP.
- Section 3C to be completed in IDP.
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information - access arrangements, One Page Profile.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/what to include in a bag for school, use of drama/social stories/role play).
- Bespoke walk around video specific to the child's needs.
- Soft touch approach – walk arounds after school.

Curriculum:

- Observation opportunities.
- Transition 'project' work – building a portfolio/transition passport of strengths/research likely/preferred destination.
- Small group transition workshops.

Pedagogy:

- Staff to visit C/YP in setting/school to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- School transport training opportunities.
- Money handling skills opportunities.

Post Transition Review: Should be completed by the secondary ALNCo at the end of the first term following transition.



Enhanced Transition: **Primary to Secondary**

Administrative:

- Multi agency involvement.
- LA involvement.
- Detailed information shared and information inputted by both settings/schools.
- Scheduled 'check ins' with parents and child.
- A structured timetable of events for transition experiences created.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.

Personal, Social and Emotional:

- Phased entry into new setting.
- Where possible, specific hands-on experiences provided for the child – according to their needs.
- Habilitation Officer to carry out Environmental Audits (for some children with VI) during early transition.
- Bespoke school/setting familiarisation and mobility training visits (pupils with VI).

Curriculum:

- Observation opportunities.
- Small group transition workshops.

Pedagogy:

- Experiencing/practising using equipment.
- Training of staff – the use of bespoke materials and resources.

Managing Learning/Meeting Needs:

- Secondary staff to work in school with child during term of transition.

Post Transition Review: Should be completed by the Secondary ALNCo at the end of the first term following transition.

6. Good Practice for transition – Post 16

The principles of the transition practices above still apply to this age group, but there are some unique considerations which apply to learners over 16 years of age.

Making their own decisions

As children become young people (at the age of 16) they have the right to make their own decisions on matters which affect their future. It is vital that consideration of their views, wishes and feelings are respected. Schools need to ensure that young people (YP) are provided with the necessary information and support to enable their participation in their decisions. It is important that the YP knows that they can change their mind at any time and should let the new setting know if they do so.

Prior to Year 11, schools need to establish a YP's capacity to make specific decisions and need to ensure that materials and information are presented to them in a format which allows the YP to maximise their understanding and enable them to decide for themselves. These activities and the YP's decision to give/not to give consent must be recorded. Where there is doubt with regards to a YP's capacity to make specific decisions following the above activities, a mental capacity assessment must be secured and where necessary, representatives appointed to make decisions on the YP's behalf.

Post 16 Choices

At post 16 learners may be making plans to remain in school, move onto a new further educational/ training setting or be making plans to leave education altogether. Pupils need to be aware of their choices through the Local Offer (i.e. what is the provision locally – be that education/training, employment or social services support to participate in community activities). It is vital to establish at this stage whether, in order to meet the YP's aspirations, there is a reasonable need for further education/ training or whether an alternative pathway into adulthood is more appropriate.

Schools will assist in transition, whatever the chosen destination and will offer advice and support around what happens when their IDP ceases, to enable the YP to reach their potential and live independent, fulfilled lives.

Administrative:

Audit of transition processes and procedures within the setting/school that assess the contributions of the key principles of transition to overall wellbeing of the young person. Celebrate what's working and ensure:

- The young person's consent is given to undertake the following activities to facilitate a smooth transition. Record the given consent.
- Roles and responsibilities within transition are made explicit to ensure a smooth transition.
- Sharing of relevant information with the young person's consent
- Arrangement and organisation of visits and meetings.
- General management of taster evenings to the desired destination for potential pupils and parents/guardians
- General planning and organisation of visits according to school/new setting arrangements.

Personal, Social and Emotional:

- Timetabled transition sessions (PSE/Health and wellbeing) with a focus on Person Centred Practices; aspirations/goals/achievements/strengths/ hobbies and interests/next steps/plans for future/ exploring the local offer.
- Sharing of up to date One Page Profile.
- Social opportunities.
- Organising a 'buddy' system (collaboration with other schools/settings when transitioning alone)
- Transition videos – virtual walk arounds.
- Allowing the young person /family to take photos of the new environment.
- Explore school/ FEI website.
- Transport experiences/guidance.
- Peer support sessions – listening to each other, sharing examples of work and opportunities to celebrate success.
- Creating a book of photographs and information to help to prepare for the move.
- Knowing where to go/who to go to for support.
- Sexual health/ relationships and friendship support and advice.
- Bullying awareness.
- Mindfulness, resilience, and mental health support.

Curriculum:

- Open evenings and opportunities to explore subject areas/environment.
- Parent evenings that share information regarding curriculum expectations/changes.
- 'Open door' policy – opportunities for Q&A.
- Meet the teacher/ tutor /staff.
- Managing timetable and having opportunity to become familiar with new subject content.
- Exploring the use of new equipment, books, materials for specific subjects.

Pedagogy:

- Lesson experiences.
- Consistent use of language to ensure consistency for the young person (for example, rules of the settings, teachers/ tutor and support staff names and new terminology).

Managing Learning/Meeting Needs:

- Access to timetable.
- Financial literacy (money handling skills).
- Lunch time/break time experiences (less supervision and making choices).
- Career/ Pathway Advice/ Local Offer.
- Work experience opportunities/ mock interviews.
- Consider applying for concessionary benefits (e.g. bus pass/learning grants)

POST 16

Targeted Transition: Post 16

Young Person's needs are being met via ILP, however, a person-centred approach is required to ensure these needs continue to be supported without the need for ALP during transition.

Administrative:

- Seek the young person's consent to undertake the following activities to facilitate a smooth transition. Record the given consent.
- Arranging Person Centred meeting (if required).
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information – e.g. One Page Profile.
- Review any existing/ consider the need for risk assessments

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/ how to order and pay for lunch at the canteen /what to include in a bag for school/college, use of drama/social stories/role play).
- Bespoke walk around video specific to the young person's needs.
- Soft touch approach –visits to the desired new setting when quiet.

Curriculum:

- Observation opportunities.
- Small group transition workshops.
- Transition 'project' work – building a portfolio/ transition passport of strengths/ research of preferred or likely destinations

Pedagogy:

- Staff to visit the young person in setting/school to observe/get to know staff, environment.

Managing Learning/Meeting Needs:

- Travel training opportunities.
- Money handling skills opportunities.

POST 16

Transition Review: Post 16

Young Person has ALN and during the IDP review process transition must be considered and planned for. This information **must** be recorded in section 3C of the IDP.

Administrative:

- Ensure that the young person has the capacity to understand and make decisions which relate to them. Record how this assessment was undertaken.
- Ensure the young person's consent to the maintaining/cease/ transfer of the IDP has been sought, confirmed and recorded.
- Record the young person's consent to sharing of their information with others.
- Transitional review undertaken in IDP review.
- Record discussion of whether there is a reasonable need for further education and training based on the young person's aspirations and outcomes.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Section 3C to be completed in IDP.
- Possible additional agency involvement.
- Possible LA involvement.
- Sharing of key information - access arrangements, One Page Profile.

Personal, Social and Emotional:

- Organised additional visits.
- Organised small group visits.
- Use of PCP tools within timetabled transition sessions with a focus on aspirations.
- Timetabled life skills opportunities (for example, preparing a packed lunch/ how to order and pay for lunch at the canteen /what to include in a bag for school/college, use of drama/social stories/role play).
- Bespoke walk around video specific to the young person's needs.
- Soft touch approach –visits to the desired new setting when quiet.

Curriculum:

- Observation opportunities.
- Transition 'project' work – building a portfolio/transition passport of strengths/research likely/preferred destination.
- Small group transition workshops.

Pedagogy:

- Staff to visit C/YP in setting/school to observe/get to know staff, environment.
- Training of staff to use bespoke materials and resources to ensure that the young person can understand and consent to the decisions being made.
- Training of staff in mental capacity awareness.
- Ensuring staff understanding of the young person's right to refuse to the sharing of information which may facilitate transition.

Managing Learning/Meeting Needs:

- Travel training opportunities.
- Money handling skills opportunities.

Post Transition Review: Should be completed by the ALNCo at the receiving provision by end of the first term following transition.

Administrative:

- Ensure that the young person has the capacity to understand and make decisions which relate to them. Record how this assessment was undertaken. If capacity is in question, refer to social worker to undertake a mental capacity assessment and establish appropriate representative.
- Where the young person's capacity to decide is established, ensure the young person's consent to the maintaining/cease/ transfer of the IDP has been sought, confirmed and recorded.
- Where the young person's capacity to decide is established record the young person's consent to sharing of their information with others.
- Record discussion of whether there is a reasonable need for further education and training based on the young person's aspirations and outcomes.
- Will there be a need for ALP in the new setting? Consider ceasing/ transfer of IDP.
- Multi agency involvement.
- LA involvement.
- Detailed information shared and information inputted by both settings/schools.
- Scheduled 'check ins' with young people, parents/ representatives.
- A structured timetable of events for transition experiences created.

Personal, Social and Emotional:

- Enhanced transition into new setting.
- Where possible, specific hands-on experiences provided for the young person– according to their needs.
- Environmental Audits of the new setting if required.

Curriculum:

- Observation opportunities.
- Small group transition workshops.

Pedagogy:

- Experiencing/practising using equipment.

Managing Learning/Meeting Needs:

- Staff at the new setting to work in school with young person during the final year of transition.
- Specialist Career Advisor/ Pathway Advice/ Local Offer
- Work experience opportunities/ mock interviews where appropriate.
- Consider whether there is a need to register with emergency services as a vulnerable adult.

Post Transition Review: Should be completed by the ALNCo at the receiving provision by end of the first term following transition.

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Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 8th June 2023

LOCATION: Online / Chamber, Penmorfa

TITLE: Ceredigion Youth Council Meeting Minutes (17.03.23)

PURPOSE OF REPORT: For Information

REASON SCRUTINY HAVE REQUESTED THE INFORMATION: N/A

BACKGROUND:

One of the duties bestowed on Local Authorities within the Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 – is Annex B – the **Statutory Guidance On Children And Young People’s Participation**



Annex B.docx

In order to meet one of the requirements of the legislation, Local Authorities are expected to work with relevant partners to:

- *Support a County Youth Forum/Council as a representative body of young people to act as a channel for young people’s views across their local authority and represent those views to local and national decision-making bodies.*
- *They should aim to be as inclusive as possible in terms of geographical spread, age, gender and to represent specialist needs and more marginalised young people.*
- *For County Youth Forums/Councils to operate effectively, they will need to be adequately supported by Local Authorities who should consider what support is required to do this.*
- *They should be informed and linked to their local democratic structures.*
- *They will also need to be effectively linked into national participation structures such as Young Wales, the Children’s Commissioner for Wales and the National Assembly for Wales.*

*Children and young people have the human right to have opinions and for these opinions to matter. It says that the opinions of children and young people should be considered when people make decisions about things that involve them, and they shouldn’t be dismissed out of hand on the grounds of age. It also says children and young people should be given the information they need to make good decisions. **Article 12 (Respect for the view of the child - United Nations Convention on the Rights of the Child (UNCRC))***

CURRENT SITUATION:

Ceredigion Youth Work and Engagement Team is responsible for coordinating and managing the Ceredigion Youth Council since it was first established in Autumn 2015. They meet four times a year (once each term) and host an event at the end of their year 'in office'. Youth Council meetings now take place once again in the Chamber in Penmorfa.

Has an Integrated Impact Assessment been completed? If not, please state why

Summary:

Long term: Balancing short term need with long-term planning for the future

WELLBEING OF FUTURE GENERATIONS:

Integration: Considering how young people’s well-being may impact upon each of the well-being goals

Collaboration: Working with others to create opportunities for young people

Involvement: Involving young people and seeking their views

Prevention: Providing early intervention to reduce problems from developing

RECOMMENDATION (S):

For Elected Members to view the minutes from the last Ceredigion Youth Council meeting at Learning Communities Overview and Scrutiny Committee and Cabinet, for information.

REASON FOR RECOMMENDATION (S):

To meet the requirements of the legislation as set out in Annex B of Welsh Government - Shared Purpose: Shared Future: Statutory Guidance to the Well-being of Future Generations (Wales) Act 2015 - Statutory Guidance on Children And Young People’s Participation.

Contact Name: Lowri Evans
Designation: Team Manager – Youth Work and Engagement
Date of Report: 10th May 2023
Acronyms: N/A

**Meeting Minutes
Ceredigion Youth Council
Council Chamber, Penmorfa
Friday 17 March 2023**

(10:00 – 13.45)

Present:

Ysgol Gyfun Aberaeron
Ysgol Gyfun Aberaeron & UKYP MYP
Ysgol Bro Pedr
Ysgol Bro Pedr
Ysgol Bro Pedr & Youth Council Chairperson
Ysgol Gyfun Penweddig
Ysgol Gyfun Penweddig
Ysgol Gyfun Penweddig
Ysgol Penglais
Ysgol Penglais
Ysgol Henry Richard
Ysgol Henry Richard
Coleg Ceredigion & Aberystwyth Community Ambassadors
Coleg Ceredigion & Aberystwyth Community Ambassadors

Also Present: Gwion Bowen (Children and Young People's Participation Officer, Youth Work and Engagement Service), Lowri Evans (Team Manager, Youth Work and Engagement Service – Ceredigion County Council), Councillor Wyn Thomas (Cabinet Member for Schools, Lifelong Learning and Skills) and Councillor Alun Williams (Deputy Council Leader and Cabinet Member for Through-age and Wellbeing Services)

Speakers: Timothy Bray (Civil Contingencies and Community Safety Partnership Officer – Ceredigion County Council) and Richard Timms (WELV Consulting Ltd.)

Apologies: Lloyd Warburton (MYP - Senedd Cymru), Elen James (Corporate Lead Officer, Porth Cymorth Cynnar – Ceredigion County Council), Gethin Jones (Corporate Manager, Support and Prevention Service – Ceredigion County Council), (Ysgol Uwchradd Aberteifi), (Ysgol Uwchradd Aberteifi), (Ysgol Penglais), (Ysgol Gyfun Aberaeron), (Ysgol Bro Pedr), (Ysgol Gyfun Penweddig), (Ysgol Bro Teifi), (Ysgol Bro Teifi), (Ysgol Bro Teifi) and (Ysgol Bro Teifi)

Meeting Agenda:



Agenda Cyngor
leuenctid 17.03.23.doc

MINUTES

1 Welcome, Apologies and Introductions

Ifan Meredith opened the meeting by welcoming the Youth Council to the Chamber.

Apologies noted.

IM informed the Youth Council of 'housekeeping' arrangements.

- Speakers
- Translation devices
- Fire Exits
- Toilet facilities
- Lunch and refreshments

IM explained that a register will be going around during the meeting for members to complete.

2 Ceredigion Crime and Disorder Strategic Assessment Consultation and Questionnaire

The Chair welcomed Timothy Bray, Ceredigion County Council Civil Contingencies and Community Safety Partnership Officer to the meeting.

Timothy introduced his role and career background, and shared information around the work of the Community Safety Partnership, which sits in Ceredigion's Public Service Board.

Timothy and his team are currently facilitating the 'Crime and Disorder Strategic Assessment' which includes a public questionnaire that has been live for almost 3 weeks. A young person version of the questionnaire is available, and they are eager to gather the views of young people in Ceredigion to form part of the survey response.

Timothy shared a presentation on screen and provided members with paper copies of the questionnaire to complete.



YP Crime and
Disorder Questionnai



Youth Council SA
Presentation.pptx

3 Young People and Mental Health: Group Discussion

The Chair welcomed Councillor Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills. Councillor Thomas facilitated a discussion around Mental Health and Wellbeing and young people shared their thoughts on current support and gaps in provision. It was noted by young people, that there is a waiting list to within the Schools Counselling Service to be seen.

4 Support & Prevention Rural Community Engagement Review Project Feedback on Key Findings

The Chair welcomed Richard Timms, Consultant at WELV Consulting to the meeting, who first attended the Youth Council virtually on 21/10/22 to undertake an engagement session with young people into their rural community engagement review.

Richard has returned to provide an update and share feedback on key findings of the report.



Richard talked through the findings and provided a high-level overview to the key findings.

Richard asked whether the report (once signed off) can be shared with Youth Council members. LE and GB agreed that it will be shared on the Youth Council MS Teams Channel, and via the minutes.



5 Environment and Period Dignity Sub-Groups Feedback

LE and GB provided an update to all member son behalf of both sub-groups.

Environment Sub-Group

GB presented to all Youth Council members a draft terms of reference for the environment sub-group that members had influenced and help design in previous sub-group meetings. As a newly established group, members ensured that the purpose and structure of the environment sub-group was clearly highlighted, and a number of priorities were identified to ensure that the sub-group is able to take small steps towards its main aim during its first year of running.

“Ceredigion Youth Council Environment Sub-Group Aim:

In accordance with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), the Ceredigion Youth Council Environment sub-group will have a focus on environmental and climate change matters that affect Young People living within the County of Ceredigion and further afield.”

The terms of reference also included a proposed sub-group programme for 2023.

The Environment Sub-group terms of reference was agreed and adopted by the whole Youth Council during the meeting.



Period Dignity Sub-Group

LE acknowledged that several members of the Youth Council who have formed the Period Dignity Sub-Group, and that they have been instrumental in shaping the work of the group and expressed gratitude to those members for sharing their thoughts, ideas, and experiences regarding Period Dignity. This has been extremely helpful in ensuring that the Period Dignity campaign considers and implements the voice of young people. The Sub-Group have informed much of how the Local Authority's Period Dignity Grant (received from Welsh Government) is spend, to ensure it meets the needs of young people and communities.

As a result of sub-group's work, this has enabled us to review elements of our approach towards Period Dignity and Period Poverty in Ceredigion, and what the Youth Council and its sub-group can influence in schools and communities, especially for young people. A work plan was created last year, and JD and AL presented to the Head Teachers forum. Whilst not everything within the work plan has been within reach this year, the information within it and shared by sub-group members has enabled us to understand what is important to young people when it comes to Period Dignity.

An update of what has been achieved / what is in progress as a result of the Youth Council's Period Dignity Sub-Group:

- **Staff Training:** is something that the group discussed and felt would support pupils in Primary, Secondary and FE Education. Therefore, staff training on puberty and period dignity has been organised for April 2023 and will be delivered by SRE charity, Brook. The aim of the training is to develop understanding and increase awareness, knowledge and confidence amongst professionals so that they can support pupils when it comes to periods, so that pupils can be educated on period dignity, and so that they feel they can have open conversations with professionals in various settings. The training is offered to all primary, secondary and FE settings, as well as to other agencies working with young people, such as Youth Workers and School Nurses. An invite will also be extended to Sub-Group members who may wish to sit in on the staff training, to learn about what the training offers.

Action: LE to ascertain whether any Sub-Group members wish to attend the training, and organise permission from their respective schools, and transport if required.



- Parent / Carer Training: 2 x webinars have been organised, again with Brook. These are for Parents and Carers of children and young people in Ceredigion, to develop understanding, awareness, and ways of supporting children and young people in terms of periods.



Period Dignity
Webinar Parents~Car

- Products: The Sub-Group discussed the range and variety of products available to young people, and the need to have a choice of plastic-free, reusable, or eco-friendly products as well as the 'standard' options. These products can often be very expensive, so it's unlikely that young people can afford to buy different items to try which ones suit them best, because of their price tag. Therefore, a large supply of a variety of products has been purchased, and once delivered will be distributed to Secondary Schools and Colleges and will also be available to Primary Schools. Products will continue to be distributed to community groups and organisations too.
- Access to products in schools: Sub-Group members discussed and acknowledged that this varies from school to school, and that there is scope to build on the good work already achieved across the County's Secondary Schools. Some schools have products available in the reception area or hafan, whilst others have products located in bathrooms or changing rooms. A method of having products available to pupils, without having to ask, in a central space that reduced the stigma of needing products, is important. In response to this, leaflets and posters have been created for schools, as well as 'stands' that will be offered to each secondary school, to located in a space where they feel is suitable, so that young people can collect a variety of products whenever they need to.



2. Pick and Mix
Leaflets ENG.pdf

- Access to products in communities: Community groups and organisations, such as libraries, food banks, leisure centres, family centres etc. all receive regular stock of period products to distribute to people in their communities, free of charge. The sub-group felt it would be useful for people to have a list of these places, so they know where they can collect products. As a result, a directory of stockists has been created and is available on the Ceredigion County Council website: [Period Dignity in Ceredigion - Ceredigion County Council](#)



1. Community
Leaflets ENG.pdf

	<ul style="list-style-type: none"> • Spare clothes in schools: The sub-group talked about having spare clothes (trousers, tights, and underwear) available in secondary schools for the purpose of period dignity. They felt that this could reduce the stigma attached to period. Therefore, as a result a stock of tights, trousers, and underwear in a variety of sizes has been purchased for each secondary school, so they are readily available if needed by pupils. • Education for pupils: It is felt that providing consistent messages and education around periods across all Ceredigion schools, both primary and secondary will tackle some of the stigma surrounding period and provide children and young people with education for life. The sub-group talked about some of the challenges associated with puberty education in primary schools, and how at times, or previously, has been split by gender, which doesn't then provide the education for all. As a result, the Period Dignity Grant in 2023-24 will fund a series of sessions delivered by specialist organisation, Brook, and will be offered to all schools for year 7, 8 and 9 pupils (in secondary) and all year 5 and 6 pupils (in primary). These sessions will be rolled and referred to as an 'information roadshow' between September 2023 and January 2024. Information will be shared with schools about the offer in due course. <p>Once again, LE thanked the group for their input during the year, and it is hoped that they themselves will see the impact of their work before they finish Year 13. As their term in office comes to an end, LE stated that if members wished to continue as part of the sub-group in September, they would be welcome to do so.</p>
6	United Kingdom Youth Parliament (UKYP) Ceredigion UKYP Member Update
	<p>GB provided a short update regarding a recent UK Parliament announcement, confirming that the British Youth Council will continue to lead on the UKYP Programme for 2023 – 2025.</p> <p>During the forthcoming term, the UKYP will focus on the cost of living crisis and in particular, 'Universal' free school meals for <u>all</u> school pupils. The UKYP will be launching a 'food for learning campaign' that will look to gain local MP support for Universal free school meals for all school pupils throughout the UK.</p> <p>As part of the UKYP programme, AL confirmed that he is looking forward to meeting other Welsh MYP's during monthly meetings (hosted by Children in Wales) and working towards the UKYP end of term event 'the big debate', scheduled to be held in the Houses of Commons, London in November 2023.</p>
7	Youth Council 'Rhoi dy Farn 2023' Local Campaign results
	<p>GB presented the 'Rhoi dy Farn 2023' campaign results. GB stated that a total of 2184 young people voted in the ballot this year, which is around 37% of the population, in comparison to last year, where 2160 young people voted in the British Youth Council's Make your Mark ballot.</p>



Canlyniadau Rhoi Dy
Farn.pptx

GB explained that all 7 secondary schools participated as well as Coleg Ceredigion (Aberystwyth and Cardigan), Hyfforddiant Ceredigion Training (HCT), Aberystwyth Ambassadors and Post-16 Inspire Group.



Canlyniadau Rhoi Dy
Farn Results 2023.pdf

Members spend some time digesting and analysing the results. Members recognised the results as being representative of the main issues facing young people at the moment.

IM commented that the number of votes for promoting the Welsh language can also be viewed as a positive, in that, does it reflect the work that is being done by Welsh Government and others to reach the target of 1 million Welsh speakers by 2025?

AL suggested that it is difficult to choose one topic, as they are all important. MB suggested that the results demonstrate how these matters are affecting everyone, and that many of the subjects all stem from the cost of living, and essentially poverty associated worries. For example, the debates around second homes and transport, all relate to affordability and that it is reasonable to suggest that the 'cost of living crisis' which is the most voted for topic, is the most pressing issue for everyone right now.

GB explained that members now have the choice of which topics they want to present to the Pawb a'i Farn panellists in July 2023. Do they want to reflect the ballot results completely, or do they also want to consider any other topics which haven't scored so high in the results?

The general consensus amongst members was that they would like to focus on the 4 topics most voted for by young people which are:

- 1.) **Cost of Living Crisis** - more support with costs of transport, school meals and energy
- 2.) **Careers** - A greater choice of better paid apprenticeships and access to a range of work experience opportunities
- 3.) **Education** - business and entrepreneurship skills should be taught in schools
- 4.) **Transport** - buses need to run later and be more affordable, better train links and improved bike routes

GB explained that after lunch, members will be split into groups to focus on devising questions in response to these 4 hot topics, that will be presented to a panel of public figures at Pawb a'i Farn 2023. Members will also need to decide who they would like to invite to join the Pawb a'i Farn 2023 panel.

8 'Pawb A'i Farn Ceredigion 2023' Event: Event Topics, Questions and Panel

During this session, the Youth Council split into groups to begin to look at drafting questions under each hot topic. Each group prepared a question to present to the panel and these will then be refined and shared with panel members before the Pawb a'i Farn event in July 2023.

Cost of Living	Careers	Education	Transport
Members: MJ, CJ, SB & EM	Members: AL, JD & IE	Members: MHe & MHo	Members: XSB, MB, LJ, MB & IM

Youth Council members then shared ideas and decided on the panel members that they would like to invite.

GB stated that Ben Lake MP is a panel member each year and has confirmed his attendance for 2023. GB also mentioned that the Children’s Commissioner for Wales has attended previously, but unfortunately they are unavailable on this date, but their office has proposed that Sara Jarmin, Head of Communications and Performance at the Children’s Commissioner for Wales Office is available in Roccio Cifuentes’ absence. Members confirmed that they wish to extend an invite to Sara Jarmin from the Children’s Commissioner for Wales’ Office to attend.

In terms of matters associated with Careers and Education, the Youth Council wished to extend an invite to representatives from the Local Authority, and decided to invite Councillor Bryan Davies, Lead of the Council and Mr Barry Rees, Corporate Director of Ceredigion County Council.

Furthermore, the Youth Council wished to extend an invite to a Welsh Government Minister and after looking at each Minister’s portfolio areas, felt that Vaughan Gething MS, Minister for Economy would be most suitable to respond to this year’s hot topics.

It was recognised that it may not be possible to expect each proposed panel member to attend, due to their busy diaries but GB and LE will prepare invites shortly after the meeting and confirm attendance with the Youth Council as soon as possible. It was acknowledged that in the absence of some proposed panel members, other colleagues will need to be considered.

Proposed Panel Members to invite to Pawb a'i Farn 2023
1.) Mr Ben Lake MP 2.) Ms Sara Jarmin, Head of Communications and Performance at the Children’s Commissioner for Wales Office 3.) Mr Bryan Davies, Councillor and Leader of Ceredigion County Council 4.) Mr Barry Rees, Corporate director at Ceredigion County Council 5.) Mr Vaughan Gething MS, Minister for Economy

GB provided further information and background to previous Pawb a'i Farn events and explained that an ‘audience’ will be invited to join from each Secondary School, College

	and representative organisations, and they will also have the opportunity to respond, ask questions or provide feedback as part of the debate.
9	Information Sharing and Date of Next Meeting
	<p>The Chair called for any other business from members. None reported.</p> <p>GB stated that the next time the Youth Council will be in the Chamber, will be for the end of office Pawb a'i Farn Event on 14/07/23. GB explained that information will be shared with Youth Council members and Schools / Organisations in due course, around the arrangements for the event, and that GB may be in touch prior to the event to confirm some logistics, details around questions etc.</p> <p>Dates of meetings:</p> <p>Meeting 1; 21/10/22 Meeting 2; 03/02/23 Meeting 3; 17/03/23 End of office, Pawb a'i Farn Event; 14/07/23</p> <p>The Chair asked all members to sign out on their way out of Penmorfa and wait for their transport in the reception area.</p> <p>The Chair and GB thanked the group for a productive and positive meeting of the Youth Council 2022-23.</p> <p><i>Youth Council meeting minutes are presented to both the Learning Communities Overview and Scrutiny Committee and Full Cabinet, to ensure that the views of young people are fed into the democratic process in Ceredigion.</i></p>

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Minutes of the Meeting of Learning Communities Overview and Scrutiny Committee
held Hybrid - Neuadd Cyngor Ceredigion, Penmorfa, Aberaeron /
remotely via video conference on 30 March 2023

PRESENT; Councillor Endaf Edwards (Chair), Councillors Euros Davies, Marc Davies, Meirion Davies, Rhodri Davies, Amanda Edwards, Eryl Evans, Paul Hinge, Chris James, Gareth Lloyd, Ann Bowen Morgan and Mark Strong

Also present :- Mr Jonny Greatrex (Co-opted Member)

Also in attendance: Councillors Wyn Thomas (Cabinet Member)

Officers in attendance: Mrs Meinir Ebbsworth, Corporate Lead Officer Schools, Mrs Elen James, Corporate Lead Officer – Lifelong Learning & Culture, Ms Gillian Evans, Corporate Manager, ALN Inclusion & Wellbeing, Ms Nia James, Corporate Manager, Learning Services, Ms Catrin Petcher, Team Leader Education Inclusion Service, Mrs Laurie Hughes, Wellbeing Advisory Teacher, Learning Services, Miss Lowri Evans, Corporate Manager, Early Help Porth Cymorth Cynnar, Mrs Lisa Evans, Scrutiny and Standards Officer and Mrs Dana Jones, Democratic and Standards Officer

(10.00-12:50pm)

1. Apologies & Personal Matters

None.

The Chairman stated that this was the last meeting for Mrs Meinir Ebbsworth as she was leaving her post as the Corporate Lead Officer Schools. All Members and the Cabinet Member thanked her for her work and commitment in improving education in the County since her appointed six years ago especially during the pandemic, and wished her well for the future. In response, she also thanked Councillors, Staff and teachers for their work, commitment and support as the Corporate Lead Officer Schools.

2. Disclosures of personal interest/prejudicial interest

None.

3. Welsh in Education Strategic Plan 2022-32 - Action Plan

Consideration was given to the Welsh in Education Strategic Plan 2022-32 - Action Plan. In accordance with section 84 of the School Standards and Organisation (Wales) Act 2013 every Local Authority in Wales was expected to submit a Welsh in Education Strategic Plan (WESP) to the Welsh Government. The plan drawn up complies with the Welsh Government Welsh in Education Strategic Plans regulations 2019; the Welsh in Education Strategic Plan was adopted by Ceredigion Council Cabinet on 22nd February 2022. The plan was approved by the Welsh

Government on 20 July 2022.

It was strategically planned for the following areas to develop and strengthen

the Welsh language:

Outcome 1: More nursery children/three year olds educated through the medium of Welsh

Outcome 2: More reception class children/five year olds educated through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for assessed qualifications in Welsh (as a

subject) and subjects through the medium of Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018)

Outcome 7: An increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Following its approval under section 85(7) of the School Standards and Organisation (Wales) Act 2013 local authorities must take all reasonable steps to implement their WESP and prepare an action plan which would be monitored annually in the form of a review report. The Action Plan sets out the Local Authority's position in 2022 in these areas and explains the aim in 5 years and how this is achieved. Additionally, the aims for the end of the Plan's life in a decade were set out. The Action Plan presented specifies a 5-year overview of the procedures, and there was a more detailed operational plan for the first two years noting the responsibilities of specific staff to fulfil the necessary actions.

The draft action plan was submitted to the Government on 23 December 2022. Confirmation was received on 28 February 2023 stating that the actions and timetable are clear and appropriate. The comments received have been incorporated into the action plan presented. The Welsh Government considers the action plan to be a live, flexible document that would need to be amended along the way according to local needs and developments. The action plan would be monitored every term by the Welsh in Education Strategic Plan Forum and sub-committees as necessary.

One of the steps set out in the Action Plan was to start the consultation process for changing the language medium in the Foundation Phase of five schools in the county. In order to ensure consistency in the admission

age of the five schools it was agreed in the WESP that three schools would change their admission age to 3 years instead of 4 years. In accordance with the 2018 School Organisation Code, consent was required by the Council's Cabinet to start the consultation process and a paper would go before Cabinet on 2.5.23. If consent was given by Cabinet at that meeting, it was aimed to follow the following timetable in terms of the statutory process of carrying out a consultation.

30 March 2023	Scrutiny Committee
2 May 2023	Cabinet
15 September – 30 October 2023	<p>Publishing Consultation Documents</p> <p>School Organisation Code 3.4 <i>The consultation document must be published on a school day of the school or schools subject to the proposal and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days.</i></p>
9 January 2024	<p>Cabinet</p> <p>School Organisation Code 3.6 <i>The proposer must publish a consultation report on their website or that of the</i></p>
	<p><i>relevant local authority. The report must be published at least two weeks prior to the publication of a statutory notice</i></p>
22 January – 19 February 2024	<p>School Organisation Code 4.1 <i>Publishing a statutory notice The statutory notice must be published on a school day but not on a school day which includes a session which is devoted (wholly or mainly) to improving teaching standards or management practices of staff at the school (INSET days). The objection period must include 15 school days (in addition to the day on which it is published). It must be published for 28 days</i></p>
4 June 2024	

	<i>relevant local authority. The report must be published at least two weeks prior to the publication of a statutory notice</i>
22 January – 19 February 2024	School Organisation Code 4.1 <i>Publishing a statutory notice</i> <i>The statutory notice must be published on a school day but not on a school day which includes a session which is devoted (wholly or mainly) to improving teaching standards or management practices of staff at the school (INSET days). The objection period must include 15 school days (in addition to the day on which it is published). It must be published for 28 days</i>
4 June 2024	Cabinet Decision to proceed or not

Following questions from the floor, it was AGREED to recommend to Cabinet:-

- (i) to adopt the Action Plan for the Welsh in Education Strategic Plan 2022-2032, to be implemented from the beginning of the Summer term 2023 and to review it annually;
- (ii) that the Action Plan would be monitored through the WESP Language Forum meetings and the Bilingual Futures Committee;
- (iii) that an annual report on progress against the Action Plan for the Welsh in Education Strategic Plan was presented to the Language Forum, the Bilingual Futures Committee, the Learning Communities Overview and Scrutiny Committee and to the Cabinet; and
- (iv) in accordance with the School Organisation Code, that the Local Authority starts the process of changing the language medium in the Foundation Phase at Comins Coch, Llwyn yr Eos, St Padarn's, Plascrug and Cei Newydd schools. Additionally, a consultation regarding changing the admission age at three schools namely Comins Coch, St Padarn's and Cei Newydd would coincide with this. These consultation periods would commence on 15th September 2023.

4. Sustainable infrastructure principles for education

In November 2018, the Welsh Government updated its statutory code in terms of school organisation and introduced a presumption against closure clause for rural schools. The definition of a rural school has been determined by the Welsh Government using the rural and urban categories of the Office for National Statistics, and as a result, 28 schools in Ceredigion have been defined as rural schools.

Following the Cabinet's decision on 15 September 2021, the School Review Policy was abolished and the handbook was adopted to match the Welsh Government's School Organisation Code. A workshop was held to present the handbook. With the Education Development Document up to 2020 having come to an end, it is timely to present a document that outlines the principles of the service for the future.

Currently, the statutory code requires Local Authorities to follow a series of more detailed procedures and requirements when drawing up a proposal to close a village school, when consulting on that proposal, and when deciding whether the proposal to close a rural school should be implemented.

Before deciding whether to proceed with a consultation, a proposal paper must be prepared and submitted to the Learning Communities Work Stream. Following the meeting of the Scrutiny Work Stream, the proposal paper is submitted to the Cabinet to consider whether to:

- a) Approve the proposal and proceed to conduct a statutory consultation
- b) Reject the proposal
- c) Offer an alternative option

The proposal paper would then be presented to the Learning Communities Scrutiny Committee before holding a Statutory Consultation.

Any decision will be based on the Principles in Appendix A together with the requirements of the School Organisation Code

(<https://www.gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>)

Following questions from the floor, it was AGREED to

- (i) recommend that the Cabinet approve the Sustainable Infrastructure Principles Document for education; and
- (ii) confirm the membership of the cross-party work stream which would discuss any proposal papers brought forward in accordance with the School Organisation Handbook

5. Update in relation to Elective Home Education

The Chairman welcomed to the meeting Ms Catrin Petcher, Team Leader Education Inclusion Service who provided Members with a power point presentation on Elective Home Education. The following information was outlined:-

Legal Background

Number of pupils who were Elective Home Educated

Illustration of Ceredigion

Home visits completed in the last 12 months

Number of pupils who have become home educated
Number of children who had returned to school
Duties
School Attendance Orders
Safeguarding
Working with Parents

Following questions from the floor, it was AGREED to note:-
(i) the current numbers of home educated children in Ceredigion; and
(ii) how Schools Services were reviewing the provision of home educated children

6. Relationships and Sexuality Education (RSE) Policy

The Chairman welcomed to the meeting Mrs Laurie Hughes, Wellbeing Advisory Teacher to provide information on the recent changes to Sex Education and the introduction of RSE in Curriculum for Wales(CfW). This was to ensure that as a Local Authority (LA) they had suitable RSE policy that could be adopted and adapted by schools to support them in embedding the new curriculum and provide support, information, consistency and clarity. She presented the following information in her power point presentation:-

- Background
- What is RESE?
- Policy Content
- Current Situation
- Support to Schools

It was AGREED:-

(i)to adopt the contents of the Ceredigion RSE policy; and
(ii) that any comments proposed by the Welsh Government were included as amendments to the RSE

7. Ceredigion Youth Council Meeting Minutes (03.02.23)

It was AGREED to note the minutes as presented.

8. Update from the Learning Communities Overview and Scrutiny Workstreams

It was AGREED to note the work of the workstreams as presented.

9.To confirm minutes of the previous meeting and to consider any matters arising from those Minutes

It was AGREED to confirm as a true record the Minutes of the previous meeting of the committee.

10.To consider the draft Forward Work Programme

It was AGREED to note the draft Forward Work Programme as presented subject to the following:-

- (i) that the report on the post 16 education in the County and the Mid Wales Business plan and memorandum of understanding would be presented at the June meeting; and
- (ii) that Estyn reports on recent inspections would be presented at the July meeting

The Cabinet Member wished to note that Year 2 and 3 would now be receiving free school meals following Easter. He also wished to congratulate all involved in the recent School concert held at the Aberystwyth Arts Centre.

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Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 8 June 2023

LOCATION: Hybrid

TITLE: Draft Forward Work Programmes 2023/24

PURPOSE OF REPORT: Review the current work programme of the Committee

REASON SCRUTINY HAVE REQUESTED THE INFORMATION: The forward work programme of the Committee is reviewed and updated at each meeting

BACKGROUND:

Overview and Scrutiny Committees oversee the work of the Council to make sure that it delivers services in the best way and for the benefit of the local community.

The role of Overview and Scrutiny is to look at the services and issues that affect people in Ceredigion. The process provides the opportunity for Councillors to examine the various functions of the council, to ask questions on how decisions have been made, to consider whether service improvements can be put in place and to make recommendations to this effect.

Scrutiny plays an essential role in promoting accountability, efficiency and effectiveness in the Council's decision making process and the way in which it delivers services.

The main roles of the Overview and Scrutiny Committees:

- Holding the cabinet and officers as decision-makers to account
- Being a 'critical friend', through questioning how decisions have been made to provide a 'check and balance' to decision makers, adding legitimacy to the decision making process
- Undertaking reviews of council services and policy
- Undertaking reviews to develop council services and policies
- Considering any other matter that affects the county
- Ensuring that Ceredigion is performing to the best of its ability and delivering high quality services to its citizens
- Assessing the impact of the Council's policies on local communities and recommending improvement
- Engaging with the public to develop citizen centred policies and services

Effective Overview and Scrutiny can lead to:

- Better decision making
- Improved Service Delivery and Performance
- Robust Policy Development arising from public consultation and input of independent expertise
- Enhanced Democracy, Inclusiveness, Community Leadership and Engagement
- Adds a clear dimension of transparency and accountability to the political workings of the Council
- Provides an opportunity for all Members to develop specialist skills and knowledge that can benefit future policy making and performance monitoring processes
- Creates a culture of evidence based self-challenge

CURRENT SITUATION:

Questions to consider when choosing topics

- Is there a clear objective for examining this topic?
- Are you likely to achieve a desired outcome?
- What are the likely benefits to the Council and the citizens of Ceredigion?
- Is the issue significant?
- Are there links to the Corporate Strategy
- Is it a key issue to the public?
- Have the issues been raised by external audit?
- Is it a poor performing service?

Choosing topics

Overview and Scrutiny Committees should consider information from the Corporate Strategy, Improvement Plan, Strategic Plan, Service Plans, the Corporate Risk Register, budget savings – proposals and impact, Quarterly Corporate Performance Management panel meetings and departmental input in choosing topics and designing their Forward Work Programmes, as well as any continuing work.

RECOMMENDATION (S):

To review and update the current Forward Work Programme.

Contact Name:	Lisa Evans
Designation:	Scrutiny and Standards Officer
Date of Report:	24/05/2023
Acronyms:	FWP – Forward Work Programme

Overview and Scrutiny Draft Forward Work Programme 2023/24

Committee	Item (description/title)	Invited Speakers	Purpose i.e. monitoring, policy, recommendation
Learning Communities			
8 June 2023	Mid Wales Education Partnership Business Plan ALN transfer document Ceredigion Youth Council Minutes Estyn inspections		
6 July 2023	Child Sufficiency Assessment Post 16 education review		
28 September 2023			
27 November 2023			
22 February 2024 1.30pm	Budget		

9 May 2024			
Future meetings	Play Sufficiency Assessment Mid Wales Education Partnership (reported every autumn)		
Workstreams	<ol style="list-style-type: none">1. Ensure that local and national priorities are delivered effectively2. Ensure equity for all pupils3. Ensure an effective and efficient infrastructure to meet our priorities		