

Agenda



Performance Scrutiny Committee - Partnerships

Date: Wednesday, 6 March 2019

Time: 5.00 pm

Venue: Committee Room 1 - Civic Centre

To: Councillors M Rahman (Chair), D Davies, Y Forsey, R Hayat, J Hughes, S Marshall, R Mogford, 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 9 January 2019 (Pages 5 - 12)
- 5 Education Achievement Service Business Plan 2019 - 2020 (Pages 13 - 60)
- 6 Delivering the Violence Against Women, Domestic Violence and Sexual Violence Strategy in Newport (Pages 61 - 120)
- 7 Cardiff Capital Region City Deal Joint Overview and Scrutiny Committee Update (Pages 121 - 122)
- 8 Conclusions of Committee Reports
Following the completion of the Committee reports, the Committee will be asked to formalise its conclusions, recommendations and comments on previous items for actioning.
- 9 Scrutiny Adviser Reports (Pages 123 - 134)
 - a) Forward Work Programme Update (**Appendix 1**)
 - b) Action Sheet (**Appendix 2**)
 - c) Information Reports (**Appendix 3**)
 - d) Scrutiny Letters

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Date of Issue: Wednesday, 27 February 2019

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Agenda

Pwyllgor Craffu ar Berfformiad – Partneriaethau

Dyddiad: Dydd Mercher, 6 Mawrth 2019

Amser: 5 y.p.

Lleoliad: Ystafell Bwyllgora 1 – Canolfan Dinesig

Y Cyngorwyr: M Rahman (Cadeirydd), D Davies, Y Forsey, R Hayat, J Hughes, 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 9 Ionawr 2019
5. Cynllun Busnes Gwasanaeth Cyrhaeddiad Addysgol 2019 - 2020
6. Cyflawni'r Strategaeth Trais yn erbyn Menywod, Cam-drin Domestig a Thrais Rhywiol yng Nghasnewydd
7. Diweddariad y Cyd-Bwyllgor Craffu Prifddinas Ranbarth Caerdydd Bargen y Ddinas
8. Casgliad Adroddiadau Pwyllgor
Yn dilyn cwblhau adroddiadau'r Pwyllgor, gofynnir i'r Pwyllgor ffurfioli ei gasgliadau, argymhellion a sylwadau ar eitemau blaenorol ar gyfer gweithredu.
7. Adroddiad Cyngorydd Craffu
 - a) Diweddariad o'r Flaenraglen Waith - **Atodiad 1**
 - b) Taflen Gweithredu - **Atodiad 2**
 - c) Adroddiadau Gwybodaeth – **Atodiad 3**
 - d) Llythyrau Craffu / Cofnodion Bwrdd Gwasanaethau Cyhoeddus

Person cyswllt: Meryl Lawrence, Cyngorydd Craffu

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Dyddiad cyhoeddi: Dydd Mercher, 27 Chwefror 2019

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Minutes



Performance Scrutiny Committee - Partnerships

Date: 9 January 2019

Time: 5.00 pm

Present: Councillors M Rahman (Chair), D Davies, Y Forsey, J Hughes, S Marshall, T Suller and K Whitehead

In Attendance: Will Godfrey (Chief Executive), Huw Jakeway (South Wales Fire and Rescue Service), Gary Handley (Coleg Gwent), Supt Ian Roberts (Gwent Police), Rhys Cornwall (Head of People and Business Change), Nicola Dance (Senior Policy & Partnership Officer), Meryl Lawrence (Scrutiny Adviser) and Anne Jenkins (Governance Team Leader)

Apologies: Councillors R Hayat

1 Declarations of Interest

None.

2 Minutes of the Meeting held on 7 November 2018

The Minutes of the meeting held on 7 November 2018 were **approved** as a true and accurate record.

3 Public Services Board - Well-being Plan Mid-Year Update

Attendees:

- **Will Godfrey, PSB Intervention Lead for Sustainable Travel and The Newport Offer** (Chief Executive of Newport City Council);
- **Huw Jakeway, PSB Intervention Lead for Green and Safe Spaces** (South Wales Fire and Rescue Services);
- **Gary Handley, PSB Intervention Lead for Right Skills** (Coleg Gwent);
- **Supt Ian Roberts, PSB Intervention Lead for Strong Resilient Communities** (Gwent Police);
- **Rhys Cornwall** (Head of People and Business Change);
- **Nicola Dance** (Senior Policy and Partnership Officer).

The Committee was advised that Nicola Prygodzicz was unable to attend for the Strong Resilient Communities Intervention Progress Update and had asked that her apologies were offered at the Meeting.

A brief overview of the Public Services Board Well-being Plan Mid-Year Update was presented to the Committee by the Chief Executive of Newport City Council in which he briefly outlined the background on the shift from the Single Integrated Plan to the Well-being Plan. It was important to recognise that the Public Services Board (PSB) was transitioning from adopting the Plan in May to delivering the Well-being Plan, starting with the

identification of actions for interventions and the development of mechanisms for reporting back on the interventions. He stressed that it was the start of the process so therefore not a fully-fledged reporting mechanism and that the report was also an opportunity to seek the Committee's views on what it needed in future Well-being performance reports as part of the development.

He advised that it was important for the Committee to note that although there were five interventions, inevitably, each was at different stages, for example there was more detail within the Progress Update for Sustainable Travel intervention than other Well-being Plan Interventions, but as delivery progressed the reports would develop similarly.

He referred to page 17 of the report where an example of a dashboard using Sustainable Travel as the most developed to date was included and welcomed the Committee's views upon the draft dashboard as a reporting mechanism to progress with actions in future reports.

Sustainable Travel

The Chief Executive introduced the Sustainable Travel Intervention to the Committee as the Public Services Board Lead for this Intervention. He referred to page 19 of the report where an Action Plan for Sustainable Travel set out Steps, Actions, Progress to date and Plans for the next quarter. He referred to one of the steps which related to fleet management and advised that a pan-Partnership view on these steps and the actions that could be taken was being collated.

He advised that air quality was a big issue across the City and the future impact of issues such as the proposed M4 relief road, a significant increase in traffic due to the tolls being removed on the Severn Bridges. There was a need to change behaviour, to encourage others to do so, including: building infrastructure around electric vehicles and charging points; looking at the Bike Scheme in Cardiff to develop a scheme in Newport, which feeds into the Active Travel Scheme and the Welsh Government White Paper, and; looking at how people get to the Convention Centre from the City Centre in the future. Partners within the Public Services Board had a clear view that a change of behaviour needed to be encouraged in the City centre to address these issues for sustainable travel.

Members asked the following:

- It was questioned how the Public Services Board could get the public to buy into the Well-being plan. The Chief Executive advised that the Well-being Plan was still in its early stages there was still so much to develop. Its predecessor, the Single Integrated Plan did not have wide engagement with partnerships, but the Well-being Plan should be celebrated, as there was much wider engagement and better engagement with Partners, which was just a taste of things to come and the Public Services Board was taking strategic steps to develop sustainable travel.
- A Member asked whether any applications for funding had been submitted to the Active Travel Funding Stream. The Chief Executive advised that a lot of funding was project specific, however funding had been obtained for the foot bridge over the railway from Welsh Government.
- A Member was concerned that while the use of electric cars was a way forward, it did not reduce the Partnership's carbon footprint; with fossil fuel still generated and asked whether it was therefore worth considering an alternative fuel. The Chief Executive clarified that the move to electric vehicles was to improve the air quality and although a fossil fuel, better than diesel or petrol cars. The Partnership was trying to improve air quality and build the infrastructure to encourage changes in travel behaviour.

- Clarification was sought upon whether the Public Services Board or its Partners applied for funding bids. The Chief Executive advised that it would be decided at the Sustainable Travel Board which organisation would apply for funding and that there could be a move to the Public Services Board bidding in the future.
- A Member commented that it was a struggle to see the overall vision, while looking for pots of funding which were not guaranteed and how this would fit into the whole vision. The Committee would like to see targets and how they would tie in with the overall vision and ambition for the City. The Chief Executive advised that the Partnership would reflect on how to link the actions set out in the plan. It was reiterated that this was in the early stages and specific measures would be reported in future reports to the Committee.
- A Member made reference to the increased traffic from Severn Bridge, the new Conference Centre and the introduction of electric cars, all of which would increase traffic and affect targets. The Chief Executive advised the Committee that the Partnership was engaging in ongoing conversations with the Celtic Manor and Welsh Government about creating infrastructure for better public transport for the city centre, balanced with other choices as some people would want to use their own transport.
- A Member referred to low zero emissions and asked to what degree would the PSB be working with the private sector business vehicle owners, e.g. Tesco, as mentioned in the report. The Chief Executive advised that this was part of the transition from a single organisation to working as a partnership including the private sector on what they could do to help improve the infrastructure for sustainable travel.
- A Member asked what was defined as a fleet and would this include all vehicles in the Partnership, such as ambulances. The Chief Executive advised that this was still at an early stage, however they would be looking into what vehicles would be used in service silos within the Partnership, so similar questions would be asked of the Police, Fire and Health Service, regarding how these fleets were procured and if there was an opportunity to procure as an entity or individually.
- A Member enquired would there be a baseline for acceptable policies across Partner organisations of the PSB. The Chief Executive advised that previously there had not been a level of commonality, but that each individual partner organisation had adopted the Well-being Plan which was the starting point and the plan was still in its early stages.
- A Member expressed concern about the impact of the lack of joined up public transport, taxi and school run traffic emissions and increased travel to the Convention Centre upon the air quality ambitions and that they could have been identified earlier. The Chief Executive advised that one of the Partnership's ongoing conversations was about having Supplementary Planning Guidance on sustainable transport for the City as there was no city wide document on transport.
- A Member referred to the Dashboard and asked how the Key Performance Measures would be clarified, developed and monitored, e.g. the proposed key performance measure upon the Number of street bike hire sessions.

The Chief Executive advised that the draft dashboard was an example produced to begin discussion with the Committee upon their views on using it as a template in future reporting, but he would feed back to the next Sustainable Travel Board to discuss and develop.

The Head of People and Business Change explained that previously the Committee had received reports upon the Single Integrated Plan themes which were more detailed as it was more mature plan, while the Well-being Plan was at an early stage. The Partnership

needed to get to a point where key performance measures were in place by the next report to Committee and how they linked to the bigger picture. He confirmed that there were big aspirations in the plan, which needed changes across the City and that the future Well-being Plan Updates needed to explain where each action was at the point in time and the direction in the future.

- A Member was concerned that rural public transport was very poor, as well as access for emergency services and asked whether the Partnership was engaging with Newport Bus. The Chief Executive advised that the Partnership was contacting different partners and it was part of the conversation about encouraging changes in travel behaviour. He added that transport infrastructure was capital intensive and it would need a 10 to 15-year Plan.
- A member suggested that in future reports Actions should include timescales, resources, what has been done and how it is working. The Chief Executive advised that they would look at how that could be done.

Green and Safe Spaces

The Public Services Board Intervention Lead for Green and Safe Spaces introduced the Intervention to the Committee. He advised that the Green and Safe Spaces Intervention was in its early stages but as a new group had already organised an event for stakeholders to be held in the summer. There would be approximately 20 different groups to set priorities with partner engagement to look at the green infrastructure for Newport and how this could be taken forward. The strategic planting of trees was an example of working with other partners. He referred to the Pill Action Day and the desire to pursue a community green flag for Pill. He advised that the Project Manager for Natural Resources Wales had recently been appointed and some funding opportunities had been identified. There could be a joint bid, which was favoured by Welsh Government.

Members asked the following:

- A Member commended the Intervention Group for the approach taken in this Progress Update, which had context, a vision and a clear idea of progress, key priorities and direction of travel.
- A Member asked to what degree had community mapping been done to date. The Lead advised that a piece of analysis had been done with the Education Authority and that National resources wales already geo-spatially map and code green spaces which could be utilised and the development group had suggested that these could be promoted through apps and social media.
- A Member referred to antisocial behaviour and caravans parking on green spaces, which caused costly clear up for the Public Sector and was concerned that more green spaces could result in fly-tipping and antisocial behaviour. The Lead advised that while trying to improve green urban spaces, there was some concern regarding fly tipping and antisocial behaviour, but it had been noticed that working with the Police on anti-social behaviour and community safety had improved green spaces.

Right Skills

The Public Services Board Intervention Lead for Right Skills introduced the Intervention to the Committee. He advised the Committee that similarly to comments made in the earlier Progress Updates by other Leads, the plan was in its early stages but assured Members that positive strides were being made. The joint collaborative activity was a small example and funding was being explored to improve engagement with asylum seekers which was a joint initiative with Cardiff. Work was ongoing to understand what Right Skills includes throughout

life, with employers' views gathered through Newport Economic Forum and Careers Wales to gain an overview of what employers might look for in young people. Information gathered could provide a plan for Primary and Secondary Schools and Careers Wales, identifying out of the whole group specific needs to address. Engagement was underway with Partners about what was already being done to prioritise areas for skills development but there were variations between their priorities. Intelligence was being provided into what was available for all stakeholders which would help to develop the right skills for young employees. Regional links were also appropriate and the region could be defined in a number of ways including Bristol and Cardiff. They were identifying what organisations needed, the gaps in Newport in terms of skills and how to turn this into smart action, objectives and targets as well as discussing deficiencies. The curriculums offered in primary, secondary schools, college and university were being looked at and how they linked to each other as well as challenging what employers wanted.

Engagement with parents was also a way forward through messaging, adopting software systems in 30 plus languages. Software called Vocalize had been utilised in Swansea to engage communities. It was very important for parents and guardians to get on board to fully support students. Apprenticeships and vocational qualifications were also very important, as was ensuring the skills for working in electric car and rail industries would be developed. Also raising awareness of good examples of success stories such as children winning national competitions, rather than focussing on the negative.

Members asked the following:

- A Member expressed a wish to see a vision that residents of Newport could buy into including the aspiration, ambition which was fundamental to what the Intervention was trying to achieve.
- A Member welcomed that the Partnership were looking at developing new skills and referred to the importance of apprenticeships, such as those run by Newport City Council and Newport City Homes and also the importance of skilling the future employees for new industries e.g. Semi-Conductors in Newport.
- A Member enquired about whether procurement opportunities to maximise resources were being explored. The Lead advised that Procurement had not been looked into as yet, however the potential was positive. From a Human Resource point of view, they were still looking at how to articulate what they wanted to achieve. They were also looking at developing leads with business such as semi-conductors, from local market intelligence. There was a clear message on what were the priorities in Newport, and the Convention Centre and the M4 relief road would be a potential for skills to sustain employment within Newport; bringing much opportunities.
- A Member referred to poverty in Newport and asked what was the thinking behind Newport being a centre of excellence for schemes such as Network 75 and how could companies be brought into the city. The Lead advised that each partner at that level was bringing in a range of schemes such as high level apprenticeships e.g. Go Compare were funding 18 year olds to go to university. It would be beneficial to encourage Newport pupils to complete their A levels to allow more scope for employment. This was more realistic and would help with more vocational opportunities.

The Chief Executive advised City Deal Regional Apprenticeships were being considered and the Council also had their own Apprentices and was looking at the National Graduate Apprentice Scheme which each had different levels of development, but that opportunities for work experience needed development.

- A Member referred to the importance of the relationship and links between interventions and joint working between partners e.g. reliable public transport to needed to travel to College, to study via an alternative route of study offered.

The Newport Offer

The Chief Executive introduced The Newport Offer Intervention to the Committee as the Public Services Board Lead for this Intervention and referred to its aspiration to change perceptions and raise the profile of the city and the work of Newport Economic Network and Newport Destination Management Group (DMG). A meeting of the intervention leads, the Chair of the Destination Management Group and Newport City Council Strategic Director - Place had taken place to discuss how the work should best join up to achieve the greatest impacts for the city. The Chief Executive of Newport City Homes was also a joint lead on this Intervention. It had not progressed as well as others although there was a clear understanding that people needed to aspire and invest in Newport without leaving the city. This was in the very early stages and would therefore report back to the Committee when there was more information to discuss.

Members asked the following:

- Members discussed negative feedback that Newport had received while there had been lots of positives which needed to be promoted and also a more collaborative approach upon engagement and encouraging people to visit, work and live in the City.

Strong Resilient Communities

The Public Services Board Intervention Lead for Strong Resilient Communities introduced the Intervention to the Committee and highlighted that it was the vision of the Board to make residents feel safe, promoting community safety and encouraging better engagement in order to change relationships within communities. Services were designed to meet the needs of the community, maximise strength and change the narrative in order that the public were less reliant on public services more involved in volunteering groups and developing networks. Longer term pieces of work were starting to shape service delivery and joined up thinking. There were already pockets of work ongoing.

Other agencies were being involved with better communications and examples of this were could be seen in the areas of: serious and organised crime, and; exploiting children and vulnerable people. These were nationally recognised as the biggest economic and well-being threat to Britain; bigger than terrorism. There was better working around safeguarding for children through joint working with schools.

He advised that there was an engagement event in February which would be focussing on Newport East but the theme would eventually spread across Newport. The event involved the company Mutual Gain to help get communities engaged and help identify their community safety and well-being needs. It was hoped to achieve a better understanding of what residents were really concerned about. This was the start of a process that would focus on how groups could be supported with funding and connect with voluntary groups and public services. This would span children and the elderly. Good preventative work was taking place and some funding was provided by the Home Office, with support from Mutual Gain and the St Giles' Trust to help potential high risk offenders by using ex-offenders to help guide them on the right track. Work was also ongoing with Barnardo's and Newport Live, developing a Schools' Programme, highlighting the dangers of crime to children. Work was also underway with Crimestoppers.

Members asked the following:

- A Member commented that improving safety was important and would also like to see community groups being supported or signposted to funding e.g. Keep Tidy groups which make a big contribution to city and could get grants for equipment, but not for insurance costs. The Lead advised that the event in February would help with advice and signposting on such matters and there was a small amount of funding towards supporting these small groups.
- A Member referred to Newport's night time economy and asked how the Council could help improve the safety of customers and night club owners. The Lead advised that work was ongoing with Pub Watch and the Licensing Authority, funding to help door staff, for wands to detect metal objects and working with landlords to voluntarily improve conditions was an important aspect and also looking at hot spots.
- A Member referred to communities where the Fire Service might be involved when fly tipping had been set on fire. The Public Services Board Lead for Green and Safe Spaces advised that this was an increasing problem and they were finding evidence with changes to recycling points. The fires were being plotted on a GIS basis and the data being reviewed, the Team would look at the results and if there was an issue would be reported to the PSB.

The Lead advised that community engagement and joint clean ups in targeted areas had seen a 60% reduction in calls as a result.

National Resources Wales also carried out work to clean up fly tipping in rural areas and people should be made aware of the cost and was also an example of where people could get involved. A Member commented that the penalty for fly tipping should be more severe.

The Chair thanked all Invitees for attending and invited any closing comments they wished to add.

The Chief Executive concluded that it had been worthwhile attending the Scrutiny Committee and there was a need to go away and improve performance measures, which would take time but the Committee's feedback was helpful.

Further to the Committee's concern in a previous meeting regarding Nitrous Oxide the Intervention Lead for Strong Resilient Communities advised Members that it was illegal to sell it for personal use, that an Update had been circulated to Members of the Committee by the Scrutiny Adviser and that further research was being undertaken with Trading Standards on potential for tracing and enforcement action.

Conclusions:

1. The Committee **noted** the performance within the Public Services Board Well-being Plan Delivery Progress Updates for Quarter 2 in Appendices 1 to 5.
2. The Committee **noted** the Minutes of the Public Services Board held on 11 December 2018 in Appendix 6, which included in Minute 5 - the Public Services Board's consideration of the: Local Well-being Plan Delivery – Feedback from Intervention Leads, and its agreed actions.
3. The Committee **made** the following comments to the Public Services Board:

The Committee acknowledges that this was the first Well-being Plan delivery report and the initial Delivery Progress Updates are at different stages.

The Committee welcomes involvement at this early stage and makes the following comments upon the development of future performance reporting for the Well-being Plan Intervention Progress Updates:

- a. The Committee were pleased with the engagement that had taken place and would be ongoing.
- b. The Committee understood that some Intervention Progress Updates were more developed than others as each were at different stages but Members had gained more assurance from additional information provided by the Lead's presentations and responses to Members' questions.
- c. The Committee agreed that they needed a clear understanding of the overarching vision from the Public Services Board, the vision for each Intervention and a map of how the five Interventions link.
- d. The Committee endorsed the use of the Draft Dashboard template in principle, which should contain clear and meaningful information and be reported alongside measurable Action Plans, developed key performance measures with SMART targets. In addition, the Committee requested focussed narrative be included to explain performance / under performance, progress and plans for the next quarter.

4 Scrutiny Adviser Reports

Attendee:

- M Lawrence (Scrutiny Adviser)

a) Forward Work Programme Update

The Scrutiny Adviser presented the Forward Work Programme, and informed the Committee of the topics due to be discussed at the next two committee meetings:

6 March 2019

- Violence Against Women Domestic Abuse and Sexual Violence Strategy
- Education Achievement Service Business Plan

3 April 2019

- Regional Area Plan 2018-19 of the Gwent Regional Partnership Board
- Shared Resource Services

The Committee **agreed** the topics for the next two meetings, as above.

b) Action Sheet

The Scrutiny Adviser presented the Action Sheet and advised the Committee that as indicated in the table, all items had been actioned and the information circulated to Members of the Committee accordingly, the Forward Work Programme had been updated and discussions regarding the availability for scheduling the Briefings were underway.

c) Information Reports

The Scrutiny Adviser informed the Committee that there were no Information Reports to bring to the Committee's attention.

d) Scrutiny Letters

The Scrutiny Adviser informed the Committee that there were no Scrutiny letters to report to the Committee.

Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 6 March 2019

Subject **Education Achievement Service (EAS) Business Plan 2019 - 2020**

Author Scrutiny Adviser

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

Invitee:	Designation
Debbie Harteveld	Education Achievement Service (EAS) Managing Director
James Harris	Strategic Director – People
Sarah Morgan	Chief Education Officer
Andrew Powles	Deputy Chief Education Officer

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

- 1.1 Note the priorities contained within the Submission of Evidence (**Appendix A**), EAS Business Plan (**Appendix 1**) and the Local Authority Specific Annex (**Appendix 2**);
- 1.2 Consider the impact of the expected outcomes and the specific programme that will be implemented during 2019-20 for Newport (contained within **Appendix 2**);
- 1.3 Determine if it wishes to make any comment to the Cabinet on the Business Plan, or any of the specific actions for Newport.

2 Context

Background

- 2.1 The EAS is the school improvement service for the five Local Authorities in the consortium (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 The Education Advisory Service (EAS) is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2019-2020) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. The priorities for the Business Plan 2019-2020 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

Previous Consideration of EAS Business Plan

- 2.2 Previously, the Education Advisory Service Business Plan for 2018-21 was reported to this Committee on 12 March 2018 following which the Committee's Comments were forwarded to the Cabinet when the EAS Business Plan was considered at its meeting on 14 March 2018, following which a response to the consultation was submitted.
- 2.3 **Partnership Committee Terms of Reference**

At the AGM meeting of Council held on 16 May 2017 a new Scrutiny Committee Structure was agreed including the Performance Scrutiny Committee – Partnerships, the remit of which includes:

Holding partnerships to account for their performance.

To include - EAS, Newport Live, Norse, SRS and Joint Commissioning arrangements:

- Performance of the partners against agreed objectives;
- Effectiveness of governance structures;
- Undertake formal consultation on key documents as required.

The Committee should therefore focus its questioning on how the consortium is working together to create and implement its Business Plan 2019-20

3 Information Submitted to the Committee

- 3.1 The following information is attached for the Committees consideration:

Appendix A - Submission of Evidence to Scrutiny - Managing Director EAS;

Appendix 1 - EAS Business Plan 2019 - 2020;

Appendix 2 - Newport Local Authority Specific Annex 2019 - 2020.

4. Suggested Areas of Focus

Role of the Committee

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

- Consider and provide comments on the Business Plan as part of the consultation process;
- Consider the **main strengths** and **areas for development** within Newport, as detailed in the Local Authority Annex and to consider how Local Authority services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential;
- Consider how well the Consortium is working in partnership on a regional level.

Suggested Lines of Enquiry

4.1 *In considering / evaluating the EAS Business Plan, the Committee may wish to consider focusing questions on:*

- How the Consortium sets targets and whether they are robust and achievable?
- Where targets are not met in the previous year, what is the process that the Consortium uses to reset them for future years?
- What barriers and challenges to improving performance does the Consortium encounter and how will these be addressed?
- How will progress against the Business Plan be monitored and scrutinised?
- What are the resource implications of delivering on the plan and how does collaborative working as a consortium maximise the resources available?
- What is the process for the approval of the final Business Plan by each LA Partner?
- How does the Consortium work together as partners to mitigate risks to delivery of the Business Plan?

4.2 **Wellbeing of Future Generation (Wales) Act**

The Committee's consideration of the Draft EAS Business Plan should consider how the Partnership is maximising its contribution to the five ways of working. The following are examples of the types of questions to consider:

5 Ways of Working	Types of Questions to consider:
Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.	What long term trends will impact upon the delivery of the EAS Business Plan?
	How will changes in long term needs impact upon the EAS Business Plan in the future?
Prevention Prevent problems occurring or getting worse.	What issues are facing the Consortium's service users at the moment?
	How is the Consortium addressing these issues to prevent a future problem?
Integration Considering how public bodies' wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.	Are there any other organisations providing similar / complementary services?
	How does the Consortium's performance upon the delivery of the Business Plan impact upon the services of other public bodies and their objectives?

<p style="text-align: center;">Collaboration</p> <p>Acting in collaboration with any other person (or different parts of the organisation itself).</p>	Who will the Consortium work with to deliver the Business Plan ?
	How is the Consortium using knowledge / information / good practice of others to inform / influence the Business Plan?
<p style="text-align: center;">Involvement</p> <p>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.</p>	How has the Consortium sought the views of those who are impacted by the delivery of the Business Plan?
	How has the Consortium taken into account diverse communities in decision making?

4.3 Estyn Inspections

In May 2016, Estyn inspected the school improvement services provided by the EAS. In September 2017, Estyn visited the EAS to review the progress made by the consortium in relation to the recommendations identified in the inspection. A summary of the judgments made by [Estyn's 2017 Inspection Report](#) upon the progress made towards the recommendations made in their 2016 Report, is set out below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

In evaluating progress for each recommendation Estyn considered the following questions and Members of the Committee may wish to focus on these areas in formulating their questions:

- Has the consortium understood the reasons behind the recommendation?
- Has the consortium taken reasonable action to address the recommendation successfully, taking into account its starting point, the time between inspection and follow-up visit as well as the complexity of the issues to be addressed?
- Has the consortium been appropriately supported in addressing the recommendations by its partner local authorities?
- Has the consortium ensured that changes arising from its progress in addressing each recommendation have become embedded enough within its working practices to secure sustained improvement?

Section B – Supporting Information

5 Supporting Information

5.1 [‘Qualified for life’](#) - the National Education Improvement Strategy (2014)

‘Aim: that every child and young person should benefit from excellent teaching and learning.

To deliver this aim the document sets out four strategic objectives:

1. An excellent professional workforce with strong pedagogy based on an understanding of what works.
2. A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills.
3. The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment.
4. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.

6 Links to Council Policies and Priorities

6.1 The Council’s Corporate Plan 2017 – 2022; **Building on Success - Building a Better Newport** sets out the following:

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			

The **Aspirational People Commitments** within the Corporate Plan that relate to this report are as follows:

Ref No.	Commitment:
6	The Newport Children’s Charter sets out our commitment to children and families, including headlines commitments to children in care and care leavers
7	Three new state of the art schools will be built, tangibly improving student choice and the educational offer in the city.
8	The annual Newport Work Discovery week is established bringing together residents, employers and the public sector to connect and raise aspirations. The council commits to 15 apprenticeships per year as part of this city-wide drive.
9	Increasing educational and social care capacity, so that fewer than ten children will be educated out of the city, and the number of out of county social care placements will reduce by 25%
10	Newport will improve the number of pupils achieving at least five GCSEs A*-C including English and Maths in line with the Welsh average.

7. Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2017-22](#)
- [Report and Minutes of the Performance Scrutiny Committee – Partnerships on 12 March 18](#)
- [EAS Website](#)
- [Estyn's 2017 Inspection Report](#)
- Welsh Government action plan for Education in Wales: [Education in Wales: Our National Mission 2017 - 21](#)
- [Report to Annual Council 16 May 2017 upon New Scrutiny Committee Structures](#)
- ['Qualified for life'](#) - the national Education Improvement Strategy (2014)

Report Completed: February 2019

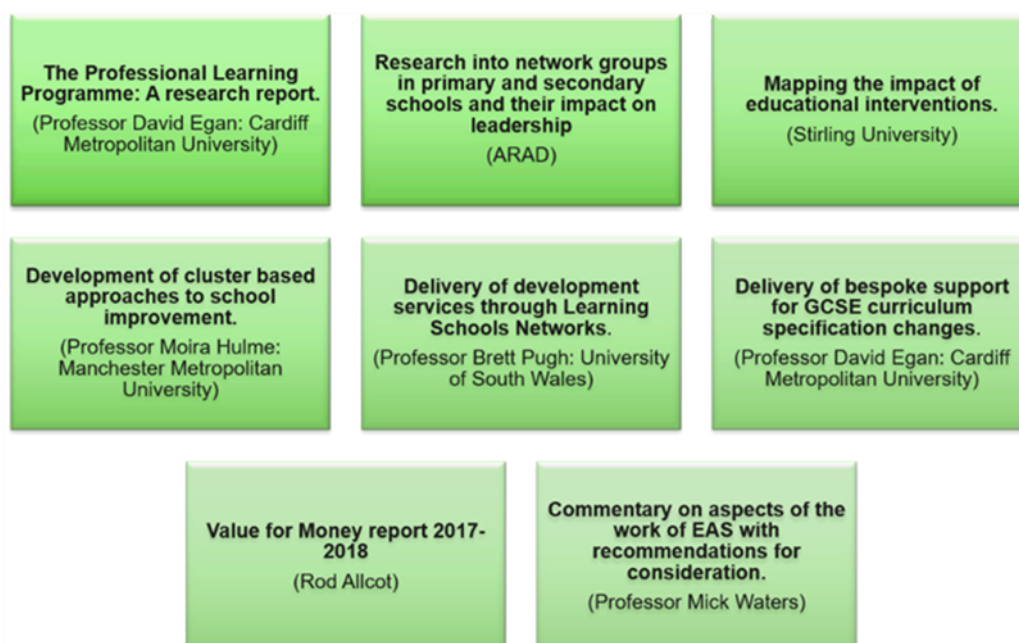
Submission of Evidence to Scrutiny - EAS Business Plan 2019-20

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

Date February 2019

1. Background and Report

- 1.1. The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This 2019-2020 Business Plan (**Appendix 1**) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.
- 1.2. Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within each LA are met through bespoke work with each school. This Business Plan addresses Newport local authority strategic priorities that fall within the remit of the work of the EAS.
- 1.3. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Newport are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.
- 1.4. The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



- 1.5. Please note that a mid-year evaluation of the current business plan has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes. School and aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.

Submission of Evidence to Scrutiny - EAS Business Plan 2019-20

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

Date February 2019

1.6. The Business Plan is in the consultation process. The Consultees are noted below:

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation

1.7. Advice and guidance have also been sought from the following people:

- Sir Alasdair McDonald (Specialist Adviser to Cabinet Secretary for Education for vulnerable learners)

1.8. The final version of the Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2019 – 2020
- Detailed Business Plan 2019–2020
- Regional Grant Mapping Overview 2019–2020
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2019–2020
- Local Authority Strategic Education Plans

1.9. The regional focus for improvements (these are also focus areas for all schools within Newport) for 2019/2020, will be to secure further improvement in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Leaders and Teachers and the implementation of the national self-evaluation framework.
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence.
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, EAL, more able (MA) and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where improvement remains too slow by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress.
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments.
- Supporting schools to ensure pupils make appropriate progress in literacy, numeracy and digital skills at all phases.

Submission of Evidence to Scrutiny - EAS Business Plan 2019-20

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

Date February 2019

- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners.
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models.
- To work with other middle tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

The Regional Ambition is, by 2021 that:

- 1.10. Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:
- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
 - Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
 - Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.
- 1.11. This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Newport LA to support additional local authority priorities, as appropriate.
- 1.12. The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.
- 1.13. The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.
- 1.14. Newport Strategic Priorities (as provided by the LA):

Strategic priorities for 2019/2020	Main link (s) to the improvement strands within the Business Plan
Improve outcomes for FSM learners.*	Improvement Strand: 1, 2 and 3
At key stage 4, develop senior and middle leadership improvement in the wider foundation subjects so that: professional learning, levels of accountability, curriculum development, teaching and learning and outcomes are consistent with those of the core subjects.*	Improvement Strand: 1, 2 and 3
Develop a robust individual school additional learning needs review framework.	Improvement Strand: 2

- 1.15. Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Newport LA and schools, have their own specific strategies to support vulnerable learners.

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LA Annex Documents

1.16. Each LA Annex (**Appendix 2**) contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil progress information is included for the first time. The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.

How does the EAS support schools to identify and address their school improvement priorities?

1.17. Through regional funding the EAS has invested in building the capacity of schools and educational settings within the region over the last five years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the Challenge Adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS Officers (including subject specific support, support for governors, Wellbeing and Equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks (Learning Network Schools) that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors.
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond;
- Access to eLearning materials and high-quality resources.

2. Risks

2.1 There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities, these are noted below:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;
- Schools / settings that require improvement are not: identified at an earlier enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long term planning.

Submission of Evidence to Scrutiny - EAS Business Plan 2019-20

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

Date February 2019

3. Resource Implications

- 3.1 The EAS has a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan will accompany the final Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.
- 3.2 The EAS was set up originally to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government Grants and income generated from trading services to schools, which due to the notion of a self-improving school system has now been successful eradicated as an income stream.
- 3.3 The EAS continues to be hampered by short term grant awards from Welsh Government but working with you we will continue to make the best use of this funding in a suboptimal environment. We continue to manage staff changes and are now some 44% smaller in payroll staff than when we started in 2012. Whilst this has been effectively managed to date it continues to be a contributing factor in increased cash contributions to the pension fund to meet the pension liability (circa £170k is required in each of the next two financial years).
- 3.4 Over the past three financial years, the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 8%. Following a recent meeting of the EAS Company Board the funding profile for 2019/20 was discussed. Taking all factors into consideration, the Company Board agreed that it could offer a 2% efficiency saving on last year's core funding contribution for 2019/20 as was indicated in our indicative figure last year. Newport's contribution for 2019/20 is: £815,526.
- 3.5 These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS. This offer of efficiency has been derived in good faith and has been based upon indicative information to date. The EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year.
- 3.6 It is important to note that for the EAS to continue to provide a regional service there needs to be a consistent regional percentage reduction, as in previous years. The alternative to this would be an unworkable two-tier approach to the delivery of the Business Plan priorities across the region and to schools within individual Local Authorities.

4. Consultation

- 4.1. The Business Plan is in the consultation process. The Consultees are noted below:
 - Education Achievement Service Staff
 - SEWC Directors and Diocesan Directors
 - Regional Joint Executive Group
 - Education Achievement Service Company Board
 - Education Achievement Service Audit and Risk Assurance Committee
 - Individual Local Authority Education Scrutiny Committees
 - Regional Headteacher Strategy Group
 - Regional Governor Strategy Group
 - Pupil Consultation

5. Background Papers

- 5.1. The South-East Wales Regional Mission: Business Plan (2019-2020) (First Draft for Consultation)

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APPENDIX 1

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**DRAFT FOR
CONSULTATION**

**The South East Wales
Regional Mission:
Business Plan
(2019-2020)**

**“Transforming pupil
outcomes, creating capacity
through networks, enabling
excellence in teaching and
leadership”**



The final version of the Business Plan will be available in both Welsh and English

The Education Achievement Service (EAS) Business Plan has been through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of education (within South East Wales) and diocesan directors
- Regional joint executive group
- EAS company board
- EAS audit and risk assurance committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Pupil consultation group

In addition to regionally commissioned external research, comments / advice has also been sought from:

- Sir Alasdair MacDonald (Adviser to the Cabinet Secretary for Education)

This Business Plan has been agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

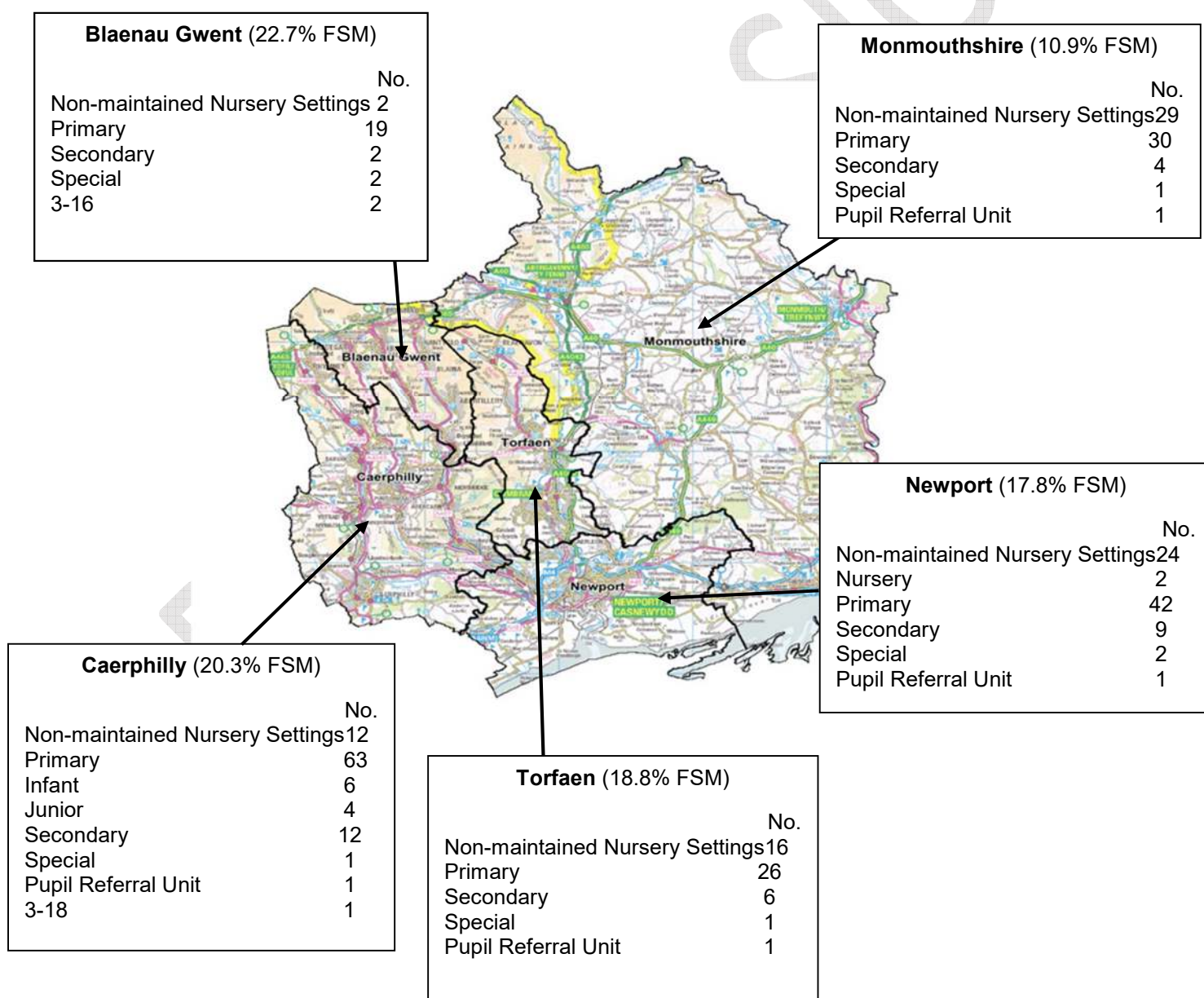
<p>Cllr R Jeavons</p> <p>Chair of Education Achievement Service Company Board</p>	
<p>Cllr D Yeowell</p> <p>Chair of Joint Executive Group</p>	
<p>Ms D Harteveld</p> <p>Managing Director, Education Achievement Service</p>	
<p>Mrs Lynette Jones</p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

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3	The South East Wales Regional Mission Business Plan (2019/2020) <ul style="list-style-type: none"> • Introduction • Local Authority Education Strategic Priorities 2019/2020 • Regional Priorities for 2019/2020 • The South East Wales Regional Mission Business Plan (2019/2020): Improvement Strands 	7
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Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2018 was 71,970. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 15% of all maintained schools in Wales (EAS figure correct from September 2018, Wales figure from PLASC, 2018). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.4%, which is higher than the national figure of 17.4%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2018). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.3%, an increase from 9.7% in 2017. This is a similar rate of increase to that nationally (11.0% from 10.1%). As of PLASC 2018, 983 children in the region are looked after (LAC) by an LA and attend a school in the region. This represents 15% of looked after children in Wales.



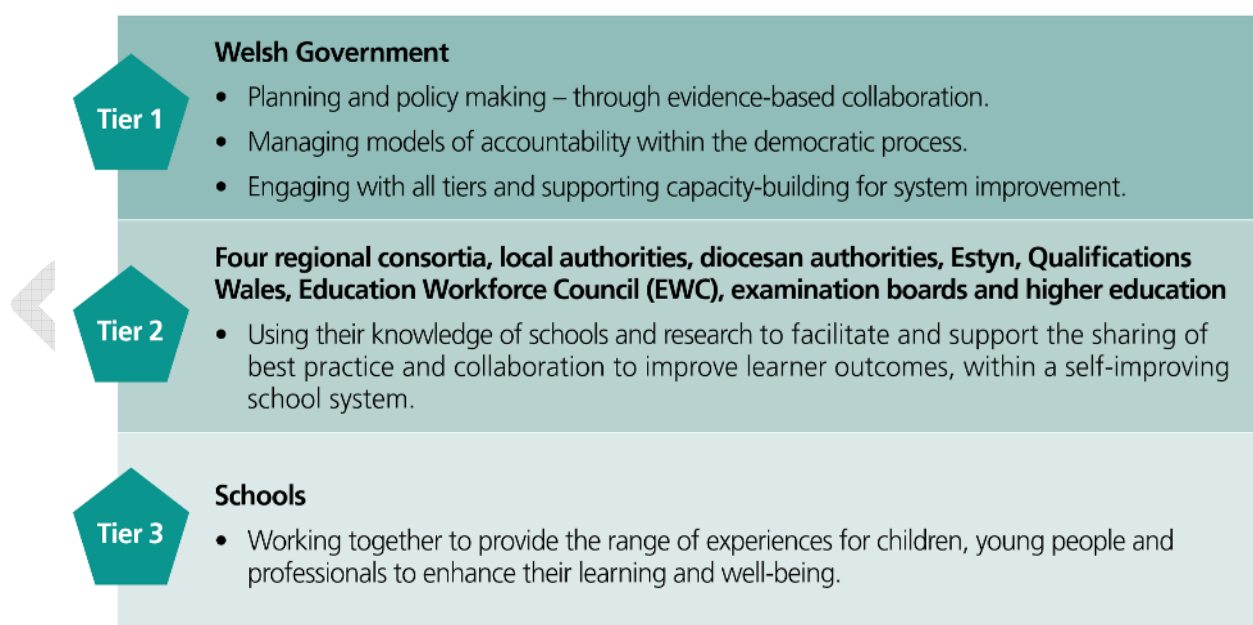
Section 2: Overview

What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

The EAS will work closely with all key partners to ensure the realisation of the Business Plan and to have maximum impact in delivery. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.



How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Regional delivery models

EAS organises most of the professional learning offer on a cluster basis. Each cluster has an assigned lead for professional learning, who organises and co-ordinates support for and access to professional learning across the cluster. Each school has a regionally funded professional learning lead, who co-ordinates this work on a school basis. Support via the numerous learning network schools is also organised on a geographical basis to support this delivery model.

The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations, Professional standards for teaching and leadership/Excellence in Teaching and Leadership Framework. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and LA partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn.



The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:





LA education strategic priorities 2019/20 (provided by each LA)


This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.

The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

LA	Strategic priorities for 2019/2020	Main link(s) to improvement strands within the Business Plan
 <p>Blaenau Gwent</p>	Improve Language, Literacy and Communication, through the acceleration of the acquisition of early language skills, in the Foundation Phase. *	Improvement Strand: 1 and 2
	Improve the performance of pupils eligible for free school meals in English and mathematics at all key stages. *	Improvement Strand: 1, 2 and 3
	To establish a baseline of post-16 attainment, value added from key stage 4 and positive destinations going forward. *	Improvement Strand: 3
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	Improvement Strand: 2 and 3
	Reduce the number of pupils who are electively home educated and, consequently, reduce the number of pupils who become NEETS.	Improvement Strand: 3
 <p>Caerphilly</p>	Improve key stage 4 performance. *	Improvement Strand: 1, 2 and 3
	Improve the performance of pupils eligible for free school meals. *	Improvement Strand: 1, 2 and 3
	Improve the quality of leadership in the secondary phase in order to improve the rate of progress. *	Improvement Strand: 1 and 2
	Reduce number of days lost to exclusions.	Improvement Strand: 1, 2 and 3
	Improve attendance.	Improvement Strand: 1, 2 and 3

Monmouthshire 	Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce variance in outcomes, teaching and leadership, particularly at key stage 4, using the Excellence in Teaching and Learning Framework as a tool for improvement. *	Improvement Strand: 1, 2 and 3
	Strengthen leadership capacity in identified schools. *	Improvement Strand: 1 and 2
	Secure appropriate progress for learners across the full range of cognitive abilities of pupils. *	Improvement Strand: 1, 2 and 3
	Reduce the amount of fixed-term exclusions.	Improvement Strand: 1, 2 and 3

Newport 	Improve outcomes for FSM learners. *	Improvement Strand: 1, 2 and 3
	At key stage 4, develop senior and middle leadership improvement in the wider foundation subjects so that: professional learning, levels of accountability, curriculum development, teaching and learning and outcomes are consistent with those of the core subjects. *	Improvement Strand: 1, 2 and 3
	Develop a robust individual school additional learning needs review framework.	Improvement Strand: 2

Torfaen 	Improve the performance of FSM pupils across all key performance indicators. *	Improvement Strand: 1, 2 and 3
	Reduce the gender gap in key performance indicators, in particular boys' underperformance at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in key stage 4 outcomes between the highest and lowest performing secondary schools in the authority. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority. *	Improvement Strand: 1
	Develop a clear oversight of the standards of wellbeing of vulnerable learners across all settings in the author.	Improvement Strand: 2

Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for vulnerable learners.

Regional priorities for 2019/2020

The focus for improvement for 2019/2020 will be to secure further improvements in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Teaching and Leaders and the implementation of the national self-evaluation framework;
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring that all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence;
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, English as an additional learning, more able and looked after children) and reduce the variance within and across schools (particularly within the secondary phase), settings and LAs;
- To accelerate improvement in schools and settings where improvement remains too slow, particularly in the secondary phase, by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress;
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools, particularly within the secondary phase, and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments;
- Supporting schools to ensure that pupils make appropriate progress in literacy, numeracy and digital skills at all phases;
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners;
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models; and
- To work with other middle-tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

The regional ambition by 2021: Working with our key partners, we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing, particularly for those learners facing the greatest challenges;
- Building effective networks of professionals across the five local authorities and beyond, and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

The South East Wales Regional Mission: Business Plan (2019/2020)

The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017/2021), is based upon findings from educational research and best practice and address the priorities in each LA strategic plan. Each improvement strand details actions that will support the successful realisation of the new national transformational curriculum and assessment arrangements.

Improvement Strand 1	<p>i) Developing a high-quality education profession</p> <p>ii) Inspirational leaders working collaboratively to raise standards</p>
What actions will the EAS take?	
<p>A. Developing a high-quality education profession</p> <ul style="list-style-type: none"> • Embed the principles of the national approach to professional learning in all regional programmes; • Provide a coordinated regional support programme that is guided by national direction for all aspects of curriculum reform, to include supporting schools to develop as 'Learning Organisations'. Ensure that this is communicated effectively to all key professionals; • Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes; • Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, and post-16; • Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools; • Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers (to include the delivery of the accreditation programme for higher level teaching assistants) and the regional programme for newly qualified teachers; and • Develop programmes for different pathways into teaching and continue to support the programmes for initial teacher education through existing and new partnerships with higher education institutions. <p>B. Inspirational leaders working collaboratively to raise standards</p> <ul style="list-style-type: none"> • Provide an extensive portfolio of leadership development opportunities (endorsed, as appropriate, by the National Academy for Educational Leadership) that meet the needs of all sectors, delivered in partnership with higher education institutions, consortia and other middle-tier organisations; • Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship; • Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to access in their own schools; experience 	

leadership in a different context other than their own; break down barriers between phases and different contexts;

- Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;
- In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;
- Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access to the regional excellence in governance framework, to include a robust system to evaluate governing body effectiveness; support and mentor arrangements for governing bodies in need of improvement; and,
- Provide a range of professional learning opportunities and support for school leaders from the regional specialist HR service plan (in partnership with LA HR services) that support the implementation of the Professional Standards for Teaching and Leadership.

C. Specific focus on improving the outcomes for vulnerable learners

- Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners;
- Utilise cross regional and wider experience of effective practice to share successful strategies on what works to improve provision and outcomes in different contexts, ensuring that the Education Endowment Foundation Toolkit is understood and utilised across the region;
- Provide access to online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding to improve the progress of groups of that vulnerable learners;
- Ensure that all regionally led professional learning and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role schools have in raising achievement for vulnerable learners; and
- Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.

How will we know if we have made progress by March 2020?

A. Developing a high-quality education profession

- All schools will have engaged with the consultation and have a good understanding of the draft Curriculum for Wales and are actively implementing their professional learning plans to prepare the workforce utilising national and regional support materials;
- All regional professional learning will be underpinned by the characteristics of the regional professional learning model and national approach to professional learning;
- Most schools across the region will have engaged with the regional professional learning offer to support the development of their school as a learning organisation effectively utilising outcomes to inform self-evaluation;
- Nearly all clusters provide high-quality professional learning to support the implementation of the regional approach to the Professional Standards for Teaching and Leadership and

all related milestone delivery programmes that enables a school to improve the quality of leadership, teaching and pupil outcomes;

- Where schools engage well with the broad professional learning offer they will be suitably equipped with a range of strategies to secure improved outcomes for learners;
- Where schools (particularly secondary schools) engage well with bespoke and wider regional professional learning for the development of teaching and leadership the school will be better placed to reduce within-school variation and ensure all pupils make appropriate progress;
- The majority of clusters have had a member of staff trained through the Welsh in a year sabbatical scheme and are having impact on their school and beyond;
- All Welsh medium schools and nearly all English medium schools are demonstrating appropriate progress against the National Language Charter framework objectives;
- All secondary schools and an increasing proportion of primary schools are engaging with the Global Futures initiative;
- Partner link schools continue to support the delivery of initial teacher education, in partnership with relevant higher education institutions to realise the new pathways into teacher training from 2019 onwards; and
- A robust regional quality assurance and longitudinal impact model for all professional learning will be implemented.

B. Inspirational leaders working collaboratively to raise standards

- Where leaders engage fully in the regional leadership programmes they will have developed skills and knowledge for their current roles and future leadership aspirations;
- Where leaders engage with the range of professional learning that includes peer working, leadership shadowing, and coaching and mentoring within and outside of the region, leaders can share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase;
- A regional system of identification, tracking and professional learning support for aspirational leaders will be implemented enabling leaders to secure timely professional learning opportunities and experiences so that they are able to progress through the leadership milestones over time;
- A cross regional and higher education partnership approach to coaching and mentoring will be created to support all professional learning programmes to develop and support school leaders and governors;
- Where schools engage with specialist HR support, including professional learning opportunities, this will enable leaders to effectively implement the Professional Standards for Teaching and Leadership through appropriate performance management arrangements;
- Leadership recruitment processes have been revised, and updated assessment methods are being implemented by governing bodies across the region to support quality appointments to headteacher and deputy headteacher posts; and
- Where governing bodies engage in professional learning, on line self-evaluation or bespoke support programmes they have increased their ability to undertake their role in challenging and supporting school leaders to secure improvement.

C. Specific focus on improving the outcomes for vulnerable learners

- Where school leaders and governors engage well with the regional provision for raising the achievement and engagement of vulnerable pupils, they will be better equipped with relevant strategies to deliver their school improvement priorities.

Improvement Strand 2

Strong and inclusive schools committed to excellence, equity and wellbeing

What will the EAS do (in addition to the specific actions contained within all other strands)?

- The Business Plan will consider the outcomes of all regionally commissioned research and wider evidence to ensure that the priorities and actions taken are well informed, to improve the progress and provision for vulnerable learners;
- Embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the professional learning and support to schools and settings;
- To implement, refine and monitor the impact of the regional strategies for looked after children and more able;
- Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;
- Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;
- Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;
- Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;
- Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;
- Support individual LA policies and procedures for attendance and exclusions, as appropriate; and
- Work in partnership with LA inclusion and/or wellbeing officers and the regional officer for additional learning needs transformation, as appropriate, to implement the regional strategies.

How will we know if we have made progress by March 2020?

- National, regional and individual school-based research will be utilised to inform planning, provision and evaluating the impact of all intervention programmes in most schools;
- Many secondary schools will submit good-quality grant plans, with the majority making an improvement in the achievement and engagement of vulnerable pupils in line with school targets;
- Where schools (particularly secondary schools) engage with the regional professional learning offer for wellbeing and equity, they will be appropriately supported to develop and implement a bespoke wellbeing and equity strategy (to include the wellbeing toolkit and support linked to the adverse childhood experience agenda), which will better inform their direction of work to identify and track the progress of all vulnerable learners and measure the impact of interventions;
- Where secondary schools engage well with the regional SEREN programme learners will have improved opportunities to attend a Sutton Trust university; and
- Where schools adopt the principles within the regional strategy for looked after children and known adopted pupils, they will have increased understanding and awareness of the strategies that can be used to improve the outcomes and progress for identified learners.

What will the EAS do?

A. Assessment, evaluation and accountability mechanisms

- Implement the agreed regional intervention framework and associated strategies for schools causing concern;
- Provide robust, timely information and support in schools and settings where improvement remains too slow, therefore sharing relevant information with LAs and Diocesan Directors to inform, as appropriate, the use of LA statutory powers to accelerate progress;
- Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;
- Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;
- Support the development and piloting of the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;
- Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;
- Expand the range of school information that is used for accountability purposes at school, LA and regional level;
- Issue 'Professional Advice' based upon a sound evidence base to LAs and diocesan directors on a regular basis for consideration; and
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

B. Supporting a self-improvement system

- Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability;
- Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core departments within the secondary phase;
- Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work;
- In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and
- Commission a range of bespoke evaluations, giving consideration to findings and recommendations from the commissioned services and other available reports and remits so that the EAS continues to utilise a wide range of evidence to gain maximum impact on accelerating priority areas.

C. Specific focus on improving the outcomes for vulnerable learners

- Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;
- Challenge Advisers will use range of performance data and pupils' prior performance information to support school level discussions around the target setting process and to ensure appropriate challenge and provision for all groups of learners;
- EASi overviews will be updated to include vulnerable groups' analysis (gender, FSM, looked after children, special educational needs, more able, English as an additional language, British minority ethnic) to assist with school self-evaluation activity;
- Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where required; and
- Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning.

How will we know if we have made progress by March 2020?

A. Assessment, evaluation and accountability mechanisms

- All challenge advisers will implement effectively the intervention framework and associated strategies, ensuring that nearly all schools are equipped to make at least strong progress in a timely manner against the priorities in their school development plans;
- Where schools, particularly secondary schools, engage well with support, there will be less schools requiring the highest levels of support overtime;
- The effective implementation of the schools causing concern strategy provides robust, timely information and support in schools and settings where improvement remains too slow. LAs receive valuable and relevant information to inform the timely use of their statutory powers;
- Effective support to identify and enable underperformance in leadership to be addressed is provided;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils overtime;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support, they are enabled to secure robust, purposeful processes for self-evaluation, which inform accurate school improvement priorities leading to reduced within-school variation and improved outcomes for learners over time; and
- Where LAs engage well with the support and advice provided for the Welsh in education strategic plans and SACRE, it will assist them in to meet their statutory requirements and the priorities within the plans.

B. Supporting a self-improving system

- A refined impact capture model for the work of the learning network schools and the role of clusters will be developed building on the commissioned research undertaken in 2018/19 to ensure value for money;
- Where schools secure the services of the EAS governor support agreement they will be provided with appropriate support and advice to enable them to implement their statutory functions; and

- Where schools engage with the range of networking opportunities that includes peer and cluster working within and outside of the region, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase.

C. Specific focus on improving the outcomes for vulnerable learners

- Where schools (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets for vulnerable learners, accurately track pupil progress and secure strong progress for pupils' overtime; and
- All secondary school pupil development grant plans will be agreed by a professional partner approval panel to ensure a wider stakeholder engagement and ownership of this process.

Improvement Strand 4

EAS Business Development

What will the EAS do?

- Continue to refine the business model for the EAS that aligns to the priorities identified within the regional and the national reform agenda;
- Work with key partners to secure a more sustainable funding model for the EAS that aligns fully with the service workforce plan and the updated Collaboration and Members Agreement;
- Maintain a high-quality, well informed, flexible and motivated workforce that embody the values and visions of the EAS in their work with schools;
- Further develop the effectiveness of the EAS company board through induction of new non-executive directors and the implementation of actions agreed through recent professional development;
- To ensure transparency of funding streams through publication of the regional grant mapping tool on a regular basis with the aim of maximising delegation rates to schools and settings;
- Further develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level;
- Enhance the current value for money model further exploring best practice models;
- Refine internal self-evaluation processes so that they focus more fully on the impact of the work of service teams in schools and settings on improving outcomes, provision and leadership;
- Improve availability, accessibility and efficiency of performance data and wider intelligence to better support effective self-evaluation activity and improve service delivery;
- Embed and promote the communication and marketing strategy ensuring a holistic approach to stakeholder engagement;
- Collaborate fully with other consortia and middle-tier organisations to realise efficiencies in programme development, delivery and sharing of best practice.

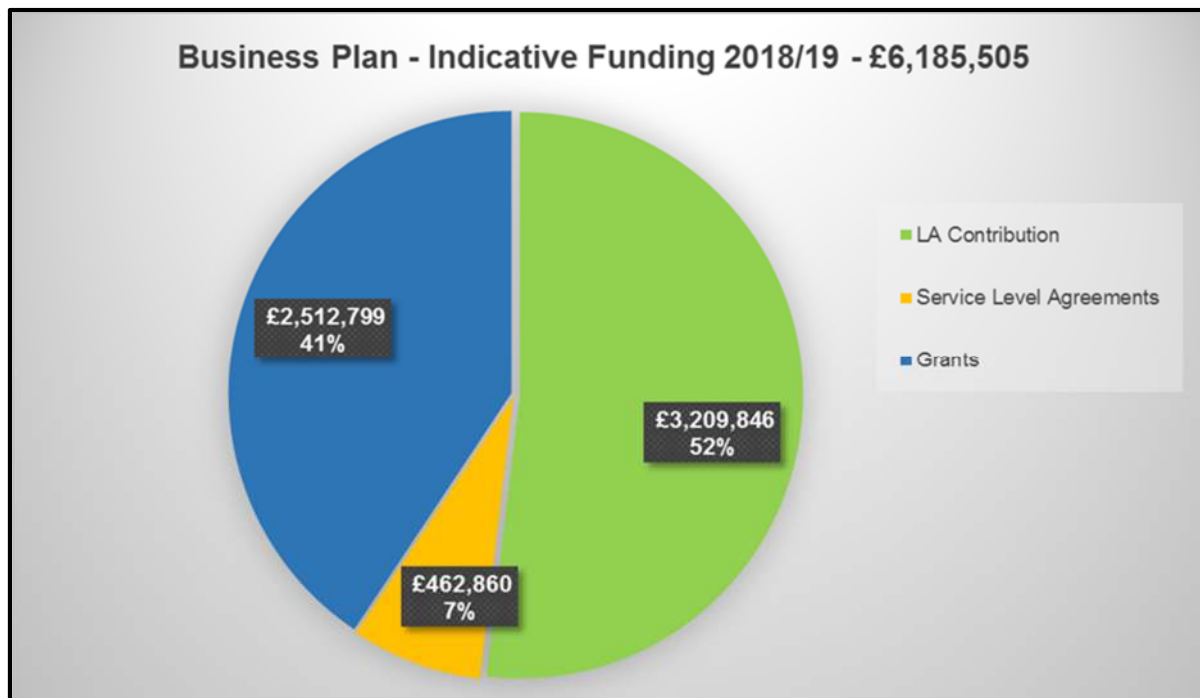
How will we know if we have made progress by March 2020?

- The business model, workforce plan and financial planning processes are refined so that they better reflect the priorities and resources required to continue to deliver an effective and efficient service that positively impacts on the progress towards the priorities within the plan and delivers value for money;
- Internal business intelligence databases will better support self-evaluation processes, enabling more informative and timely analysis to EAS staff and to LAs to better evaluate the impact of work in schools and to inform improvement priorities;
- A 3-year indicative funding model will have been agreed with the 5 LAs which ensures the core funding model is appropriately balanced and the collaboration and members agreement will reflect the actions that will be undertaken in the event of a change management processes having to be evoked;
- The company board and the audit and risk assurance committee will continue to undertake a programme of professional development and self-evaluation to ensure that the challenge and support that is provided enables the most effective delivery of the Business Plan and of statutory obligations;
- The regional grant mapping tool will be improved to enable easier analysis at school, LA and regional level of the impact of the resource linked to expected outcomes and to inform value for money judgements and improvement priorities;
- The communication and marketing strategy will be embedded with the internet, intranet and, where applicable, social media platforms well established to ensure better promotion of services and updates and engagement our stakeholders; and
- National approaches to programmes established through collaboration with other consortia. Cost comparisons with other consortia or similar organisations reviewed and strategies implemented. MTFP updated.

* Further details can be found in the Detailed Delivery Document and the Professional Learning Offer 2019/2020.

Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.



(This diagram will be updated to reflect 2019/2020 when confirmed)

Monitoring and evaluation

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual LA annex document. These reports, as in previous years, will be suitable for scrutiny activity at LA and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and though Challenge and Review events with Welsh Government officials. These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / LA self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The EAS will engage fully in the emerging national arrangements for evaluation and accountability.

Risks associated with the delivery of the Business Plan

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities; these are noted below:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;
- Schools / settings that require improvement are not: identified at an early-enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

Section 5: Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2019–2020
2	Detailed Business Plan 2019–2020
3	Regional Grant Mapping Overview 2019–2020
4	Regional Self-Evaluation Report (Executive Summary)
5	EAS Risk Register (Executive Summary)
6	Regional Professional Learning Offer 2019–2020
7	Local Authority Strategic Education Plans
8	The Wellbeing of Future Generations Act

Glossary of terminology used for describing proportions:

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half	50%
Around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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APPENDIX 2

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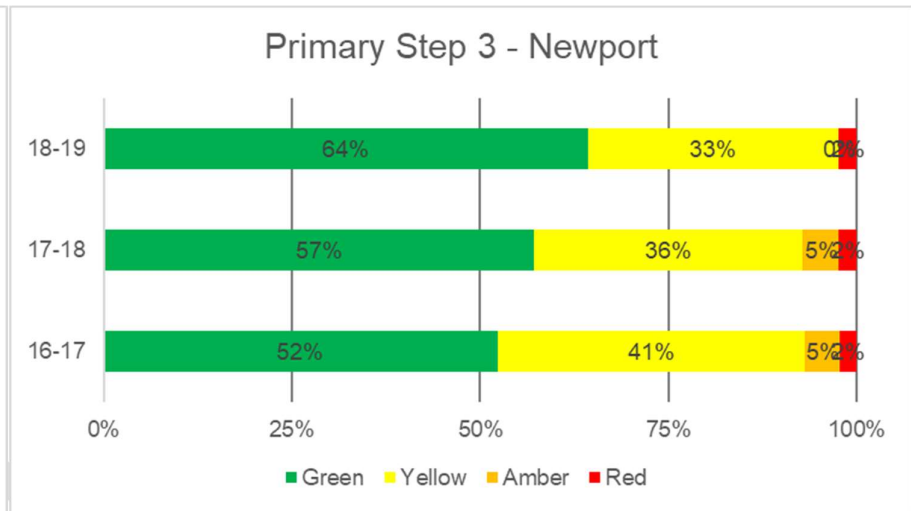
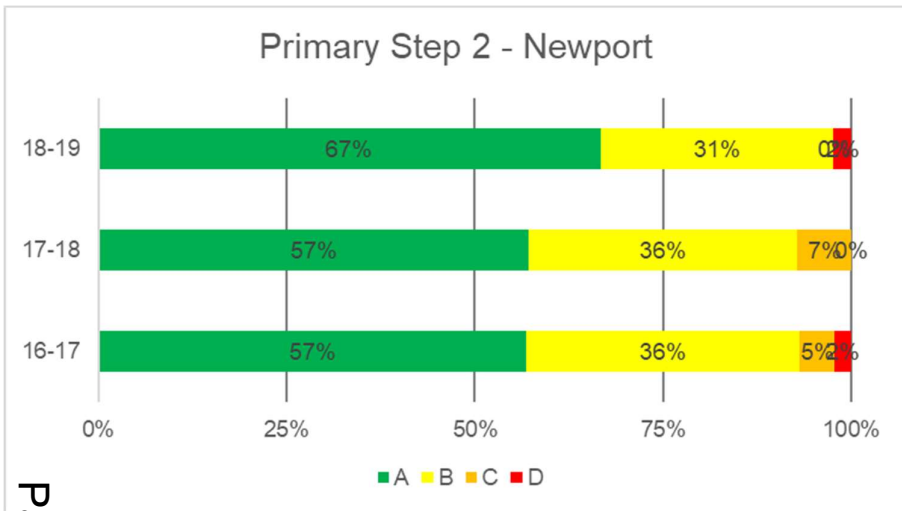
Local Authority Specific Annex 2019-2020

Local Authority: Newport

Summary of National Categorisation of schools in the Local Authority in 2016-2017, 2017-2018 and 2018-2019

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	16-17	1	2	16	25	2%	5%	36%	57%
	17-18	0	3	15	24	0%	7%	36%	57%
	18-19	1	0	13	28	2%	0%	31%	67%
South East Wales	16-17	5	19	108	64	3%	10%	55%	33%
	17-18	3	18	84	88	2%	9%	44%	46%
	18-19	6	16	65	105	3%	8%	34%	55%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	16-17	1	2	18	23	2%	5%	41%	52%
	17-18	1	2	15	24	2%	5%	36%	57%
	18-19	1	0	14	27	2%	0%	33%	64%
South East Wales	16-17	8	16	112	60	4%	8%	57%	31%
	17-18	9	16	81	87	5%	8%	42%	45%
	18-19	6	19	63	104	3%	10%	33%	54%



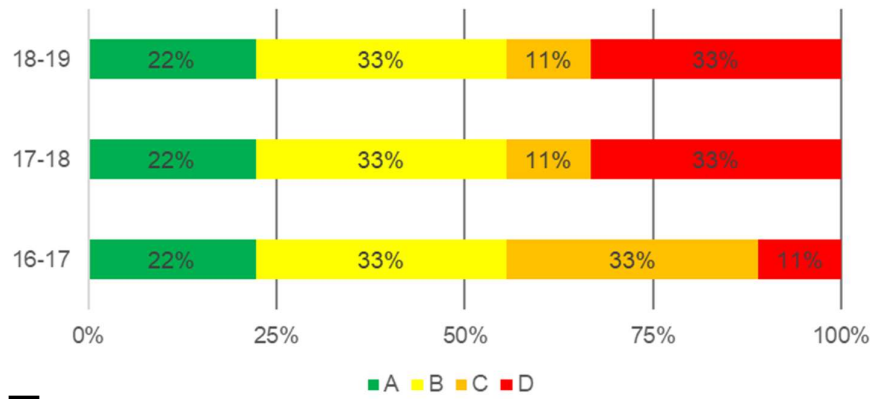
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Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
South East Wales	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	8	10	13	5	22%	28%	36%	14%
	18-19	6	15	8	6	17%	43%	23%	17%

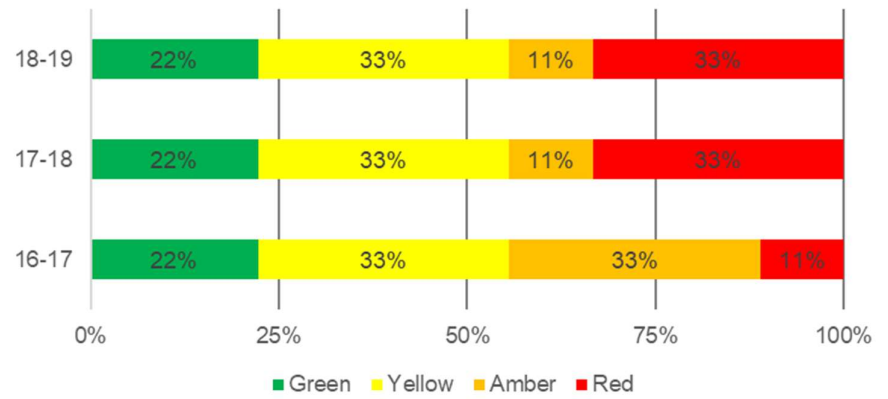
Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
South East Wales	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	10	11	12	3	28%	31%	33%	8%
	18-19	7	15	7	6	20%	43%	20%	17%

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Secondary Step 2 - Newport



Secondary Step 3 - Newport



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LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	St Julians School*	Dec-14	Dec-14	Significant Improvement
Secondary	Llanwern High	Jan-17	Mar-17	Significant Improvement
Secondary	Newport High	Nov-17	Jan-18	Special Measures

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
PRU	Bridge Achievement Centre	Mar-18	May-18	Special Measures

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Special	Maes Ebbw Special	Mar-16	May-16	Estyn Monitoring

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High Level Pupil Progress Analysis by Local Authority - 2018 - FP to KS2 / KS2 to KS3

LA/Region: **Newport**

Progress of pupils between FP and KS2

Matching

Subject	Matched Cohort	2+ levels of progress	1 level of progress	2014 FP cohort	2018 KS2 cohort	% of FP cohort matched	% KS2 cohort matched
LLC - Welsh	70	95.7	4.3	79	73	88.6	95.9
LLC - English	1602	93.8	4.4	1683	1752	95.2	91.4
Mathematics	1679	93.1	5.0	1762	1825	95.3	92.0

* 2018 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

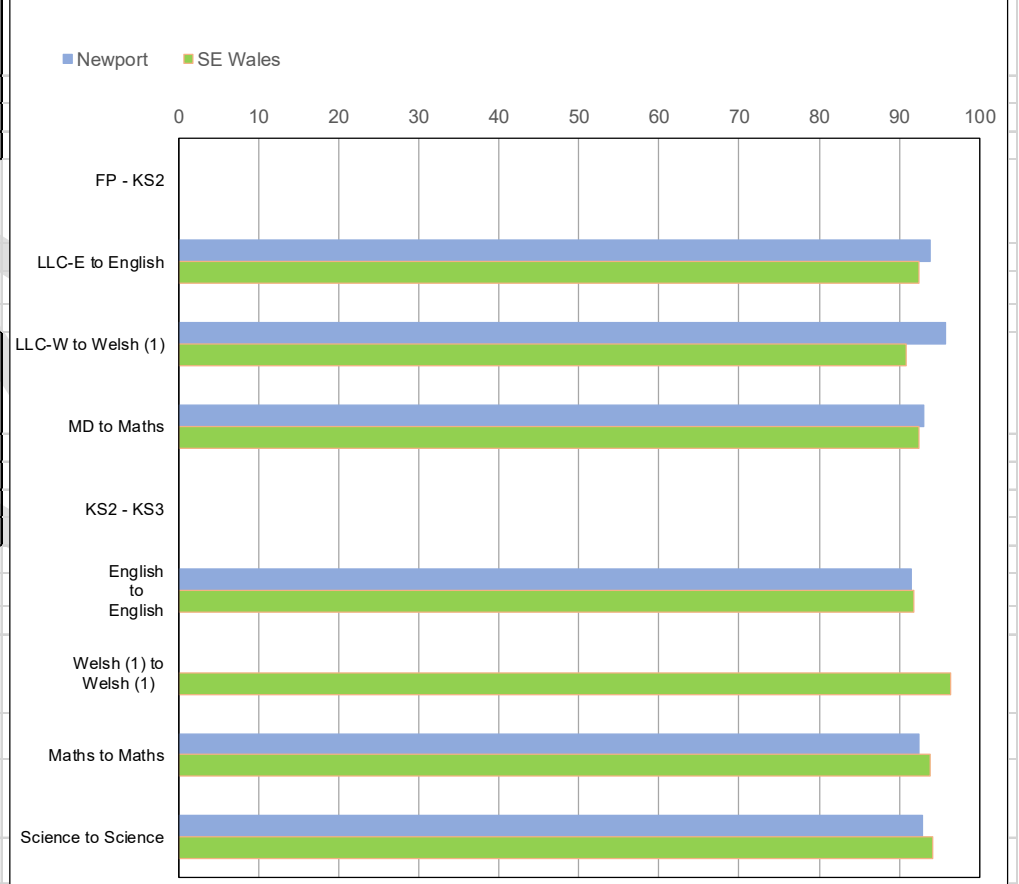
Matching

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress	2015 KS2 cohort	2018 KS3 cohort	% KS2 cohort matched	% KS3 cohort matched
Welsh 1st Lang.	0	-	-	-	51	0	0.0	-
English	1565	51.2	40.3	91.5	1656	1644	94.5	95.2
Mathematics	1565	61.0	31.5	92.5	1656	1644	94.5	95.2
Science	1565	55.8	37.2	93.0	1656	1644	94.5	95.2

Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	93.8	95.7	93.1	
KS2 to KS3 Expected Progress (2 Levels)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	91.5	-	92.5	93.0

% Learners making expected progress across KS2 / KS3 - 2018



LA summary and issues

- Improve outcomes for eFSM learners
- At key stage 4, develop senior and middle leadership of improvement in the wider foundation subjects so that: professional learning; levels of accountability; curriculum development; teaching and learning and outcomes are consistent with those of the core subjects.
- Develop a robust individual school ALN review framework

Attendance/Exclusions

- There has been an increase in attendance at secondary level since 2015, but a static performance around 94.5% at primary level. Secondary figure just below that of Wales, primary in line with Wales
- Unauthorised absence at primary schools has remained stable around 1.8%, and at secondary schools around 2.2%. Both figures are higher than Wales.

Exclusion figures are reported by LA

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- There has been decrease in exclusions of 5 days or fewer at primary level, but an increase at secondary level. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There was 1 permanent exclusion in 2018 in primary schools (compared to 4 for the 3 years previously combined).
- There were 10 permanent exclusions in 2018 in secondary schools: 2014/15 – 9; 2015/16 – 9; 2016/17 – 9

Inspection/Categorisation

- Under the old framework, the percentage of schools judged at least Good for current performance since the 2014/15 school year was 72%. 76% of schools were judged Good or better for prospects for improvement. Under the new framework, the percentage of schools judged at least Good for Standards of achievement was 80%. 70% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised green has continued to increase in 2018/19, and the number of percentage of schools in the amber / red categories has continued to decrease, and there is only one primary school in either of these categories. Three secondary schools remain categorised as red, and one remains amber. (provisional and confidential).

Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2018-2019, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2018-2019. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
The John Frost School	Bridge Achievement Centre
	Llanwern High School
	Maesglas Primary
	Newport High School
	St Julian's School

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The content of this LA Annex has been agreed by:

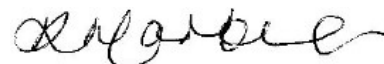
LA Director / Chief Education Officer:

Ms Sarah Morgan

Cabinet Member for Education:

Cllr Gail Giles

EAS Managing Director



Ms. Debbie Harteveld

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Scrutiny Report

Performance Scrutiny Committee- Partnerships

Part 1

Date: 6 March 2019

Subject Delivering the Violence Against Women, Domestic Abuse and Sexual Violence Strategy (VAWDASV) in Newport.

Author Scrutiny Adviser

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

Invitee:	Designation
James Harris	Strategic Director – People
Sally Jenkins	Head of Children and Young People Services
Mary Ryan	Service Manager Safeguarding
Robert Hartshorn	VAWDASV Chair of the Regional Partnership Board
Rebecca Haycock	Manager of the Gwent Regional VAWDASV Team
Ann Hamlet	Lead Safeguarding Officer for Health (Head of Safeguarding Services ABUHB)

Section A – Committee Guidance and Recommendations

1. Recommendations to the Committee

The Committee is asked:

- a) To evaluate progress in delivering against the six strategic priorities in Newport.
- b) To determine whether it wishes to make any recommendations to the Partnership upon the progress of delivering the priorities in Newport to date and views for improvement
- c) To consider what future scrutiny activity to be undertaken.

2 Context

Background

- 2.1 Local Authorities and Health Authorities are required to have a joint VAWDASV Strategy in place to comply with the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 which requires the public sector in Wales to work together in a consistent and cohesive way to improve the outcomes for individuals and their families subjected to VAWDASV.
- 2.2 The Gwent Violence against Women, Domestic Abuse and Sexual Violence Partnership Board was established to deliver this Welsh Government (WG) Legislation across the Gwent footprint to discharge the duties within the Act for the five Gwent Local Authorities and Aneurin Bevan University Health Board (ABUHB).
- 2.3 Members may recall the Committee considered the draft VAWDASV Strategy at its meeting on 28 February 2018 and made recommendations, following which Cabinet approved the Gwent VAWDASV Regional strategy at its meeting on 18 April 2018.
- 2.4 The main aims of the WG Act are;
- Improve the public sectors response to violence against women; domestic abuse and sexual violence;
 - Give the public authorities (Councils and Health Boards) a strategic focus on the issue;
 - Ensure the consistent provision of preventative, protective and supportive services.
- 2.5 The VAWDASV Strategy contains six regional priorities that are being delivered locally and for the purposes of this report concentrate on the delivery/progression of the actions within Newport. (Appendix 1). The Committee is asked to comment upon on progression against the 6 strategic priorities and offer views for improvement and consider what future scrutiny activity should be undertaken.

3 Information Submitted to the Committee

- 3.1.1 The following are attached to for the Committee's consideration:

- Appendix A** - Submission of Evidence to Scrutiny - Delivering the Gwent Regional Violence Against Women, Domestic Abuse and Sexual Violence Strategy (VAWDASV) in Newport;
- Appendix 1** - VAWDASV Regional Delivery Plan;
- Appendix 2** - Gwent Multi Agency Risk Assessment Conferences (MARAC) Review Action Plan;
- Appendix 3** - National Training Framework.

4. Suggested Areas of Focus

4.1 Role of the Committee

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

- Take a look back at how the Regional Partnership has performed in its delivery of the VAWDASV Strategic Priorities up to the end of Quarter 3;
- Assess and make comment on:
 - How well the Regional Partnership has delivered as a collaborative partnership on its Priorities;
 - How effectively the Regional Partners worked together to deliver the VAWDASV Priorities so far;
 - What mitigating actions have been put in place to address risks and not achieving Priorities;
 - How the public were engaged with on the VAWDASV Strategy/ Priorities and how feedback has been used.
- In drawing its conclusions, the Committee should assess:
 - 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 on the delivery of the six VAWDASV Priorities in Newport at the Quarter 3 point?
 - Does the Committee wish to make any Comments to the Partnership upon the progress of delivering the priorities in Newport to date and views for improvement.
 - What future scrutiny activity should be undertaken.

4.2 Suggested Lines of Enquiry

In evaluating the delivery of the Regional Partnership VAWDASV Strategy in Newport, the Committee may wish to explore some of the following areas of focus which have been adapted from the Welsh Government Guidance on Scrutiny of the Public Services Board:

1. To what extent have actions been delivered within the timescales specified?
How much progress has been made towards delivery of the six VAWDASV Priorities? How far have the Regional Partnership's expectations been met?
2. How effectively has the Regional Partnership worked together to achieve its Priorities?
What lessons have been learned as a result of progress to date and how will they be fed back?
3. What have been the resource implications of delivering on the VAWDASV Priorities? How has working as a partnership maximised the resources available?
4. How has delivery as a partnership impacted on the delivery of the VAWDASV Priorities in line with the five ways of working from the Well-being of Future Generations (Wales) Act?
What difference has working in partnership made to delivery?
5. What unintended consequences have arisen from delivering against the VAWDASV Priorities up to Quarter 3? What are the main factors that have impacted upon delivery?
6. How is service user experience being used to assess performance of the Partnership's delivery? What other methods are being used to evaluate effectiveness and impact of the VAWDASV Priorities?

Wellbeing of Future Generations (Wales) Act

The Committee's consideration of the delivery of the Regional Partnership VAWDASV Strategy in Newport should consider how the Partnership is maximising its contribution to the five ways of working. The following are examples of the types of questions to consider:

5 Ways of Working	Types of Questions to consider:
<p>Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	<p>What long term trends will impact upon the delivery of the VAWDASV Priorities? How will changes in long term needs impact upon the delivery of the VAWDASV Priorities in the future?</p>
<p>Prevention Prevent problems occurring or getting worse.</p>	<p>What issues are facing the Partnership's service users at the moment? How is the Partnership addressing these issues to prevent a future problem?</p>
<p>Integration Considering how public bodies' wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p>	<p>Are there any other organisations providing similar / complementary services? How does the Partnership's performance upon the delivery of the VAWDASV Priorities impact upon the services of other public bodies and their objectives?</p>
<p>Collaboration Acting in collaboration with any other person (or different parts of the organisation itself).</p>	<p>Who has the Partnership been working with to deliver the VAWDASV Priorities? How is the Partnership using knowledge / information / good practice of others to inform / influence delivery of the VAWDASV Priorities?</p>
<p>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.</p>	<p>How has the Partnership sought the views of those who are impacted by the delivery of the VAWDASV Priorities? How has the Partnership taken into account diverse communities in decision making?</p>

Section B – Supporting Information

5 Supporting Information

5.1 The Characteristics of Effective Partnership Scrutiny set out in the Guidance for Local Authority Scrutiny Committees on the scrutiny of Public Services Boards issued by Welsh Government in August 2017 can equally be applied to the scrutiny of other Partnerships and states that:

“Research into the practice of collaborative or joint scrutiny in England and Wales identifies that arrangements are effective when they demonstrate the following characteristics:

Characteristics of effective partnership scrutiny:

- Scrutiny regards itself as a form of ‘critical friendship with positive intent’ in which scrutiny practitioners act as advocates for the success of joint working.
- Collaborative performance is evaluated from the citizen’s perspective.
- Strong efforts are made to understand the complexity of partnership arrangements and to facilitate learning about the culture and assumptions of different organizations.
- Scrutiny creates positive expectations by focussing on issues regarded as useful to the partnership or where there is consensus that ‘things need to change’.
- Scrutiny demonstrates intellectual independence and investigative rigour in all of its activities.
- Scrutiny demonstrates a positive impact by developing clear, timely, evidence-based recommendations aimed at enhancing collaborative performance.
- Scrutiny critically evaluates its own performance utilising partnership perspectives.

5.2 *A link to the full Welsh Government Guidance is included in Section 8 of this report in the Background Papers for Members’ information.*

6 Links to Council Policies and Priorities

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. Background Papers

- [Welsh Government Guidance for Local Authority Scrutiny Committees on the Scrutiny of Public Services Boards](#) (Issued August 2017)
- Cabinet [Report and Minute](#) approving the Gwent Regional VAWDASV Strategy 2017-2022 on 18 April 2018
- Performance Scrutiny Committee – Partnerships [Report and Minute](#) upon Consultation of the Draft VAWDASV Strategy on 28 February 2018
- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2017-22](#)

Report Completed: February 2019

Author Mary Ryan, Service Manager, Safeguarding Newport City Council and
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Date February 2019

**Delivering the Violence Against Women & Domestic Abuse and Sexual
Violence Strategy (VAWDASV) in Newport.**

Report Summary

Cabinet in their meeting of May 2018 approved the Gwent VAWDASV Regional strategy to which Newport is one of six members.

- Local Authorities and Health Authorities are required to have a joint VAWDASV Strategy in place to comply with the Act. This has been developed across the Gwent footprint to discharge the duties within the Act for all five Gwent Local Authorities and Aneurin Bevan University Health Board (ABUHB).

The Strategy contains (6) regional priorities that are being delivered locally and for the purposes of this report concentrate on the delivery/progression of the actions within Newport. (Appendix 1)

Members are requested to comment on progression against the 6 strategic priorities and offer views for improvement and any future scrutiny activity to be undertaken.

The Committee is asked:

- a) To note the progress of the implementation in Newport.
- b) To decide whether Members wish to make recommendations to Cabinet on the progress in Newport is sufficient.

1. Background

- 1.1 The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (the Act) was passed in April 2015 and aims to improve the Public Sector response by providing the strategic focus to improve the arrangements for the prevention, protection and support for individual affected by such violence and abuse.
- 1.2 This Act is set within wider legislative context of the Well Being of Future Generations (Wales) Act 2015 and the Social Services and Wellbeing (Wales) Act 2014 and provides a unique opportunity to embed VAWDASV as a priority in determining well-being.
- 1.3 The Act seeks to:
 - Ensure a shared, collective strategic vision, with the development of both local and national strategies.

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- Raise the issue of gender-based abuse and sexual violence with our most senior leadership, and place a responsibility on them to drive forward changes which improve the safety of victims and their children.
 - Provide for the appointment of a National Advisor (Wales) to provide high profile leadership and hold everyone to a higher standard of accountability.
- 1.4 The Act also has a focus on education; Local Authorities will be required to report how they are tackling these issues, including in the schools in their area – for example through lessons on healthy relationships.
- 1.5 The Act also provides Welsh Ministers with powers to publish guidance documents to help relevant, Ask and Act, Commissioning, Perpetrator relevant authorities meet the aims of the Act. These will include: The National Training Framework, Ask and Act, Commissioning, Perpetrators, Older People and Multi Agency Collaboration.
- 1.6 The Gwent VAWDASV Strategy as required under the Act was published in May 2018 and sets out to ensure that as a region (ABUHB, Blaenau Gwent, Caerphilly, Monmouthshire, Newport & Torfaen) we work together in a consistent and cohesive way to prevent VAWDASV and to improve the outcomes for individuals and their families affected, supported through the VAWDASV delivery plan.
- 1.7 Progress against the delivery of the 6 Strategic Priorities is reported in the attached Delivery Plan.
- 1.8 National Measures and Indicators are due to be published in 2019/20 and these will further- inform reporting against the strategy on an annual basis.
- 2. Discussion – How will it be delivered locally in Newport**
- 2.1 ***Strategic Priority 1: Increase awareness and challenge attitudes of VAWDASV across Gwent:***
- 2.1.1 The five Local Safeguarding Networks continue to develop a local focus across adult/children safeguarding and VAWDASV.
Local Safeguarding Networks – provide a two-fold approach to ensuring connectivity between the strategic Boards and work of the front-line practitioners. Local safeguarding leads from all relevant agencies meet to ensure that any emerging issues prevalent to each local area are presented and discussed on a multi-agency basis. Also, with the assistance of the regional safeguarding business unit. The group will consistently disseminate a range of messages from practice and reviews to professionals and volunteers across children, adults and VAWDASV Boards in a regular workshop session.
- 2.1.2 The VAWDASV agenda forms part of the agenda, with the May (2018) Local practitioner safeguarding forums focussing on sexual violence and in the November (2018) event the safeguarding forums focussed on the Welsh Government theme of exploitation through a

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case study approach for VAWDASV. This consistently blends the desired legislation outcomes for both VAWDASV Act / Social Services and Well Being Act/ and Future Generations Act.

2.1.3 Future topics are suggested by network attendees and discussed and agreed by the Chairs of the Area Safeguarding Manager Network Groups. To date during 2018/19, **189** Newport practitioners have attended. It is worth noting that the events take place in each region of Gwent and practitioners are welcome to attend any event.

2.2 *Strategic Priority 2: Increase awareness of children and young people on safe, equal and healthy relationships, and that abusive behaviour is always wrong.*

2.2.1 Healthy relationship sessions are delivered by the Welsh Government funded Spectrum Programme to schools across the region in all Local Authority areas. To date during 2018/19, 35 out of 55 (64%) of schools in Newport have accessed the program. The process is overseen by the VAWDASV Team. Planning for completion by all schools will be the target for 2019/2020.

2.3 *Strategic Priority 3: Increased focus on holding perpetrators to account and provide opportunities to change their behaviour based around victim safety.*

2.3.1 There is on-going work developing a regional approach to addressing this priority. There are third sector providers of community based (non-mandated) domestic abuse perpetrator programmes in Gwent.

2.3.2 The 2017 Needs Assessment has highlighted limited provision in some areas of the Gwent footprint, high referrals and an inability to meet the demand within the current funding provision. The recent report mapping VAWDASV perpetrator services across Gwent (Miles 2018) has highlighted that the demand for perpetrator services in Gwent exceeds those available. Perpetrator services are set up to address the behaviours and attitudes of those individuals who commit such acts covered under the umbrella of VAWDASV. This same report identified Gwent community based programmes that are accredited and working towards accreditation. Funding is currently being secured from Welsh Government for quarter 4, 2018/19 to spot purchase interventions on identified programmes to enable equal access across the region.

2.4 *Strategic Priority 4: Make early intervention and prevention a priority.*

2.4.1 Early intervention and prevention is articulated for each strategic priority throughout the Delivery Plan and ensures a focus on the whole VAWDASV agenda and all protected characteristics.

2.4.2 Multi-Agency Risk Assessment Conferences, (MARACs) are run every fortnight in Newport where cases are discussed for victims who have been identified as being at high risk of serious harm and homicide by domestic abuse, stalking and or honour based violence using the DASH risk assessment tool. The MARAC is usually chaired by a

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Senior Police Officer and actions allocated to partners. This is now changing with an investment in Chairs training across all partners and MARACs can now be Chaired by any relevant partner.

2.4.3 A review of Gwent MARACs was undertaken by Safe Lives during 2017. Safe Lives Formally Co-ordinated Acting Against Domestic Abuse (CAADA) and is a UK wide domestic abuse charity. Safe Lives collate MARAC data across the UK. This review highlighted significant concerns with MARACs operating across Gwent. These concerns were in relation to the decline in referrals to MARAC (expected numbers per population). Some of the perceived causes for the decline are picked up in the recommendations below.

2.4.4 The MARAC Review Task Group is working to an action plan that is driving forward the recommendations provided by the review.

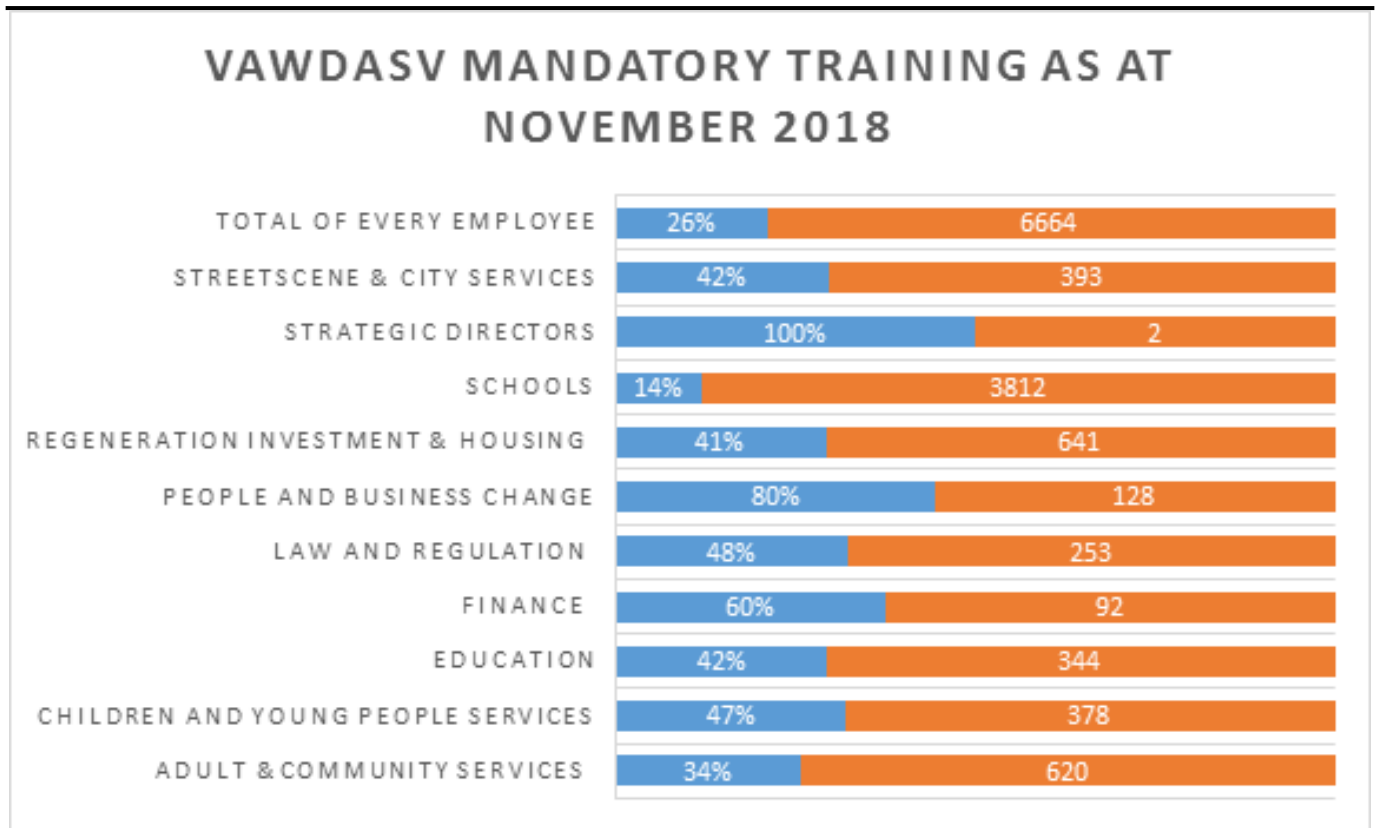
The Regional Independent Domestic Abuse Advisor (IDVA) manager and Gwent Police are leading on this work. Recommendations are focussed on: the development of protocol and guidance; the role of MARAC Chairs; risk assessment; information sharing; training and awareness raising; protected characteristics; review of the domestic abuse conference call (DACC)/ Share point (a multi-agency sharing platform following a police incident (Domestic Abuse); resourcing; multi-agency engagement and quality assurance. The action plan (Appendix 2) reports into the Strategic Delivery Group for scrutiny and implementation.

2.5 *Strategic Priority 5: Relevant professionals are trained to provide effective, timely and appropriate responses to victims.*

2.5.1 VAWDASV training is delivered across Gwent. This includes implementation of the National Training Framework (NTF), (Appendix 3) ensuring compliance by professionals in relevant authorities (Groups 1-6) and supporting specialist services to achieve Group 4-5 training requirements. Group 1 is generic, group 2 is aimed at relevant professionals, group 3 is aimed at staff in roles which require them to do more than 'Ask and Act' and those who perform a 'Champion' role. Group 4 and Group 5 is training designed specifically for the specialist VAWDASV sector, the workers at group 4 and management at group 5. One example of these qualifications would be completion of the IDVA training.

2.5.2 Below is the required data for Newport City Council that is reported to Welsh Government and evidences the officers by service area who have completed the group requirement for **all** staff to access Group 1 (elearning) VAWDASV training,

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- 2.5.3 As the early adopter site for 'Ask and Act' Gwent has been responsible for developing policy and training to support the national roll out. During 2018/19, a total of 34 Newport Officers have completed Group 2 training.
- 2.5.4 In addition to the requirements under the VAWSASV legislation, 433 Newport staff have accessed multi-agency regional training on a range of VAWDASV topics since 2017. This training will be through a variety of avenues but mainly through the regional safeguarding business unit.
- 2.5.5 During 2017/18 the regional team have supported Gwent Local Authorities' to review work place policies. This is both an important step for the region in relation to early prevention, prevention and support and also to support the roll out of Ask and Act. Effective and up to date work place policies are integral to the dissemination of Group 1 training which aims to reach 100%
- 2.6 *Strategic Priority 6: To provide victims with equal access to appropriately resourced high quality need led strength based gender responsive services.***
- 2.6.1 The regional IDVA service is managed by Newport and provides supports to high risk victims of domestic abuse. The IDVA provides specialist support to victims of domestic abuse who have been identified as being at high risk of serious harm and homicide by the domestic abuse, stalking and honour-based violence (DASH) risk assessment tool.

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2.6.2 Newport council host the IDVA team manager (OPCC funded post) who ensures that a resilient IDVA service operates across Gwent.

2.6.3 From April 2018 to December 2018 there were **332** referrals to the IDVA service from Newport citizens.

Below is a table of the IDVA case files for the previous 3 years evidencing increasing referrals to Newport year on year.

Area	2015/16	2016/17	Comparison to previous year	2017/18	Comparison to previous year
Newport	129	151	17%	275	82%
Gwent-wide Totals	369	473	28%	731	55%

2.6.4 Support is provided on a regional basis by Cyfannol Women's aid including, family refuges, dispersed refuge, move on accommodation, crisis intervention, floating support, support groups, mentoring projects, STAR (Safety Trust and Respect) groups and also Horizon Sexual Violence Services.

2.6.5 Hafan Cymru provide floating support (44 units) to people living in their own homes and a Nurturing Programme designed to provide adults and children with the understanding, skills and ability to lead emotionally healthy lives, build resilience, empathy, self-esteem and support positive relationships.

2.6.6 New Pathways provided sexual violence services to people across Gwent, including a Sexual Assault Referral Centre, counselling and therapy. The greatest risks to services is due to insecure and unsustainable funding (often annual)

2.6.7 Whilst the Regional Strategy is not a commissioning strategy the VAWDASV Partnership Board recognise that a collaborative approach to commissioning will ensure a greater focus on the delivery of and access to services that meet the needs of people of Gwent. Without this the intention of the Strategy cannot be achieved. There is a commitment from Welsh Government to develop a model for sustainable funding and work underway in Gwent to develop a commissioning framework.

2.6.8 The VAWDASV team are managed within Newport Safeguarding services and as such Newport officers have Chaired and led on many of the priorities. The safeguarding Service Manager Chairs both the regional MARAC group and the Domestic Homicide regional group.

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2.6.9 Domestic Homicide reviews across Gwent are commissioned by the 5 Public Service Boards, and are subject to non-devolved legislation from the Home Office. During the last year and through the VAWDASV priorities we have successfully undertaken a pilot with the agreement of the 5 PSB's, to look at how we conduct and commission authors/chairs for DHR's and the methodology routinely used, to ensure clear learning, timeliness of the review and quality of the reviews are improved. We have trialled blending the safeguarding case review meeting whereby Heads of Service meet to review child and adult deaths and near misses across Gwent, (Social Services and Well-being Act). We have completed the first pilot review for a DHR using adult practice review methodology. The reviewers (1 from Newport) were invited and attended the Home Office quality assurance panel in December, to discuss the pilot D-APR process and report. The Home Office had received the report and all methodology used and received praise for the pilot, methodology of the review with clear reporting and learning evidenced.

The review will be submitted to the Home Office formerly and also to Welsh Government who are keen to track the DHR process and are undertaking how learning from all reviews are disseminated across Wales.

3. Implications

3.1 The report supports the legal duty for the Council to commit to the delivery of the VAWDASV agenda with its partners in Health, and, to undertake this further on a regional footprint offering consistency of approach ensuring we can support victims in the Gwent area generally and the provision of local support.

4. Conclusions

4.1 Following adoption of the Gwent regional VAWDASV strategy and development of the delivery plan, colleagues in the VAWDASV team have continued to progress the 6 key strategic activities.

4.1.2 This report has outlined progress and information against the priorities. Progress may be limited in some areas as this is new work but does provide scrutiny an opportunity to consider the activity that has taken place and be assured that delivery is taking place in Newport.

4.1.3 The VAWDASV agenda has been included within the safeguarding HUB pilot, (based in Civic centre) ensuring an active role for IDVA's in Newport working alongside and accessing all HUB partners. Early identification of adult safeguarding has been identified through close working and it has enabled citizens of Newport access to a range of services in the community at a much earlier point.

5.1 The Performance Scrutiny Committee - Partnerships are invited to:

- Consider how the Gwent VAWDASV regional strategy will effectively meet local delivery in Newport.
- Comment on progress against each of the 6 priorities that are delivered in Newport and recommend continuation of the action plan.

Submission of Evidence to Scrutiny Delivering the VAWDASV Strategy in Newport

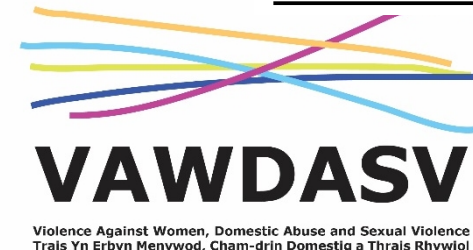
APPENDIX A

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- Consider the take up of the group 1 mandatory elearning by the council, which is a requirement for Welsh Government and for Cabinet to support all service areas to complete as a recognised requirement of employment within Newport City Council.

Appendices	Appendix 1 – VAWDASV Regional Delivery Plan
	Appendix 2 - Gwent MARAC Review Action Plan
	Appendix 3 – National Training Framework

For a copy of the back ground papers or for further information about this report, please contact Mary Ryan Service Manager Safeguarding. Mary.ryan@newport.gov.uk



Overview to Strategic Delivery Plan 2018-2019

The 6 Strategic Priorities detailed within this Delivery Plan will contribute to the pursuit of the **prevention** of violence and abuse, the **protection** of victims and the **support** of all those affected.

This Strategic Delivery Plan outlines the Partnership Boards commitment to the next 12 months activity. The objectives set by the Partnership Board will enable the Strategic Priorities to be delivered over the next 12 months and have been informed both by the development of the strategy as well as the needs assessment and the further work required. Much of this work will therefore address the significant gaps in knowledge and data that will be necessary to set the groundwork for early intervention and future service model development.

Recognising that much work is already underway, the actions and measures of success will be completed by the Strategic Delivery Group who will report quarterly on progress to the Board and on the work of the designated Subgroups and Project Groups.

In recognising its role as the 'Pathfinder Region' and the experience gained to date the Board will commit to influencing and contributing to the national VAWDASV agenda. Work over the coming 12 months will include development of: National Delivery Plan; National Measures and Indicators; Sustainable Funding Model; All Wales Learning Panel and will align with the regional work underway.

The statutory responsibilities under the VAWDASV (Wales) Act 2015 will be discharged through the VAWDASV Partnership Board and annual reporting against the Regional Strategy and this Delivery Plan will be submitted into Gwent Public Services Boards.

The objectives set for 2018/19 will be reviewed during Quarter 4 and the Delivery Plan developed in line with progress made against the 6 Strategic Priorities.

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Gwent Violence Against Women, Domestic Abuse and Sexual Violence Partnership Board Strategic Priorities for 2017 – 2023

Strategic Priority 1: Increase awareness and challenge attitudes of VAWDASV across Gwent

Outline of Need: Survivors felt that there were people in all services who lacked the necessary knowledge, understanding and empathetic attitude to encourage confidence to disclose violence against women, domestic abuse and sexual violence. We need to increase awareness for all staff within public services; we need also to challenge public perceptions. We need members of the community to spot the signs and know where there is support available. At the same time we need to send a clear message that these forms of abuse are not acceptable.

Within this Strategic Priority, the objectives for Year 1 will be:

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
The VAWDASV Task Group will oversee awareness raising work taking into consideration all forms of VAWDASV and protected characteristics; identifying key annual VAWDASV themes and topics; using evidence based approach including consulting with survivors; ensuring work considers theories of social change (i.e. primary, secondary and tertiary model of prevention)	a) Develop a regional communication network (for awareness raising purposes)	May 2018	There is a cascade network in place to reach as many partners as possible – these are generally comms leads across partner organisations	Yes	GREEN	VAWDASV Communication Task Group	Communication and engagement activity will ensure organisations, professionals and members of the community are aware of the whole VAWDASV agenda, including ways to identify forms of abuse and understanding where help and support is available
	b) Develop and promote publicity and resources (based on annual themes/ topic) – tailored to both professionals and the public	October 2018 March 2019	Awareness raising publicity and resources have been developed and promoted around themes – specifically This is Me and White Ribbon poster and merchandise. Promoted Welsh Government campaigns and Live Fear Free helpline	Yes			
	c) Develop and promote campaigns and community activity (mirroring	Jan to Mar 2019	Welsh Government campaigns have been promoted such as This is Me (newsletter and	Yes Yes			

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
*Refer also to strategic priority 2 (Whole schools approach)	Welsh Government national campaigns)	April May 18 to March 2019 Nov Feb 2019	International Women's Day), and the Bystander campaign. Joined with a community event to promote White Ribbon to further enhance community activity. This included a walk and stalls and talks at the Riverfront Theatre. A sexual violence conference is planned for Sexual Violence awareness week in February 2019 Working with Gwent PCC on a poster campaign to start in the New year.				
	d) Develop, sign off, review and promote Gwent Safeguarding website content for VAWDASV (for use by professionals and public)	May 2018 Dec 2018 Dec – March 2019	VAWDASV webpages and framework were submitted to the website developer. There is a delay in the design and promotion of the website To be undertaken once website is available	Yes	AMBER		
2. Enable people (including survivors and those	a) Create opportunities for people (incl.	Apr/ May 2018	Delivery plan (Actions) SP 1 - based on survivor feedback	Yes	GREEN	VAWDASV Communic	Leads to effective strategic improved planning, responses

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub- Group Lead	Outcomes
<p>impacted by VAWDASV) to get involved with engagement activities where:</p> <ul style="list-style-type: none"> • Their views are valued • They determine their level of involvement • They inform decision making 	<p>survivors) to influence ongoing development and planning for communication and engagement work</p>	<p>May 2018</p>	<p>Funding bid for taking campaigns into community (based on survivor feedback) to Welsh Government was unsuccessful but promotional materials have been successfully purchased and used for community activities including a White Ribbon event at the Riverfront joined with a Community 'Art on the Hill' event.</p>			<p>ation Task Group</p>	<p>(more effective communication) and personal empowerment</p>
	<p>b) Report on engagement and development activity twice a year</p>	<p>June 2018</p> <p>March 2019</p>	<p>An engagement report was submitted to the Expert Panel and feedback provided and acted upon. A member of the Expert Panel sits on the Communication and Engagement Group and adds valuable input to all campaigns and activities.</p> <p>Further report to be provided next quarter</p>	<p>Yes</p>	<p>GREEN</p>		

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
PROFESSIONALS							
3. Raise awareness of VAWDASV amongst professionals including the Live Fear Free helpline (Where relevant aligning this with the National Communications Framework and Home Office communication). *Refer also to strategic priority 5	a) Promote VAWDASV training available in the region	April – March 2019	Training is promoted through the website, LSN events, Newsletters and flyers	Yes Yes Yes	GREEN	VAWDASV Communication Task Group	More professionals are able to identify forms of VAWDASV, respond effectively and support anybody affected, including understanding appropriate referral pathways
	b) Utilise Gwent 'Communications' network to disseminate information to professionals	April – March 2019	Communications network is now fully embedded and is used to disseminate relevant information to professionals including Welsh Government briefings, campaign information, funding information and Gwent VAWDASV information such as the newsletter	Yes	GREEN		
	c) Maintain and promote an up to date directory of VAWDASV Services	June 2018	The Service Directory has been updated and shared at Local Safeguarding Practitioner Events and during Ask and Act training.	Yes	GREEN		
	d) Organise and facilitate conferences and professional Events	May 2018 Nov 2018	A presentation on Sexual Violence was delivered at all May LSN Practitioner events in partnership with a specialist organisation. A case study presentation and activity was facilitated at each November LSN Practitioner	Yes	GREEN	VAWDASV Communication Task Group	

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
<p>Page 88</p>		Feb 2019	<p>event based on learning from the SafeLives Victim's Story.</p> <p>Planning for the February 2019 Sexual Violence Conference is underway.</p>				
	<p>e) Develop and produce a regular Gwent VAWDASV newsletter for professionals</p>	<p>Spring, Summer, Autumn and Winter 2018</p>	<p>Quarterly newsletters were developed and disseminated for Spring, Summer and Autumn.</p> <p>Planning is now underway for Winter newsletter.</p>	<p>Yes</p> <p>Yes</p>	<p>GREEN</p>	<p>VAWDASV Communication Task Group</p>	
<p>PUBLIC</p>							
<p>4. Raise awareness of VAWDASV amongst the public including the Live Fear Free helpline</p> <p>(Where relevant aligning this with the National Communications Framework and Home Office communication).</p> <p>*Refer also to strategic priority 2 (Whole schools approach)</p>	<p>a) Utilise engagement mechanisms to communicate relevant information to the public</p>	<p>April – March 2018</p>	<p>The White Ribbon event linking with the 'Art on the Hill' event has enabled the promotion of information to the public including the Live Fear Free Helpline number.</p> <p>Twitter is used to share information with public and professional followers</p> <p>Planning on the dissemination of new web pages details (to public)</p>		<p>AMBER</p>	<p>VAWDASV Communication Task Group</p>	<p>Members of the public are able to identify forms of VAWDASV and know how to access help and support</p>

Objectives: What do we want to achieve?	Actions	By when	Progress	Comp- leted	RAG status	Sub- Group Lead	Outcomes
			Working with Gwent PCC on a range of campaign posters (to public)				
	b) Organise and facilitate raising awareness of campaigns and services at public events	2018	Promoted the This is Me campaign and the VAWDASV agenda at the International Women's Day event. Utilised the White Ribbon event to facilitate awareness of Live Fear Free helpline.		GREEN	VAWDASV Communication Task Group	

<p>Quarterly update - (incorporating successes, concerns and actions taken to manage)</p> <p>Quarter 3 focused on ensuring the success of the White Ribbon Event, which linked to a community event at the Riverfront Theatre – 'Art on the Hill'. Posters were designed and disseminated to promote the event which was organised in partnership with a specialist sector organisation. Budget was accessed to provide promotional resources at this event for members of the public and professionals in attendance.</p> <p>The autumn newsletter was designed and disseminated and included information on the Welsh Government This is Me campaign and, also, a focus on older adult abuse.</p> <p>The team facilitated a case study slot at all November Safeguarding Practitioner events based on the SafeLives Victim Story (Alex's story) to highlight exploitation and how everybody can make a difference.</p> <p>Concerns to be highlighted in relation to the website as this has not made the progress that was hoped.</p>

Strategic Priority 2 – Increase awareness of children and young people on safe, equal and healthy relationships, and that abusive behaviour is always wrong

Outline of Need: Survivors felt that there was not enough education about healthy relationships and gender equality to prevent future abusive behaviour particularly where children had already been subjected to violence and abuse in their own homes. Raising awareness of safe and healthy relationships enables young people to differentiate between what is acceptable and unacceptable behaviour. It is also important that we educate children and young people to know that help is available, as well as how to access that support.

Within this Strategic Priority, the objective for Year 1 will be:

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
<p>1. Meet the requirements of the Welsh Government recommendations on the Whole Education approach to VAWDASV throughout Gwent</p> <p>Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf</p> <p>The Future of the Sex and Relationships Education Curriculum in Wales http://gov.wales/docs/dcells/publications/180104-future-of-the-sex-and-relationships-education-curriculum-in-wales-en.pdf</p>	<p>Establish a VAWDASV in Education task Group to;</p> <p>a) Review current practice</p> <p>b) Compile an action plan to meet requirements within the region</p> <p>c) Implement Welsh Government recommendations for the region</p>	<p>July 2018</p> <p>March 2019</p>	<p>Membership established and all members engaged.</p> <p>Review document – Guide for Gwent under review and work ongoing</p> <p>Links now established with Michelle Morgan the new lead for Whole Education Approach (WEA) at Welsh Government re- Gwent Plans</p>	<p>Drafted – review ongoing</p>	<p>AMBER</p>	<p>Strategic Delivery Group – VAWDASV in Education Task Group</p>	<p>There is a Gwent approach to safe healthy and respectful relationship education within all formal and non-formal educational establishments based on the principles of the Whole Education Approach.</p>

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
<p>2. Enable people (including survivors and those impacted by VAWDASV) to get involved with engagement activities where;</p> <ul style="list-style-type: none"> • Their views are valued • They determine their level of involvement • They inform decision making <p>* Refer to SP1 and wider communication and engagement activity (Gwent Safeguarding)</p>	<p>a) Implement best practice and mechanisms for The Whole School approach as identified by the Survivor Engagement Subgroup.</p>	<p>March 2019</p>	<p>A guide for Gwent is being developed to endorse links</p>		<p>AMBER</p>		<p>Leads to effective strategic planning, service improvement, and personal empowerment</p>
	<p>a) Create opportunities for children and young people, staff and parents to influence ongoing development and planning of VAWDASV in Education</p>	<p>March 2019</p>	<p>Awaiting updates of events from Local Authorities into Whole Education Approach Task Group</p>		<p>AMBER</p>		
	<p>b) Report on engagement and development activity twice a year.</p>	<p>June 2018 Dec 2019</p>	<p>As above</p>		<p>AMBER</p>		

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
3. Early Intervention and prevention, whole VAWDASV agenda and protected characteristics to be a priority focus throughout Whole Education Approach.	a) Ensure that development and planning of resources and activities consider all forms of VAWDASV and protected characteristics	March 2019	Discussions with Education re- Ask and Act requirements have begun (Sessions Delivered)		AMBER		Activity and resources will have a focus on early intervention/prevention, the whole VAWDASV agenda and protected characteristics
	b) Ensure that development and planning of resources and activities consider their longer-term impact by focusing on primary, secondary and tertiary prevention.	Ongoing	Task Group to have this on every agenda item related to development Ongoing		AMBER		

Quarterly update - (incorporating successes, concerns and actions taken to manage)

The September VAWDASV Task Group meeting was well attended with high levels of interest and engagement. Representation includes Healthy Schools Coordinators, Education Safeguarding Leads, Police Liaison, ACEs Coordinator, and third sector partners including Spectrum (Hafan Cymru).

HG to arrange a small review group for draft guidance.

Next meeting to be arranged for February 2019.

Ongoing collaboration with Gwent ACEs leads to establish and maintain NCC Operation Encompass.

Strategic Priority 3 – Increased focus on holding perpetrators to account and provide opportunities to change their behaviour based around victim safety

Outline of Need: There is a need for increased understanding of the current provision across Gwent and development of best practice guidance for commissioning services which prioritises victim safety. If we do not hold perpetrators to account, we give them no incentive to change their behaviour. At the same time we need to provide a clear message about what behaviour/s are acceptable in our society. Some survivors felt that perpetrator programmes did not always consider the safety of victim/survivor and any children as a primary focus. Work with perpetrators cannot happen in isolation and needs to be rooted in victim safety and prevention.

Within this Strategic Priority, the objective for Year 1 will be:

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
<p>1 Hold more perpetrators to account</p> <p>*Refer also to strategic priority 5 (training) and SP6</p>	<p>a) Influence Police and criminal justice professionals' training and learning to improve responses</p>	<p>April 2018 to March 2019</p>	<p>Position Paper submitted by Partnership Board to WG</p> <p>Consultation Response (event) UK DA Bill</p> <p>Ask and Act training/resources shared with Criminal Justice partners</p>		<p>GREEN</p>	<p>Strategic Delivery Group</p>	<p>Conviction rates for perpetrators increase in Gwent</p> <p>Effective criminal justice responses – including access / support for victims and appropriate sentencing for VAWDASV crimes</p>

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
	b) Link to the Gwent Criminal Justice Strategy Board to provide a platform to raise appropriate issues/awareness across CJ partners.	April 2018 to March 2019	The VAWDASV Team is represented on the GCJB to make the appropriate links etc. and attend all meetings.		GREEN		
	c) Support and influence the review of the SDVC to widen the focus to the whole VAWDASV agenda	April 2018 to March 2019	The VAWDASV Team & Regional IDVA Manager are standing members of the group. The group has recently completed a self-assessment and developed an Implementation Plan focusing on area for improvement.		AMBER		
	d) Seek opportunities to support the implementation of Gwent Police Domestic Abuse Delivery Plan	April 2018 to March 2019	To update		AMBER		
	e) Use baseline ONS and regional data to monitor and assess progress (report to conviction)	April 2018 – March 2019	This is being reviewed as part of the needs assessment and commissioning project work.		AMBER		

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
	f) Seek opportunities to influence family court processes		Meetings need to be made with local representatives. Recent DV related Family Court report has been shared widely within safeguarding agencies and recently fed in CAFCASS review of court processes.		AMBER		
	g) Ensure integration of the work of the Criminal Justice Board and Coercive Control and Vulnerability Group with the VAWDASV strategy	April 2018 to March 2019	Appropriate membership has been secured on GCJB and Coercive Control Group, however the latter has not met for months. Next meeting planned for new year.		AMBER		
	h) Seek to safeguard the IDVA, ISVA and SARC services to support victims and survivors through the criminal justice process See SP6 – Objectives 1 & 2 (Actions)	See SP6, Objectives 1 & 2 timescales	Issues raised at all appropriate opportunities and within appropriate arenas.		AMBER	Strategic Delivery Group	

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
<p>2. Support perpetrators to rehabilitate and change their abusive behaviours</p> <p>*Refer also to strategic priority 6 (service development)</p>	<p>a) Work to and promote the standards and guidelines for perpetrator work set out by Welsh Government</p> <p>See SP6 – Objective 4</p>	<p>See SP6, Ob 4 timescales</p>	<p>WG have now finalised their standards, which will be launched on 6th Dec. This will then be rolled out via the Commissioning Project.</p>		<p>AMBER</p>	<p>Service Development Group</p>	<p>Behaviour change and increased victim safety</p> <p>Existence of a range of perpetrator programmes that take into account protected characteristics</p>
	<p>b) Incorporate criminal and non-criminal service provision into model for regional commissioning VAWDASV services in Gwent</p> <p>See SP6 – Objective 1</p>	<p>See SP6, Objective 1 timescales</p>	<p>This will be rolled out via the Commissioning Project.</p> <p>The diversion programme for Gwent – offering a non-criminal justice response to supporting perpetrator rehabilitation</p>		<p>RED</p>	<p>Service Development Group/Strategic delivery Group</p>	<p>Increased opportunities for early intervention (i.e. low-medium risk)</p>
<p>3. Support healthier relationships through family based and CYP (perpetrator) interventions</p> <p>*Refer also to strategic priority 6 (service development)</p>	<p>a) Incorporate a range of evidence based family interventions (both criminal and non-criminal) into inform VAWDASV regional commissioning work</p> <p>See SP6</p>	<p>See SP6, timescales</p>	<p>This will be rolled out via the Commissioning Project.</p>		<p>RED</p>	<p>Service Development Group</p>	<p>Intervention earlier for families experiencing lower level abuse, resulting in healthier (non-abusive) family relationships</p>

Quarterly update - (incorporating successes, concerns and actions taken to manage)

The above work has been planned into the piece of Commissioning Work being led by the Regional IDVA Manager; a project plan has been developed and relevant activities will occur in Quarter 4 of 2018 – 19.

The direction of this work will also be heavily informed by the Welsh Government Standards that are due out this week and several other pieces of work, which we are still waiting for. The Regional IDVA Manager is sitting on the WG Work stream group leading on this area, to join this up.

Strategic Priority 4 – Make early intervention and prevention a priority

Outline of Need: Providers tell us that there are many lost opportunities to make every intervention an effective and preventative one. Domestic Homicide Reviews highlight missed opportunities to intervene. We need professionals and members of the community, to recognise signs, to safely ask questions and take appropriate action. A focus on prevention is important if we are to break the cycle of abuse and will mean working holistically to tackle VAWDASV, including working with perpetrators, undertaking awareness raising work across all communities including children and young people. Providers have expressed concern about prioritising early intervention and young people. Providers have expressed concern about prioritising early intervention and prevention alongside other competing priorities for the public sector. We must ensure early intervention and prevention is core business across all Strategic Priorities.

Within this Strategic Priority, the focus for Year 1 will be:

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
16991 1. To make early intervention and prevention a priority across all Strategic Priorities and to influence/guide on areas of VAWDASV early intervention across all agendas	a) Ensure that VAWDASV work streams consider the longer term impact of their work by focusing on primary, secondary and tertiary prevention.	April 2018 – March 2019	All work streams are committed to consider the longer term impact and this is identified throughout the delivery plan.	Yes	GREEN	Strategic Delivery Group	All work streams have proportionate focus on primary, secondary and tertiary prevention.
	b) Report via the quarterly pro-forma	July, Oct 18 and Jan 2019	Board updates have been submitted through reports, presentations and the delivery plan and risk register		GREEN		

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
<p>2. Enable people (including survivors and those impacted by VAWDASV) to get involved with engagement activities where;</p> <ul style="list-style-type: none"> • Their views are valued • They determine their level of involvement • They inform decision making 	<p>a) To make best practice on survivor engagement available on line to partners and VAWDASV work streams</p>	<p>Nov 2018</p>	<p>Unfortunately, due to delays with the website the VAWDASV survivor engagement pages are not currently on line.</p> <p>The expert panel met for the first time and received reports from each work stream. Advice and guidance provided on further engagement work.</p>		<p>AMBER</p>	<p>Strategic Delivery Group</p>	<p>Leads to effective strategic planning services improvement and personal empowerment</p>
	<p>b) The survivor engagement sub group to make recommendations on implementing best practice.</p>	<p>April 2018</p>	<p>The survivor engagement group developed an Inclusion and Engagement Guidance Document which has been shared and is used to guide all engagement activities</p> <p>The Expert panel is in place and there has been an initial meeting to quality assure and made recommendations on engagement and involvement activities.</p>	<p>Yes</p>	<p>GREEN</p>		
	<p>c) To develop a work stream to consider;</p> <ul style="list-style-type: none"> • Monitoring and quality assuring of survivor engagement • A reporting mechanism to board and across all work streams 	<p>July 2018</p>		<p>Yes</p>			

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
3. Develop structures to promote and embed the learning from Domestic Homicide Reviews.	a) Oversight and learning of published/near published reports	March 2019	<p>A thematic analysis of Gwent DHR learning to date was undertaken in partnership with the Safeguarding Business Unit.</p> <p>This was shared at the November Safeguarding Practitioner events along with a similar report from Public Health Wales</p> <p>The D-APR pilot is still underway and the first draft of the report will be presented to the Home Office during Quarter 3.</p>	Yes Ongoing	GREEN	DHR Regional Planning Group	<p><i>Practice across agencies will be improved through practitioners having better access to relevant learning from reviews taking place in Wales, with the ultimate aim to reduce the number of incidents requiring reviews over the longer-term</i></p>
	b) Seek opportunities to consider existing action plans	November 2018	Newport and Torfaen have shared existing action plans – it is planned to discuss these at the next DHR Planning Group in Quarter 4		RED		*Robinson, Rees & Dehaghani (2018)

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
Page 94	c) Develop closer alignment of DHR policy and practice between Community Safety Partnerships, Public Services Boards and Safeguarding Boards	November 2018	DHRs are now referred into the Case Review Group by PSBs Outcomes from the current D-APR will be reported back to CSPs/PSBs/SGB		GREEN		
	d) Piloting the model used for CPRs and APRs in Gwent. Oversight of pilot work.	November 2018	The D-APR Pilot is ongoing using the Gwent CPR and APR model with an initial report going to the Home Office this quarter. An evaluation of the pilot is being undertaken by Cardiff University		AMBER		
	e) Access quality assured training for relevant partners	March 2019	2018/19 Training plans		AMBER		
4. Ensure an effective MARAC operating across Gwent - Implement SafeLives recommendations	a) Development of MARAC Operating Protocol and Guidance	Sept 2018	The Gwent MARAC Operating Protocol and Guidance has been developed and is ready to be shared on the proviso of agreement with Gwent Police in relation to thresholds for referral Briefing sessions will be held in the New Year for members and attendees		RED	MARAC Review Task and Finish Group	

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
	b) Dedicated support for MARAC process		Discussions are continuing in relation to funding for a MARAC Coordinator.		RED		
	c) Development of multi-agency pool of MARAC Chairs	July 2018	SafeLives have facilitated Chairs training and have passed on the package to enable this to be facilitated in-house. This is ongoing and a rota has been implemented An audit of Chairs is planned for the next quarter.		AMBER		
	d) Training and awareness raising: - Review of existing training	October 2018	DASH and MARAC training continues to be provided to professionals across the Region. This has been reviewed during this quarter	Yes	GREEN		
	e) Improvements in Quality Assurance - Review of DACC processes	March 2019	Audits are being undertaken in conjunction with Gwent Police but this is closely linked to the MARAC coordinator discussions. A MARAC Steering Group was recommended by the Board during this quarter and this is due to meet in the New Year		RED		

Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
5. Whole VAWDASV agenda and protected characteristics to be a priority focus throughout early intervention and prevention activity.	a) To be developed through reporting mechanisms	March 2019	This continues to be a focus for all engagement activities. There is a planned consultation event for male victims to address this aspect of equality.		AMBER	Strategic Delivery Group	
6. Ensure all Work Place Policies are up to date and affective and work with all Relevant Authorities to develop and establish best practice to share wider. 5 and Ask and Act Policy	a) Establish a task group to review all current Work Place Policies from all RA and make recommendations.	December 2018	Following discussions with RAs at Training Sub Group and at Board it was agreed to support RAs in this aspect by sharing guidance and providing advice		GREEN	Training Sub Group	

Quarterly update - (incorporating successes, concerns and actions taken to manage)

The Expert Panel met for the first time during this quarter to oversee and quality assure work undertaken with involvement and engagement and how this can ensure a focus on early intervention and prevention. A report from the Panel was shared with Board members and relevant sub groups to enable focused interventions.

A male victim consultation begins during this quarter linking with work being undertaken in Cardiff in relation to commissioning male victim services.

DHR learning continues with a Gwent thematic analysis and Public Health Wales learning from reviews document shared at Safeguarding Practitioner events.

The pilot D-APR will present its first draft report to the Home Office during this quarter.

A MARAC Steering Group will meet during the next quarter, as recommended by Board to help steer improvements and recommendations. Discussions are continuing in relation to the MARAC coordinator post.

Strategic Priority 5 – Relevant professionals are trained to provide effective, timely and appropriate responses to victims

Outline of Need: It is clear from the evidence that disclosures are made by survivors and their families to a range of public services. Survivors felt there was a need for more consistency between services e.g. police, housing and support services. Some survivors felt that staff in both statutory and other professional services were not trained and/or did not have the confidence to pick up on issues raised, albeit that this may indirect. The National Training Framework (NTF) aims to strengthen the response amongst those offering specialist or universal services. It aims to bring quality assurance and consistency with respect to training professionals around VAWDASV issues. Through the NTF we will improve responses across public services, promoting early intervention and providing a gateway for victims to access appropriate forms of help and support.

Within this Strategic Priority, the focus for Year 1 will be:

Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
P1. Implementation of the National Training Framework, Groups 1-6 and Specialist Syllabus; i. Group 1 – Aim to implement Group 1 of the NTF to 100% of staff across public services	a) Establish clear login strategies with Relevant Authorities (RA)	August 2018	Each RA has clear process to access Group 1 training via NHS e-learning. Lead for E learning and NHS link continues to provide support for TSG and RA queries.	Yes	GREEN	Training Sub Group	Professionals across the region have an increased awareness of VAWDASV and know where to go for information, support and how to signpost
	b) Consider new methods for access for education	Ongoing	TSG continues to support each RA to learn from methods of delivery across service areas and organisations. Where access issues have been present for service areas such as schools /education staff, alternative methods to support access have been implemented. This includes the creation of non-active email accounts for staff in RA-Monmouthshire and Newport are implementing similar.		AMBER	Training Sub Group	

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Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
	c) Face to face training Review	Ongoing September 2018	Some RAs continue to deliver face to face sessions as alternative delivery methods. Each RA has RAG status attached to its levels of completions for all G1 NTF completions. Acknowledged by TSG that the quantitative data for each RA in relation to completions per quarter will be compiled as well as RAG status for each RA.		AMBER	Training Sub Group	
ii. Group 2 & 3 - Continue to roll out Ask and Act Training (NTF Groups 2 & 3) amongst operational professionals	a) Build and maintain effective delivery plans for Gwent LA and Regional options	August 2018	TSG continues to coordinate Ask and Act group 2 & Group 3 Training. <u>Risk Paper and delivery plan</u> presented to the Board specifically around Train the Trainer and sustainability for RA. Options paper to be presented to the Board in January 2019. Members of TSG continue to form T&F group for Gp 2 and lead specific functions for training as directed by TSG. Training Schedules for Gp2 and 3 were published by July 2018, but slight delay as awaiting subsidy confirmation. <u>GP 2 Ask and Act</u>		Amber	Training Sub Group	

Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
			<p>Regional Training dates (approx. 30 events/ 15 dates) are offered through accessible booking system, and are in addition to localised RA delivery of GP2. (approx. 24events/12 dates) Mixed format of delivery- regional and localised- offers flexibility and choice to sector. Regional GP3 continues to be scheduled into early 2019. (approx. 3 events).</p>				
	<p>b) Maintain and develop the regional Training Consortia and establish Quality assurance and monitoring structures</p>	<p>September 2018</p>	<p>Regional Team continue to support Training consortia. Proposed action from the TSG to have representation from the Training Consortia represented on the TSG was fulfilled in October 2108 with a nominated representative. (for active inclusion except where conflict of interest arises).</p> <p><u>Monitoring</u> TSG/ Regional team continue to update TSG and each individual RA with regional training attendances. Each RA updates Regional team with local delivery outputs and attendances.</p>	<p>Yes</p>	<p>GREEN</p>	<p>Training Sub Group</p>	

Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
	c) Recruitment of more Relevant Authority (RA) Trained Trainers	Ongoing / Jan 2019	Delivery of TTT Group 2 Ask and Act in October 2018. Risk Paper highlighted issues for RA Train the Trainers. Candidates from RAs and specialist sector attended training – awaiting confirmation of completion of workbook and certification.		AMBER	Training Sub Group	
iii. Group 4 & 5 - support specialists to achieve Group 4-5 training requirements with NTF	a) Establish updates from Specialist providers	September 2018	Training consortia specialist sector representative invited to have membership of TSG.		GREEN	Training Sub Group	
	b) Support the need for achieving Group 4 and 5 accreditations – Task Group one off to establish this	November 2018	Task Group Review being implemented regarding Specialist Syllabus / alignment to NTF		AMBER	Training Sub Group	
iv. Group 6 - Promote and support public service leaders and managers to access Group 6 material.	a) Develop opportunities where those with strategic leads will receive/disseminate information	Ongoing	Group 6 Leadership videos have been reviewed and republished for RA to disseminate.		AMBER	Training Sub Group	

Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
v. Specialist Syllabus - Further develop specialist syllabus modules for multi-agency training to ensure the ongoing continuing professional development of professionals within the region.	a) Evaluate and review the ongoing delivery of the Specialist Syllabus (SS).	Q1 June 18 Q2 Sept 18 Q3 Dec 18 Q4 Mar 19	Review of Task group and Specialist Syllabus taking place to ensure alignment to NTF is ongoing re mapping of training into current specialist training.	Yes	GREEN	Training Sub Group	
	b) Development of additional SS units to be incorporated.	October 2018	The incorporation of a specialist sector representative on the Training Sub Group will support this.		GREEN	Training Sub Group	
2. Monitor and review the regional implementation of the National Training Framework, ensuring compliance by professionals in relevant authorities, using a solution based approach.	a) Quality Assurance: <ul style="list-style-type: none">Use of evaluations and feedback to address	Q1 June 18 Q2 Sept 18 Q3 Dec 18 Q4 Mar 19	Evaluations are undertaken following each session and monitored by VAWDASV Office with any necessary remedial action taken.		AMBER	Training Sub Group	
	<ul style="list-style-type: none">Establish a task group to look at this twice a year this is to include the Gwent Training Consortia - Trainer Observations	July 2018	Existing Ask and Act implementation group reviewed and task group established to progress training schedule and future actions will be established /directed by TSG.		AMBER	Training Sub Group	
	Reporting: Quarterly reporting to Welsh Government. - June 2018 - October 2018 - January 19 - April 19	Q1 June 18 Q2 Sept 18 Q3 Dec 18 Q4 Mar 19	Reports have been submitted to Welsh Government in line with timescales		GREEN	Training Sub Group	

Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
	Development: <ul style="list-style-type: none"> • Suggested amendments improvements and ongoing development to be monitored by the Gwent Training Consortia • Ensure effective and meaningful WWP are embedded within all RA to support staff undertaking training. • Update Ask and Act policy within all RAs 	Ongoing October 2018 October 2018	The Gwent Training Consortia are meeting regularly to ensure any suggested amendments and improvements are put in place and monitored. Guidance has been issued to all RAs with support offered from the team to ensure WWP are embedded This work sits with the training sub group	Yes	GREEN GREEN RED	Training Sub Group	
3. Ensure an effective programme of multi-agency training is available regionally for all professionals on a range of VAWDASV topics.(in line with the NTF Specialist Syllabus)	Develop a training plan that includes Specialist syllabus modules and wider VAWDASV training topics to enhance and continue professional development of professionals within the region.	January 2020	Wider training plan available to professionals through regional booking arrangements. A number of courses have been mapped to the Specialist Syllabus Learning outcomes with more planned.		AMBER	Training Sub Group Learning and Development Group VAWDASV Communication Task Group	

Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
<p>4. Early Intervention and prevention, whole VAWDASV agenda and protected characteristics to be a priority focus throughout training.</p>	<p>Provide opportunities for professionals to access training that will increase knowledge, confidence and build skills to ensure early intervention and prevention.</p>	<p>Ongoing</p>	<p>VAWDASV funding continues to enable professionals across the region to access relevant training.</p>	<p>Yes</p>	<p>GREEN</p>	<p>Training Sub Group Learning and Development Group VAWDASV Communication Task Group</p>	<p>Sessions within the NTF will have a focus on early intervention/prevention, the whole VAWDASV agenda and protected characteristics</p>
	<p>Quality assures that all VAWDASV training is inclusive of all protected characteristics and that training is available to all.</p>	<p>Ongoing</p>	<p>Evaluation question ensures equality is promoted throughout training</p>		<p>AMBER</p>	<p>Training Sub Group</p>	
<p>5. Enable people (including survivors and those impacted by VAWDASV) to get involved with engagement activities where;</p> <ul style="list-style-type: none"> • Their views are valued • They determine their level of involvement • They inform decision making 	<p>Implement best practice and mechanisms for engagement as identified by the SESG.</p>	<p>Ongoing</p>	<p>Survivor engagement consultation shared with TSG and incorporated information into Ask and Act Gp 2 Training.</p>		<p>AMBER</p>	<p>Training Sub Group VAWDASV Communication Task Group</p>	<p>Leads to effective strategic planning services improvement and personal empowerment</p>

Objectives: What do we want to achieve?	Actions	By when	Progress/Outputs	Completed	RAG status	Sub-Group Lead	Outcome
Page 104	Create opportunities to influence ongoing development and planning of training.	Ongoing	Recent Safeguarding Practitioner events have provided an opportunity to consult with professionals on the training offer		GREEN	Training Sub Group VAWDASV Engagement & Communication Task Group	
	Report on engagement and development activity twice a year.	June 2018 Dec 2019	A report on engagement was provided to the Expert Panel and feedback received.	Yes	GREEN	Training Sub Group VAWDASV Communication Task Group	

Quarterly update - (incorporating successes, concerns and actions taken to manage)

Training Sub Group continues to meet regularly and progress action points. Attendance is positive and recent including to the TSG of a Training Consortia Group adds a wide perspective from specialist sector.

Changes also reflect that the Chair who has changed roles and is stepping down from her Chair Role - new co-chair has been nominated.

Group 1. Not all RA have 100% completions of Group 1 training, and the board have agreed a RAG status attached to training numbers for each RA. RA also note completions per area and differential across numbers of staff within each RA can impact greatly upon perception RA's continue to share best practice and innovative ways to ensure accessibility of training across staff groups.

Group 2 &3

Training schedule rolled out regionally and locally.

G2 - Train the trainer -Risk Paper to the Board suggested the need to address low numbers of RA trainers and sustainability of model for RA trainers to sustain the sector.

Delay planning some training delivery post October 2018 due to WG re-tender arrangements.

Gwent VAWDASV Partnership Board has asked for a paper to be developed by the Training Sub Group in relation to requirements and options for Ask and All training across Gwent. To be presented January 2019.

Group 4 & 5

Continues to be an issue raised and discussed at TSG, with a review of task group taking place within the next few months.

Strategic Priority 6 – provide victims with equal access to appropriately resourced high quality need led strength based gender responsive services

Outline of Need: Providing support to people affected by VAWDASV can be complex and people’s experiences and needs can be vastly different. Survivors will choose to engage with services in a variety of ways, there needs to be a range of services that are accessible and can respond effectively and universally to those needs. Survivors felt that there were not enough experts based in key disclosure points like police stations, hospitals and GP surgeries. The Needs Assessment highlighted some of the gaps and capacity issues in specialist service provision. Providers of services raised concerns over insecure funding. Services that are strength-based increase resilience, independence and a life free from abuse. Public services, community and voluntary organisations and independent specialist services all have a key role to play. We will focus working collaboratively to develop a framework for service delivery that is sustainable, informed by survivors and enables clear referral pathways into specialist services.

Within this Strategic Priority, the focus for Year 1 will be:

Objectives: What do we want to achieve	Actions	By When	Progress	Completed	RAG Status	Sub Group Lead	Outcomes
Taking a co-production approach, complete ‘analysis’ phase (Welsh Government 2018), to support development of process for regional commissioning. Analysis phase includes: <ul style="list-style-type: none"> ➤ Asset mapping/ needs analysis ➤ Engagement with service providers and professionals ➤ Engagement with survivors and others ➤ Considering DHR learning * See also Strategic Priority 3 (Perpetrator Work)	a) Review and respond draft Commissioning document	June 2018	Feedback was provided by the VAWDASV Partnership in relation to the WG Guidance on VAWDASV Commissioning.	Yes	GREEN	Service Development Group	There is a regional partnership approach taken to improving VAWDASV services in Gwent to ensure:
	b) Revisit and complete service asset mapping/ needs analysis	March 2019	A Commissioning Project has been scoped to fill the needs detailed in this section. A plan has been developed detailing steps to be taken and resources to be used.		AMBER		Gaps in services are addressed.
	c) Complete data mapping/ gapping	March 2019					Everyone in Gwent has access to an appropriate range of services (all protected characteristics), including opportunities for early intervention. 32
	d) Undertake	June					Uncertainty around funding is

	<p>engagement work with survivors/ perpetrators/ others, ensuring equality and diversity, whole VAWDASV agenda is covered</p> <p>e) Carry out significant engagement work with service providers and professionals (via similar methods as above</p> <p>f) Review DHR learning</p>	<p>2018 – March 2019</p> <p>June 2018 – March 2019</p> <p>January 2019</p>					
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	Actions	By When	Progress/ Outputs	Comple-ted	RAG Status	Sub Group Lead	Outcomes
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2. Gain a clear understanding of risks to improving responses to VAWDASV service provision within Gwent	a) Develop a risk matrix and register	July 2018	A Strategic Risk Register is currently under review.		AMBER	Service Development Group	We work as a region to tackle issues of high priority and minimise risk
	b) Report Quarterly risk register to Board	From July 2018	A process is in place to provide a detailed exception report focusing on performance issues and concerns to the SDG and Board; risks and any identified mitigating actions will be included.	Yes	GREEN		
3. The development of commissioning principles for VAWDASV	Explore development of regional commissioning partnership	March 2019	A Commissioning Project has been scoped to fill the needs detailed in this section. A plan has been developed detailing steps to be taken and resources to be used.		AMBER	VAWDASV Board	Improved service provision across Gwent
We identify and communicate (via VAWDASV Board) recognised quality standards for Gwent	Undertake research around quality standards for all protected characteristic groups including male victims	March 2019	As part of the commissioning work, all recognised and approved quality standards have been identified.		AMBER	Service Development Group	Commissioned services that demonstrate adherence to recognised (endorsed by VAWDASV Board) quality standard/s
	a) Expectations around service standards are shared		Next steps will focus on agreeing locally which are key.				

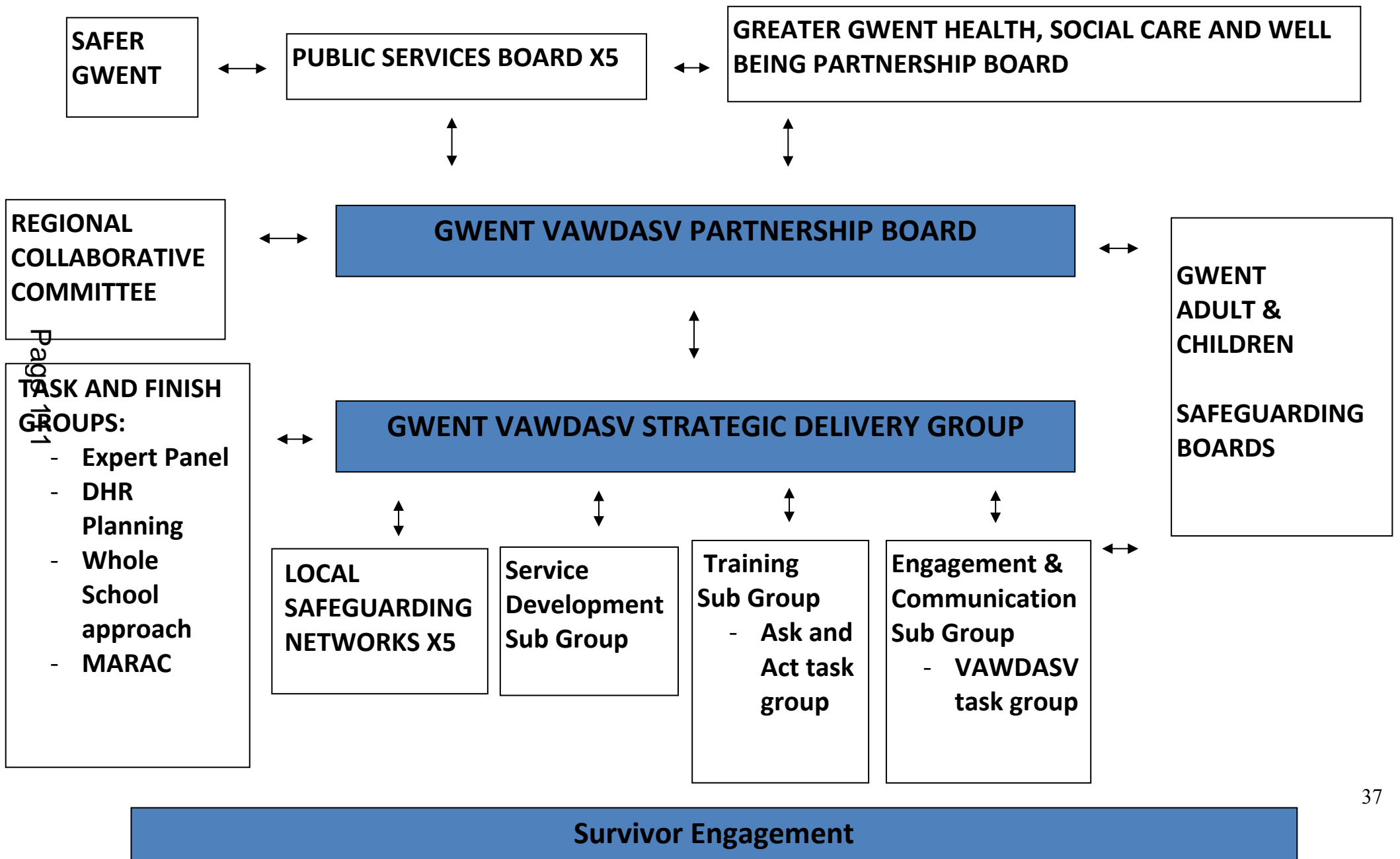
Objectives: What do we want to achieve?	Actions	By when	Progress	Completed	RAG status	Sub-Group Lead	Outcomes
5. We enable people (including survivors and those impacted by VAWDASV) to get involved with engagement activities where: <ul style="list-style-type: none"> • Their views are valued • They determine their level of involvement • They inform decision making 	See co-production actions listed for objectives 1				GREEN	Service Development Group	Effective strategic planning (service development), improved responses (from services)
	b) Report on engagement and development activity twice a year	June 2018 & Dec 2019	An engagement report for all strategic priorities was submitted to the expert panel this quarter and feedback provided by the panel for each sub group.		GREEN		
6. Foster a regional platform(s) for sharing ideas, research and evidence based practice See Strategic Priority 1	Cascade new ideas, research and evidence based practice via various methods including web pages, newsletter, email, meetings and events	March 2019	<p>A perpetrator stakeholder event was held in July</p> <p>Focus groups of male victims are planned for the new year in consultation with Cardiff.</p> <p>VAWDASV Bulletins have been disseminated for Summer and Autumn.</p> <p>Regular Service Development Meetings have been held with significant input from attendees</p> <p>A sexual violence conference is planned for February 2019</p>		GREEN	Service Development Group	<p>Gwent as a region fosters innovation</p> <p>There is a shared understanding of best practice, latest research, new evidenced based approaches amongst service providers and commissioners in Gwent</p>

Objectives: What do we want to achieve?	Actions	By when	Progress / Outputs	Completed	RAG status	Sub-Group Lead	Outcomes
7. Foster more effective communication and collaboration between service providers and relevant authorities	Review and update the terms of reference for the Service Development Group	March 2019	This is incorporated into the Commissioning Project work.		AMBER	Service Development Group	Increased opportunities for innovation through joint working and delivery and partnerships
	Create a vision document for regional commissioning work	March 2019	This is incorporated into the Commissioning Project work.		AMBER		
	We will support and facilitate a number of stakeholder events and meetings	March 2019	This is incorporated into the Commissioning Project work.		AMBER		
	Seek appropriate involvement of commissioners in service development and 'analysis' work moving forward	March 2019	This is incorporated into the Commissioning Project work.		AMBER		

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Quarterly update - (incorporating successes, concerns and actions taken to manage)

BOARD STRUCTURE



- TASK AND FINISH GROUPS:**
- Expert Panel
 - DHR Planning
 - Whole School approach
 - MARAC

Glossary

A&A – Ask and Act

APR – Adult Practice Review

CPR – Child Practice Review

DACC – Domestic Abuse Conference Call

DHR – Domestic Homicide Review

GTC – Gwent Training Consortium

GWASB – Gwent Wide Adult Safeguarding Board

IDVA – Independent Domestic Violence Adviser

ISVA – Independent Sexual Violence Adviser

Live Fear Free Helpline – National Advice Help line

LSN – Local Safeguarding Network

MARAC – Multi Agency Risk Assessment Conference

ONS – Office of National Statistics

QA – Quality Assurance

RA – Relevant Authorities

SARC – Sexual Assault Referral Centre

SDVC – Specialist Domestic Violence Court

SEWCSB – South East Wales Children's Safeguarding Board

SS – Specialist Syllabus

TSG – Training Sub Group

VAWDASV – Violence Against Women, Domestic Abuse and Sexual Violence

WWP – Work place Polices



Gwent MARAC Review Action Plan | 2018

Action	Progress to date	Lead	RAG	Timescales
1. Development of MARAC Operating Protocol & Guidance				
Draw up protocol & guidance	Document drafted to include: referral criteria, referral pathways, definitions of repeat and escalation cases, need to refer into IDVA Service, meeting structure, expectation of members attending MARAC's, governance structure and performance management. Completed.	MARAC T & F Group		Feb 2018
Consultation & agreement of document	Shared with the VAWDASV Strategic Delivery Group members on 05/06/18 (MARAC Steering Group) – given 2 weeks to feedback. Feedback has been collated and document updated appropriately. SPOC's are currently being identified to circulate signed off protocol.	MARAC T & F Group		October 2018
Implement new protocol	Circulate to all MARAC members. Deliver 2 half-day awareness sessions. Chairs to escalate any concerns/issues.	MARAC T & F Group		November 2018
2. Support the administration of the MARAC's				
Review of current referral form to make it more generic to all agencies rather than designed with the police in mind only	Draft form with DCI for comment. To be shared with group for agreement. Circulate to all MARAC members. Monitor for compliance. Form has been reviewed, amended and in use.	MARAC T & F Group		Feb 2018
Review all MARAC related paperwork	Police research info – new form completed & in use 01/05/18. Format of meetings & actions to be considered New action tracker and agenda templates drafted. To be used from September 1 st .	MARAC T & F Group		Feb 2018

Gwent MARAC Review Action Plan | 2018

Action	Progress to date	Lead	RAG	Timescales
Develop action tracking system for MARAC meetings	Model under development.	MARAC T & F Group	Red	March 2018
Review attendance of core agency staff and address gaps & monitor future engagement	Underway – analysis of who's currently attending complete. SPOC's have been identified to ensure appropriate seniority.	MARAC T & F Group	Yellow	March 2018
Ensure improved record keeping of MARAC processes and decision-making	Meetings are now recorded & uploaded to police U drive Format of meetings & actions to be considered Full written minutes are recorded and stored	MARAC T & F Group	Green	March 2018
Review capacity and resources around administration / co-ordination	Report taken to VAWDASV Board. Request for more information to next meeting. Report presented; request refused.	Supt. Nicky Brain	Red	March 2018
Where protected characteristics or other identifiable needs of victims are identified, invite additional agency representatives to MARAC meeting e.g. YOS, CAMHS	Reference included in new referral form. Training for admin. Felt inappropriate for police admin to decide who should be invited; not their role and lack the skills and knowledge.	MARAC T & F Group	Red	March 2018
3. Improve training & raise awareness of MARAC's				
Provide clarity around cases crossing over into the safeguarding arena and how these should be heard inc. child protection cases	Develop briefing note for MARAC members	MARAC T & F Group	Red	Aug 2018
Greater focus on actions to address the behaviours of perpetrators	Discussed at Chairs training 26/03/18. Raise awareness with all MARAC members. Steve Maloney to develop a briefing paper DI's to be fully aware of need to push behaviour of perps & actions focusing on this.	MARAC T & F Group	Yellow	On-going

Gwent MARAC Review Action Plan | 2018

Action	Progress to date	Lead	RAG	Timescales
Review and revise current DASH / MARAC Training (to include how to use DASH form)	<p>For police staff – Laura Richards has trained the Champions. DS's to be trained in October and then rolled out to all officers. For partner agencies – Review undertaken in November 2018</p>  <p>MARAC Training Report November 2018</p> <p>Further revisions to taken place following the publication of the updated DASH form due mid/late 2019.</p>	Coercive Control Group Training Sub-group		November 2018 November 2018
Raise awareness of MARAC process with partner agencies, encourage referrals and use of revised paperwork, to include identification of repeat cases	<p>Revised referral paperwork has been distributed. Partner engagement being built via SDG. Protocol shortly to be shared with all members. Need to work on increasing referrals from social care and health.</p>			October 2018
Training on Domestic Violence Disclosure Scheme (DVDS)	For all Chairs – Chris Isaac arranging awareness sessions			November 2018
	For police staff – Chris Isaac arranging awareness sessions			November 2018
Train staff in coercive control and relevant legislation	For police staff - completed	Coercive Control Strategy Group		
	<p>For partner agencies – underway. Training offered and well attended. Training report attached</p>  <p>Coercive Control Training Report Sep</p>	Training Sub-group		October 2018

Gwent MARAC Review Action Plan | 2018

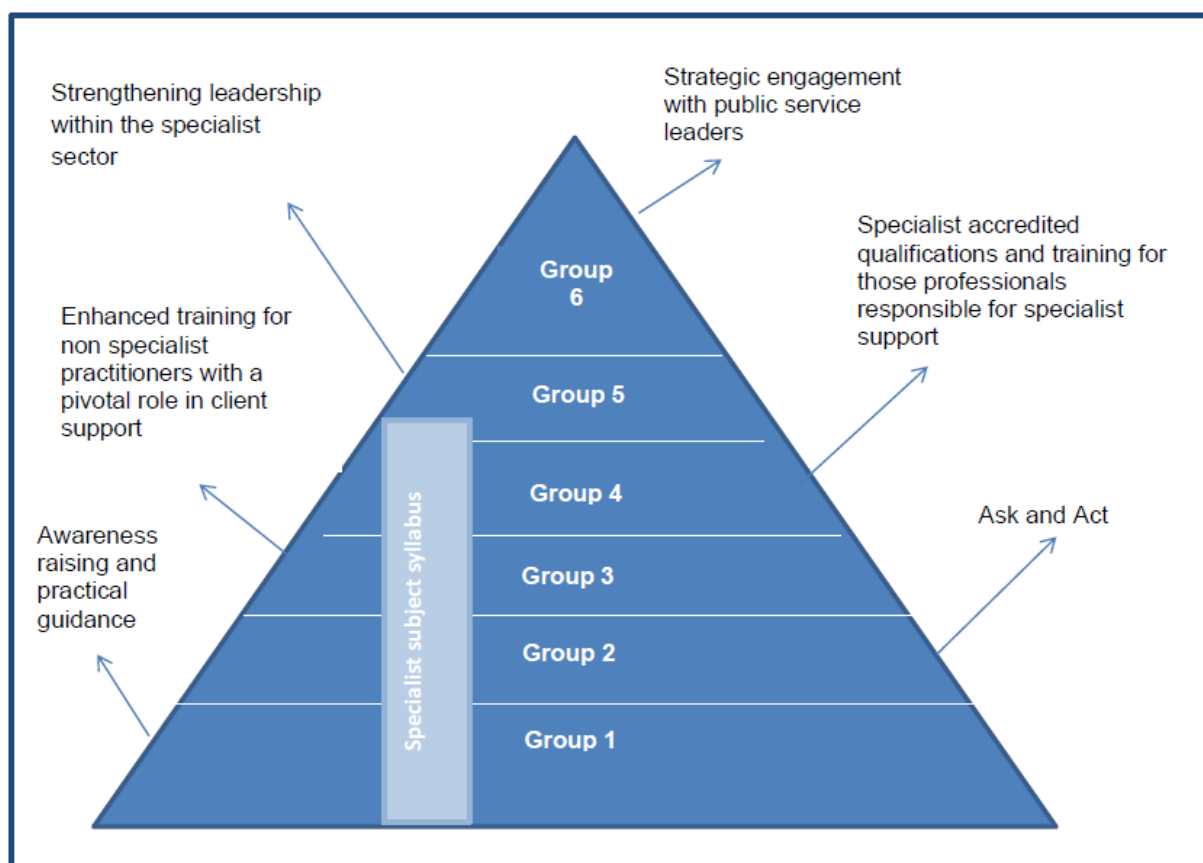
Action	Progress to date	Lead	RAG	Timescales
4. MARAC Meeting				
Develop pool of multi-agency chairs	19 people trained on 26/03/18. Rota established. Further chairs will be trained as and when required using the train the trainer model			May 2018
Develop Chair Induction Process	Prepare a pack. Arrange for Chairs to come together twice a year.	MARAC T & F Group		November 2018
Develop MARAC member induction process	Prepare a pack.	MARAC T & F Group		November 2018
5. Quality Assurance				
Improve the quality and effectiveness of Chairs – facilitate effective, succinct, risk focussed meeting with proportionate information sharing	SafeLives delivered Chairs training 26/03/18. SafeLives completed a mini review in September 2018 prior to a full review in February 2019. After dip sample completed by Jane Rose and Steven Maloney generic feedback report to be circulated to all Chairs highlighting good practice and areas for development	MARAC T & F Group		March 2018
Review risk assessment processes to ensure all victims assessed as high risk are being referred in	For police referrals- escalation process underway for all high risk. Discussions held at SDG re thresholds Still missing some on professional judgement Although Police can display a significant increase in referrals we need to complete a mid year review to see how all partner agencies are performing and provide appropriate feedback	MARAC T & F Group		Feb 2018
Case file audits – ensure high risk cases referred to MARAC and IDVA's	Jane Rose & Steve Maloney completed a Dip sample exercise in September 2018	Coercive Control Strategy Group		September 2018

Gwent MARAC Review Action Plan | 2018

Action	Progress to date	Lead	RAG	Timescales
Observation of MARAC meetings to assess quality and effectiveness	Routine DIP sampling. On-going – carried out by Steve Maloney, Jane Rose and Janice Dent to date. Steve to do further 2 in September.	MARAC T & F Group		On-going
Increase number of referrals relating to clients with protected characteristics e.g. young people, LGBT victims, disability & male victims	Some of the concerns based on low referral rates for people with protected characteristics has been further evidenced in the Police problem profile. The referral form has been updated to include information on protected characteristics for benchmarking and monitoring. Gwent Police are looking to launch campaigns regarding this area of work and are working with the VAWDASV Comms group on this e.g. with White Ribbon campaign. There is also work planned in relation to male victims.	MARAC T & F Group		November 2018
6. Information Sharing				
Review Information Sharing Protocol Review information sharing processes via SharePoint	To link in with Fire Brigades work on future proofing ISP's Working protocol needs to be signed off first. Review underway by police. Sharepoint is no longer being used to share information with partner agencies and other information sharing processes are being explored. These actions are being picked up as part of the WASPI work programme which is planned in.	Natasha Gilbert		2019
Review agenda process in light of proportionality	Develop appropriate agenda This is in hand and built into new agenda template. We will move over to this model from 1 st October.	MARAC T & F Group		October 2018

Gwent MARAC Review Action Plan | 2018

Action	Progress to date	Lead	RAG	Timescales
7. Misc				
Review of DACC process and its inter-relationship with MARAC processes and the developments of MASH	Review underway by police. Meetings with partners well under way. Changes will be made from 1 st September.	DCI Maloney		Winter 2018



Group 1 of the National Training Framework:

Training must be provided to Relevant Authority staff as part of induction and/or as part of mandatory training plans. This training can be delivered as an eLearning package and will ensure that all employees have a basic level of awareness of violence against women, domestic abuse and sexual violence. Local authorities will determine the best mechanism to reach all staff whilst achieving the learning outcomes of Group 1.

Group 2 of the National Training Framework:

Training will be delivered to Relevant Authority staff who have been identified as in priority professional roles to “Ask and Act”.

The aim of Group 2 training is to support the learner to:

- ☑ recognise indicators of violence against women, domestic abuse and sexual violence;
- ☑ respond appropriately to unprompted disclosure;
- ☑ ask appropriate questions; and
- ☑ act effectively in response

Group 3 of the National Training Framework

Enhanced training will be delivered to Relevant Authority staff who:

- ☑ have a lead responsibility for VAWDASV within their profession;
- ☑ are working with a client group experiencing high prevalence of VAWDASV; or

☐ are the Designated Lead/Point of Contact within their service area to support staff to “Ask and Act”

Specialist Subject Syllabus

Professionals can build upon Group 1, 2 and 3 where they require additional training on specific subject matters in order to respond to emerging client need. Existing training delivered across the region will align with the Framework’s aims of consistency and quality assurance.

Group 4 of the National Training Framework

Training will ensure that professionals working with those affected by violence against women, domestic abuse and sexual violence will be professional, expert and appropriately qualified and able to participate in Continuous Professional Development.

Group 5 of the National Training Framework

This training is designed to enhance the professional standards of service managers working in the violence against women, domestic abuse & sexual violence sector, and support the delivery and leadership of high quality services.

Group 6 of the National Training Framework

Welsh Government will develop work streams by which to engage with Senior Leadership of public services to raise awareness and educate on VAWDASV as both a workforce and service delivery issue. Delivery of Group 6 will be the responsibility of Welsh Government and will be taken forward by:

☐ A Strategic Engagement Plan; and

☐ The Strengthening Leadership Series



Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 6 March 2019

Subject **Cardiff Capital Region City Deal Joint Overview and Scrutiny Committee Update**

Author Scrutiny Adviser

Section A – Committee Guidance and Recommendations

1. Recommendation to the Committee

- 1.1 The Committee is asked to receive an update upon the Cardiff Capital Region City Deal Joint Overview and Scrutiny Committee meeting held on Tuesday, 5 February 2019.

Background:

Members may recall at the meeting of the Committee held on 25 April 2018 being advised that that a report upon arrangements for Joint Scrutiny of the City Deal was expected, which would be reported to Council to request the nomination of one Member from each of the 10 City Deal Partner Local Authorities to sit on a Joint Scrutiny Committee.

The Council at its meeting held on 11 September 2018 agreed that the Chair of the Performance Scrutiny Committee -Partnerships be nominated as this Council's non-executive representative on the Cardiff Capital Region Joint Overview and Scrutiny Committee. *(A link to the report to Council is included in the Background papers section at the end of this report.)*

The first meeting of the Cardiff Capital Region Joint Overview and Scrutiny Committee was held on Monday 15 October 2018 in Bridgend County Borough Council which is providing support to the Joint Committee and attended by the Chair of this Committee; Councillor Rahman as the Council's nominated representative. The Chair updated this Committee on 7 November 2018 and links to the 15 October Agenda and Reports were provided in the report. *(A link to the Minutes of the Joint Overview and Scrutiny Committee held on 15 October is provided in the Background papers at the end of this report.)*

Update following 5 February 2019 City Deal Joint Overview and Scrutiny Committee:

A second meeting of the Cardiff Capital Region Joint Overview and Scrutiny Committee was held on Tuesday 5 February 2019 in Newport and attended by the Chair of this Committee; Councillor Rahman as the Council's nominated representative. *(A link to the Agenda and Reports for the meeting is provided in the Background papers section at the end of this report.)*

An update upon the Joint Overview and Scrutiny Committee meeting will be provided at this meeting.

Background Papers:

- [Report to Council held on 11 September 2018 \(Item 6 on the Agenda\)](#)
- [Minutes of Cardiff Capital Region City Deal Joint Overview & Scrutiny Committee - 15 October 2018](#)
- [Report of Cardiff Capital Region City Deal Joint Overview & Scrutiny Committee - 5 February 2019](#)
- [Cardiff Capital Region City Deal Meetings, Agendas and Minutes](#)

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Scrutiny Report

Performance Scrutiny Committee – Partnerships

Part 1

Date: 6 March 2019

Subject Scrutiny Adviser Report

Author Scrutiny Adviser

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

Invitee:	Role
Meryl Lawrence (Scrutiny Adviser)	Present the Committee with the Scrutiny Adviser Report for discussion and update the Committee on any changes.

Section A – Committee Guidance and Recommendations

Recommendations to the Committee

The Committee is asked to:

1. Committee's Work Programme:

Consider the Committee's Forward Work Programme Update (**Appendix 1**);

- *Are there any amendments to the topics scheduled to be considered at the next Committee meeting?*
- *Are there any additional invitees that the Committee requires to fully consider the topics?*
- *Is there any additional information that the Committee would like to request?*

2. Action Plan

Consider the Actions from the meeting on 9 January 2019 (**Appendix 2**);

- *Note the responses for the actions;*
- *Determine if any further information / action is required;*
- *Agree to receive an update on outstanding issues at the next meeting.*

3. Information Reports

Note the Information Report that has been circulated to the Committee (**Appendix 3**);

4. Scrutiny Letters/ Public Services Board Minutes

Note that a Scrutiny Letter had been sent to the Public Services Board with the Committee's comments upon the Well-being Plan Mid-Year Update following the 9 January Meeting. The Minutes of the next Public Services Board scheduled for 12 March will be attached to the report to the next meeting of this Committee for Members' information.

2 Context

Background

- 2.1 The purpose of a forward work programme is to help ensure Councillors achieve organisation and focus in the undertaking of enquiries through the Overview and Scrutiny function. Effective work programming is essential to ensure that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services.
- 2.2 Further information about the work programming process, including the procedures for referring new business to the programme, can be found in our Scrutiny Handbook on the Council's Scrutiny webpages (www.newport.gov.uk/scrutiny).
- 2.3 The Centre for Public Scrutiny's Good Scrutiny Guide recognises the importance of the forward work programme. In order to 'lead and own the process', it states that Councillors should have ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be co-ordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.

Forward Work Programme Update

- 2.4 The Committee's work programme was set in June 2018, including estimated timescales for when the reports will be considered by the Committee. This programme is then managed and implemented by the designated Scrutiny Adviser for this Committee under the direction of the Committee Chairperson.
- 2.5 Attached as **Appendix 1** is the Committee's Forward Work Programme Update:
The Committee is asked to consider
- *Any amendments to the topics scheduled to be considered at the next Committee meeting?*
 - *Are there any additional invitees that the Committee requires to fully consider the topics?*
 - *Is there any additional information that the Committee would like to request?*

The Committee agreed to keep a degree of flexibility within its work programme to enable the Committee to respond to urgent / emerging issues. This item is an opportunity for the Committee members to raise any suggested amendments to the Work Programme.

Action Sheet – 9 January 2019

- 2.6 Attached at **Appendix 2** is the Action Sheet from the Committee meeting on 9 January 2019. The responses to completed actions are included in the table.
- 2.7 Any actions that do not have a response will be included on the Action Sheet at the next meeting to ensure that the Committee can keep track of outstanding actions.

Information Reports

- 2.8 **Appendix 3** includes details of an Information Report that has been circulated to Committee.

Scrutiny Letters / Public Services Board Minutes

- 2.9 A Scrutiny Letter has been sent to the Public Services Board with the Committee's comments upon the Well-being Plan Mid-Year Update following the 9 January Meeting. The Minutes of the next Public Services Board scheduled for 12 March will be attached to the report to the next meeting of this Committee for Members' information.

3 Information Submitted to the Committee

3.1 The following information is attached:

Appendix 1: The Committee's Forward Work Programme Update;

Appendix 2: Action Sheet – 9 January 2019 Committee meeting;

Appendix 3: List of Information Reports circulated to the Committee.

4. Suggested Areas of Focus

Role of the Committee

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

- **Forward Work Programme Update - Appendix 1**
Consider:
 - Are there any amendments to the topics scheduled to be considered at the next Committee meeting?
 - Are there any additional invitees that the Committee requires to fully consider the topics?
 - Is there any additional information that the Committee would like to request?
- **Action Sheet – 9 January 2019 Committee Meeting - Appendix 2**
 - Consider the responses to the actions from the meeting;
 - Are you satisfied that you have received the necessary information?
 - Are there any further issues arising from the responses that you would like to raise?
 - For the actions that do not have responses – these actions will be rolled over to the next meeting and reported back to the Committee.
- **Information Reports**
Note the Information Report that has been circulated to the Committee.
- **Scrutiny Letters / Public Services Board Minutes**
A Scrutiny Letter has been sent to the Public Services Board with the Committee's comments upon the Well-being Plan Mid-Year Update following the 9 January Meeting. The Minutes of the next Public Services Board scheduled for 12 March will be attached to the report to the next meeting of this Committee for Members' information.

Section B – Supporting Information

5 Supporting Information

- 5.1 The Corporate Assessment, and the subsequent [follow up assessment](#) provide background information on the importance of good work programming. Specific reference is made to the need to align the Cabinet and Scrutiny work programmes to ensure the value of the Scrutiny Function is maximised.
- 5.2 The latest Cabinet work programme was approved by the Cabinet on a monthly basis for the next 12 months and includes the list of reports scheduled for consideration. Effective forward planning by both Cabinet and Scrutiny needs to be coordinated and integrated in relation to certain reports

to ensure proper consultation takes place before a decision is taken. A link to the Cabinet work programme is provided [here](#) to the Committee as part of this report, to enable the Committee to ensure that the work programmes continue to reflect key decisions being made by the Cabinet.

6. Links to Council Policies and Priorities

- 6.1 Having proper work programming procedures in place ensures that the work of Overview and Scrutiny makes a positive impact upon the Council’s delivery of services, contributes to the delivery of corporate objectives, and ensures that work can be undertaken in a timely and well-planned manner.
- 6.2 This report relates to the Committee’s Work Programme, Actions from Committee’s and Information Reports that support the achievement of the Scrutiny Committee, in accordance with the Law and Regulation Service Plan, Objectives, Actions and Measures and the 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 The Wellbeing of Future Generations Act 2015 which came into force in April 2016 sets the context for the move towards long term planning of services.
- 7.2 **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?
- 7.3 **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*
- 7.4 **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 2017 - 2022](#)
- The Corporate Assessment and [follow up assessment](#).
- [Reports and Minutes of One Newport Public Services Board Meetings](#)

Report Completed: February 2019

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**Performance Scrutiny Committee – Partnerships
– Forward Work Programme Update**

Wednesday, 3 April 2019 at 5pm		
Topic	Information Required / Committee's Role	Invitees
Regional Area Plan 2018 -19	<p>Monitor the 2018-19 Regional Area Plan of the Gwent Regional Partnership Board (comprising Aneurin Bevan Health Board and the five Local Authorities within the former Gwent area)</p> <p>The Social Services and Wellbeing (Wales) Act places a statutory duty on local authorities and health boards to produce a Regional Area Plan setting out the how the priorities identified in the statutory regional population needs assessment (PNA) in relation to people requiring care and support, will be delivered in partnership and through integrated working.</p>	<p>Strategic Director – People</p> <p>Head of Children and Young People</p> <p>Head of Adult and Community Services</p> <p>Gwent Regional Partnership Board Representatives</p>
Shared Resource Services	<p>Performance Scrutiny – Effectiveness of Partnership Arrangements</p> <p>No statutory obligation to scrutinise this partnership.</p> <p>The Committee received a performance update in April 2018 and decided to monitor in 12 months.</p>	<p>SRS Chief Officer</p> <p>Head of People and Business Change</p> <p>Digital Services Manager</p> <p>Digital Information Project Officer</p>

Scrutiny Committee Briefings		
Topic:		Timescale:
Well-being Plan	<p>Informal Briefings at key stages from PSB Officers including:</p> <ul style="list-style-type: none"> - Preview of Annual Wellbeing Plan. 	To be arranged
Newport LIVE	Overview of the partnership arrangements.	To be arranged before end of April (following postponement from 27 Sept due to the number of apologies received)
NORSE	Overview of the partnership arrangements.	
Wastesavers	Overview of the partnership arrangements.	To be arranged in April

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Performance Scrutiny Committee - Partnerships

ACTION SHEET – 9 January 2019

	Agenda Item	Action	Responsibility	Outcome
1	Public Services Board Well-being Plan Mid-Year Update	The Committee concluded by making a number of comments to the Public Services Board upon the first Well-being Plan Mid-Year Update, including comments upon the development of future performance reporting for the Well-being Plan Intervention Progress Updates.	Scrutiny / Partnerships	<p>Actioned – Scrutiny Letter sent from the Committee to the Public Services Board for consideration at its meeting on 12 March 2019.</p> <p><i>The Minutes of the PSB on 12 March will be reported to the next meeting of this Committee for Members' information.</i></p>

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**List of Reports sent to the Committee for information
up to 27 February 2019**

Name of Report	Date sent to Committee	Comments Received
WAO Service User Perspective Review, Flying Start – Newport City Council	27 February 2019	None

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