

Agenda



Performance Scrutiny Committee - Partnerships

Date: Wednesday, 20 June 2018

Time: 5.00 pm

Venue: Committee Room 1 - Civic Centre

To: Councillors M Rahman (Chair), D Davies, Y Forsey, R Hayat, S Marshall, R Mogford, M Spencer, T Suller and K Whitehead

Item

- 1 [Agenda yn Gymraeg / Agenda in Welsh](#) (Pages 3 - 4)
- 2 [Apologies for Absence](#)
- 3 [Declarations of Interest](#)
- 4 [Minutes of the Meeting held on 25 April 2018](#) (Pages 5 - 10)
- 5 [Education Achievement Service - Governor Support](#) (Pages 11 - 24)
- 6 [Education Achievement Service - Value for Money , Financial Year 2017-18](#) (Pages 25 - 48)
- 7 [Public Services Board - Well-being Plan 2018-23](#) (Pages 49 - 82)
- 8 [Conclusions of Committee Reports](#)
- 9 [Evaluation of the Meeting](#)

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Agenda

Pwyllgor Craffu ar Berfformiad – Partneriaethau

Dyddiad: Dydd Mercher, 20 Mehefin 2018

Amser: 5 y.p.

Lleoliad: Ystafell Bwyllgora 1 – Canolfan Dinesig

Y Cyngorwyr: M Rahman (Cadeirydd), D Davies, Y Forsey, R Hayat, M Linton, S Marshall, R Mogford, T Suller and K Whitehead.

Eitem

1. Agenda yn Gymraeg
2. Ymddiheuriadau am Absenoldeb
3. Datganiadau o Fuddiant
4. Cofnodion y Cyfarfod a 25 Ebrill 2018
5. Gwasanaeth Cyflawni Addysg - Cefnogaeth Lywodraethwyr
6. Gwasanaeth Cyflawni Addysg - Gwerth am Arian, Blwyddyn Ariannol 2017-18
7. Bwrdd Gwasanaethau Cyhoeddus - Cynllun Llesiant 2018-23
8. Casgliadau Adroddiadau Pwyllgor
9. Gwerthusiad o'r Cyfarfod

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Minutes



Performance Scrutiny Committee - Partnerships

Date: 25 April 2018

Time: 5.00 pm

Present: Councillors M Rahman (Chair), D Davies, Y Forsey, S Marshall, R Mogford and T Suller

In Attendance: Tracy McKim (Partnership Policy & Involvement Manager), Mark Bleazard (Information Development Manager), Jo Evans (Digital Information Project Officer), Elizabeth Blayney (Scrutiny and Governance Manager) and Meryl Lawrence (Overview and Scrutiny Officer).

Apologies: Councillors R Hayat, M Linton and K Whitehead

1 Declarations of Interest

None

2 Minutes of the Meetings held on 28 February and 12 March 2018

The Minutes of the meetings held on 28 February and 12 March 2018 were **approved** as an accurate record of the meetings.

3 Shared Resource Service Update

Attendees:

- Tracy McKim (Partnership Policy and Involvement Manager)
- Mark Bleazard (Digital Services Manager)
- Jo Evans (Digital Information Project Officer)
- Matt Lewis (Chief Officer - Shared Resource Service)
- Mike Doverman (User Support Manager – Shared Resource Service)

The Partnership Policy and Involvement Manager introduced the report and advised the Committee that the Head of Service was unable to attend. The Digital Services Manager presented a brief overview of the report.

Discussions included the following:

- Members raised some concern about the performance data and that comparative performance information with other partners should be included in the report, together with clear actions for measures that had underperformed. Members were advised that the Shared Resource Service (SRS) assured the Committee that SRS collate the information requested and could include it in future reports.
- **Measure PBC/062 - Percentage of Helpdesk calls resolved at first point of contact**, had a target of 85% however the Actual was only 57.5%. It was asked whether this was due to staffing issues as no explanation was given. Members were advised that there had been issues with the current Service Desk tool which measured performance against all

calls, but not calls resolved at first point of contact. A new tool had been contracted which would be able to measure this and was expected to be implemented within 12 weeks. It was further explained that the 85% target was set for all partners from the outset, it was difficult and unrealistic for the Council to reach targets in the first year as staff had to learn then Newport City Council systems, but the Head of Service had decided to keep this measure in for transparency.

- **Measure PBC/061 ICT Customer Satisfaction %** - customer satisfaction responses were discussed and it was confirmed that out of 2514 surveys sent out in 2017, 2077 had not been completed. Members were advised that a new simplified feedback method had been introduced using smiley faces and assured that all unhappy faces would be followed up. Members requested that a breakdown of responses be included in the future reports.
- Members asked whether there was an online helpdesk option rather than calls only and how issues were followed up. Officers advised that there are self-service times when issues could be logged via an online helpdesk portal, completely dissatisfied responses are followed up and that dialogue is ongoing and regular. It was also advised that there would be wider options included in the new tool, such as web chat and the ability to download an app to log a call, which was expected in the next ten days.
- SRS was leading the way on technology and an example was given of the platforms that would become the norm for their partners and they were also engaging with Socitm and the Welsh Government Minister.
- Members enquired about where the performance measures were reported and whether the target setters see them. It was advised that performance is reported 4 weekly to the Delivery group and seen by the target setters. Descriptions of the categories of priority were discussed. More detailed information would be provided upon performance in future reports, to enable better scrutiny.
- With regard to the comment page 25 of the report which stated: "*In addition, some of the existing NCC infrastructure is ageing*", Members asked how much ageing infrastructure there was and where do NCC stand comparatively with other partners. Members were advised that in the first instance, the SRS was trying to move all partners onto the same systems, so that there is much less risk, but that it was a long process and a Year 2 issue. Details of risk could be included in future reports to the Committee. An example was given of NCC's Customer Records Management (CRM) system which was a risk as it is sitting on old technology, but SRS were in the process of moving NCC to the same CRM system as other partners. In relation to where NCC stands comparatively with other partners, it was advised that each local authority had different issues, for example another partner was the only one not using the same payroll system.
- It was clarified that Information Governance is retained by the Council and doesn't sit within the SRS as it can't be transferred to a shared service. While the SRS carries out actions to ensure information is managed accordingly, the responsibility remains with Newport. The new General Data Protection Regulations strengthen the pre-existing Data Protection requirements and the Information Commissioner's Office also provides guidance. The Council reports its Information Governance Risk Report to the Overview and Scrutiny Management Committee annually and data protection is always taken very seriously.
- Members inquired when the issue with firewalls in schools would be addressed. Officers advised that there is a business case with Blaenau Gwent Council and NCC for a timeline to migrate all schools from the corporate network to the education network, which would

be an open network and more flexible. Members requested that the next report includes the outcome and information regarding the schools' customer satisfaction responses.

- Members asked as voting on the board is unanimous, how does the SRS overcome if one partner say no. An example was given to the Members where one partner voted against the rest, so another solution had to be found. If a partner decides not to proceed, then there could be increased costs in the future.
- What is the SRS road map referred to on page 28 of the report, item 7, and why is not longer term? It was advised that the road map contained everything to be done over the next 6-12 months and programmed for each quarter. The roadmap contain things that the SRS can control, but other things have to done in the partners' organisations. The positivity and drive from the recent CEO days was stressed as having an important impact.
- How effectively does the SRS work, does one authority take control or is it shared equally? Initially the SRS was set up with three partners, but it is irrelevant to how the organisation now runs, as people see themselves as the SRS and have stepped into subsequent roles. Each Council pays for a number of service desk staff split on contribution made by the organisation at the start of each year.
- How effectively is the Council able to monitor the progress of the partnership arrangements? There are standard delivery group reports to each partner authority and each partner gets the right to challenge the work done. It was felt that SRS are having an appropriate challenge. Newport's structure had been changed to enable this challenge and at the senior level we have Board Representation, but there is still some way to go on how NCC monitors its partnerships.
- The Terms of Reference for the SRS Business and Collaboration Board in Appendix A was discussed and Members questioned whether board members Job titles should be listed rather than their names, to provide for members of staff leaving. Members were advised that the reason was that the titles varied but each is the person within their organisation with responsibility for Digital Board ownership reason.
- Whether there were other ways of measuring customer satisfaction, not just by surveying the people who have contacted the service desk? It was advised that intelligence is gathered wherever it can be. Some project workers and partners may never log a service desk call so these people could be asked to respond to separate project work surveys and raise the numbers. Members were also advised that there is a section within Digital Champions section of the staff intranet which gives a good indicator on what is happening, and also a section to log feedback.
- It was clarified that there had been progress in most, if not all objectives which had been outstanding. The majority of work around Windows platforms was completed, as well as disaster recovery which was important. All work had been planned into the delivery groups, specifically investment objective work which will be a focus. Some objectives had missed dates but were for valid reasons such the introduction of the WICCS system for Social Services.
- The Committee then asked if there are any barriers to delivery that should be known. The latest Green paper was an example given to the Committee of a barrier to investment from new service users. Two months ago unanimous voting by the Board had been a risk, however since March 2018 a way forward had been found in which partners can progress. Consequently there would be a meeting in May with the Legal officers from all organisations to discuss rewriting the Terms of Reference.

- Does the SRS have a risk assessment document to log risk, and would it be worthwhile to have a register to log the consequences? It was advised that there not for governance risk. The Committee then asked if there are any mitigations in place for SRS to tackle the investment objectives. The Committee were advised that there is no mitigation currently, currently in the process of working through and monitoring in earnest. The risk to the Council is that objectives aren't achieved in the timescales. This would be logged by the Council as a risk and a risk register was also completed when the Council joined the SRS partnership.
- There was discussion regarding cyber security. Officers advised that while cyber attacks were carried out, due the technology SRS has in place it hasn't resulted in any risk for the partners. It was advised that cyber security is also on the Council's Corporate Risk Register and it is continuously being monitored, and the Information Governance Team were vigilant.
- It was enquired whether Linux system had ever been considered. It was advised that Linux had been considered to be less secure, even though it is open source, the response time to problems is not quick enough, partners could be left vulnerable for an amount of time if a repair patch arrival was delayed.
- Members queried whether the SRS tries to hack its systems to ensure safety and to mitigate against service attacks? It was confirmed that this is done as well as external testing annually and a phishing exercise to staff is also conducted. All public networks had been placed on one system, PSPA, which increased security.
- Members discussed the transfer of staff from the Council and inquired about: staffing at the SRS; staff transferred from the Council, and; whether external staff are recruited. Officers advised that: SRS had job progression grades so staff could progress via set objectives; SRS always tried to promote from within which was a preference as its staff were multi-skilled, and; external staff were sought if a specific skill set was required. Members were also advised that the SRS are passionate to give opportunities to those who have started out without qualifications and are committed to developing apprenticeships. All SRS vacancies are advertised on partners' websites.
- Members asked about staff morale and were advised that staff were initially worried about potential job losses when a new partner joined, but reassurance was provided and out of the 32 staff transferred from Newport, 24 had progressed in different roles in the SRS, with 8 continuing in the same role.

Conclusions

The Committee **agreed** that:

- Overall clearly there was more work to be done, but that while the explanations and reasons provided by Officers verbally had not been included and evidenced in the report, the additional verbal information provided at the meeting in answer to Members' questions and supplementary to the report had reassured the Committee and provided confidence.
- The Performance data needed to include more detail, comparable data and clear actions on outstanding objectives in future reports.
- While it had concerns over the missed dates it accepted the reasons provided by Officers. The Investment Objective deadlines need to be reviewed and updated for inclusion in the next report to Committee, particularly for those investment objectives which had not been met within the original timescales and which had passed.

- The Committee to receive a more detailed updated monitoring report upon the SRS in 12months, to be included in the Committee's draft Annual Forward Work Programme.
- There should be wider evaluation of engagement through other mechanisms, due to concerns regarding the very low response rate to customer satisfaction.
- The Committee wanted it to be noted that there had been a lack of appetite for other Local Authorities to engage in the Shared Resource Service (SRS) since the Welsh Government Green Paper: *Strengthening Local Government* had been published and this was a risk to the SRS moving forward.

4 **Public Services Board Scrutiny - Recommendations Monitoring**

Attendees:

- Elizabeth Blayney (Scrutiny and Governance Manager)
- Tracy Mckim (Partnership Policy and Involvement Manager)

The Scrutiny and Governance Manager presented an overview of the report, including the recommendations that had been made by the Public Services Board Scrutiny Policy and Review Group and their implementation, together with Scrutiny best practice.

Discussions included the following:

- With regard to Recommendation 4, relationships had been built with the Chair attending meetings of the Public Services Board and Invitees attending meetings of this Scrutiny Committee.
- Members discussed whether a mechanism was needed to feed back a response from stakeholders to the Committee when it has made recommendations to them, so that it is a two way process. Members were advised that this action would be taken forward.
- It was advised that self-evaluation could be included in the Annual Forward Work Programme and could also identify if there are any training needs. Members were advised that the five Ways of Working from the Wellbeing of Future Generations (Wales) Act could be used in the self- evaluation.

Conclusions

The Committee welcomed the report and **agreed**:

1. A mechanism was needed to feed back a response from stakeholders to the Committee when it has made Recommendations to them, so that it is a two way process;
2. An element of self-evaluation for the Committee should be included in the Committee's Annual Forward Work Programme;
3. To cease the monitoring of these Recommendations as the Committee was satisfied that they had been achieved.

5 **Forward Work Programme Update**

The Scrutiny Officer outlined the reports for the next three Committee meetings including particular reference to the statutory requirement for the Committee to formally receive the Wellbeing Plan, and advising that a report to this Scrutiny Committee upon arrangements for Joint Scrutiny of the City Deal is expected shortly, which would subsequently be reported to Council. The report would request the nomination of one Member from each of the 10 City Deal Partner Local Authorities to sit on a Joint Scrutiny Committee.

The attendance of the Chair of the Newport Association of School Governors; Mr Alan Speight for the EAS Governor Support Report would be confirmed for 20 June Committee.

The Committee requested that the Social Services and Wellbeing Act: Regional Area Plan - Information Report which had been circulated to the Committee, be included for monitoring in their draft Annual Forward Work Programme, as there was some concern about equitable service delivery in Newport as in other Local Authority areas in Gwent.

Agreed:

The Committee endorsed the proposed schedule for the next three Committee meetings and confirmed the topics to be considered.

The Committee noted the Social Services and Wellbeing Act: Regional Area Plan Information Report and requested that the monitoring of the Plan be included on the draft 2018-19 Annual Forward Work Programme, which will be considered by the Committee in its July meeting.

6 Evaluation of Meeting

The Committee discussed and evaluated the meeting and confirmed that they were happy with the content and structure of the cover reports, background papers and approach to the meeting and thanked the Scrutiny Officer.

The Meeting closed at 7.20pm.



Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 20 June 2018

Subject Education Achievement Service – Governor Support

Author Scrutiny Adviser

The following people have been invited to attend for this item:

Invitee:	Role:
James Harries	Strategic Director - People
Sarah Morgan	Chief Education Officer
Clare Coff	Head of Education Achievement Service (EAS) Governor Support
Hayley Davies-Edwards	Education Achievement Service (EAS) Principal Challenge Adviser for Newport
Mr Alan Speight	Chair of Newport Association of School Governors <i>(as requested by Committee)</i>

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

1. Consider the information provided within the submission of evidence from the EAS (**Appendix 1**) regarding the level of support in place for Governors, responsibilities for funding this support and an assessment of the adequacy of resources for Governors.
2. Consider whether Scrutiny should be involved in monitoring the level of Governor Support.
3. Determine if it wishes to make any comments to the Cabinet Member and / or the EAS.

2 Context

Background

- 2.1 The EAS is the school improvement service for the five Local Authorities in the region (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). As part of its role to support, monitor and challenge schools with the purpose of raising education standards in South East Wales, the EAS also provides Governor Support.

Previous Consideration of this item

- 2.2 Newport City Council makes an annual contribution to the commissioning of the EAS. At the meeting of the Learning Caring and Leisure Scrutiny Committee held on 22 March 2017, while considering the EAS Contribution report for 2016-17, and discussing school leadership, the Committee raised the following:

“Members raised concerns about the lack of support for governing bodies, given the crucial role required of governors, on a voluntary basis. It was confirmed that there was a small team in place to support governing bodies, but resources were stretched. Members suggested that this could be an area of inquiry for scrutiny’s work programme after the election, to establish levels of support in place, responsibilities for funding that support, and whether additional resources could be committed to this.”

(Links to the full Report and Minutes of the Learning Caring and Leisure Scrutiny Committee Meeting held on 22 March 2017 are provided in the Background Papers in Section 7 of this report.)

- 2.3 Following the new Scrutiny Committee Structure approved at the Council’s Annual General Meeting in May 2017, the topic was scheduled in the Annual Work Programme for this Committee and a report subsequently requested from the EAS. The Committee when reviewing its Work Programme requested that Mr Alan Speight, Chair of Newport Governors Association, be invited to the meeting.

3 Information Submitted to the Committee

- 3.1 The following information has been submitted to the Committee for consideration:

- **Appendix 1 - Submission of Evidence – Education Achievement Services, Governor Support**

4. Suggested Areas of Focus

Role of the Committee

The role of the Committee in considering the report is to consider:

- 4.1 Whether the information presented provides the Committee with evidence to establish levels of support in place, responsibilities for funding that support and adequacy of resources?
- 4.2 How should scrutiny be involved in monitoring the sufficiency of Governor Support?
- Assess and make comment on:
 - What level of Governor Support the consortium is currently providing?
 - What future levels of support are planned?
 - How well the consortium is supporting Governors?
 - Conclusions:
 - What was the overall conclusion on the information contained within the reports?
 - Is the Committee satisfied that it has had all of the relevant information to base a conclusion?
 - Do any areas require a more in-depth review by the Committee?
 - Do the Committee wish to make any Comments / Recommendations to the Cabinet?

Suggested Lines of Enquiry

- 4.1 In evaluating the EAS Governor Support attached as **Appendix 1**, the Committee may wish to consider:
- Whether the report contains sufficient information to establish the level of support provided by the Consortium?
 - The report contains some information on the funding arrangements for Governor Support. Has funding declined in line with the overall budget and by what percentage in Newport?
 - What accounts for the decrease in Governor Attendance in 2016-17 in the majority of schools?
 - How frequently / infrequently are governors suspended for not attending the mandatory training within one year of becoming a Governor?
 - Why 7 out of 15 courses published for 2017-18 had to be cancelled due to lack of uptake?
 - Has the online training via Hwb started yet?
 - What are the main challenges / pressures of providing Governor Support?
 - How well the Consortium is working together to deliver Governor Support?

Section B – Supporting Information

5 Links to Council Policies and Priorities

- Summarise how this report aligns with Council priorities – in particular the Corporate Plan and wellbeing objectives:

Well-being Objectives	Promote economic growth and regeneration whilst protecting the environment	Improve skills, educational outcomes & employment opportunities	Enable people to be healthy, independent & resilient	Build cohesive & sustainable communities
Corporate Plan Commitments	Thriving City	Aspirational People		Resilient Communities
Supporting Function	Modernised Council			

6 Wellbeing of Future Generation (Wales) Act

6.1 General questions

- How is this area / policy affected by the new legislation?
- How will this decision / policy / proposal impact upon future generations? What is the long term impact?
- What evidence is provided to demonstrate WFGA has been / is being considered?
- Evidence from Community Profiles / other data?
- (When published:) Evidence of links to Wellbeing Assessment / Objectives / Plan?

6.2 Wellbeing Goals

- How are the Wellbeing goals reflected in the policy / proposal / action?
 - *A prosperous Wales*
 - *A resilient Wales*
 - *A healthier Wales*
 - *A more equal Wales*
 - *A Wales of cohesive communities*
 - *A Wales of vibrant culture and thriving Welsh language*
 - *A globally responsible Wales*

6.3 Sustainable Development Principles

- Does the report / proposal demonstrate how as an authority we are working in accordance with the sustainable development principles from the act when planning services?
 - **Long Term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
 - **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
 - **Integration**
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
 - **Collaboration**
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
 - **Involvement**
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

7. Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)
- [EAS Website](#)
- [Agenda and Minutes](#) of Learning, Caring and Leisure Scrutiny Committee 22 March 2017

Report Completed: 12 June 2018

Submission of Evidence to Scrutiny – EAS Governor Support**Author** Debbie Hartevelde, Managing Director, Education Achievement Service (EAS)**Date** 30 May 2018**Education Achievement Services(EAS) Governor Support**

The level of support in place for Governors, responsibilities for funding this support and an assessment of the adequacy of resources for Governors.

BACKGROUND**Strengthening School Governance in South East Wales**

Effective governance plays a crucial role in the success of a school. School governors work in partnership with the headteacher to make long-term strategic decisions that aim to raise the standards of education. Governors are required to be supportive but challenging, holding the senior leadership team to account. To support governors in this role, the Governor Support & Development team provides:

Professional Clerking Service

- A clerking service via Service Level Agreement with schools
- Maintain records of all governors
- Clerks Mandatory Training
- Termly Clerks training
- Clerks Hwb Network
- Clerks Quality Assurance

Statutory Committee Support & Specialist Advice (Governance)

- Statutory clerking service
- Mentor Chairs
- Additional Governors
- Mandatory Chairs training
- Legislation, policy and protocol guidance on school governance matters
- Support in implementing the new Welsh Government School Governor regulations

Governor Specific Support & Intervention Framework

- The Annual Mandatory Governor Training & Strategic Development programme
- Online Mandatory Induction Training via Hwb
- Governors Hwb Network
- Professional Learning with termly Governor Seminars, supporting self-improving governance
- Getting to Know (GTK) Guides:
 - GTK your role: Induction
 - GTK your role: Committee Clerk
 - GTK your school: Committee terms of reference
 - GTK your school: Link Governor roles
 - GTK your school: Support & Challenge
- Support for governing body organisation & management
- Governing body self-evaluation via the national online portal
- Governing body effectiveness calculator
- Bespoke support package for governing bodies of schools categorised Red or in an Estyn Category

Submission of Evidence to Scrutiny – EAS Governor Support

Author Debbie Hartevel, Managing Director, Education Achievement Service (EAS)
Date 30 May 2018



1. PROFESSIONAL CLERKING SERVICE

The governor support team provide a clerking service to all Newport Governing Bodies via an SLA. Approximately 438 Meetings are held per term across the region. The team provide a model agenda for every meeting and over 50 clerks are deployed throughout the region to clerk the meetings.

Quality Assurance of Clerks/Minutes

Each term the team quality assures the minutes from governing body meetings, to a set criteria, ensuring minutes are accurate, timely, grammatically correct, meet all the required regulations and capture discussions and challenge appropriately. This is carried out via a RAG rating. On the basis of currently available data, the 3-year trend the EAS is on track to achieve the 2018/19 Target of a 90% Green rating.

Robust quality assurance processes have ensured that quality of governing body minutes provided by the clerking service has improved steadily during the last three years.

This information is then triangulated with feedback from Headteachers, Chairs of governing bodies and the governors annual survey.

2017 Survey Outcome with 3-year comparison

	Region 2015	Region 2016	Region 2017	Newport 2017
Number of responses	659	639	380	90
Overall, I am satisfied with the service I receive from Governor Support	93%	95%	96%	97%
Governor Support respond to queries in a timely manner	94%	96%	99%	97%
Quality of advice provided by Governor Support staff is good.	95%	97%	98%	96%
I am satisfied with the Clerking Service	92%	94%	91%	92%

Governors comments:

- *Appreciate the excellent clerking service*
- *Very satisfied with the clerking service and the support provided*
- *Some governors are experiencing difficulties with IT (this can be due to personal hardware/software or individual governor training needs for ICT)*
- *The clerk has recently changed, and they take time to get to know the school.*
- *Changes in clerk recently.*

The 2017 Clerks survey outcomes:

- 100% of the clerks surveyed feel supported to carry out their role effectively
- Over 85% are aware of the clerks training available through Governor Support

Submission of Evidence to Scrutiny – EAS Governor Support

Author Debbie Hartevelde, Managing Director, Education Achievement Service (EAS)
Date 30 May 2018

- Over 80% are aware of the Clerks Corner Website
- Over 75% are aware of the Clerks Briefings

The 2018 survey is due to take place in the Summer term.

The team will continue to actively recruit and train clerks with an emphasis on quality and providing continuity for governing bodies particularly where there has been a period of variation.

2. SERVICE LEVEL AGREEMENT

All Newport Schools have bought back in to the Governor Support service. The SLA covers the cost of the clerking service and Committee Support. The cost for advice and guidance, together with Mandatory Training is met by the core funding to the EAS.

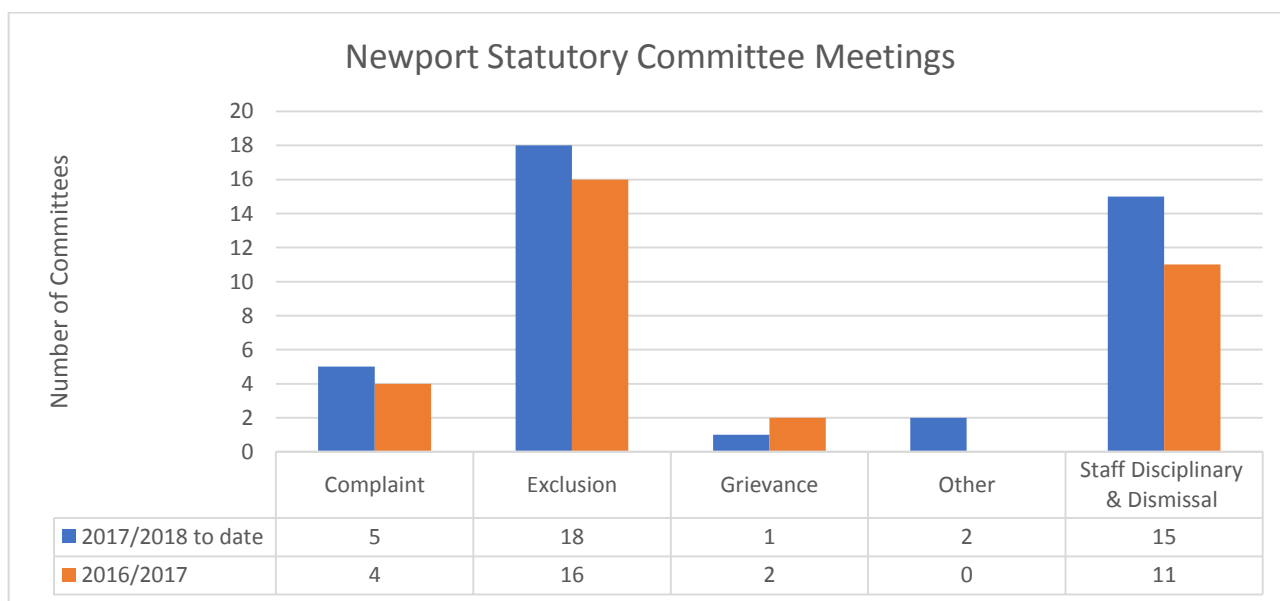
New schools are charged per 12th for the part of the financial year that they are open.

Schools that wish to receive hard copies of their agendas pay an additional fee.

3. COMMITTEE SUPPORT & SPECIALIST ADVICE

The Governor Support Team facilitate a range of statutory committees for governing bodies throughout the region. These meeting are called as and when cases arise in schools. The graph below depicts the number and type of committees supported since September 2016.

The amount of officer time taken to support these processes varies due to the type and complexities of the individual committee called, the officer time for 2016/2017 equates to approximately 64 days compared to 82 in 2017/2018 to date.



Submission of Evidence to Scrutiny – EAS Governor Support

Author Debbie Hartevelde, Managing Director, Education Achievement Service (EAS)
Date 30 May 2018



The team will continue to work in partnership with the relevant LA Officers to ensure support provided for statutory committees is effective and in line with regulations. The team will monitor the volume of work undertaken across the region.

The team work with the LA to ensure that appropriate and timely intervention is provided for governing bodies that are experiencing specific issues, such as being placed in Special Measures by Estyn. This may involve training Additional LA Governors, seeking mentor chairs or providing bespoke support.

4. GOVERNOR SUPPORT & INTERVENTION FRAMEWORK**Mandatory Training**

The number of governors required to attend mandatory training links directly to governor turnover (35% of the governor population).

Understanding Performance Data (Primary/ Secondary/ Special)				
	17/18 to date	16/17	15/16	14/15
NCC	72	106	223	166

Governor Induction / Role of the Governor				
	17/18 to date	16/17	15/16	14/15
NCC	65	82	116	118

These figures include the online sessions completed. In 2018 the online training will be provided via Hwb.

Chairs training is provided in regional groups, however for Chairs that have difficulty in attending a centrally provided session Governor Support Officers provide one to one support where necessary. There is currently no Chair eligible for suspension.

Role of the Chair				
	17/18 to date	16/17	15/16	14/15
NCC	13	5	10	18

Under the Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013 governors who do not attend the mandatory training within one year of becoming a governor are eligible for suspension. Governing bodies are ultimately responsible for suspending and possibly disqualifying governors who do not attend the mandatory training. The team provide records of attendance and a course calendar of sessions on every agenda.

Strategic Governance Training

These sessions are aimed at developing governors' knowledge and understanding of the wider aspects of governance which include; Link Governors (More Able & Talented MAT, Pupil Development Grant PDG, Looked After Children LAC), Headteachers Performance Management, Estyn for Chairs, Effective Governance etc.

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Newport governor attendance is as follows:

	2017/2018 to date	2016/2017	2016/2015	2015/2014	2013/2014
Newport	95	133	127	78	135

Local Authority Governor Training: 15 courses published for 2017/2018, 7 cancelled due to lack of uptake.

The overall aim of the EAS Mandatory and Strategic Development Programme is to support and develop flexible, skilled focused effective governing bodies that work in partnership with School Leaders to raise standards. The training programme is developed in consultation with the Training Governors (Link Governors with the responsibility of training) from throughout the region during the Termly seminars.



Training Seminars

The role of the link governor for training is outlined in the EAS Getting to know your School: Link Governor Guidance document. The role is developing in line with aspects from the Welsh Government’s Professional Learning Model (PLM). Governors are required to progressively build up their knowledge and skills needed to respond to the challenges of governance. These seminars embrace self-improving governance. Attendance at seminars has increased and attendance from Newport school governors is consistently good.

EAS School Governor’s Conference

The focus for the 2018 Conference was two key aspects of Welsh Government’s education reform programme, the new Curriculum for Wales and New Professional Standards for Teaching and Leadership.

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Date 30 May 2018

The feedback shows and overall improvement on last year. The attendance by Newport Governors increased from 18% to 21% in 2018.

	2014	2015	2016	2018
	Strongly Agree/ Agree	Strongly Agree/ Agree	Strongly Agree/ Agree	Strongly Agree/ Agree
Did you enjoy the conference	95%	97%	90%	92.5%
Was the conference helpful and informative	95%	99%	91%	94.3%
Will the conference be of value in your role as a governor	94%	100%	90%	93.5%
Was the conference content appropriate	93%	99%	86%	86.7%
Will the workshops help you in your role as a governor	96%	97%	84%	91.5%
Was the information provided in a clear and concise manner	93%	96%	83%	88%
Were questions raised answered satisfactorily	95%	96%	90%	90.6%

Support & Intervention

The level of support each governing body receives from the team is in line with the national Categorisation or Estyn Category. Eight Newport schools have received bespoke support & intervention during 2017 and 2018. This includes training on the role of the Link Governor, Appropriate Support and Challenge and Strategic Governance.

St Julian's School	Maes Ebbw School
Milton Primary School	Maesglas Primary
Somerton Primary	Llanwern High School
Newport High	The John Frost School

Whole Governing Body Self-Evaluation

Recent research carried out by the EAS acknowledged that the impact of mandatory training is limited in that it is a building block and that to have a significantly recognisable contribution to school leadership, further training and other self-reflecting exercises are required. As part of the support and intervention provided to Red and Amber Schools, 9 Newport schools have been supported to complete and maintain Whole Governing Body Self Evaluation based on the 2010 – 2017 Estyn framework (3 Key questions).

In Autumn 2017 the EAS purchased the Online National Model for Governing Body Self Evaluation Portal (based on the 2018 Estyn Framework). There are currently seven Newport Schools (out of the 35) actively engaged in the regional pilot for the online portal. All Headteachers, Chairs of Governors and Self Evaluation Champions across the region have been sent their log in details and can access the system.

Submission of Evidence to Scrutiny – EAS Governor Support

Author Debbie Harteveld, Managing Director, Education Achievement Service (EAS)
Date 30 May 2018

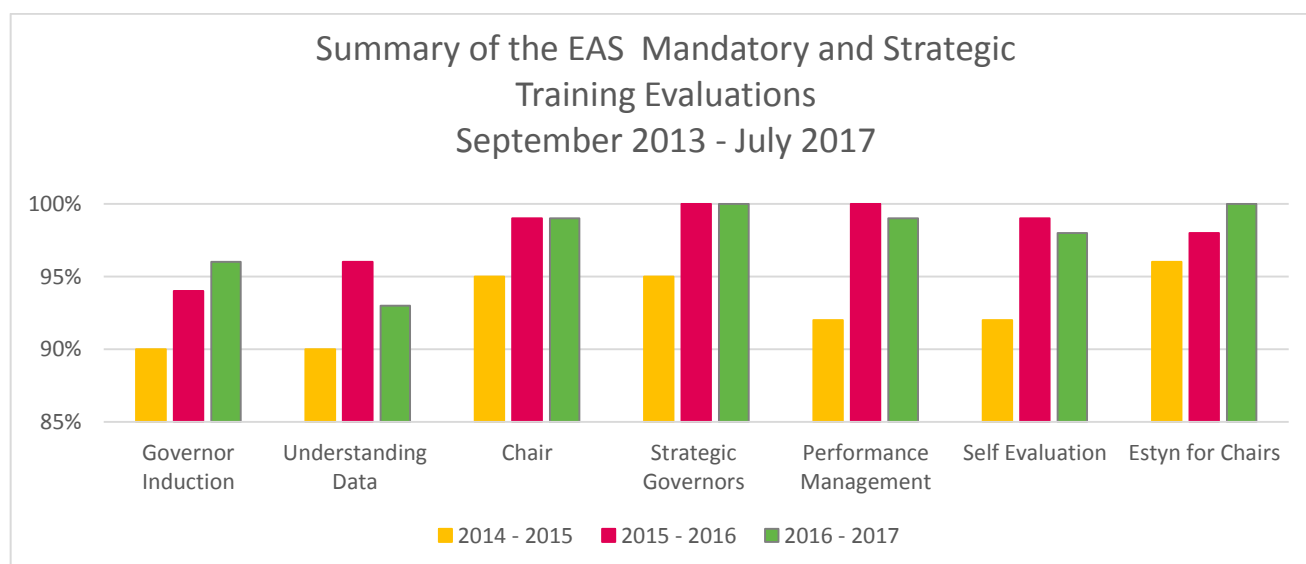
3 Key Question Model	Online National Portal
Llanmartin Primary	Fairoak Nursery
Ringland	Clytha primary
Maes Ebbw	St Joseph’s RC Primary
Llanwern High	Glasllwch Primary
Maesglas Primary	Mount Pleasant Primary
St Julian’s School	Llanwern High
Somerton	St Julian’s School
Rogerstone	
Ysgol Ifor Hael	

5. MEASURING IMPACT

In assessing the adequacy of resources provided for governors the team carries out annual surveys, reviews feedback from training sessions and has a standing item of the termly Training Governor Seminars to review provision.

Participation and Enjoyment

All courses are evaluated for their effectiveness the following graph depicts the 3-year trend for each of the courses provided.



Changes in Governing Body Behaviour

The Governor Support & Development team is continuing to measure the impact of governor training. Findings from the Training Needs and Impact questionnaire 2017 is that 90% (90% 2015) of governors who have attended training felt the knowledge gained made them a more effective governor. Headteachers were also surveyed to establish if they have seen the impact on the engagement, discussions and challenge presented by governors. The initial findings mirrored that of governors, with 90% of headteachers having felt a positive impact of training.

Submission of Evidence to Scrutiny – EAS Governor Support

Author Debbie Hartevelde, Managing Director, Education Achievement Service (EAS)
Date 30 May 2018



Further analysis indicated that for all sessions attended:

- 93% (90% 2015) of governors agreed that training helped them understand their role
- 89% (87% 2015) of governors agreed that attending the session made them a more effective governor
- 87% of headteacher agreed the introduction of the mandatory training has increased governors focus on school improvement

The strategic sessions have a far greater impact, which is to be expected as these are not mandatory and are focused on specific aspects of governance. Therefore, governor engagement is naturally greater (they choose to attend). Typically, governors who attend a strategic session have been a governor for a greater length of time and therefore are more experienced/familiar with the role.

Impact on outcomes and standards

A mechanism for measuring the impact of the support and intervention provided by the Governor Support & Development team is developing. The purpose is to establish if there is any correlation between the support, intervention and training provided by the EAS and the effectiveness of the governing body and school outcomes/Estyn inspections. In Autumn 2017 the analysis highlighted that two thirds of governing bodies within the region have improved since 2013 with over 50% of governing bodies identified as performing at the higher levels of effectiveness. The Governing Body Effectiveness Calculator was placed on every agenda in Spring 2018 to encourage governors to discuss their effectiveness and support growth in engagement and understanding of their role.

Governor Support & Development team will continue to support and develop flexible, skilled focused effective governing bodies that work in partnership with their School Leaders to raise standards throughout South East Wales.

Submission of Evidence to Scrutiny – EAS Governor Support

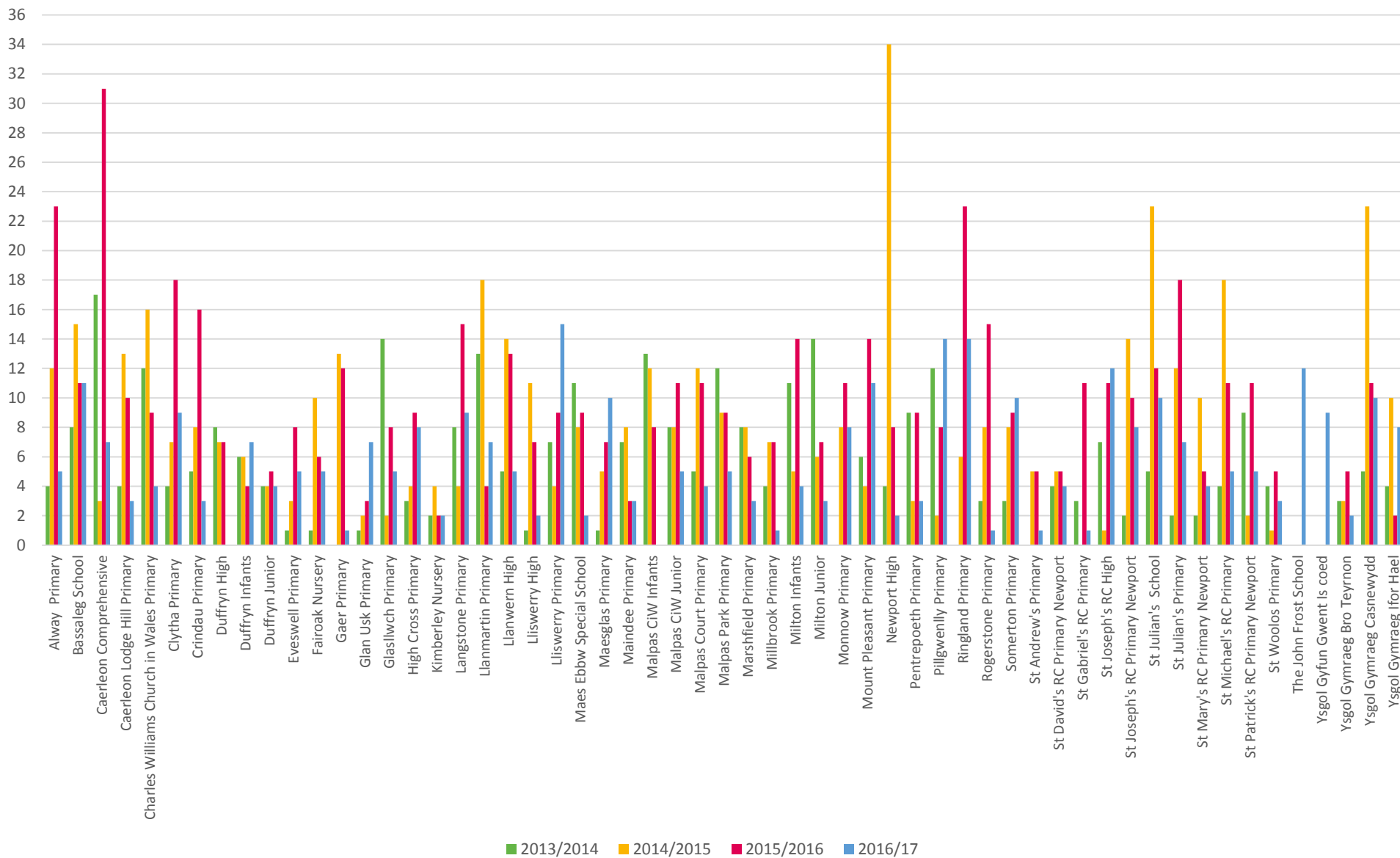
Author Debbie Hartevelde, Managing Director, Education Achievement Service (EAS)

Date 30 May 2018



Governor Attendance Newport September 2013 - July 2017

Page 23



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Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 20 June 2018

Subject Education Achievement Service, Value for Money, Financial Year 2017-18

Author Scrutiny Adviser

The following people have been invited to attend for this item:

Invitee:	Area / Role / Subject
James Harries	Strategic Director - People
Sarah Morgan	Chief Education Officer
Geraint Willington	Education Achievement Service (EAS) Company Secretary
Hayley Davies-Edwards	Education Achievement Service (EAS) Principal Challenge Adviser for Newport

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

1. Consider the information provided within the submission of evidence in **Appendix A** together with the externally commissioned Education Achievement Service (EAS) Regional Value for Money (VfM) report 2017-2018 in **Appendix 1**.
2. Consider how Scrutiny should be involved in the future monitoring of value for money outcomes, and;
3. Determine if it wishes to make any comments to the Cabinet Member and / or the EAS.

2 Context

Background

- 2.1 The EAS is the school improvement service for the five Local Authorities in the region (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The role of the EAS is to support, monitor and challenge schools with the purpose of raising education standards in South East Wales.

- 2.2 Newport City Council makes an annual contribution to the commissioning of the EAS. The EAS has provided Value for Money reports to each of the local authorities across the Region for the last two years, which for Newport, were reported to the Learning Caring and Leisure Scrutiny Committee. ***(Links to the Report and Minutes of the Learning Caring and Leisure Scrutiny Committee Meeting held on 22 March 2017 are provided in the Background Papers in Section 8 of this report.)***
- 2.3 The EAS is now reporting Value for Money on a regional level set against the previous year's Business Plan and consequently, the external report upon Regional Value for Money Evaluation for 2017-18 is being submitted to the Committee together with an explanatory submission of Evidence from the EAS.
- 2.4 For Members information, EAS Reports upon Newport's performance are reported to the Performance Scrutiny Committee – People for scrutiny, including reports upon: Education and Pupil Performance; School Attendance; Special Educational Needs and Performance; Exclusions Monitoring; Key Stage 4/5 Pupil Performance Data, and National Categorisation of Schools and the EAS Principal Challenge Adviser for Newport attends to answer the Committee's questions.

3 Information Submitted to the Committee

- 3.1 The following information has been submitted to the Committee for consideration:
- **Appendix A - Submission of Evidence – Education Achievement Services, Value for Money, Financial Year 2017-18**
 - **Appendix 1 - Regional Value for Money Evaluation 2017-18 by External Consultant**

4. Suggested Areas of Focus

Role of the Committee

The role of the Committee in considering the report is to consider:

- 4.1 Whether the information presented provide the Committee with evidence of the impact of the EAS providing measurable value for money?
- 4.2 How should scrutiny be involved in monitoring of the value for money of the EAS collaboration?
- Assess and make comment on:
 - Whether the consortium is providing value for money?
 - The progress being made since the previous year's Value for Money report?
 - How well the consortium is working together to deliver Value for Money?
 - Conclusions:
 - What was the overall conclusion on the information contained within the reports?
 - Is the Committee satisfied that it has had all of the relevant information to base a conclusion?
 - Do any areas require a more in-depth review by the Committee?
 - Do the Committee wish to make any Comments / Recommendations to the Cabinet?

Suggested Lines of Enquiry

- 4.1 In evaluating whether the EAS is providing Value for Money in the Report attached as **Appendix A**, the Committee may wish to consider:
- Why has there been a move to a Regional Value for Money Report, from the Value for Money reports to each of the local authorities across the Region.
 - How does EAS performance compare with that of neighbouring regional education improvement services?
 - Is there a correlation between the reduction in funding and grants and the decline in performance?
 - While the number of “Green” Primary schools has increased in 2018 by 14% since 2017, the number of “Red” Primary schools has also increased from 2% to 5% across the EAS.
 - How are resources targeted to improve schools, in particular, those in “Red” and Special Measures?
 - The number of “Red” Secondary Schools has increased in 2018 to 25% from 17% in 2017 across the EAS, this is almost double the Wales Average of 13%.
 - Whether National Categorisation for 2018 varies much across all 5 Authorities: for primary schools, and; for secondary schools.
 - The Estyn Inspection outcomes for schools for 2016-17 shows 5.6% “Red” based upon current performance, increasing to 8.3% “Red” based on Prospects for Improvement.
 - Whether the report contains sufficient information to demonstrate that the EAS Consortium is providing Value for Money.

Section B – Supporting Information

5 Additional Data and Analysis

- 5.1 The following is an extract from the minutes of the Learning, Caring and Leisure Scrutiny meeting held on 22 March 2017, when the Committee received the EAS Contribution: Financial Year 2016-17 report:

“The Principal Challenge Adviser for Newport presented the report on Newport’s contribution to the EAS during 2016/17, outlining the return on this investment.

The following points were discussed:

- *The reduction in reliance on “traded income” was explained. Research showed that internal school support had a far greater impact than external training events, and there was also a potential conflict of interest in needing to promote chargeable provision when resources could be better targeted within schools.*
- *It was highlighted that EAS was just one of a number of commissioned education services, and EAS were supporting work to develop a “Value for Money Model” so that the approach developed here could be applied more widely. It was suggested that this model could also be of interest to scrutiny in monitoring and assessing commissioned services.*
- *It was reported that grant funding levels were confirmed for the next year. In response to a question on future projections for funding, and whether any cuts in grant funding would impact upon the contributions requested from partner authorities, officers stated that this would need to be referred to EAS management for a response. It was noted that a full response may not be possible given the variables involved. It was suggested that, if a full response was not possible, an explanation of the process to be followed in negotiating and agreeing changes to local authority contributions would be useful, for Members to better understand the relationships and accountability structures at play.*

- It was noted that a high level of Welsh Government grant funding went into Newport schools compared with other authorities.
- It was clarified that the Core Values in the report were those of the EAS. Each of the regional consortia defined its own core values, but all worked towards national policy, and there was regular communication and networking between the leadership teams to share good practice.
- It was suggested that value for money could not be demonstrated while any schools were in the “red” category. This assertion was challenged strongly by the officers present: it was highlighted that there would always be schools in need of support, and for a variety of legitimate reasons. For example, additional support might be required to establish new leadership in a school. The key role of school leaders and governing bodies in school improvement was emphasised. It was also stressed that re-categorisation of schools can be hindered by external factors, for example a delay in follow-up inspections by Estyn.
- In relation to the point made about school leadership, Members raised concerns about the lack of support for governing bodies, given the crucial role required of governors, on a voluntary basis. It was confirmed that there was a small team in place to support governing bodies, but resources were stretched. Members suggested that this could be an area of inquiry for scrutiny’s work programme after the election, to establish levels of support in place, responsibilities for funding that support, and whether additional resources could be committed to this. (*** This bullet point is the subject of a separate report upon the Agenda for consideration by today’s Committee meeting.**)
- In relation to take-up of training, officers confirmed that attendances were monitored regularly, with any persistent issues being challenged.
- The Teacher Adviser to the Committee commented positively on the contribution of the EAS to raising educational standards in Newport.

Resolutions and Actions

The Committee **requested** a response from EAS management on the grant funding query outlined above.

No further monitoring was agreed as this would be a matter for the new Committee following the election, however annual monitoring of the local authority’s financial contribution to EAS would be included in the suggested work programme to be agreed after May. The suggestions to look into the “Value for Money Model”, and the area of governor support, would also be put forward for consideration.”

6 Links to Council Policies and Priorities

- Newport City Council’s Corporate Plan and Wellbeing Objectives:

Well-being Objectives	Promote economic growth and regeneration whilst protecting the environment	Improve skills, educational outcomes & employment opportunities	Enable people to be healthy, independent & resilient	Build cohesive & sustainable communities
Corporate Plan Commitments	Thriving City	Aspirational People		Resilient Communities
Supporting Function	Modernised Council			

7 Wellbeing of Future Generation (Wales) Act

7.1 General questions

- How is this area / policy affected by the new legislation?
- How will this decision / policy / proposal impact upon future generations? What is the long term impact?
- What evidence is provided to demonstrate WFGA has been / is being considered?
- Evidence from Community Profiles / other data?
- Evidence of links to Wellbeing Assessment / Objectives / Plan?

7.2 Wellbeing Goals

- How are the Wellbeing goals reflected in the policy / proposal / action?
 - *A prosperous Wales*
 - *A resilient Wales*
 - *A healthier Wales*
 - *A more equal Wales*
 - *A Wales of cohesive communities*
 - *A Wales of vibrant culture and thriving Welsh language*
 - *A globally responsible Wales*

7.3 Sustainable Development Principles

- Does the report / proposal demonstrate how as an authority we are working in accordance with the sustainable development principles from the act when planning services?
 - **Long Term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
 - **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
 - **Integration**
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
 - **Collaboration**
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
 - **Involvement**
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

8. Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)
- [EAS Website](#)
- [Agenda and Minutes](#) of Learning, Caring and Leisure Scrutiny Committee 22 March 2017

Report Completed: 12 June 2018

Submission of Evidence to Scrutiny - EAS Value for Money 2017-18

Author Geraint Willington, Company Secretary, Education Achievement Service (EAS)

Date 22 May 2018

Background

The Education Achievement Service (EAS) provides a Regional Business Plan on an annual basis. Alongside this the EAS provides a mid-year review on progress towards the plan and the Annex for NCC. In addition, a number of reports are provided to Members throughout the year to enable scrutiny in a number of key areas. The EAS have provided Value for Money (VfM) reports to all local authorities across the region for the last 2 years. The EAS will be reporting VfM on a regional level set against the previous year Business Plan.

Members will be aware the EAS was inspected by ESTYN in May 2016. The report noted: Overall, the EAS is making good progress in establishing its approach to assess and report on value for money, although aspects are not yet refined enough. A recent value for money report to the Joint Executive Group includes a high-level overview that notes above average performance improvement whilst funding has been reduced by 20.9% between 2012-2013 and 2016-2017. This approach considers appropriately the resources applied to the work of challenge advisers, school-to-school developments and training at local authority level and notes the categorisation of each school at local authority level. This type of analysis enables the resources used and value for money to be considered in the light of future changes to categorisation of schools overall and for each local authority.

This inspection area was subsequently graded as Good for resource management.

Historically the VfM reports have been lengthy documents and have not provided an Executive Summary of the main messages within the fuller report. The VfM report for 2017/2018 has a focus purely on the regional service and the regional impact set against a number of criteria.

Members will also note that the report does not break down the information to specific Newport CC detail. The VfM report focuses entirely on the impact of the regional service set against a number of measurable outcomes. This will be the approach going forward. Newport CC will have received a number of detailed reports throughout the academic year such as: LA specific Outcomes (Foundation Phase, key stages 2,3 and 4, Categorisation overview, Estyn inspection outcomes.

To improve the current processes and to provide a more balanced independent approach to the review of the regional VfM report an external expert in the field was commissioned to write an evidence-based report on the previous financial year. A pen portrait of the external consultant, Rod Alcott, former Wales Audit Office employee can be found in Appendix 2.

The report

The full content of the regional school improvement VfM 2017/2018 report can be found in **Appendix 1**.

What is Value for Money?

VfM or cost effectiveness, is a measure of how well resources are being used to achieve intended outcomes. Good value for money is the optimal use of resources to achieve intended outcomes. VfM is usually measured by considering:

Submission of Evidence to Scrutiny - EAS Value for Money 2017-18

Author Geraint Willington, Company Secretary, Education Achievement Service (EAS)

Date 22 May 2018

- **Economy:** minimising the cost of resources used while having regard to quality (inputs) – spending less;
- **Efficiency:** the relationship between outputs and the resources used to produce them – spending well; and
- **Effectiveness:** the extent to which objectives are achieved (outcomes) – spending wisely.

Whilst the above represent the traditional method of measuring VfM it is also possible to include two further dimensions:

- **Equity:** the extent to which services are available to and reach all people that they are intended to – spending fairly. Equity is sometimes included within considerations of effectiveness but is treated separately here to highlight its importance to the work of EAS; and
- **Sustainability:** an increasingly standard consideration within the context of the Well Being of Future Generations Act (WBG) – spending for the long term.

External Judgement of the EAS

Assessing the outcomes of VfM against the criteria outlined above the conclusion is that:

EAS is providing good value for money because overall outcomes are improving from a reduced level of spending as a result of resources being used efficiently, fairly and in a sustainable way; with consequent benefits for schools and pupils across the region.

This conclusion has been arrived at because:

- EAS is delivering its services to all schools across the region while spending less;
- improved management, reconfiguration and increased delegation are allowing EAS to maintain the quality of its support to schools across the region from a reduced resource base;
- EAS support to schools has resulted in improvement in categorisation outcomes, Estyn inspection outcomes and pupil outcomes, but with concerns regarding the pace of progress within the secondary phase remaining too slow and too variable;
- differentiated support and building strong school to school support across the region's schools is reducing inter school variability; and
- sustainability is being addressed through increased finance management capacity and an emphasis upon a cost-effective self- sustaining school to school improvement system across the region.

The evidence that underpins the above statements is set out within the main body of the external report found in **Appendix 1**.

It is important to recognise that while outcomes are a valid measure of effectiveness in assessing the VfM provided by EAS it is also important to note that outcomes cannot be attributed solely to the work of the regional consortium, as other partners in the system also play an important role. The role of school leaders and governing bodies in holding these leaders to account are a key factor in securing school improvement.

Submission of Evidence to Scrutiny - EAS Value for Money 2017-18

Author Geraint Willington, Company Secretary, Education Achievement Service (EAS)

Date 22 May 2018

The improvements that are required at regional and LA level will continue to require a strong commitment to partnership working to be successful; with each LA making full use of their statutory powers, as appropriate, and wider support services such as HR to ensure that all schools make improvements at the required pace.

School leaders in schools across the region requiring the most improvement will need to fully engage with the improvements that need to be made and, alongside governing bodies, will need to drive forward this change at pace. The EAS will offer support and challenge through this process but will not be able to effect change on a whole level without the commitment from each tier within the system.

Recommendations contained within the external report on VfM:

Develop a framework for on-going analysis of VfM throughout the year that enables EAS to form a clear judgement on whether VfM is being secured. The approach needs to be one that embeds VfM as part of an on-going process throughout the year, rather than a one-off retrospective review annually. Such an approach will require:

- ensuring VfM is considered in the planning, implementation, monitoring and evaluation of service delivery;
- including VfM analysis within the self-evaluation process;
- including VfM review within a forward work programme for all governance groups;

Develop a robust Medium Term Financial Strategy (MTFS) that:

- provides a clear and concise view of future sustainability and the decisions that need to be made to balance the financial implications of objectives and policies against constraints in resources; and
- forms the pivotal link that translates the organisation's ambitions and constraints into deliverable options for the future.

Work with other consortia to develop a national framework for assessing VfM at a regional level to encourage the sharing of good practice and ensure consistency of approach.

Background Papers

Appendix 1.

Dated: 22/05/2018

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Regional Value for Money (VfM) Evaluation 2017-2018

Education Achievement Service (EAS)

**Report Author: Rod Alcott (External Consultant)
Date of report: 20 April 2018**

Executive Summary

Value for Money (VfM), or cost effectiveness, is a measure of how well resources are being used to achieve intended outcomes. Good value for money is the optimal use of resources to achieve intended outcomes. VfM is usually measured by considering:

- **Economy:** minimising the cost of resources used while having regard to quality (inputs) – spending less;
- **Efficiency:** the relationship between outputs and the resources used to produce them – spending well; and
- **Effectiveness:** the extent to which objectives are achieved (outcomes) – spending wisely.

While the above represent the traditional method of measuring VfM it is also possible to include two further dimensions:

- **Equity:** the extent to which services are available to and reach all people that they are intended to – spending fairly. Equity is sometimes included within considerations of effectiveness but is treated separately here to highlight its importance to the work of EAS; and
- **Sustainability:** an increasingly standard consideration within the context of the Well Being of Future Generations Act (WBFG) – spending for the long term.

Assessing the performance of EAS against the criteria outlined above the conclusion is that:

EAS is providing good value for money because overall outcomes are improving from a reduced level of spending as a result of resources being used efficiently, fairly and in a sustainable way; with consequent benefits for schools and pupils across the region.

This conclusion has been arrived at because:

- EAS is delivering its services to all schools across the region while spending less;
- improved management, reconfiguration and increased delegation are allowing EAS to maintain the quality of its support to schools across the region from a reduced resource base;
- EAS support to schools has resulted in improvement in categorisation outcomes, Estyn inspection outcomes and pupil outcomes, but with concerns regarding the pace of progress within the secondary phase remaining too slow and too variable;
- differentiated support and building strong school to school support across the region's schools is reducing inter school variability; and
- sustainability is being addressed through increased finance management capacity and an emphasis upon a cost-effective self- sustaining school to school improvement system across the region.
-

The evidence that underpins the above statements is set out within the main body of this report.

Recommendations

1. Develop a framework for on-going analysis of VfM throughout the year that enables EAS to form a clear judgement on whether VfM is being secured. The approach needs to be one that embeds VfM as part of an on-going process throughout the year, rather than a one-off retrospective review annually. Such an approach will require:
 - ensuring VfM is considered in the planning, implementation, monitoring and evaluation of service delivery;
 - including VfM analysis within the self-evaluation process;
 - including VfM review within a forward work programme for all governance groups;

2. Develop a robust Medium Term Financial Strategy (MTFS) that:
 - provides a clear and concise view of future sustainability and the decisions that need to be made to balance the financial implications of objectives and policies against constraints in resources; and
 - forms the pivotal link that translates the organisation's ambitions and constraints into deliverable options for the future.
3. Work with other consortia to develop a national framework for assessing VfM at a regional level to encourage the sharing of good practice and ensure consistency of approach.

Detailed Report

A. EAS is delivering its services to all schools across the region while spending less:

The amount of money available to EAS to spend on resources in 2017-18 was less than in previous years. Both core funding from the constituent local authorities based on a WG driven formula and grant funding have reduced. Income from trading services has also dramatically declined as the result of a conscious decision that charging schools for services runs counter to the philosophy of the organisation.

In relation to grant funding EAS has seen a reduction in the Education Improvement Grant¹ (EIG) of 17.6% since 2014. This alongside reductions in other grant funding streams totals £374k less in regional grant allocation for 2018-19 than 2017-18.

The extent of the reduction in core funding and grant funding is shown below. There has been an agreed 9.4% reduction in LA funding over the past 3 years along with a significant reduction in other income sources. Consequently, the total amount of resource available to spend in 2017-18 was some 7% less than in 2016-17. The anticipated sharp reduction in grant funding for 2018-19 alongside agreed reductions in local authority contributions means that the total amount of resource available to spend in 2018-19 is expected to be some 12% less than in 2016-17.

	2014-15	2015-16	2016-17	2017-18	2018-19
LA Funding	£3,603,609	£3,481,085	£3,376,653	£3,275,353	£3,209,847
Grants	£26,155,503	£52,703,146	£56,082,261	£52,033,572	£49,105,636
Total	£29,759,112	£56,184,231	£59,458,914	£55,308,925	£52,315,483
Delegation to schools	£23,989,784	£47,413,811	£50,384,126	£46,481,315	£46,032,074
% delegation of grants	92%	90%	90%	89%	94%

However, if increases in the rate of delegation to schools are taken into account then residual income spent on running the organisation, including staffing costs, has fallen by some 28% over the last three years.

Trading income derives from EAS selling their services to schools whether it be training or intensively supporting schools / departments in need of support. This source of income has been reduced by 92%, equating to £1.15m, since 2012 and the intention is to eliminate it entirely in 2018-19. EAS does not intend reverting back to being a trading organisation because it is felt that

¹ The Education Improvement Grant was established in April 2015 to provide financial assistance to schools, local authorities and regional education consortia to improve educational outcomes for all learners and reduce the impact of deprivation on learner outcomes.

this compromises their legitimacy, is not in line with the changing national agenda and is at odds with the strategic direction set by the Company Board.

The reduction in income from trading services, both in absolute terms and as a percentage of core funding, is shown below.

	2014-15	2015-16	2016-17	2017-18	2018-19
Trading Income	£1,089,664	£924,853	£601,974	£447,460	£0
% of core funding	30.2%	26.6%	17.8%	13.7%	0.0%

The evidence clearly demonstrates that EAS is spending less than in previous years and that the rate of reduction is accelerating, and it is worth noting that over the period 2015 to 2017 total pupil numbers across the region have risen from 70,277 to 71,237, a 1.4 % increase. However, spending less is not in itself proof of providing VfM. Delivering VfM also requires the reduced spending to be used efficiently to maintain the quality of service being offered to schools across the region. The next section of the report will look at the evidence around how well resources have been deployed.

B. Improved management, reconfiguration and increased delegation are allowing EAS to maintain the quality of its support to schools across the region from a reduced resource base:

Reduced spending has inevitably resulted in a considerable reduction in staffing numbers, with the number of Full Time Equivalent (FTE) staff reducing from 107 in 2015-16 to 92 in 2017-18, representing a 14% reduction. FTE numbers are expected to continue to fall in 2018-19 to 81, a further 12% reduction. Continuing to deliver the service in the same way as it had historically been delivered would have resulted in this significant reduction in staff numbers having a marked detrimental impact on service delivery.

However, the impact of this reduction in staff numbers on service quality has been mitigated by improvements to management, reconfiguring the way resources are deployed and increasing the proportion of spending that is delegated directly to schools rather than being consumed centrally. Evidence of improved management practices can be found in Estyn’s report following the monitoring visit in September 2017. This report stated that strong progress had been made in improving consistency in the quality of evaluation of school improvement activities throughout the service. In this context the report noted:

“Senior managers now evaluate the work of challenge advisers effectivelyquality assurance processes are thorough.....senior officers challenge and support advisers well to improve their work through the performance management system.....as a result local authorities and headteachers are more confident that challenge advisers provide good levels of challenge and support to their schools”

The number of centrally employed EAS challenge advisers has fallen over the last three years from 16.68 FTE to 12.60 FTE. This includes the time of all staff, including Principal Challenge Advisers dedicated to the challenge adviser role. The impact of the reduction of FTE staff over time has been offset by the quality improvements noted in Estyn’s report above and through engaging a number of current serving headteachers to undertake the role. This approach not only increases the delegation rates into schools it also provides excellent professional learning for headteachers, provides a much more responsive and flexible workforce and is consistent with a shift in emphasis towards supporting a self-improving school system, defined as one in which:

- *Resources* shift from the centre to the system, from the EAS to schools, so that schools have the time, money and people in place to support their own improvement and improvement in other schools;
- *Activities* shift from central locations to schools, so that teachers and leaders work in live educational settings where real teaching, learning and leadership are happening; and
- *Responsibilities and Accountability* shift from the centre to the place where improvement is happening, so that schools share accountability for improvement of other schools.

Clearly as resources have become more and more stretched, and curriculum demands increase, there is a need to determine which elements of the current centrally delivered support programmes should migrate into cluster-based approaches. This is an integral component of finding different, cost effective ways to deliver school improvement.

There is now a clear and coherent regional strategy in place for the self-improving system and recognition that further work is needed to embed the system and further develop the role of clusters to take collective ownership of pupil outcomes, quality of teaching and leadership and the realisation of the curriculum reform agenda.

As noted above switching from a top down centrally delivered support programme to a cluster-based approach requires switching financial resources out from the centre into schools i.e. increasing the rate of delegation. The rate of delegation in the region has risen from 89% in 2016-17 to 94% in 2018-19.

It is not just the overall rate of delegation that is important but also its distribution. EAS is committed to ensuring that the regional approach does not focus on a deficit model and that 'good' schools continue to have access to opportunities to improve and network. This has resulted in a conscious decision to invest in better performing schools, in order to develop school to school support capacity across the region and share best practice.

The evidence outlined above clearly demonstrates that reduced spending is being used efficiently to maintain the quality of service being offered to all schools across the region. Spending efficiently is a component of VfM but is not in itself proof of providing VfM. Delivering VfM also requires that efficient spending has resulted in desired outcomes being achieved. The next section of the report will look at the evidence around achievement of outcomes.

C. EAS support to schools has resulted in improvement in categorisation outcomes, Estyn inspection outcomes and pupil outcomes; but with concerns regarding the pace of progress within the secondary phase remaining too slow and too variable:

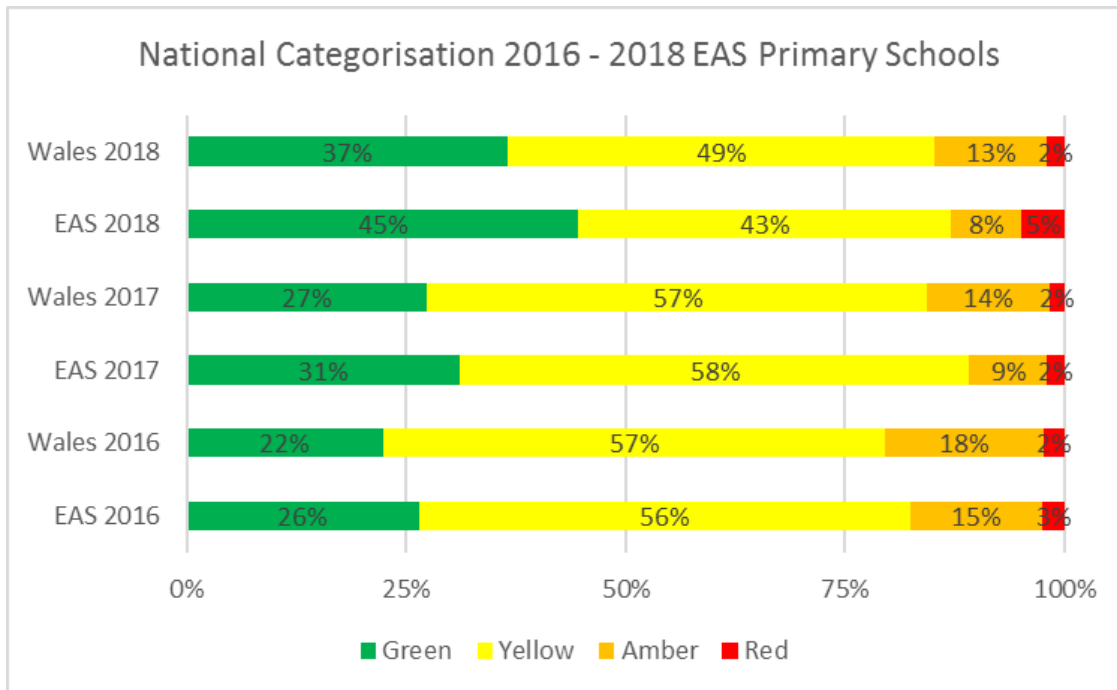
While maintaining the quality of support to schools is essential, effectiveness depends upon what outcomes this support achieves. The overriding purpose of EAS, as set out in its mission statement, is to '*transform the educational outcomes and life chances for all learners across South East Wales*'.

Consequently, any assessment of effectiveness must relate to its success in bringing about this desired improvement. Educational outcomes can be measured by improvement in categorisation outcomes, Estyn inspection outcomes and improvement in pupil outcomes.

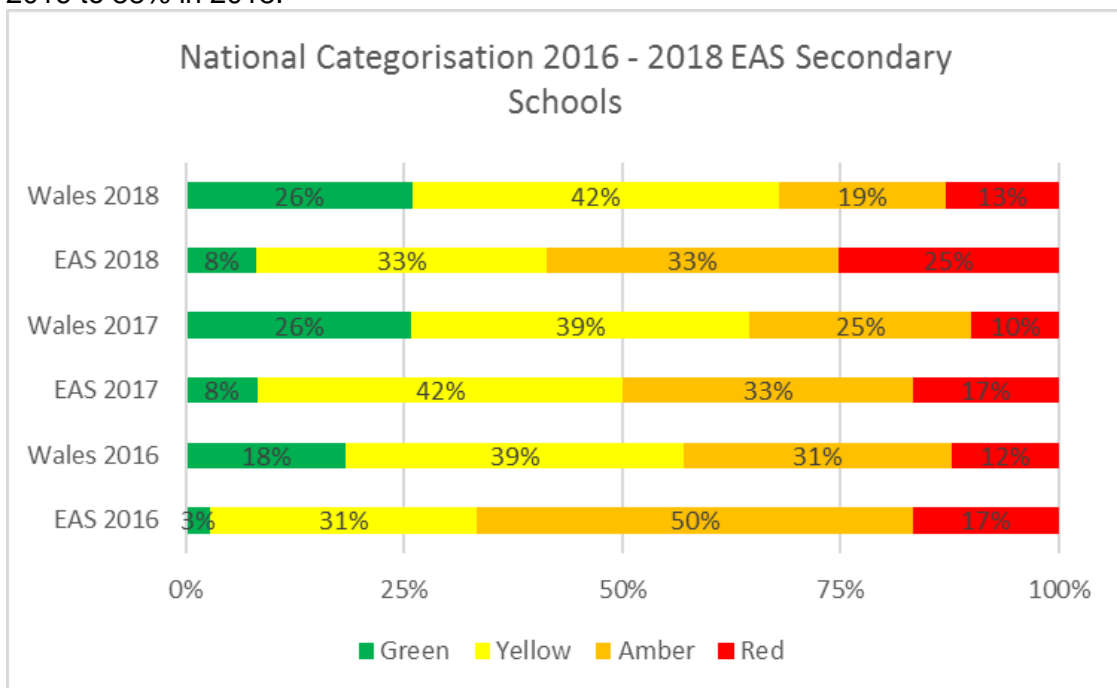
The National School Categorisation System was introduced in September 2014. The system places schools into four categories green, yellow, amber and red in descending order of the amount of support they are judged to require. Thus, green schools are judged to require the least support and red schools the most support. The system is not purely data driven, it also considers the quality of leadership and teaching and learning in schools. The model was jointly constructed between Welsh Government and the 4 regional consortia.

The national categorisation model drives the Challenge Adviser input, this service is fundamental to the success of the EAS and is the catalyst for all other services provided by the EAS.

The categorisation outcomes go through a rigorous moderation process that allows valid comparison to be made within the region over time and between regional and national outcomes. The picture for the EAS region is illustrated below:

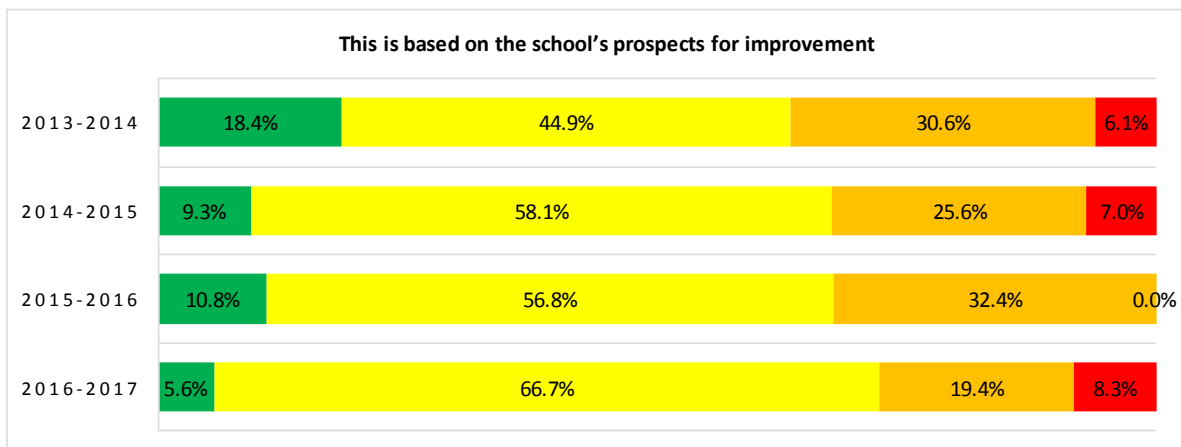
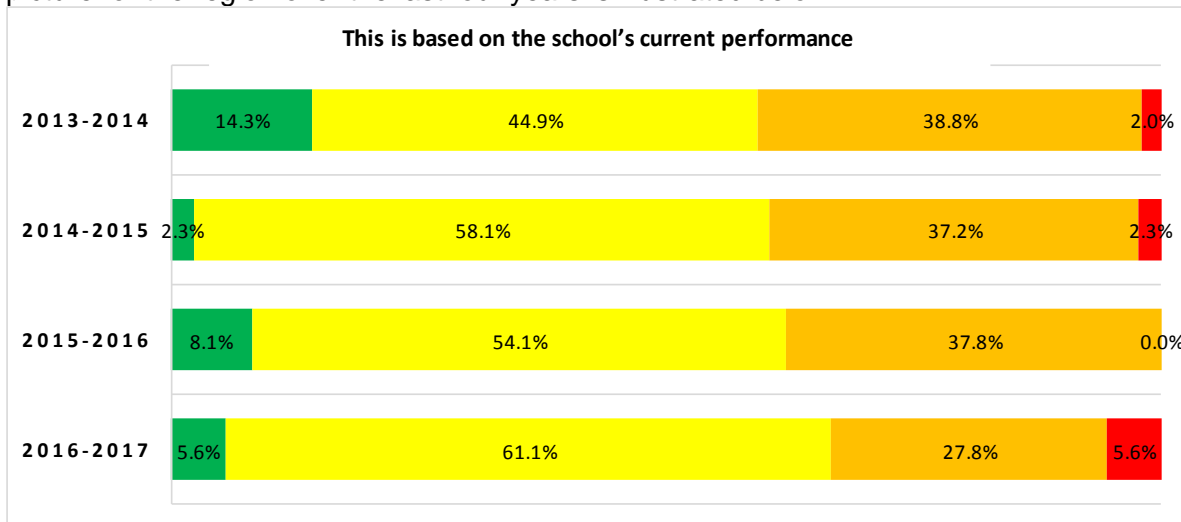


The above table illustrates quite clearly that the percentage of primary schools in the green and yellow categories has been consistently above the Wales average and has increased from 82% in 2016 to 88% in 2018.



The above table illustrates quite clearly that the percentage of secondary schools in the green and yellow categories has increased from 34% in 2016 to 41% in 2018. However, that improvement still leaves secondary schools in the region below the Wales average.

Another measure of school improvement is Estyn inspection outcomes across the region. Estyn judge schools on two dimensions – current performance and prospects for improvement. In both dimensions schools are judged to be either, excellent, good, adequate or unsatisfactory. The picture for the region over the last four years is illustrated below.



Both charts show quite clearly that, overall, there has been an increase in the percentage of schools judged to be excellent or good; both in relation to current performance (up from 59% to 67%) and prospects for improvement (up from 63% to 72%).

The charts above include all schools, as the relatively small number of secondary school inspected each year (average 6), make year to year comparison statistically unreliable. However, over the 6 years a clear difference emerges between the secondary and primary schools judged to be “Good” or better. As illustrated in the table below only 37% of the region’s secondary schools were judged to be good or better, compared with 70% of primary schools.

Overall Judgement	All Schools (Including Special)	Secondary Only	Primary Only
Excellent	7% (15)	3% (1)	7% (12)
Good	59% (130)	33% (10)	63% (115)
Adequate	33% (73)	57% (17)	30% (54)
Unsatisfactory	2% (4)	7% (2)	1% (1)

This resulted in 28 of the secondary schools inspected over this period being placed in a follow-up category. Of these 6 were placed in a follow-up category before Sept 2012. To date 18 of these

schools have been removed from a follow-up category. Of those that remain in a follow-up category, 8 are waiting to be visited / re-evaluated.

As stated earlier, in addition to looking at school based measures, one fundamental indicator of effectiveness is pupil outcomes and data relating to these outcomes is presented below.

Foundation Phase:

Regional performance in 2017 in the foundation phase indicator (FPI) has increased by 0.4pp since 2016 to 89.2%. This performance was 0.3pp below the target and is therefore in line with expectation. Overall improvement since 2014 was 1.0pp, and despite this being a slower rate of progress than that made nationally over the same time period (2.1pp), performance remains above the Wales average by 1.9pp.

The percentage of schools in 2017 placed in top 25% of similar schools (34.4%) and in the top 50% of similar schools (66.1%) for the FPI are both above expectation. The percentage of schools in the bottom 25% of schools (10.6%) is also significantly lower than expectation.

Key Stage 2:

Performance in the Core Subject Indicator (CSI) improved by 0.3pp in 2017 to 90.2%, with an overall improvement from 2014 to 2017 of 3.2pp. Whilst this progress is slightly slower than that made nationally (3.4pp), performance is 0.7pp above the national average.

The percentage of schools in 2016 placed in top 25% of similar schools (31.6%) and in the top 50% of similar schools (57.3%) for the CSI are both above expectation. The percentage of schools in the bottom 25% of schools (18.2%) is also better than expectation.

Key Stage 3:

Performance in the Core Subject Indicator (CSI) improved by 2.6pp in 2017 to 86.4%, with an overall improvement from 2014 to 2017 of 7.4pp. Despite these improvements, regional performance in the CSI remains lower than the national average, but the gap is narrowing as the result of a faster rate of improvement than that across Wales (6.3pp).. The percentage of schools in 2017 placed in top 25% of similar schools (37.1%) and in the top 50% of similar schools (57.1%) for the CSI are both above expectation. The percentage of schools in the bottom 25% of schools (14.3%), is much lower than expectation.

Key Stage 4:

For 2017 it is not possible to meaningfully compare results to previous years because of significant revisions to examinations from previous years. Final performance in the Level 2 threshold including English/Welsh and mathematics (L2 inc E/W and M) declined from 55.5% in 2016 to 52.9% in 2017 (2.6pp decline). There was a decline across Wales in this time of 5.7pp to 54.6%, and as a result, the gap between regional performance and national performance has narrowed. The percentage of schools in 2017 for the L2 inclusive threshold, placed in top 25% of similar schools (37.1%), is higher than 2016 and far higher than expectation (13 schools out of 35) The percentage of schools in the top 50% of schools is 54.3%, slightly higher than expected (19 schools), and in the bottom 25% of schools the figure of 28.6% is lower than 2016, and slightly higher than expected (10 schools).

The percentage of schools in 2017 for the Level 2 threshold (L2) placed in the top 25% of similar schools (22.9%) and in the top 50% of similar schools (54.3%) are in line with expectation. The percentage of schools in the bottom 25% of schools (28.6%) is also in line with expectation. The percentage of schools in 2017 for the Level 1 threshold (L1) placed in the top 25% of similar schools (5.7%) and the top 50% of similar schools (25.7%) are both well below expectation. There are still too many schools in the bottom 25% of schools (42.9%).

In summary, and as illustrated in the table below, attainment at Foundation Phase and Key Stage 2 has been above the Wales average since 2013. Attainment at Key Stages 3 and 4 is still below the Wales average, but the rate of improvement is above the rate for Wales, so the gap is narrowing.

Trend		2014	2015	2016	2017	1 Year Improvement	4 Year Improvement
Foundation Phase FPI	EAS	88.2	88.0	88.8	89.2	0.4	1.0
	Wales	85.2	86.8	87.0	87.3	0.3	2.1
KS 2 CSI	EAS	87.0	88.1	89.9	90.2	0.3	3.2
	Wales	86.1	87.7	88.6	89.5	0.9	3.4
KS3 CSI	EAS	79.0	82.2	83.8	86.4	2.6	7.4
	Wales	81.0	83.9	85.9	87.4	1.5	6.4
KS 4 L2 Threshold E/W & M	EAS	52.2	55.1	55.5	52.9	-2.6	0.7
	Wales	55.4	57.9	60.3	54.6	-5.7	-0.8
KS 5 L3 Threshold	EAS	96.1	95.6	97.9	96.4	-1.5	0.3
	Wales	97.1	97.0	98.0	97.1	-0.9	0.0

It is important to recognise that while outcomes are a valid measure of effectiveness in assessing the VFM provided by EAS it is also important to note that outcomes cannot be attributed solely to the work of the regional consortium, as other partners in the system also play an important role. The role of school leaders and governing bodies in holding these leaders to account are a key factor in securing school improvement.

The improvements that are required at regional and LA level will continue to require a strong commitment to partnership working to be successful; with each LA making full use of their statutory powers, as appropriate, and wider support services such as HR to ensure that all schools make improvements at the required pace.

School leaders in schools across the region requiring the most improvement will need to fully engage with the improvements that need to be made and, alongside governing bodies, will need to drive forward this change at pace. The EAS will offer support and challenge through this process but will not be able to effect change on a whole level without the commitment from each tier within the system.

D. Differentiated support and building strong school to school support across the region's schools is reducing inter school variability:

While positive overall progress in school categorisation and pupil outcomes is to be welcomed, equity demands that all pupils are able to achieve their potential irrespective of their background, personal circumstances or the school they attend. This entitlement is enshrined in the Well Being of Future Generations Act which aims for '*A more equal Wales*' exemplified by a society that enables people to fulfil their potential no matter what their background or circumstances (including their social economic background and circumstances).

In VfM terms if the most disadvantaged pupils with the greatest learning needs, improve more from their lower base than their peers, then provision has been equitable.

One of the biggest barriers to equity is variability in school performance and the aim has to be that all pupils attend a good school. Progress is being made towards this through the differentiated support offered to schools according to need as determined by categorisation - and investment in better performing schools to ensure the continued development of good practice and a supply of expertise for sharing with less well performing schools.

The importance attached to equity is reflected in the following objectives and underpinning actions as set out in the Business Plan for 2017-2020:

“To raise aspiration, to improve pupil outcomes and reduce variance across schools, to improve the quality of teaching and leadership and accelerate the progress of those schools in amber and red support categories by”:

- ensuring that all schools and settings receive high quality, bespoke support in line with their needs to accelerate progress and improve outcomes;
- working with LAs to develop a more consistent approach with schools causing concern and with the use of statutory powers to accelerate progress;
- supporting clusters of schools to build capacity, take collective ownership of outcomes and to improve the quality of teaching and learning, particularly between KS2 and KS3;
- reviewing the quality of provision at KS3 across the region and providing support to accelerate improvement as appropriate;
- implementing earlier target setting process at KS4;
- supporting and challenging school level planning documents, including grant spending plans, to ensure that maximum progress is made by all vulnerable groups of learners at all key stages;
- supporting school leaders to deal effectively with underperformance of staff; and
- providing a regional strategy for the delivery of the Foundation Phase and continuing to support and challenge non-maintained settings effectively to improve outcomes

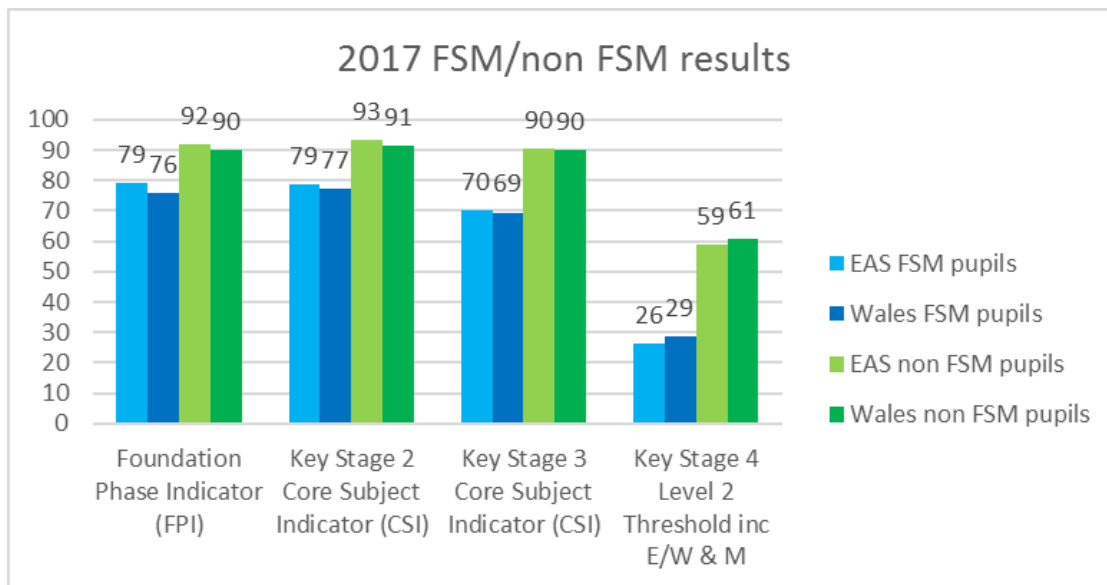
“To implement a regional strategy and Professional Learning Offer that is focused on improving the well-being and accelerating outcomes for learners, particularly those facing the challenges of poverty by”:

- supporting and challenging the use of evidence-based approaches to teaching to improve the allocation and impact of the PDG to accelerate outcomes of vulnerable learners;
- working with key partners to identify the most effective means of measuring well-being to accelerate the performance of all vulnerable learners; refining the support mechanisms to support Looked After Children (LAC) to a cluster-based model;
- supporting LAs in accelerating attendance and reducing exclusions across all schools by providing support to middle leaders in school who have this responsibility;
- ensuring that all schools and settings receive high quality, bespoke support in line with their needs to accelerate progress and improve outcomes;
- working with LAs to develop a more consistent approach with schools causing concern and with the use of statutory powers to accelerate progress;
- supporting clusters of schools to build capacity, take collective ownership of outcomes and to improve the quality of teaching and learning, particularly between KS2 and KS3;
- reviewing the quality of provision at KS3 across the region and providing support to accelerate improvement as appropriate; and
- implementing earlier target setting process at KS4.

The most commonly used method for measuring the impact of poverty on attainment is the performance of pupils in receipt of Free School Meals (FSM). The percentage of pupils aged 5-15 eligible for FSM (PLASC 2017) in the region was 18.5%, which is above the Welsh average of 17.8%, and the second highest of the regional consortia, second to Central South Consortia (CSC).

The performance of FSM pupils across the region can be measured by comparing their outcomes against those of non-FSM pupils, comparing them against FSM outcomes nationally or comparing their outcomes against WG modelled expectations.

In terms of comparison with non-FSM pupils the gap has narrowed at all levels, between 2014 and 2017 as a result of FSM pupils' performance increasing faster than that of non-FSM pupils', although at KS4 it has remained fairly static. While the overall narrowing of the gap is to be welcomed it is still a concern that the gap in attainment widens as pupils progress through each phase as illustrated in the graph below:



The graph also illustrates that outcomes for FSM pupils in the region are better than those nationally except at Key Stage 4 although even here the gap between FSM performance across the region and that across Wales narrowed between 2016 and 2017.

Each year the WG publishes modelled estimates of performance for key stage 3 and key stage 4 based on statistical models that highlight the relationship between free school meal entitlement and overall performance. At the end of key stage 3 the modelled estimate is provided for performance in the CSI. In 2015 regional performance was -0.6 below expectation. In 2017, whilst this remains below expectation, the gap has closed to -0.4.

At the end of key stage 4 the modelled expectation is provided for the Level 2 threshold including English/Welsh and mathematics, where in 2015 the gap was -0.3. This has closed to -0.2 in 2017, but these estimates were based on the old examination specifications, so do not account for the fall in performance nationally.

Another commonly used indicator for assessing outcomes for vulnerable pupils is that of outcomes for Looked After Children (LAC). The performance of LAC learners has improved in primary schools, but remains below all pupils' performance, although the gap is narrowing at key stage 2. At key stage 3 performance of LAC learners has improved considerably since 2014 and the gap between these pupils and all pupils is narrowing. Performance of LAC learners at key stage 4 was fairly static between 2013 and 2016 for most measures. There was a decline in LAC performance for most measures in 2017, which was mirrored across non LAC pupils and all pupils. The exception to this was A*-C English, in which LAC performance improved from 2016, despite non LAC performance declining. Numbers are very low across the region (between 40 and 80 pupils at each Key stage per year), so results can be volatile.

E. Sustainability is being addressed through increased finance management capacity and an emphasis upon a cost-effective self-sustaining school to school improvement system across the region.

Sustainability can be defined as balancing short term needs with the need to safeguard the ability to meet long term needs, especially where things done to meet short term needs may have detrimental long term effects.

The long-term aim should be for EAS to improve their outcomes through improved VfM planning and management and to be continually challenging the cost base, monitoring the relationship of costs incurred to outcomes achieved, and aspiring to create an environment for continuous improvement.

Achieving financial sustainability through the delivery of VfM to stakeholders is central to ensuring that EAS achieves its mission and strategic objectives. Financial sustainability depends upon balancing income and expenditure over forthcoming years and as such requires a robust medium term financial strategy (MTFS). Developing a robust MTFS has been hindered by uncertainty over grant funding and a lack of financial management capacity. Capacity has been strengthened through the recruitment of an experienced Finance Manager to support the Company Secretary and this will enable greater concentration on medium term planning.

While financial sustainability is necessary for the continued provision of services it is not sufficient to deliver sustainable school improvement. Sustainable school improvement depends upon the successful implementation of an effective and affordable approach to school improvement across the region. Continued austerity provides a compelling argument that to be sustainable the approach needs to be based upon developing capacity within a self-improving school to school system.

Higher delegation rates to schools for grant funded national priorities support this strengthening of capacity, while resources retained centrally are being used more efficiently and targeted at identified need.

Pen portrait – Rod Alcott

Rod is a former senior manager with the Wales Audit Office who has become a self-employed education and local government consultant. Between 2014 and 2016 he was appointed to two Ministerial Education Recovery Boards (Blaenau Gwent and Monmouthshire) and was Chair of the independently established Powys Education Recovery Board. In 2016 he was appointed to succeed Robert Hill as Chair of the Education Development Board for Cardiff. Between 2016 and 2017 he carried out two National Studies for the Welsh Government under contract to the Welsh Local Government Association. The first of these was a study into the role of School Business Managers in school improvement across Wales and the second was a study into the role of Pupil Referral Unit Management Committees across Wales.

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Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 20 June 2018

Subject Public Services Board – Well-Being Plan 2018-23

Author Scrutiny Adviser

Section A – Committee Guidance and Recommendations

1 Recommendation to the Committee

1.1 The Committee is asked to receive the Well-being Plan 2018-23.

Background:

The statutory guidance on the Well-being of Future Generations (Wales) Act 2015 (WFG Act) 'Shared Purpose – Shared Future' sets out a requirement for each Public Services Board (PSB) to prepare and publish an assessment of the state of economic, social, environmental and cultural well-being in its area no later than a year before it publishes its local well-being plan. One Newport PSB published its Local Well-being Assessment (now called the Community Well-being Profile) on 2 May 2017 and Members may recall that the Committee received it for information on 26 July 2017, as required by the statutory guidance. The Guidance also requires that the Local Well-being Plan must be published no later than 12 months following each local government ordinary election.

Consultation:

At the Public Services Board meeting on the 21 November the Consultation Draft of the Local Well-being Plan was approved and the statutory 12 week consultation period took place from 27 November 2017 to 18 February 2018. Members may recall that the Committee received the Consultation Draft Well-being Plan 2018-23 at the meeting held on Wednesday 10 January 2018 and submitted its consultation response. From the consultation responses that were received, proposed amendments were presented to the PSB and agreed on 13 March 2018. The PSB agreed the final version of the Wellbeing Plan 2018-23 at the meeting on 1 May 2018.

Final Wellbeing Plan 2018-23:

The final amended version of the Well-being Plan has now been published and is attached to this report as **Appendix 1** in accordance with the statutory requirement that the PSB sends a copy of the final report to the Council's designated Scrutiny Committee for Partnerships. The Scrutiny Committee is therefore asked to receive the Community Well-being Plan, for information.

Background Papers:

- Performance Scrutiny Committee – Partnerships [Agenda and Minutes](#) of Meeting held on 26 July 17;
- Performance Scrutiny Committee – Partnerships [Agenda and Minutes](#) of Meeting held on 10 Jan 18;
- Public Services Board [Report](#) and [Minutes](#) of Meeting held on 1 May 18.

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NEWPORT'S WELL-BEING PLAN 2018-23







The City of Newport of today is a very different place to the town from a generation back, which was searching for a new identity following the decline of steel and other traditional employers. Since then the city has undergone a radical transformation with entire new communities on former industrial sites, new landmark buildings, award winning developments and modern infrastructure. This city wide programme of regeneration has earned us acclaim along with international recognition as hosts of the Ryder Cup, the NATO Summit and prestige sports events. Newport is home to a cluster of cutting edge technology businesses, major public service employers and is regarded as a hotspot for business growth. The city has capitalised on its advantageous location, unique landscapes, environment and heritage to grow a thriving tourist economy, and the Convention Centre currently in development will cement our position as a national centre for business tourism.

There is much reason to be optimistic for the future; however we also need to recognise that Newport still faces significant challenges which affect the well-being of local people. We have some of the wealthiest and poorest neighbourhoods in Wales, in some cases just a walking distance apart. Geographical patterns of poverty are also reflected in health inequalities and huge differences in healthy life expectancy across the city. We also know that certain neighbourhoods are disproportionately affected by unemployment, low incomes, poor skill levels and crime and anti-social behaviour. Entrenched poverty places more pressure on our public services and can break down the bonds that create strong supportive communities.

Given the range of our successes and enduring issues, the challenge for the One Newport Public Services Board will be to ensure that, for generations to come, Newport will be a city that is an even better place to live, work, visit and invest. This will mean that the benefits of regeneration, growth and the use of our considerable assets will need to be felt by all our citizens and more widely by the communities of our Gwent hinterland. It will also mean that as a Public Services Board we will need to develop a strong “offer” which will attract and retain people and employers to the city, which will include good jobs and education, quality housing, attractive outdoor spaces, good transport options, strong services and thriving arts, sports and culture.

Our population is expected to grow significantly over the next 25 years and whilst this is clearly good news, this growth alongside the ageing population will increase pressures on Newport’s public services and infrastructure. In response to this, One Newport will need to provide strong leadership in making sure services are sustainable and fit for the future. We fully understand that the complex challenges we face can only be met by working collaboratively and towards shared goals.

Whether it be providing children and young people with a good start in life, building strong and resilient communities, giving people the skills and opportunities they need to flourish, or tackling health inequalities, we realise that no one organisation has the resources, powers or answers. Further to this we will need to empower and involve communities so that they can improve their own well-being and become stronger and more resilient.

Working together we can make Newport a place that our citizens are proud of, think is a great place to live and is well regarded by people from outside the city. With this in mind we present our Well-being Plan which sets out how we will act today for a better tomorrow.

Cllr Debbie Wilcox

Chair, One Newport PSB & Leader of Newport of City Council

Ceri Davies

Deputy Chair, One Newport PSB & Executive Director Natural Resources Wales

TABLE OF CONTENTS

Foreword	2
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Chapter 1:

Introduction and Background	6
Well-being of Future Generations (Wales) Act 2015	6
What is the One Newport Public Services Board?	8
What is the Local Well-being Plan?	8
How are we going to work differently?	9
How has the Local Well-being Plan been developed?	10

Chapter 2:

The Plan	15
One Newport PSB Local Well-being Plan Structure	16

Chapter 3:

Interventions	18
The Newport “Offer”	18
Strong Resilient Communities	20
Right Skills	22
Green and Safe Spaces	24
Sustainable Travel	26

Chapter 4:

Next Steps	29
Engagement and Involvement	29
Implementing and monitoring progress of the plan	30
More Information	30
Appendix I: Other Plans	31

CHAPTER 1: INTRODUCTION AND BACKGROUND



Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. It is to ensure that public bodies listed in the Act think more about the long-term, work better with people and communities and each other; look to prevent problems and take a more joined-up approach.

The Act sets out a “sustainable development principle” which is about how the public bodies listed in the Act should go about meeting their well-being duty under the Act.

The principle is made up of five ways of working that public bodies are required to take into account when applying sustainable development.

These are:



Long Term

Looking to the **long term** so that we do not compromise the ability of future generations to meet their own needs;



Prevention

Understanding the root causes of issues to **prevent** them from occurring;



Integration

Taking an **integrated** approach so that public bodies look at all the well-being goals in deciding on their well-being objectives;



Collaboration

Working with others in a **collaborative** way to find shared sustainable solutions;



Involvement

Involving a diversity of the population in the decisions that affect them.

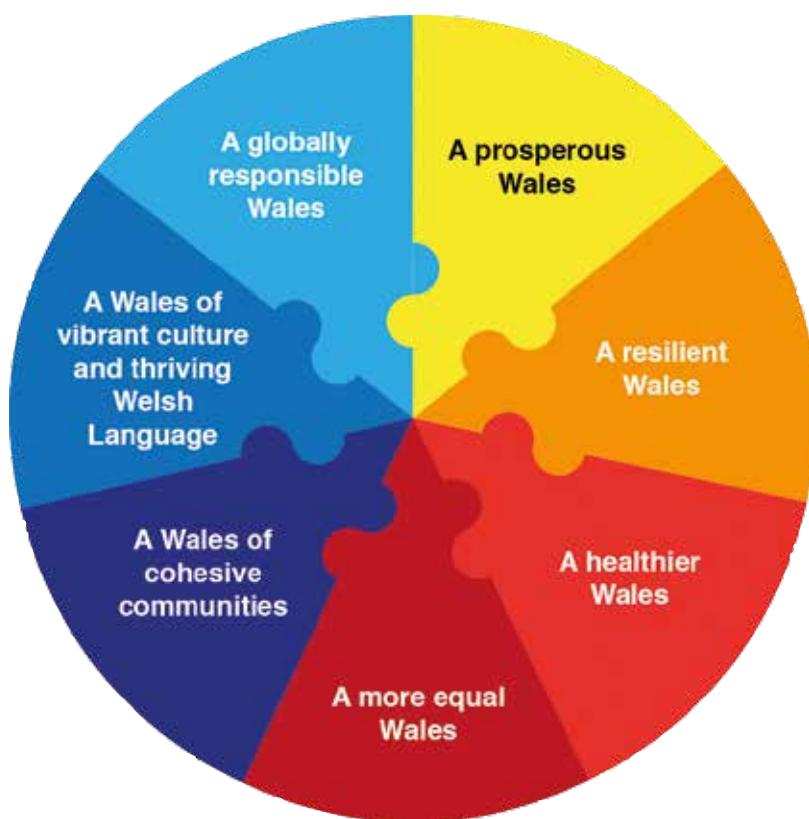




Well-being Goals

The Act sets seven well-being goals. Together they provide a shared vision for the public bodies listed in the Act to work towards. The well-being goals must be considered as an integrated set of seven to ensure that the relevant links are made in the context of improving the economic, social, environmental and cultural well-being of Wales.

In addition to the well-being duty placed on listed individual public bodies, the Act also sets a well-being duty on specified public bodies to act jointly via public services boards (PSBs) to improve the economic, social, environmental and cultural well-being of their area by contributing to the achievement of the well-being goals.



What is the One Newport Public Services Board?

The Act establishes a statutory board known as the Public Services Board in each local authority area. In Newport the One Newport Public Services Board (PSB) brings together the city's public service leadership and decision makers. The membership is:

Statutory Partners

- Newport City Council (Chair)
- Natural Resources Wales
- Aneurin Bevan University Health Board
- South Wales Fire & Rescue Service

Invited Partners

- Coleg Gwent
- Gwent Association of Voluntary Organisations
- Heddlu Gwent Police
- Newport City Homes representing the registered social landlords
- Newport Live
- Newport Youth Council
- Newport Third Sector Partnership
- Police & Crime Commissioner
- Probation Service
- Public Health Wales
- University of South Wales
- Welsh Government

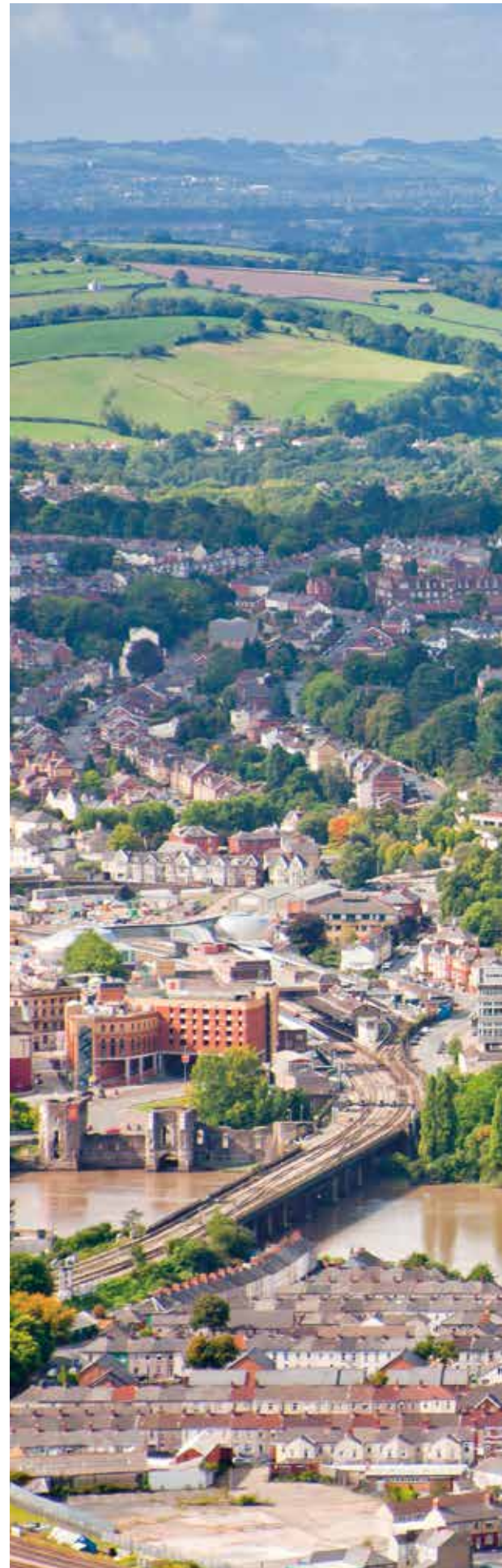


What is the Local Well-being Plan?

The local well-being plan sets out the PSB's priorities and actions for the next 5 years to improve the economic, social, cultural and environmental well-being of Newport. The plan sets out local well-being objectives, priorities and steps that the board proposes to take to meet the objectives. The Local Well-being Plan is the main work-plan and focus of the One Newport PSB going forward.

Why do we need a Well-being Plan?

Wales faces a number of challenges now and in the future, such as austerity, climate change, poverty, health inequalities, an ageing population, jobs and growth. To tackle these we need to work differently. To give our children and grandchildren a good quality of life we need to think about how the decisions we make now will impact on them in the future.





How are we going to work differently?

The One Newport PSB is committed to working together with local communities towards the common goals and objectives set out in this plan.

In everything that we do, the PSB will work to improve the economic, social, cultural and environmental well-being of the city. Before developing the plan we pledged to be:

- Ambitious
- Serious about working in partnership
- Firmly focused on people
- Focused on outcomes
- Not solely driven by data

We will achieve this by:

Looking to the long term: Being aware of and addressing, the well-being of future generations whilst addressing the needs of the people we currently serve.

Prevention: Exploring how to break cycles and dig deeper to better understand the causes and effects of key issues that people and communities face. Finding enabling solutions and intervening at the right time to prevent problems getting worse or arising in the future.

Taking an integrated approach: Fully considering the connections between the well-being goals, the PSB well-being objectives and the well-being objectives of individual organisations. Taking steps which maximise the collective impact to the well-being goals rather than just meeting the objectives.

Collaborating with others: Strengthening joint working across the city's public service. No single organisation is able to improve the economic, social, environmental and cultural well-being of Newport on its own. Taking a collaborative approach ensures that actions are complementary and therefore maximise the collective impact.

Involving People: Developing solutions in partnership with local people and communities and ensuring they are involved in the decisions that affect them.



How has the Local Well-being Plan been developed?

Assessment of local well-being

To gain a better understanding of the well-being of Newport an assessment of economic, social, cultural and environmental well-being was developed. The assessment comprises of one overarching community well-being profile of Newport and 20 community level profiles at a ward level.

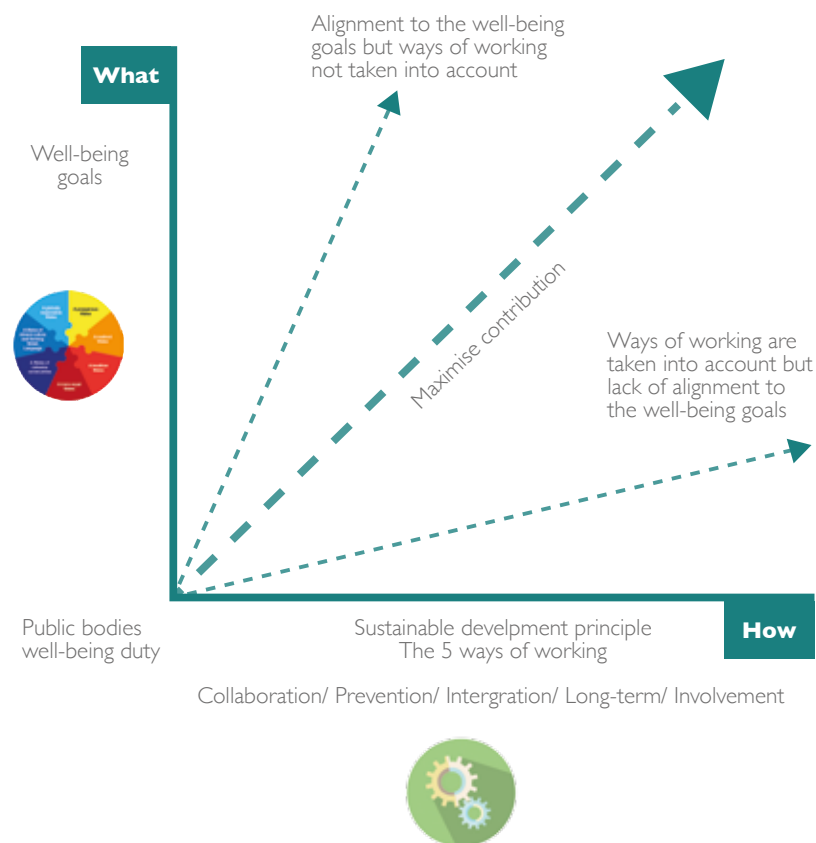
The **community well-being profiles** include analysis of key population data and people's views from a wide public engagement programme which involved over 2,300 members of the public. The profiles have been used to develop the Local Well-being Plan.



Emerging Priorities

How were the emerging priorities developed?

Prioritisation workshops have taken place to determine the emerging priorities for the Local Well-being Plan. PSB members worked with other partners and professionals to prioritise issues identified from the Community Well-being Profiles, considering how we could maximise the PSB's contribution to the five ways of working and the well-being goals. The diagram below was used to assist with this process.



What are the priorities?

The main priorities identified and agreed by the PSB are:

- 1) Improve the perceptions of Newport as a place to live, work, visit and invest
- 2) Drive up skill levels for economic and social well-being
- 3) Support regeneration and economic growth
- 4) Provide children and young people with the best possible start in life
- 5) Long and healthy lives for all
- 6) Ensuring people feel safe in their communities
- 7) People have access to stable homes in a sustainable supportive community
- 8) People feel part of their community and have a sense of belonging
- 9) Participation in sports and physical activity is important for people's well-being
- 10) Participation in arts, heritage and history is important for people's well-being
- 11) Newport has a clean and safe environment for people to use and enjoy
- 12) Improve air quality across the city
- 13) Communities are resilient to climate change



Which well-being goals do the priorities contribute to?

The table below illustrates how each of the priorities contribute to the well-being goals.

Priorities	Well-being Goals						
	A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
Improve the perceptions of Newport as a place to live, work, visit and invest	•			•	•	•	
Drive up skill levels for economic and social well-being	•			•	•	•	
Support regeneration and economic growth	•	•	•	•	•	•	•
Provide children and young people with the best possible start in life	•	•	•	•	•	•	•
Long and healthy lives for all	•	•	•	•	•	•	•
Ensuring people feel safe in their communities	•	•	•	•	•	•	•
People have access to stable homes in a sustainable supportive community	•		•	•	•		•
People feel part of their community and have a sense of belonging	•	•	•	•	•	•	
Participation in sports and physical activity is important for people's well-being	•	•	•	•	•	•	•
Participation in arts, heritage and history is important for people's well-being	•	•	•	•	•	•	
Newport has a clean and safe environment for people to use and enjoy	•	•	•	•	•	•	
Improve air quality across the city	•	•	•	•	•	•	•
Communities are resilient to climate change	•	•	•	•	•		•

These priorities were chosen to ensure they maximise the contribution to the Well-being Goals.



Well-being Objectives

How were the objectives developed?

The well-being plan must set out local well-being objectives and the steps that the board proposes to take to meet the objectives. In line with the five ways of working we have developed a set of four well-being objectives that deliver against multiple well-being goals and encompass the thirteen priorities in four statements.

What are the objectives?

The well-being objectives identified and agreed are:

- 1) **People feel good about living, working, visiting and investing in Newport**
- 2) **People have skills and opportunities to find suitable work and contribute to sustainable economic growth**
- 3) **People and communities are friendly, confident and empowered to improve their well-being**
- 4) **Newport has healthy, safe and resilient environments**

Which well-being goals do the objectives contribute to?

The table below illustrates how each of the objectives contributes to the well-being goals.

Objectives	Well-being Goals						
	A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
People feel good about living, working, visiting and investing in Newport	•	•	•	•	•	•	•
People have skills and opportunities to find suitable work and generate sustainable economic growth	•		•	•	•	•	
People and communities are friendly, confident and empowered to improve their well-being			•	•	•	•	•
Newport has healthy, safe and resilient environments	•	•	•	•	•		•



Integrated Cross-Cutting Interventions

When developing the plan we (the PSB) were keen to ensure that it was targeted and focused. We felt that all the priorities were important and did not want to discount any of them or prioritise one over another. So rather than rationalise the number of priorities an approach was agreed to identify a number of key cross-cutting interventions that would span the 13 priorities and maximise the contribution to all the Well-being Goals

How were the Interventions developed?

PSB members along with other partners worked together on the development of the integrated interventions. Over 100 people took part from more than 30 organisations across all sectors. Partners were asked to more objectively consider the range of options for tackling each of the priorities and worked on gaining a better understanding of the desired outcomes. They also considered the five ways of working and maximising the contribution to the Well-being Goals.

All options were reviewed and five interventions were chosen for the PSB to work on going forward. These are:

- The Newport “Offer”
 - Strong Resilient Communities
 - Right Skills
 - Green and Safe Spaces
 - Sustainable Travel
- **The Newport “Offer”**
The Newport “Offer” should attract and retain people and businesses to the city, recognising that desirability to work and live in the city is the result of the “complete package” including employment, housing solutions, infrastructure, environment, cultural opportunities and public services.
 - **Strong Resilient Communities**
Working with the community and a range of organisations to identify assets and needs, developing a targeted, preventative place-based approach with local communities that considers the long term and empowering local people to lead and develop their local community.
 - **Right Skills**
People can access skills and education programmes that align with current and future local employment opportunities, enabling individuals and the city’s economy to achieve their potential.
 - **Green and Safe Spaces**
Newport is a greener, healthier and safer place where all communities have easy access to quality greenspace for health, play and recreation.
 - **Sustainable Travel**
Efficient, safe and accessible transport with overall low impact on the environment, including walking and cycling, low and ultra-low emission vehicles, car sharing and public transport.

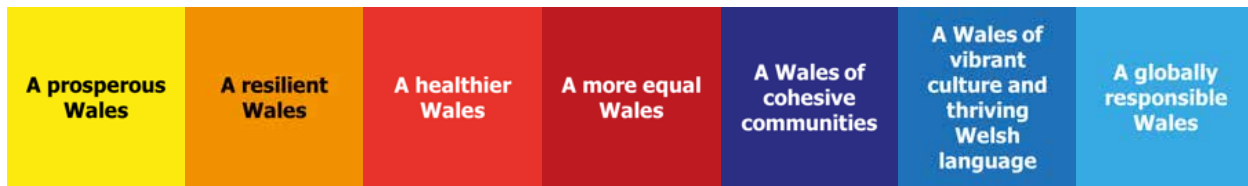


CHAPTER 2: THE PLAN



One Newport PSB Local Well-being Plan Structure

Well-being Goals



Well-being Objectives



Priorities

Economic			Social				Cultural			Environmental		
1	2	3	4	5	6	7	8	9	10	11	12	13



Integrated Interventions

The Newport "Offer"	Strong Resilient Communities	Right Skills	Green & Safe Spaces	Sustainable Travel
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How we will work



CHAPTER 3: INTERVENTIONS



The Newport “Offer”

The Newport “Offer” should attract and retain people and businesses to the City, recognising that desirability to work and live in the City is the result of the “complete package” including employment, housing solutions, infrastructure, environment, cultural opportunities and public services.

Which Well-being Goals does this contribute to?



A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
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Which Well-being Objectives does this contribute to?




People feel good about living, working, visiting and investing in Newport	People have skills and opportunities to find suitable work and contribute to sustainable economic growth	People and communities are friendly, confident and empowered to improve their well-being	Newport has healthy, safe and resilient environments
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Which Priorities does this contribute to?

1) Improve the perceptions of Newport as a place to live, work, visit and invest in: One of Newport’s problems over recent years has been negative perceptions. In 2016 only 44% of respondents to the Your Newport survey were proud to say they come from Newport. Understanding and feeling proud of the city is key to changing this.	8) People feel part of their community and have a sense of belonging: Investing in the city offer and fostering city pride can contribute to people having a sense of belonging and feeling part of the community.
3) Support regeneration and economic growth: Newport’s ongoing regeneration and developments is a positive story for the city and plays a large part in the Newport “offer” to contribute to greater prosperity.	9) Participation in sports and physical activity is important for people’s well-being: The city has a growing reputation and great strength in terms of sporting facilities, which are important assets as part of the Newport offer. Promotion of the sporting offer will encourage participation.
6) Ensuring people feel safe in their communities: Public perceptions of an area from both within and outside of that area are heavily influenced by crime rates and perceptions of crime and disorder.	10) Participation in arts, heritage and history is important for people’s well-being: The city has a multi-cultural heritage and a lively music and arts scene which are important assets as part of the Newport offer. Collaboration will give increased capacity to promote the cultural offer and the Welsh language.
7) People have access to stable homes in a sustainable supportive community: The “housing offer” must match the economic aspirations through the provision of the right homes of the right tenure in the right place to attract people to help Newport prosper.	11) Newport has clean and safe environments for people to use and enjoy: The environment also has a part to play. Access to parks, green spaces and the surrounding countryside is the most popular aspects of life in Newport. The green infrastructure offers an important asset for quality of life in Newport and the city’s offer for inward investment and tourism.

What steps will we take?

Short term (0-5 years)	Medium Term (5-10 years)	Long Term (10-25 years)
Lead on developing the vision and offer for the city, in partnership with Newport's diverse community and businesses	Ongoing development of the Newport offer in line with the vision for the city	Continue to develop the Newport offer to meet future needs
Working in partnership, promote the city's considerable benefits as a place to live, work, visit and invest, increasing city pride / sense of belonging and supporting economic growth (greater focus by PSB members on positive city promotion through social media)	Continue to raise the profile of Newport as a place people want to live, work, visit and invest.	Sustained city promotion in partnership with key city stakeholders so that people have understanding, pride and appreciation of what Newport offers
Work with high profile, successful Newport people, organisations and anchor businesses to act as positive ambassadors/champions for the city, and inspire self-belief and confidence in young people and the wider community	Encourage Newport residents to be ambassadors for the city	Continue to attract prestigious events to the city
Attract and use major events to promote Newport and its diverse culture, promote participation and contribute to the local economy.	Continue to attract prestigious events to the city	
Work in partnership and adopt preventative approaches to ensure effective city centre management	Ongoing partnership focus and preventative approach to city centre management	
Support the development and consumption of local clean energy (local carbon economy) within PSB organisations and the city.	Continue to support the development and consumption of local clean energy (local carbon economy) within PSB organisations and the city.	Continue to support a low carbon economy

 <p>How will we measure success?</p> <p>City level and local outcome indicators the PSB will seek to impact on.</p>	National Indicators	Other Indicators
	26) % of people satisfied with local area as a place to live.	Happy City Index and Happiness Pulse
	35) % of people attending or participating in arts, culture or heritage activities at least three times a year.	Tourism Statistics
		RSA heritage index
38) % of people participating in sporting activities three or more times a week.	% employment rate	

Strong Resilient Communities

Working with the community and a range of organisations to identify assets and needs, developing a targeted, preventative place-based approach with local communities that considers the long term and empowering local people to lead and develop their local community.

Which Well-being Goals does this contribute to?



A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
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Which Well-being Objectives does this contribute to?




People feel good about living, working, visiting and investing in Newport	People have skills and opportunities to find suitable work and contribute to sustainable economic growth	People and communities are friendly, confident and empowered to improve their well-being	Newport has healthy, safe and resilient environments
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Which Priorities does this contribute to?	
1) Improve the perceptions of Newport as a place to live, work, visit and invest: A sense of belonging and ownership of communities will allow people to challenge negative perceptions, help people feel connected to the city and their communities, and grow city pride.	6) Ensuring people feel safe in their communities: People are less likely to positively engage in their communities if they experience crime and antisocial behaviour. This can have knock-on effects for local services and businesses as people become socially isolated and excluded.
2) Drive up skills for economic and social well-being: A person's ability to achieve their potential can help them engage more positively in their communities.	7) People have access to stable homes in a sustainable supportive community: If people have access to stable homes in a sustainable supportive community they are more likely to feel part of their community.
3) Support regeneration and economic growth: Regeneration projects improve quality of life for residents and contribute to feeling part of the community.	8) People feel part of their community and have a sense of belonging: When people are more involved and empowered within their community they feel more part of the community and have a greater sense of belonging.
4) Provide children and young people with the best start in life: Working with communities to improve childhood outcomes is key to preventing the causes of adverse childhood experiences.	9) & 10) Participation in physical activity, sports, arts, heritage and history is important for people's well-being: Taking part in sports, physical activity, arts, heritage and history can help to connect people to their community and feel a sense of belonging.
5) Long and healthy lives for all: A supportive community with a good social network is defined as one of the wider determinants of health and well-being.	11) Newport has clean and safe environments for people to use and enjoy: Environmental projects can be a great way to bring people together; and create a sense of pride in the area. Access to parks, green spaces and the countryside is one of the most valued aspects of life in Newport.
	13) Communities are resilient to climate change: Communities have a role to play in responding to climate impacts, particularly supporting vulnerable people.

What steps will we take?

Short term (0-5 years)	Medium Term (5-10 years)	Long Term (10-25 years)
<p>Build on the positive work already undertaken in the Pillgwenly area and work with local people to:</p> <ul style="list-style-type: none"> Identify resources and needs within that community. Aspects to consider will include community strengths and assets, cohesion & engagement, health, well-being, employment, skills, environment, safety, appropriate housing, arts, heritage, sports and Welsh language Develop and implement an action plan with a preventative focus that is owned by both the PSB and the community. 	<p>Nurture a preventative culture that develops a relationship between public services and local people that enables shared decision making, genuine co-production, social enterprise and joint delivery of services. With empowered communities finding their own preventative solutions for the problems and issues they face.</p>	<p>Continue to promote a preventative culture that develops a relationship between public services and local people that enables shared decision making, genuine co-production, social enterprise and joint delivery of services. With empowered communities finding their own preventative solutions for the problems and issues they face.</p>
<p>Extend the above targeted approach to other communities using information provided in the Community Well-being Profiles and engagement activities to identify areas of work.</p>	<p>Continue to review the latest statistical and engagement information and work with local people to ensure community plans are updated for now and the future.</p>	
<p>Develop and promote an overarching volunteering programme for Newport to enable people to volunteer and foster community resilience.</p>		
<p>Develop multi-agency community hubs at key locations around Newport to support local service provision.</p>		
<p>Develop a framework to support community groups re governance and funding</p>		
<p>Development of an asset plan and process that enables joint delivery of services and empowers communities to find their own solutions.</p>		
<p>Strengthen communities by using the resources within the University of South Wales Early Years and Social Care Team, the Adverse Childhood Experiences (ACEs) Hub and other key partners to develop preventative approaches to ACEs and early years development.</p>		

 <p>How will we measure success?</p> <p>City level and local outcome indicators the PSB will seek to impact on.</p>	National Indicators	Other Indicators
	23) % who feel able to influence decisions affecting their local area.	Happy Citiy Index and Happiness Pulse
	25) % people feeling safe at home, walking in the local area and when travelling	% of people who feel safe in their local area (day/night)
	26) % people satisfied with their local area as a place to live	
	27) % people agreeing that they belong to the area; the people from different backgrounds get on well together; and that people treat each other with respect	
	28) % of people who volunteer	
	29) Mean mental well-being score for people	
30) % of people who are lonely		

Right Skills

People can access skills and education programmes that align with current and future local employment opportunities, enabling individuals and the city’s economy to achieve their potential.

Which Well-being Goals does this contribute to?



A prosperous Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language
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Which Well-being Objectives does this contribute to?




People feel good about living, working, visiting and investing in Newport	People have skills and opportunities to find suitable work and contribute to sustainable economic growth	People and communities are friendly, confident and empowered to improve their well-being
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Which Priorities does this contribute to?

<p>1) Improve the perceptions of Newport as a place to work, visit and invest;</p> <p>2) Drive up skills for economic and social well-being: The availability of high quality education, training and career pathways that meet the needs of business will increase Newport’s attractiveness as a place to locate business and to study. A business’s capacity for growth will depend in part on its ability to recruit people with the skills it needs; a business decision on where to locate will be influenced to a degree by the skills available in the local workforce. Economic forecasts have identified future trends such as the increasing skills demands of employers and the contraction of unskilled and semi-skilled occupations. In order to remain competitive the Newport workforce will need to respond to the skills demands of business and individuals will need to possess the right skills to enable them to benefit from new employment opportunities.</p>	<p>4) Provide children and young people with the best start in life: The first three years of life are particularly important for healthy development due to the fast rate of neurological growth that occurs during this period. Investing in the first years of a child’s life improves outcomes for them throughout the rest of their lives. This is why developing skills at this early age is important.</p>
<p>3) Support regeneration and economic growth: Regeneration schemes can play an important role in skills development, including apprenticeships, particularly during the construction phase and for certain sectors and client groups.</p>	<p>5) Long and healthy lives for all: Engaging children in education and giving them the skills they need will help them reach their potential in later life. Employment is a key determinant of health. People living in material deprivation are less like to be healthy. Therefore supporting people to acquire the skills they need to find work and to reach their potential may also contribute towards reducing health inequalities.</p>
	<p>6) Ensuring people feel safe in their communities: Having qualifications, employment and a career can divert people from crime and anti-social behaviour.</p>
	<p>8) People feel part of their community and have a sense of belonging: A person’s ability to achieve their potential may help them engage more positively in their communities. Opportunities for volunteering and apprenticeships in the community can lead to improved mental and physical health, better levels of educational attainment, skills and employment.</p>

What steps will we take?		
Short term (0-5 years)	Medium Term (5-10 years)	Long Term (10-25 years)
<p>Education providers and employers work together to:</p> <ul style="list-style-type: none"> fully understand skills needs for the Newport area (including future growth areas and skills gaps) address skills needs for Newport's existing and future workforce. 	<p>Continue to develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.</p>	<p>Continue to ensure skills and education help individuals, employers and the city economy reach their potential.</p>
<p>Ensure young people leave school with the support, adaptable skills and confidence to successfully enter work, training or education. Schools and employers work together to enable young people to have the skills to be ready for work.</p>	<p>Collectively, further, higher and community education adapt delivery models to meet the upskilling need of both the unemployed and those already in work (e.g. increased part-time, modularised and independent learning provision).</p> <p>Give every young person in Newport the opportunity to engage with employers as early as possible and by the age of 15.</p>	<p>Continue to develop skills and education provision in line with the vision for the city.</p>
<p>Ensure people have an understanding of local skills priorities / significant capital investments in the area, and the employment / career opportunities they present.</p>		
<p>Collaborative development of career pathways across all partners (e.g. apprenticeships).</p>		
<p>Develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.</p>		
<p>Seek to maximise training opportunities from large scale infrastructure projects.</p>		
<p>Use the resources within the University of South Wales Early Years and Social Care Team, the ACEs Hub and other key partners to develop preventative approaches to improve early years development.</p>		

 <p>How will we measure success?</p> <p>City level and local outcome indicators the PSB will seek to impact on.</p>	National Indicators	Other Indicators
	7) % of pupils who have achieved level 2 threshold	% of children living in low income families
	8) % of adults with qualifications at the different levels of the National Qualification Framework	% of children living in workless households
		% of working age people who are claimants
	10) Gross disposable household income per head	Job seekers allowance claimants
	16) % of people in employment who have permanent contracts (or temporary contracts not seeking permanent employment) who earn more than 2/3 of the UK median wage	% of youth claimants
		% of year 11/13 schools leavers that are not in education, employment or training
	17) Gender pay difference	% of pupil level achievement at different key stages
20) % of people moderately or very satisfied with their jobs		
37) % of people who can speak Welsh.		

Green and Safe Spaces

Newport is a greener, healthier and safer place where all communities have easy access to quality greenspace for health, play and recreation.

Which Well-being Goals does this contribute to?



A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
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Which Well-being Objectives does this contribute to?



People feel good about living, working, visiting and investing in Newport	People have skills and opportunities to find suitable work and contribute to sustainable economic growth	People and communities are friendly, confident and empowered to improve their well-being	Newport has healthy, safe and resilient environments
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<h3>Which Priorities does this contribute to?</h3>	<p>8) People feel part of their community and have a sense of belonging: Environmental projects provide a great way to bring people together, and create a sense of pride in their local area.</p>
<p>1) Improve the perceptions of Newport as a place to live, work, visit and invest; 2) Drive up skills for economic and social well-being; 3) Support regeneration and economic growth: A greener, healthier, safer Newport will attract and retain more inward investment, generate a sense of pride and ultimately change negative perceptions. Regeneration should follow the principles of Sustainable Development working through nature based solutions. Opportunities for volunteering and apprenticeships which can lead to real economic prosperity, improved mental and physical health, better levels of educational attainment, and resilience.</p>	<p>9) Participation in physical activity and sports is important for people's well-being: Newport's parks and green spaces represent a great opportunity to increase physical activity through outdoor recreation – and it is free to the user.</p>
<p>4) Provide children and young people with the best start in life; 5) Long and healthy lives for all: Children need access to safe clean places to play outdoors. Access to high quality greenspace is a massive opportunity to improve the health of the residents.</p>	<p>10) Participation in arts, heritage and history is important for people's well-being: There are close links between the environment and culture. Newport's environment has been shaped by its past. There are opportunities for cultural projects celebrating Newport's history while promoting its environment.</p>
<p>6) Ensuring people feel safe in their communities: Environmental crime and antisocial behaviour can discourage people from using their natural green spaces for recreation and associated wellbeing benefits.</p>	<p>11) Newport has clean and safe environments for people to use and enjoy; 12) Improve air quality across the city; 13) Communities are resilient to climate change: Access to parks, green spaces and the surrounding countryside is one of the most valued aspects of life in Newport. Poor air quality can deter people with respiratory illnesses from going outdoors. Also it is known that in some circumstances appropriately planted trees can reduce levels of air pollution. Urban trees are also known to have a cooling effect mitigating the impact of heatwaves. Well connected greenspaces, with the right species in the right place can offer a refuge for wildlife that will ensure the survival and reversal of decline. Safeguarding pollinators and habitat across an area such as the Gwent Levels will be vital, and a well-functioning landscape can support local community resilience to the effects of climate change.</p>

What steps will we take?		
Short term (0-5 years)	Medium Term (5-10 years)	Long Term (10-25 years)
Develop a collaborative Newport-wide green infrastructure vision and plan which is adopted and delivered by all PSB partners.	Communities have clear mechanisms for how they can lever benefits, create jobs, and prosper from Newport's green infrastructure resource.	25 year vision: "Newport is Wales's most improved urban area across all measurable metrics" <ul style="list-style-type: none"> • Communities have access to high quality green spaces and are using these for recreation, travel and exercise. • Environmental crime and antisocial behaviour is minimised • The city is completely navigable on traffic free sustainable / active travel routes that form part of the connected green infrastructure network. • Communities are actively involved in managing their green spaces • The benefits of green infrastructure are being maximised and are generating multiple economic and cultural benefits.
All PSB partners can clearly articulate and demonstrate the benefit of green infrastructure in their services and are working together to maximise tangible benefits (measured and set from the data & trend analysis).	Measureable levels of fly tipping, arson, crime and other antisocial behaviour have stabilised and a downward trend is evident.	
Identify and apply a preventative approach to targeting crime, antisocial behaviour and challenging negative perceptions that deter people from using green spaces and parks.	Communities taking an active role in managing, deciding upon and benefiting from their green infrastructure network based on their wellbeing needs, but actively supported by PSB partners who facilitate and enable this mass participation.	
Maintain, promote and mobilise people and communities to use green spaces for recreation and physical activity.		

 <p>How will we measure success?</p> <p>City level and local outcome indicators the PSB will seek to impact on.</p>	National Indicators	Other Indicators
	25) Percentage of people feeling safe at home, walking in the local area, and when travelling	% accessible "urban" green space
		% of total greenspace/green infrastructure
	26) Percentage of people satisfied with local area as a place to live	% of high quality nature
	28) Percentage of people who volunteer	Numbers of sites meeting full green flag criteria
	29) Mean mental well-being score for people	Numbers of sites meeting community managed criteria
	38) Percentage of people participating in sporting activities three or more times a week.	Identify sites /areas that have the highest potential to reconnect & improve fragmented habitats (especially important in creating resilience against climate change /extreme weather effects, mitigation of pollution and reducing further biodiversity loss)
	40) Percentage of designated historic environment assets that are in stable or improved conditions.	
	43) Areas of healthy ecosystems in Wales	
44) Status of Biological diversity in Wales	% of people who are obese/ overweight	

Sustainable Travel

Efficient, safe and accessible transport with overall low impact on the environment, including walking and cycling, low and ultra-low emission vehicles, car sharing and better connected public transport.

Which Well-being Goals does this contribute to?



A prosperous Wales	A resilient Wales	A healthier Wales	A more equal Wales	A Wales of cohesive communities	A Wales of vibrant culture and thriving Welsh language	A globally responsible Wales
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Which Well-being Objectives does this contribute to?



People feel good about living, working, visiting and investing in Newport	People and communities are friendly, confident and empowered to improve their well-being	Newport has healthy, safe and resilient environments
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Which Priorities does this contribute to?

1) Improve the perceptions of Newport as a place to work, visit and invest; By modernising our transport infrastructure Newport has an opportunity to challenge negative perceptions about the city. Newport is a size where the PSB can make a real difference.

4) Provide children and young people with the best start in life; 5) Long and healthy lives for all: Increasing levels of sustainable travel improve air quality and have a beneficial effect on people's health, especially those suffering from Asthma and other respiratory disease. Encouraging people to walk and cycle to school and work will reduce poor air quality while engendering healthy behaviours for life and reducing obesity.

8) People feel part of their community and have a sense of belonging: Behaviour change is needed to encourage people to use active travel or public transport and reduce the use of the car. This will require community engagement and provides an opportunity to bring people together around a common issue.


10) Participation in physical activity & sports is important for people's well-being: Active travel is a form of physical activity and is good for people's health and well-being.

11) Newport has a clean and safe environments for people to use and enjoy: Well connected greenspaces can offer a refuge for biodiversity.

12) Improve air quality across the city: Increasing sustainable travel will improve air quality.

13) Communities are resilient to climate change: Increasing sustainable travel will aid efforts towards decarbonisation of the transport network to minimise the impact of climate change and global warming.

What steps will we take?		
Short term (0-5 years)	Medium Term (5-10 years)	Long Term (10-25 years)
1) PSB to become champions of sustainable travel, leading by example and reducing the public sector's contribution to air pollution. To include:		
<ul style="list-style-type: none"> • Agree and implement a joint sustainable travel plan for all PSB organisations to encourage the use of public transport, walking and cycling. • 10% of PSB vehicle fleet to be ultra-low/zero emissions. • Be the voice for the local area for regional schemes impacting on travel choices and air quality. • Support the implementation of the new air quality supplementary planning guidance. • Use technology to reduce travel for people accessing services and travelling to work. 	<ul style="list-style-type: none"> • Continue to implement the joint sustainable travel plan. • 50% of PSB vehicle fleet to be ultra-low/zero emissions. 	<ul style="list-style-type: none"> • Continue to implement the joint sustainable travel plan. • 100% of PSB vehicle fleet to be ultra-low/zero emissions.
2) Create an environment where public transport, walking and cycling is prioritised. To include:		
<ul style="list-style-type: none"> • Prioritise walking and cycling infrastructure. • Implement on street bike share across the city. • Target active travel for the school run. • Tackle illegal parking and prioritise walking and cycling in highway design. • Partner with other cities successfully encouraging walking and cycling. 	<ul style="list-style-type: none"> • Continue to prioritise walking and cycling infrastructure. • Work with bus providers to implement a low emission bus fleet. 	<ul style="list-style-type: none"> • Make Newport an active travel friendly city with high profile endorsement by the PSB. • Develop low emission zones / clean air zones.
3) Encourage the use of ultra-low /zero emission vehicles. To include:		
<ul style="list-style-type: none"> • Support the installation of electric charging points across the city to encourage the use of electric vehicles. 	<ul style="list-style-type: none"> • Support and encourage the Newport taxi fleet to move to zero (or ultra-low) emission taxis. • Develop HGV / LGV fuel economy partnership scheme. 	

 <p>How will we measure success?</p> <p>City level and local outcome indicators the PSB will seek to impact on.</p>	National Indicators	Other Indicators
	4) Nitrogen dioxide (NO2) pollution levels in the air	Particulate matter (PM10, PM2.5) pollution levels in the air
	14) The ecological footprint of Wales	No. of vehicles and fleet composition
	40) Emissions of Green House Gases within Wales	% of people who walk or cycle for active travel
		No. of electric vehicle charging points
% of children who typically walk or cycle to school		
	% of people who are obese/ overweight	

CHAPTER 4: NEXT STEPS



Engagement and Involvement

Engaging and involving local people was key to developing the priorities and interventions within this plan. In delivering the Well-being Plan we will continue this by working differently to promote greater engagement and particularly involvement of local people and groups in the decisions which affect them.

As mentioned earlier in the plan the Well-being of Future Generations (Wales) Act 2015 is intended to bring about sustainable development by improving the economic, social, environmental and cultural well-being of Wales and Newport. The Act requires public bodies to work collaboratively, to think more about the long term, to work better with people, communities and to anticipate and prevent problems.

Under the Act engagement and 'involvement' becomes a key principle of sustainable development and an essential part of public service planning and delivery. The Act places a clear requirement on all devolved Welsh public services to involve "a diversity of the population in the decisions that affect them". Meeting this statutory duty will require the involvement of numerous different sections of the population by:

Characteristics

Including protected characteristics under the Equalities Act 2010, these are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion, sex, sexual orientation. The responses from these groups should be specifically monitored and analysed to

identify any differences from the wider population

Area

Ensuring geographical communities from across the local authority area are involved.

Sector

Seeking the views and involvement of public sector partners, third sector organisations, education institutions and the local business community.

The Act guidance states that public bodies "... must ensure that the people they involve reflect the diversity of the population that they serve. This entails involving the people and communities whose well-being they are seeking to improve. The sustainable development principle recognises both the needs of current and future generations... and includes children and young people and older people." The 'involvement' duty under the Act builds on similar existing duties as set out in the National Principles for Public Engagement and the National Participation Standards for Children and Young People.

The 'involvement' duty will require a shift in how we and our partners work with the public, service users and other stakeholders. The challenge will require us to increasingly support the collaboration and empowerment of stakeholders; this is shown in the following hierarchy which shows the progressive shift from passive to empowering forms of engagement.

The Hierarchy of Engagement Methods

5. Empower:

To place final decision making in the hands of the stakeholders

4. Collaborate:

To partner with stakeholders in each aspect of the decision including the development of alternatives and the identification of the preferred solution

3. Involve:

To work directly with stakeholders throughout the process to ensure that concerns and views are consistently understood and considered

2. Consult:

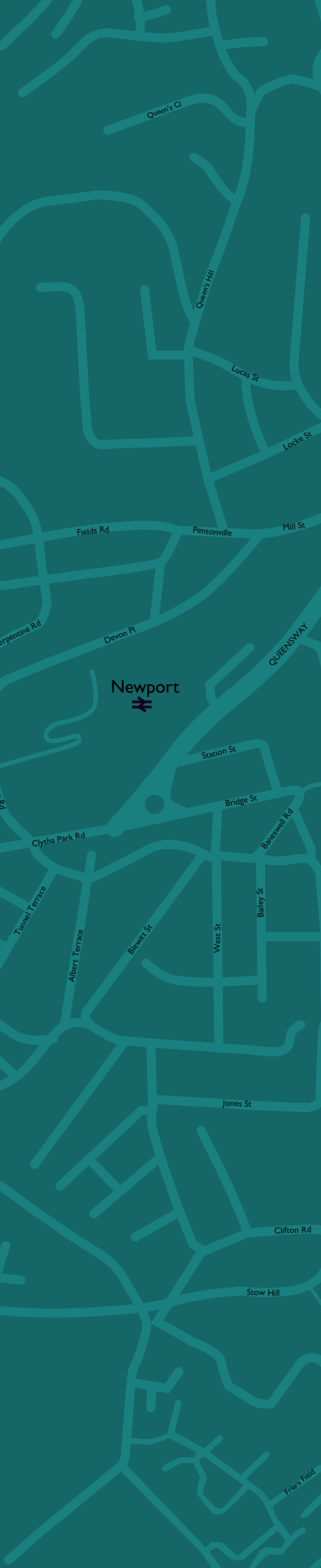
To obtain stakeholders feedback on analysis, alternatives or decisions

1. Inform:

To provide stakeholders with balanced and objective information to assist them in understanding the problem, alternatives or solutions

In delivering the Well-being Plan interventions, we will be mindful of the duty to involve stakeholders and to support bottom-up approaches to improving local well-being. The One Newport PSB engagement strategy will be revised so that it sets the direction and provides a framework for this to happen.

If you would like to be involved in the development and implementation of the Plan going forward please contact the One Newport Partnership Support Team.



Implementing and monitoring progress of the plan

The plan was published on the 3rd May 2018. The work then started on each of the five interventions.

The measurements that have been set out in the plan against each intervention will assist the PSB in evaluating the level of success in raising the well-being of the city, and identify areas that require additional focus or revised commitments.

Progress will be monitored throughout the year and reported annually. The measures chosen are

a combination of national, regional and local indicators, selected to clearly demonstrate progress against each intervention and objective.

It is recognised that while reporting annually, and the need to demonstrate short term impact, many of the progress measures chosen will require a long-term view in order to achieve the desired outcome.

More Information

A number of supporting documents have been developed as follows:

- Well-being Assessment and Plan progress log
- Community Well-being Profile (Local Well-being Assessment)
- Choosing Emerging Priorities
- Response Analysis (RA1) – Understanding Outcomes
- Response Analysis (RA2) – Linking Interventions to Outcomes
- Well-being Plan (Easy read version)
- Well-being Plan (Welsh Language version)
- Well-being Plan (Animation)

For further information about One Newport PSB, the Local Well-being Plan or partnership arrangements in the city please visit our website at www.onenewportlsb.newport.gov.uk

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Appendix 1: Other Plans

We have endeavoured to write a Well-being Plan that is targeted and focused. As such the plan does not include all the work that is going on in Newport that contributes to the Well-being Goals. There are a number of other partnerships that deliver on specific agendas in Newport and at a regional level. We will need to ensure that the actions identified in the plan complement and support other work and do not duplicate efforts.

Some of the other main partnerships and plans are listed below:

Cardiff Capital Region (CCR)

The CCR City Deal is an agreement between the UK government, the Welsh Government and the ten leaders of the local CCR. The ten local authorities are Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Merthyr Tydfil, Monmouthshire, Newport, Rhondda Cynon Taff, Torfaen and Vale of Glamorgan.

The overarching goal of the City Deal is to generally improve economic conditions in the area, the specific aims of the CCR can be summarised to: improve productivity; tackle worklessness; build on foundations of innovation; invest in physical and digital infrastructure; provide support for business; and ensure that any economic benefits are felt across the region. A core project of the City Deal is the delivery of an integrated South Wales Metro.

The UK Government and Welsh Government have committed £1.1bn to the City Deal – which is supported by an additional £120m committed from the 10 local authority partners.

Gwent Strategic Well-being Assessment Group (GSWAG)

This group was set up to share best practice across the Gwent area in the development of the Well-being Assessments and the Well-being Plan. Representatives from the five local authorities Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen, Natural Resources Wales, South Wales Fire & Rescue Service, Public Health Wales representing Aneurin Bevan University Health Board, Gwent Police Heddli, Police & Crime Commissioner's Office and the Gwent Health and Social Care Transformation Team are members of the group.

This group has worked on a number of regional projects to assist in the well-being planning work. Most recently they have developed a set of regional priorities that could be worked on across the Gwent area.

Regional Partnership Board (RPB) - Joint Area Plan

The Social Services & Well-being (SSW) (Wales) Act 2014 requires a Joint Area Plan to be developed on the local health board footprint. The joint area plan should set out the specific care and support services proposed to be provided or arranged in relation to each core theme. The core themes are children and young people, older people, health and physically disabled people, people with learning disabilities and autism spectrum disorder, mental health, sensory impairment, carers who need support and violence against women, domestic abuse and sexual violence. This plan will be published in April 2018 and the Gwent RPB will be responsible for implementing the plan in the greater Gwent area (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen).

Gwent-wide Adult Safeguarding Board (GWASB)

The GWASB is the forum responsible for the strategic leadership, monitoring and reviewing of adult safeguarding practice in Gwent; and is as an opportunity for partners to work together across the region, to embed interagency partnership for the strategic leadership, monitoring and reviewing of adult safeguarding practice.

South East Wales Safeguarding Children Board (SEWSCB)

Safeguarding and promoting the welfare of children requires effective coordination in every local area and the SSW Act puts in place regional Safeguarding Children Boards, which are the key statutory mechanism for agreeing how the relevant organisations in each local area will cooperate to safeguard and promote the welfare of children, and for ensuring the effectiveness of what they do. The SEWSCB has replaced the five former Local Safeguarding Children Boards in Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen.

South East Wales Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) Partnership Board

The VAWDASV (Wales) 2015 Act aims to improve the public sector response by providing the strategic focus to improve the arrangements for the prevention, protection and support for individuals affected by such violence and abuse.

The SE Wales VAWDASV board has been established to provide the governance vehicle for the regional partnership for related services. The Board parallels the SE Wales SEWSCB and GWASB. All three boards will link together to provide a framework of safeguarding governance and will ensure that communication links exist with strategic multi-agency partnerships working across the region including the RPB.

Gwent Substance Misuse Area Planning Board (APB)

The APB covers Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen and contains representatives of these five local authorities; membership is also drawn from Aneurin Bevan University Health Board (ABUHB), Gwent Police, National Offender Management Service (NOMS), Aneurin Bevan Gwent Public Health Team and a representative for service users and carers. The Gwent APB provides advice and support to responsible authorities in order to plan, commission and monitor delivery of high quality treatment and prevention services that are based on the needs of substance misusers, families and communities. The APB currently discharges an annual regional SMAF budget of £4.4m on behalf of the 5 local authorities to provide adult and young person's drug, alcohol and family support services within the region.

Gwent Police & Crime Plan

The Gwent Police and Crime Plan – Delivering a Safer Gwent was published in April 2017. This plan sets out the Police and Crime Commissioner's police and crime priorities for Gwent for the next three years. The priorities identified in the plan are crime prevention, supporting victims, community cohesion, tackling antisocial behaviour and effective service delivery. This plan is overseen by the Police and Crime Panel. The Gwent Police and Crime Panel provides support and challenge to the Commissioner by way of whether the aims of the plan have been achieved.

Gwent Local Criminal Justice Board

The Gwent Local Criminal Justice Board (GLCJB) is a non-statutory partnership which brings together the core criminal justice agencies together with a range of key stakeholders in order to improve the efficiency and effectiveness of the local criminal justice system.

The GLCJB is responsible for delivering area level contributions to deliver a fair, efficient and effective Criminal Justice System.

Newport Economic Network (NEN)

The NEN was established in 2014, with representatives from business, education, housing, sport, Welsh Government, leisure, tourism and the city council. The purpose of the network is "a collective of stakeholders with a mutual interest to promote and develop the economy of Newport. The network will identify key priorities, marshal resources and co-ordinate activity to deliver economic opportunities for all communities across the city".