

Agenda



Performance Scrutiny Committee - Partnerships

Date: Wednesday, 24 February 2021

Time: 5.00 pm

Venue: Virtual Meeting

To: Councillors J Clarke (Chair), M Spencer, S Marshall, G Berry, M Linton, J Hughes, R Mogford, T Suller and K Whitehead

Item	Wards Affected
1	<u>Apologies</u>
2	<u>Declarations of Interest</u>
3	<u>Public Services Board Well-being Plan 2020-21 Q2 Performance</u> (Pages 3 - 26)
4	<u>Education Achievement Service (EAS) Business Plan 2021 - 2022</u> (Pages 27 - 64)
5	<u>Conclusions of Committee Reports</u> Following the completion of the Committee reports, the Committee will be asked to formalise its conclusions, recommendations and comments on previous items for actioning.

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Date of Issue: Wednesday, 17 February 2021

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Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 24th February 2021

Subject Public Services Board
Well-being Plan 2020-21 Q2 Performance

Author Overview & Scrutiny Officer

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

Invitee:	Area / Role / Subject

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked:

- To consider the Wellbeing Plan Quarter 2 Performance Dashboards attached to this report and determine if it wishes to make any comments to the Public Services Board.
 - **Appendix 1:** The Newport Offer;
 - **Appendix 2:** Strong Resilient Communities;
 - **Appendix 3:** Right Skills;
 - **Appendix 4:** Green and Safe Spaces;
 - **Appendix 5:** Sustainable Travel.
- To note the minutes of the Public Services Board held on 8th December 2020.

2 Context

Background

Well-being Assessment

- 2.1 The statutory guidance on the Well-being of Future Generations (Wales) Act 2015 (WFG Act) 'Shared Purpose – Shared Future' sets out a requirement for each Public Services Board (PSB) to prepare and publish an assessment of the state of economic, social, environmental and cultural well-being in its area no later than a year before it publishes its local well-being plan. One Newport PSB published its Local Well-being Assessment (called the Community Wellbeing Profile) on 3 May 2017 and Members may recall that the Committee received it for information on 26 July 2017, as required by the statutory guidance.

Well-being Plan

- 2.2 The Guidance also requires that the Local Well-being Plan must be published no later than 12 months following each local government ordinary election. The Committee received the Consultation draft of the Local Wellbeing Plan on 10 January 2018 and submitted its consultation response. Following the consultation, proposed amendments were presented to the PSB and agreed on 13 March 2018. The PSB agreed the final version of the Well-being Plan 2018-23 at the meeting on 1 May 2018 and in accordance with the statutory requirement that the PSB sent a copy of the final report to the Council's designated Scrutiny Committee for Partnerships. The Committee received the final Plan at its meeting on 20 June 2018 (*A link to the Well-being Plan 2018-23 is provided in Section 7 of this report in the Background Papers*).

The Public Services Board developed the Local Well-being Plan in accordance with the Act's five ways of working of the Sustainable Development Principle.

In the Well-being Plan, the Public Services Board pledged to work differently by:

Working together with local communities towards the common goals and objectives set out in this plan. To work to improve the economic, social, cultural and environmental well-being of the city and to be:

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

This will be achieved by:

- **Looking to the long term:** *Being aware of and addressing, the well-being of future generations whilst addressing the needs of the people we currently serve.*
- **Prevention:** *Exploring how to break cycles and dig deeper to better understand the causes and effects of key issues that people and communities face. Finding enabling solutions and intervening at the right time to prevent problems getting worse or arising in the future.*
- **Taking an integrated approach:** *Fully considering the connections between the well-being goals, the PSB well-being objectives and the well-being objectives of individual organisations. Taking steps which maximise the collective impact to the well-being goals rather than just meeting the objectives.*

- **Collaborating with others:** *Strengthening joint working across the city's public service. No single organisation is able to improve the economic, social, environmental and cultural well-being of Newport on its own. Taking a collaborative approach ensures that actions are complementary and therefore maximise the collective impact.*
- **Involving People:** *Developing solutions in partnership with local people and communities and ensuring they are involved in the decisions that affect them.*

The PSB's Well-being Objectives published in the Well-being Plan are:

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

(These Well-being Objectives apply to the reporting period April to September 2020. However, at its meeting on 8th December, the PSB agreed some revisions to the Well-being Objectives going forward. The proposed changes were made in the light of Covid-19 impacts and advice from the Future Generations Commissioner on setting Well-being Objectives. The proposed changes are shown in the minutes of the PSB meeting held on 8th December attached at Appendix 6 to this report).

Mid-Year / Quarter 2 Performance

- 2.3 The Public Services Board noted the Quarter 2 Update reports from Intervention Leads on progress in delivering the Local Well-being Plan at its meeting on 08 December 2020. *A link to the Agenda of the PSB meeting held on 08 December 2020 is provided in Section 7 of this report in the Background Papers. The minutes are attached as **Appendix 6** to this report for noting.*

The Chair of the Performance Scrutiny Committee – Partnerships attended the PSB meeting on 8th December as an observer. This follows amendment of the PSB's terms of reference in June 2020 to allow attendance of the Scrutiny Chair as an observer at all meetings of the PSB. The change to the terms of reference formed part of the PSB's Board Development Plan agreed in December 2019 and is to facilitate feedback from Scrutiny on how effectively PSB members challenge each other and engage in strategic debate. *A link to the PSB's Board Development Action Plan is provided in Section 7 of this report in the Background Papers.*

- 2.4 The PSB reports progress on delivery of the Well-being Plan to this Scrutiny Committee at the Mid-Year point and Year End.

The Committee is reminded that attendees have been invited as Public Services Board Members and scrutiny questions should focus on the Q2 performance dashboards and not on individual organisations.

Performance Reporting

- 2.5 The PSB has a Delivery and Performance Framework in place to monitor performance and ensures the sustainable development principle (long term; prevention; integration; collaboration;

Involvement) of the Wellbeing of Future Generations (Wales) Act is being considered in the reporting process.

There are five crosscutting interventions in the Plan, which are reported on a quarterly basis. However, due to Covid-19 the Q2 update report covers the full period Apr – Sept 2020:

3 Information Submitted to the Committee

3.1 The following are attached to this report for the Committee's consideration:

a) The Public Services Board Well-being Plan Progress Summaries for Quarter 2:

- **Appendix 1:** The Newport Offer;
- **Appendix 2:** Strong Resilient Communities;
- **Appendix 3:** Right Skills;
- **Appendix 4:** Green and Safe Spaces
- **Appendix 5:** Sustainable Travel;

b) The Minutes of the Public Service Board Meeting held on 08 December 2020

- **Appendix 6.**

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 Partnership has performed in its delivery of the Well-being Plan to the end of Quarter 2
- Assess and make comment on:
 - How well the PSB is delivering as a collaborative partnership on its objectives;
 - How effectively the Partners on the PSB worked together to deliver the Well-being Plan;
 - Mitigating actions put in place to address risks and not achieving objectives;
 - How the public were engaged with on the Well-being Plan, 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 Well-being Plan at the mid-year point?
 - Does the Committee wish to make any Comments to the Public Services Board?

4.2 Suggested Lines of Enquiry

Scrutiny's role in receiving the Q2 dashboards is to hold the PSB to account for how it is taking steps to meet its objectives within the Well-being plan, and ensure that it is demonstrating the sustainable development principle in everything it does.

When considering the Q2 Performance dashboards and determining what questions it may wish to ask of the PSB, the Committee should consider the following:

1. How much progress has been made towards delivery of the Well-being Plan? How far have the PSB's expectations been met?
2. How effectively has the partnership worked together to deliver the interventions?
3. Have there been any barriers that have affected delivery of the plan that need further exploration and explanation?
4. Can the PSB demonstrate how it is delivering the interventions in accordance with the five ways of working?
5. How has the PSB evaluated its own progress?
6. What have been the resource implications of delivering on the Well-being Plan? How has working as a partnership maximised the resources available?
7. How effective are PSB members in challenging each other and engaging in strategic debate? (feedback from the Scrutiny Chair as a PSB observer)

4.3 Sustainable Development Principle

The Committee's consideration of the Well-Being Plan delivery up to Quarter 2 should consider how the Public Services Board is maximising its contribution to the five ways of working. The following are examples of the types of questions to consider:

<u>Long-term</u>	How is the PSB thinking long term and seeking to balance short-term needs while safeguarding the ability to also meet long-term needs? What long-term trends will impact upon the delivery of the Well-being Plan?
<u>Prevention</u>	How is the PSB addressing issues facing Newport communities in order to prevent a future problem? How is the PSB preventing problems getting worse?
<u>Integration</u>	How are the interventions delivering against all of the PSB's Well-being objectives and how is the PSB considering how its work impacts on each of the well-being goals?
<u>Collaboration</u>	Who has the PSB been working with to deliver the interventions in the Well-being Plan? How is the PSB using the knowledge / good practice of others to inform / influence delivery of the Well-being Plan?

<u>Involvement</u>	<p>How is the PSB involving people with an interest in achieving the well-being goals?</p> <p>How has the PSB sought the views of those who are impacted by the delivery of the Wellbeing Plan?</p> <p>How has the PSB taken into account the diverse communities in Newport in its decision making?</p>
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Section B – Supporting Information

5 Supporting Information

- 5.1 The Guidance for Local Authority Scrutiny Committees on the scrutiny of Public Services Boards issued by Welsh Government in August 2017 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 7 of this report in the Background Papers for Members’ information.*

6. Well-being Goals

The PSB has four Well-being Objectives listed in paragraph 2.2 above. The objectives were developed to maximise the PSB's contribution to the seven Well-being Goals for Wales.

7. Background Papers

- [Agenda for the PSB meeting held on 8th December 2020.](#)
- [Newport's Well-being Plan 2018-23](#)
- [Cynllun Llesiant Casnewydd 2018-23](#)
- [PSB Board Development Action Plan](#)
- Well-being of Future Generations (Wales) Act 2015 guidance
 - [The Essentials](#)
 - Shared Purpose: Shared Future – Statutory guidance on the Well-being of Future Generations (Wales) Act 2015
 - [SPSF 1: Core guidance](#)
 - [SPSF 2: Individual role \(public bodies\)](#)
 - [SPSF 3: Collective role \(public services boards\)](#)
 - [Guidance for Local Authority Scrutiny Committees on the scrutiny of Public Services Boards](#)

Report Completed: February 2021

Intervention	Newport Offer			Green	Current progress on target
				Amber	Progress behind target but still achievable
Lead	Cllr Jane Mudd	Reporting Period	Qtr.2 2020-21	Red	Progress well behind target
Key Achievements & Successes			Key Performance Measures		
One Newport has become the first PSB to sign up to the Placemaking Wales Charter which was launched in September.			New performance indicators to be developed following review of the intervention		
Purple Flag status has been achieved for Newport City Centre. The award positively acknowledges the night time economy of the city centre across a range of factors. It also includes standards to aim for and areas for improvement.					
Scoping work has begun on ways PSB members (described as anchor organisations) can support community wealth building through progressive procurement. This project involves the five PSBs in the Gwent region					
A key focus of Covid-19 recovery has been on the city as a destination. This has included a dedicated web presence (www.newport.gov.uk/visitsafe) supporting “visit safe” messaging, providing links to re-opened tourism businesses and attractions, and promotion of the UK Good To Go mark . The mark gives confidence that a tourism / hospitality business has worked hard to follow Government and industry COVID-19 guidelines.					
To support carbon reduction, further renewable energy installations have been delivered in the city including on the Regional Pool and Tennis Centre and the National Velodrome of Wales (believed to be the largest roof mounted system in Wales).					
Supporting tourism and the rural economy, projects have progressed promoting conservation and engagement in Newport’s Living Levels. This has included release of an animated destination film					
			Plans for next quarter and the future		
			Review of the Newport Offer intervention		
			Initial scoping of Living Wage City potential		
			Embedding Placemaking Wales Charter principles in PSB work		
			Main Risks / Barriers to progress	Status (H/M/L)	Mitigating Actions / Support Req'd
			Failure to agree a shared vision for Newport / co-ordinate activity	M	Ongoing discussions between intervention lead, NEN and DMG

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Intervention	Strong Resilient Communities			Green	Current progress on target
				Amber	Progress behind target but still achievable
Lead	Nicola Prygodzicz / CS Tom Harding	Reporting Period	Qtr.2 2020-21	Red	Progress well behind target
Key Achievements & Successes			Key Performance Measures		
Covid-19 Community Impact Assessment (CIA) completed identifying disproportionate impact on 7 affected groups. Community engagement events undertaken with the groups worst affected by Covid-19. Sessions were facilitated by Newport Fairness Commission to gather lived experiences to inform (CIA)			% of people who feel safe in their local area (day/night)		
Covid-19 Participatory Budgeting programme - initiated by NCC and PHW using £100k ABUHB funding. This will involve worst affected groups to decide spending decisions and will build capacity of funded groups and projects			% who feel able to influence decisions affecting their local area		
Volunteering - Working with Digital Communities Wales to reduce digital exclusion and increase participation. Linking with ABUHB to develop digital inclusion skills of Well-being Champions.			% people satisfied with their local area as a place to live		
Integrated Well-being Networks – Pill and Ringland Well-being Collaboratives continued to meet working with statutory, third sector and community partners to support and strengthen well-being in communities as the situation evolves to adjust to living with COVID-19.			% of people who volunteer		
			% of people who are lonely		
			Social capital measures for Ringland/Pill in development		
			Delivery plan is under development and measures will be approved during this process		
Main Risks / Barriers to progress			Status (H/M/L)	Mitigating Actions / Support Req'd	
Unequal impact of Covid-19 on equalities groups/disadvantaged areas			High	PSB led approach focussed on the Community Impact Assessment and PHW data	
Reallocation of staff & resources during pandemic			Medium	Normal operations have mainly resumed	
Ability to work with communities impacted. Digital exclusion limiting participation			Medium	Working with Digital Communities Wales to find Covid safe ways to improve digital skills and access	
Plans for next quarter and the future					
Commence Participatory Budgeting steering group – this will include significant involvement from representatives of worst affected groups and Newport Fairness Commission					
Review of intervention plan steps in line with Covid-19 and Community Impact Assessment					
Recommend the upgrade of the Neighbourhood Hubs and roll-out of the new model					
GAVO to lead on development of volunteering strategy to try and retain volunteers and projects that were active during the initial lockdown period.					

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Intervention	Green and Safe Spaces			Green	Current progress on target
				Amber	Progress behind target but still achievable
Lead	Ceri Davies / Huw Jakeway	Reporting Period	Qtr.2 2020-21	Red	Progress well behind target
Key Achievements & Successes					
New Green and Safe Engagement Officer in post from June 2020.					
Supporting projects with funding, including Lysaght Community Garden to expand and Maindee Unlimited’s Maindee Triangle project.					
Updated and added new members to the Green and Safe spaces network.					
First Green and Safe spaces e-newsletter published Nov 2020, and a communications plan developed.					
The greening city centre (Green Arc project) is under discussion re: technical details, and will be going out to tender shortly.					
Funding proposal submitted for phase 1 of Green Infrastructure mapping exercise, with a view to develop an app of green sites, walks etc for the public.					
Funding proposal submitted for a green prescribing scoping exercise.					
A refresh of the steps / actions for the intervention is currently taking place.					
Main Risks / Barriers to progress	Status (H/M/L)	Mitigating Actions / Support Req'd			
Lack of participation from partners to deliver a joined-up vision.	Medium	Regular contact and workshops to engage partners.			
Green space not sufficiently protected in the planning process.	Medium	The Local Development Plan is currently under review and green infrastructure assessment work is underway to ensure the protection of green space in the planning process.			
Covid-19 restrictions.	High	Online communications developed to support Green & Safe Network.			
Key Performance Measures		Target	Actual	RAG	
Green & Safe Network members		50	119	Green	
Active projects part of the Green & Safe Spaces Network		25	17	Green	
Community groups part of the Green & Safe Spaces Network			14	Green	
Network workshops		3 a year	1	Red	
Attendees at the last workshop		30	33	Green	
Number of community flag application submitted (due Jan 2021)		5	0	Green	
Successful community green flag applications by 2023		8	2	Green	
Sites meeting full green flag criteria		5	3	Green	
Plans for next quarter					
Integrate wellbeing benefits from green space at the community hubs.					
Upcoming online workshop session planned (end of Nov 2020) to reconvene the network, share best practice, and encourage input to Newport’s LDP.					
Explore further possibilities to expand greening the city centre.					
Facilitate Green Flag applications from community groups (January 2021 deadline).					
Develop community space at Belle Vue park.					

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Intervention	Sustainable Travel (ST)		Green	Current progress on target	
			Amber	Progress behind target but still achievable	
Lead	Ceri Doyle / Craig Lane	Reporting Period	Q2 2020-2021	Red	Progress well behind target
Key Achievements & Successes					
STEP 1: PSB to become champions of ST: Gwent Healthy Travel Charter to be launched 6 th Nov 2020. 21 organisations have signed up to the charter so far.					
STEP 2: Create an environment where public transport, walking and cycling is prioritised: Active travel public awareness campaign has been launched with an animated video shared via social media. On street bike hire feasibility and scoping work completed. Phase 2 of the St David’s School project is underway and 3 schools across Newport are taking part in active travel programmes. Sustainable Travel Supplementary Planning Guidance is now in place, designed to be used by planning applicants, developers, sustainable transport providers and local planning authority planners. The PSB have also signed up to the place-making charter, which pledges to prioritise walking, cycling and public transport. Civil parking enforcement is in place and Newport Bus have taken delivery of 15 ULEV buses.					
STEP 3: Encourage the use of ULEV: The Gwent wide charging point study is complete which identified appropriate locations for charging points. A funding bid was successful to install points in car parks near residential areas. ECO Stars continues to support those that are signed up to the scheme.					
Main Risks / Barriers		Status	Mitigating Actions		
Not utilising the opportunities arising from the M4 commission.		High	PSB to be fully engaged with the M4 commission and promote an ST approach.		
Lack of continued funding for active travel interventions in schools.		Medium	Look for further funding sources.		
Only funding for 3 more organisations to sign up to ECO stars		Medium	Look for further funding in 2021 – including expanding to taxis.		

Performance Measures		Time-scale	Target	Actual	RAG
Healthy Travel Charter	Organisations signed up	Nov 20	15	21	Green
	Staff commuting journeys made by car	Mar 23	77%	87%	Green
	Staff commuting journeys by public transport	Mar 23	8%	3%	Green
	Staff working from home at least once a week	Mar 23	25%	14%	Green
	ULEV used during the day	Mar 23	5%	<1%	Green
Active Travel	Counter increases on previous year	Q1 Q2	25%	94% 52%	Green
Schools	Schools engaged in an active travel programmes	Mar 21	5	3	Red
ULEV	ULE buses in service	Dec 20	15	1	Green
	Total public charging points	Dec 20	71	29	Green
ECOstar	Organisations signed up	Mar 21	50	47	Green

Plans for next quarter and the future	
STEP 1: Partners to work together to implement the commitments in the Gwent Healthy Travel Charter. Also Staff questionnaire to be undertaken in Feb 2021.	
STEP 2: Active Travel web page to be updated to be used as an effective tool to provide updates on active travel projects and promote active travel. Newport Transport ULEV buses to be in service by end of Nov 2020.	
STEP 3: Completion of an additional 40 fast/slow sockets and 2 rapid charge sockets. Continuation of ECO Stars scheme to an additional 3 organisations.	

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Minutes **Newport Public Services Board**

Date: 8th December 2020

Time: 4.30 pm - Online Teams meeting.

Present:

Statutory Partners:

Newport City Council: Cllr J Mudd (Chair); B Owen (Chief Executive Officer)

Aneurin Bevan University Health Board (ABUHB): Katija Dew

South Wales Fire and Rescue Service: Huw Jakeway

Natural Resources Wales: Ceri Davies

Invited Partners:

Welsh Government: Amelia John

Office of the Police and Crime Commissioner: Darren Garwood-Pask

Heddlu Gwent Police: Chief Superintendent Tom Harding

Probation Service: Amanda Lewis

Public Health Wales: Will Beer; Jackie Williams

Gwent Association of Voluntary Organisations: Stephen Tiley

Newport Third Sector Partnership: Craig Lane

RSLs: Ceri Doyle

Newport Live: Steve Ward

Coleg Gwent: Guy Lacey

Newport Youth Council: Maisy Evans; Poppy Stowell-Evans

Observer - Councillor James Clarke (Chair, Performance Scrutiny Committee - Partnerships)

NCC Officers: N Dance (PSB Co-ordinator), T McKim, M Sharp, L Christian, C Stock

Apologies - N Prygodzicz (ABUHB), J Cuthbert (OPCC); M Cadwallader (USW)

No	Item	Action
1	<p>Welcome and Introductions</p> <p>The Chair welcomed Chief Superintendent Tom Harding (Gwent Police), and Maisy Evans and Poppy Stowell-Evans (Newport Youth Council), who were attending their first meeting of the PSB. She also welcomed Councillor James Clarke, Scrutiny Chair, who was attending as an observer and to present the Scrutiny letter at item 9.</p>	
2	<p>Apologies</p> <p>N Prygodzicz (ABUHB), J Cuthbert (OPCC); M Cadwallader (USW)</p>	
3	<p>Minutes of the meeting held on 8th September 2020</p> <p>The minutes of the meeting held on 8th September 2020 were confirmed as a true record.</p> <p>Matters Arising from the Minutes</p> <p>Re Minute 3, the Chair advised that discussions on local PSBs moving to a regional footing did not take place at the September G10 meeting. The comments from Newport PSB will be taken to the next G10 meeting.</p>	Chair
4	<p>Preparation of Local Development Plan</p> <p>The Board received a presentation on the forthcoming review of the Newport Local Development Plan (LDP). Members were asked to consider if further topic areas required coverage in the LDP review and to advise of any sites they may have in mind for development or protection.</p> <p>C Davies asked for the SoNaRR Report, due in January 2021, to be taken into account as part of the review.</p> <p>PSB members commented on the importance of using non-digital as well as digital methods of consultation for the LDP and the need to involve young people. NYC representatives offered to produce a young person friendly version of the plan to facilitate accessibility of the document to all readers.</p> <p>Although work is under way to deliver the City Centre Masterplan, members commented that the LDP review presents opportunities for all partners to engage in the vision for Newport city centre, which could inform Well-being Plan intervention work.</p> <p>Agreed:</p> <ol style="list-style-type: none"> That the Strategy and Performance Board co-ordinates a workshop on PSB involvement in a future vision for the city centre to inform the LDP review. Members to advise of any sites their organisations may have in mind for development or protection. Newport Youth Council to consider producing a young person's version of the LDP review to aid engagement. 	<p>ALL</p> <p>S&PB;N Dance; M Sharp</p> <p>ALL</p> <p>M Evans; P Stowell-Evans; M Sharp</p>

5	<p>Review of Wellbeing Plan Objectives</p> <p>The Board considered changes to the Wellbeing Objectives in the Wellbeing Plan, which took account of the impacts of Covid-19 and the recommendations of the Future Generations Commissioner in her annual report. The proposed revised Objectives were:</p> <ol style="list-style-type: none"> 1) People feel good about living, working, visiting and investing in our unique city. 2) People have skills and opportunities to develop, prosper and contribute to a thriving city. 3) People belong to friendly, connected communities and feel confident and empowered to improve their well-being. 4) Newport has healthy, safe and resilient environments with an integrated sustainable travel network. <p>Members supported the revised objectives and proposed additional changes as follows:</p> <ul style="list-style-type: none"> • inclusion of “sustainable” in revised Objective 2; • inclusion of “resilient” in revised Objective 3; • Change “People” to “Everyone” in the objectives. <p>AGREED – To approve the revised objectives subject to incorporation of the additional changes proposed by members.</p>	N Dance
6	<p>Review of Right Skills Intervention</p> <p>Guy Lacey and Stephen Tiley presented proposed changes to the vision, steps and actions for the Right Skills Intervention in the Wellbeing Plan. The changes were recommended by the Right Skills Intervention Board and broadened the activity beyond economic well-being to a strengthened focus on environmental, social and cultural well-being.</p> <p>Members commented that carbon literacy should be for all age groups, not just focussed on adults. GL noted that carbon literacy would form part of the new school curriculum and the post-16 curriculum would be likely to embed this also.</p> <p>Agreed – To approve the proposed changes to the Right Skills vision, steps and actions</p>	G Lacey; S Tiley; N Dance
7	<p>Local Wellbeing Plan - Q2 Performance Reports</p> <p>The Interventions Leads presented performance dashboards up to 30th September 2020 and answered questions.</p> <p>Regarding the Newport Offer, the Chair noted that the intervention would be reviewed, taking account of the impact of Covid-19 and the Future Generations Commissioner’s Annual Report. She proposed that Newport Youth Council be involved in this work to ensure the intervention is firmly focused on future generations and sustainability.</p> <p>It was proposed that Steve Ward, Newport Live, be the second lead on the Newport Offer and that the intervention board should include representation from the four other interventions.</p>	

	<p>In work related to Strong Resilient Communities, C Doyle reported a high-level strategy group had been established to look at issues in the Pillgwenlly area, linking into the work of Safer Newport. Any members wishing to have a representative on this group should advise C Doyle. A Lewis wished to be involved on behalf of the Probation Service. It was noted that other areas of Newport are also dealing with difficult issues.</p> <p>It was commented that Covid-19 vaccination centres might potentially offer an opportunity to signpost people to other services.</p> <p>Green and Safe Spaces Lead, C Davies, reported that due to a need to focus on Natural Resources Wales flood response work, she would be replaced by Steve Morgan as NRW's representative on the PSB. The Chair and members thanked Ceri for her work both as PSB Vice-Chair and as Safe and Green Spaces Lead.</p> <p>Regarding Sustainable Travel, it was noted that over the coming months, the intervention board would be considering the implications of the South East Wales Transport Commission report.</p> <p>Agreed:</p> <ul style="list-style-type: none"> i. NYC to be involved in the review of the Newport Offer ii. Steve Ward be appointed as second Newport Offer lead. iii. Newport Offer Board to include representation from the other intervention boards. iv. Any members wishing to be part of the strategic group of partners tackling issues in Pill to contact C Doyle; A Lewis to be involved in this work on behalf of the Probation Service. 	<p>N Dance</p> <p>ALL; C Doyle</p>
8	<p>Strategy and Performance Board</p> <p>AGREED :</p> <ul style="list-style-type: none"> i. To note that Will Beer has been re-elected as Chair of Strategy and Performance Board (S&PB). ii. To note the minutes of the S&PB meeting held on 25th November 2020 iii. To note that any member may raise items for discussion by S&PB. 	<p>ALL</p>
9	<p>Scrutiny Letter</p> <p>The Board considered the letter from the Scrutiny Chair, Councillor James Clarke, regarding the Well-being Plan Annual Report.</p> <p>C Davies, C Doyle and W Beer had attended the Scrutiny Committee on behalf of the PSB in October to answer questions and take feedback.</p> <p>Councillor James Clarke expressed the Scrutiny Committee's appreciation to the PSB representatives for fully answering their questions and reported the Committee's view that the annual report information was well presented.</p> <p>The Chair thanked Councillor Clarke for the positive feedback and emphasised the importance of the role of scrutiny and of engagement with elected members.</p>	

	AGREED – To note the Scrutiny letter.	
10	Jigso Project H Jakeway advised that he would circulate a brief update on this initiative to members.	H Jakeway
11	Building a Sustainable and Enhanced Foundation Tier for Mental Wellbeing in Gwent Item deferred to the PSB meeting in March 2021.	W Beer; N Dance
12	Participation and Engagement Update The Board received an update on engagement work. PSB members were asked to confirm their representatives on the PSB's engagement group.	ALL
13	Natural Resources Wales (NRW) Strategic Allocated Funding Grant – Green Infrastructure Directory C Davies advised that development of the Green Infrastructure Directory for Newport is continuing with funding from NRW's Strategic Allocation Fund. The results of the survey and an update of plans for review will be brought to a future PSB meeting.	
14	Barriers to the Implementation of the WFG Act – PSB's response to the Public Accounts Committee consultation The Board noted the PSB's response.	
13	Regional Partnership Board – Minutes of the meetings held on 17th September 2020 and 22nd October 2020 The Board noted the minutes of the Regional Partnership Board meetings held on 17 th September and 22 nd October 2020.	
15	Forward Work Programme The Chair advised that all members are able to propose items for inclusion on the Forward Work Programme. C Davies proposed a presentation on the SoNaRR report to a future meeting.	ALL C Davies / S Morgan
15	Date of Future Meetings: <ul style="list-style-type: none"> • 4.30 pm Tuesday 16th March 2021 • 4.30 pm Tuesday 8th June 2021 • 4.30 pm Tuesday 14th September 2021 • 4.30 pm Tuesday 14th December 2021 	ALL

16	<p>Any Other Business</p> <p>The Chair recorded her appreciation of the contributions made by Newport Youth Council representatives, Maisy and Poppy, at their first meeting.</p> <p>The Chair wished everyone a peaceful and restful Christmas.</p>	
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Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 24 February 2021

Subject Education Achievement Service (EAS) Business Plan 2021 - 2022

Author Scrutiny Adviser

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

Invitee:	Designation
Ed Pryce	Education Achievement Service (EAS) Assistant Director: Policy and Strategy
Sarah Davies	Principal Challenge Advisor (EAS)
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 Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and
- 1.2 Consider the main strengths and areas for development within Newport, and to consider how LA services can be aligned with the priorities contained within the document, therefore ensuring all pupils meet their full potential.
- 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 delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), 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.
- 2.2 The EAS is required to submit an annual overarching regional Business Plan. This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.
- 2.3 However, this plan will also need to consider how schools and settings will operate in a COVID-19 recovery phase and the support that will be required. Consideration will also be given to the priorities that were set and agreed prior to the pandemic in the previous Business Plan 2020-2021 depending on their relevance in the current climate.

Previous Consideration of EAS Business Plan

- 2.2 Previously, the Education Advisory Service Business Plan for 2020-21 was reported to this Committee on 5 February 2020 following which the Committee's Comments were forwarded to the Cabinet where the EAS Business Plan also considered.
- 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 2021-22

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 2021 - 22;

4. Suggested Areas of Focus

Role of the Committee

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

- Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and
- Consider the main strengths and areas for development within Newport, and to consider how LA services can be aligned with the priorities contained within the document, 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 priorities and whether they are robust and achievable?
- 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?
Collaboration Acting in collaboration with any other person (or different parts of the organisation itself).	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?
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.	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?

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: January 2021

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Report

Scrutiny Meeting

Part 1

Date: 24 February 2021

Item No:

Subject Education Achievement Service (EAS) Business Plan 2021-2022

Purpose To seek members views on the draft EAS Business Plan 2021-2022

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

Ward All

Summary The EAS is required to submit an annual overarching regional Business Plan on an annual basis. This report asks for members to consider the full contents of the draft EAS Business Plan as part of the regional consultation process. This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.

Proposal Members are requested to:

- Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and
- Consider the main strengths and areas for development within Newport, and to consider how LA services can be aligned with the priorities contained within the document, therefore ensuring all pupils meet their full potential.

Action by The Education Achievement Service in partnership with the LA

Timetable The Business Plan will commence from 1 April 2021

This report was prepared after consultation with:

- Sarah Morgan (Chief Education Officer)

Signed

1. Background and Report

- 1.1. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), 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.
- 1.2. The EAS is required to submit an annual overarching regional Business Plan. This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.
- 1.3. However, this plan will also need to consider how schools and settings will operate in a COVID-19 recovery phase and the support that will be required. Consideration will also be given to the priorities that were set and agreed prior to the pandemic in the previous Business Plan 2020-2021 depending on their relevance in the current climate.
- 1.4. The EAS will work collaboratively with local authority partners, schools and settings to implement the Business Plan. It is critically important that the EAS remains sensitive and responsive to the needs of the school workforce and will continue to be a highly supportive, reflective and responsive organisation.
- 1.5. The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research.
- 1.6. The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, the EAS will work with local authorities to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on their important priorities and their support for learners.
- 1.7. The timing, delivery and focus of the support will be carefully considered considering the challenges that are likely to continue into the summer and autumn terms 2021.
- 1.8. Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 1.9. Please note that a mid-year evaluation of the current revised Covid Business Plan (2019/20) 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 (created in January 2021). Within the context of evolving accountability arrangements and the Covid-19 Pandemic, school and aggregate LA performance data has not been available for presentation to this committee.
- 1.10. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Newport will continue to be met through bespoke work with each school, both virtually and when safe to do so physically.
- 1.11. The EAS will offer an evolving Professional Learning Offer (PLO) to all schools and settings across the region, in order to meet development needs as we emerge from the

pandemic. We will continue to fund schools (grant permitting) to deliver a large proportion of the professional learning activity, where appropriate virtually.

- 1.12. All schools will continue to be provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances and to allow for changes in light of the pandemic.
- 1.13. The centralised model of service delivery that has been adopted across the South East Wales region has enabled efficiencies to be realised, economies of scale to be secured, particularly in relation to avoiding duplication of functions and the ability to secure a range of educational expertise within the region.
- 1.14. The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity. There has been inevitable fragility in the ability of schools to offer support beyond their own settings because of the pandemic, this situation will be managed with sensitivity and will be constantly reviewed.
- 1.15. For sustained school improvement to happen it is essential that all partners work together more closely than ever recognising that each partner (school, LA and EAS) has its role to play in providing support to secure improvements.
- 1.16. The Business Plan is in the consultation process. The Consultees are noted 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
 - All Headteachers from within the region
 - All Chairs of Governors from within the region
 - School Councils from within the region
 - All school based Professional Learning Leads
 - EAS Supporting School Trade Union Group (SSTU Group)
- 1.17. The final version of the Business Plan will be supported by a range of supporting documents:
 - Detailed Business Plan 2021–2022
 - Regional Grant Mapping Overview 2021–2022
 - Regional Self-Evaluation Report (Executive Summary)
 - EAS Risk Register (Executive Summary)
 - Regional Professional Learning Offer 2021–2022
 - Local Authority Strategic Education Plans
- 1.18. 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. The EAS will work in partnership with local authorities to support additional local priorities, as appropriate and those that arise from the changing local and national situation.

- 1.19. EAS will work in partnership with local authorities to support additional local priorities, as appropriate and those that arise from the changing local and national situation.
- 1.20. 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, that rapid and sustainable school improvement can be achieved. This joined up approach will be even more critical as we work in partnership to support schools and settings during this challenging time.
- 1.21. Newport Strategic Priorities 2021-22 (as provided by the LA):

Strategic priorities for 2021/2022
<ul style="list-style-type: none"> • Address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity
<ul style="list-style-type: none"> • Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
<ul style="list-style-type: none"> • Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals
<ul style="list-style-type: none"> • Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils
<ul style="list-style-type: none"> • Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

1.22.

Regional Priorities 2021-2022

- 1.22. The EAS will endeavour to be a professional partner working with schools to provide support using external expertise and experience. All schools and settings will be entitled to a range of professional learning and bespoke support which aligns to their school improvement priorities. Full consideration will be given to the current climate in which schools and settings are operating. Within this context the priorities of the EAS will be to:
- A. To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.
 - B. Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.
 - C. Provide support to continue to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.
 - D. Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.

- E. Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales, as appropriate.
- F. Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.
- G. Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.
- H. Continue to support the development of leaders at all levels in schools and settings.
- I. Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.
- J. Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
- K. Embed the EAS internal evaluation model, continue to welcome external challenge and support, ensure the effective and efficient support to schools and settings and adhere to legislative requirements that fully supports the wellbeing of staff.

Ambitions for 2021-22

1.23. Working in partnership with local authorities, schools and setting the ambitions for 2021/22 and beyond are challenging to capture without having clarity around the changing nature of the pandemic and the effect it will have on schools and settings. In this regard, the ambitions below need to be read within the context they have been derived:

- The EAS has placed wellbeing at the forefront of its work.
- There is a clear strategy to improve the quality of distance and blended learning experiences for learners. There has been good engagement in the regional strategy and many opportunities have been provided for schools to share to develop more effective teaching across and within schools and settings.
- Where schools and settings have engaged in the regional wellbeing support offer it has helped to support improvement in their provision for wellbeing.
- Schools and settings receive the right type of support, as appropriate to help them make progress against their school improvement priorities.
- Most schools can identify and provide the most appropriate support to specific groups of disadvantaged and vulnerable learners, including those who have been disproportionality affected by school closures, to help them to progress.
- A regional strategy developed in collaboration with practitioners provides a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals.
- The quality and impact of the provision for professional learning for educational practitioners and governors is good and those schools that have engaged are able to evidence the impact of this.
- Refined and extended networks ensure effective collaboration and communication to support school improvement.
- A range of professional learning and bespoke support provided to schools and settings helps them realise Curriculum for Wales.
- Working with schools and local authorities, a regional model of support will be developed and implemented, focusing on accurate self-evaluation using a broad range of characteristics, aligned to school improvement priorities.

2. Risks

- 2.1 EAS Regional Risks: As part of the internal EAS risk management process several aspects have been identified as potential barriers to the successful implementation of this Business Plan. These clearly set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs. These are:
- 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.
 - Uncertain financial grant projections may destabilise the ability to deliver the agreed business plan.
 - The uncertainty surrounding the pandemic and the effect this will have on schools and settings.
- 2.2 These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Newport LA Plans and the Education Strategic Plan.
- 2.3 Newport LA will have its own risks linked to the delivery of the strategic objectives within their corporate plans.

3. Resource Implications

- 3.1 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding, it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.
- 3.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan will accompany the Business Plan and will be intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants will be available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.
- 3.3 Delegation rate to schools has increased to 94.4%, whilst the EAS staff profile has reduced by 53.1% since 2012.
- 3.4 The local authority's indicative core contribution for 2021/22 are as follows: Newport LA's contribution for 2021/22 is £787,227 compared with £803,293 in 2020/21 and £815,526 in 2019/20.
- 3.5 At the time of writing this report, there is uncertainty with regards to the regional grant funding from WG for 2021/2022. As a result of the pandemic, it is likely that there will be reductions in the regional grant profile. When the grant position has been confirmed the EAS detailed delivery plan will be updated accordingly.

4. Consultation

4.1. The Business Plan is in the consultation process. The Consultees are noted 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
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads
- EAS Supporting School Trade Union Group (SSTU Group)

5. Background Papers

- A. Education Achievement Service: Regional Business Plan (Post Covid Recovery: April 2021-March 2022) (Consultation 2nd Draft)

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Education Achievement Service Regional Business Plan (Post Covid Recovery: April 2021-March 2022) (Consultation 2nd Draft)

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

This first draft document containing the high-level priorities has been shared with the following groups as part of the consultation process in December 2020:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Headteacher Strategy Group

Comments and feedback from the first consultation process have been considered in this draft version of the Business Plan.

This draft version of the Business Plan 2021-2022 will be shared with the following groups in January 2021. Views on the document can be submitted via this link: [BP 2021-22 Feedback](#)

- 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
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads
- EAS Supporting School Trade Union Group (SSTU Group)

The final version of the Business Plan 2021-2022 will be presented for agreement to the Regional Joint Executive Group and then to each LA Cabinet / Executive and Welsh Government in March 2021.

Cllr K Preston Chair of Education Achievement Service Company Board	
Cllr J Collins Chair of Joint Executive Group	
Ms D Hartevelde Managing Director, Education Achievement Service	
Mr Will McClean Lead Director on behalf of South East Wales Directors Group	

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Section 1: Position statement

“Especially in times of uncertainty, it is important for the organisation to be agile and to be able to respond quickly to changing needs. In these times of challenge, the continue to focus on staying close to schools, listening to the voice of school leaders and working closely with local authorities. Relationships and trust are crucial in times of uncertainty so in spite of the other pressures this needs to continue to be prioritised very strongly and time proactively put aside in diaries to do it.” (Steve Munby: Review of the EAS - October 2020)

This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.

However, this plan will also need to consider how schools and settings will operate in a COVID-19 recovery phase and the support that will be required. Consideration will also be given to the priorities that were set and agreed prior to the pandemic in the previous Business Plan 2020-2021 depending on their relevance in the current climate.

The EAS will work collaboratively with local authority partners, schools and settings to implement the Business Plan. It is critically important that the EAS remains sensitive and responsive to the needs of the school workforce and will continue to be a highly supportive, reflective and responsive organisation.

The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research.

The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, the EAS will work with local authorities to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on their important priorities and their support for learners.

The timing, delivery and focus of the support will be carefully considered considering the challenges that are likely to continue into the summer and autumn terms 2021.

Section 2: Regional Context

The centralised model of service delivery that has been adopted across the South East Wales region has enabled efficiencies to be realised, economies of scale to be secured, particularly in relation to avoiding duplication of functions and the ability to secure a range of educational expertise within the region.

The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity. There has been inevitable fragility in the ability of schools to offer support beyond their own settings because of the pandemic, this situation will be managed with sensitivity and will be constantly reviewed.

Key regional facts and figures



- The number of pupils of compulsory school age within the region in 2020 was 73,090. This represents 19% of all pupils in Wales.



There are 233 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2020, Wales figure from PLASC, 2020).



There are 20 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region.



- The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 20.9%. This level of eligibility is the second highest of the four regional consortia with Central South Consortium with Central South Consortium highest with 21.3% (PLASC, 2020).



- 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 11.3%.



Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by a local authority and attend a school in the region. (No new information available and not included on PLASC for 2020)

Overview of school numbers in the region Jan 2021

Caerphilly (21.6% FSM)

- 14 Non-maintained Nursery Settings
- 63 Primary (11 Welsh medium, 1 Roman Catholic)
- 6 Infant
- 4 Junior
- 11 Secondary (1 Welsh medium)
- 1 Special
- 1 Pupil Referral Unit
- 1 3-18



Blaenau Gwent (25.5% FSM)

- 3 Non-maintained Nursery Settings
- 19 Primary (1 Welsh medium, 3 Roman Catholic, 1 Church in Wales)
- 2 Secondary
- 2 Special
- 2 3-16



Monmouthshire (13.1% FSM)

- 25 Non-maintained Nursery Settings
- 30 Primary (2 Welsh medium, 6 Church in Wales, 2 Roman Catholic)
- 4 Secondary
- 1 Pupil Referral Service



Newport (19.5% FSM)

- 23 Non-maintained Nursery Settings
- 2 Nursery
- 43 Primary (3 Welsh medium, 2 Church in Wales, 6 Roman Catholic)
- 9 Secondary (1 Welsh medium, 1 Roman Catholic)
- 2 Special
- 1 Pupil Referral Unit



Torfaen (25.0% FSM)

- 15 Non-maintained Nursery Settings
- 25 Primary (3 Welsh medium, 3 Church in Wales, 3 Roman Catholic)
- 6 Secondary (1 Welsh medium, 1 Roman Catholic)
- 1 Special
- 1 Pupil Referral Service



Overview of regional school staffing

Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	506	554
Caerphilly	1,523	1,389
Monmouthshire	644	648
Newport	1,475	1,316
Torfaen	779	773
EAS	4,927	4,680

Overview of regional school governors*

Local Authority	Number of school governors*
Blaenau Gwent	327
Caerphilly	1063
Monmouthshire	429
Newport	768
Torfaen	396
EAS	2983

Section 3: Regional Priorities 2021-2022




The EAS will endeavour to be a professional partner working with schools to provide support using external expertise and experience. All schools and settings will be entitled to a range of professional learning and bespoke support which aligns to their school improvement priorities. Full consideration will be given to the current climate in which schools and settings are operating. Within this context the priorities of the EAS will be to:



- A. To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.
- B. Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.
- C. Provide support to continue to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.
- D. Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.
- E. Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales, as appropriate.
- F. Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.
- G. Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.
- H. Continue to support the development of leaders at all levels in schools and settings.
- I. Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.
- J. Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
- K. Embed the EAS internal evaluation model, continue to welcome external challenge and support, ensure the effective and efficient support to schools and settings and adhere to legislative requirements that fully supports the wellbeing of staff.

Local authority education strategic priorities 2021/22 (provided by each local authority)

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. The EAS will work in partnership with local authorities to support additional local priorities, as appropriate and those that arise from the changing local and national situation.

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, that rapid and sustainable school improvement can be achieved. This joined up approach will be even more critical as we work in partnership to support schools and settings during this challenging time.

Local Authority	Strategic priorities for 2021/2022	Main link(s) to improvement strands within the Business Plan
Blaenau Gwent 	<ul style="list-style-type: none"> • Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community. • Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are eFSM. • Improve wellbeing for learners at all stages of development. • Secure strong progress in skills, particularly in English and mathematics at key stages 3 and 4. • Support schools who are identified as causing concern through regional protocols to secure improvement, in conjunction with the EAS. 	
Caerphilly 	To be confirmed by the LA	
Monmouthshire 	To be confirmed by the LA	

Local Authority	Strategic priorities for 2021/2022	Main link(s) to improvement strands within the Business Plan
<p>Newport</p> 	<ul style="list-style-type: none"> • Address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity • Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs • Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals • Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils • Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design 	
<p>Torfaen</p> 	<ul style="list-style-type: none"> • Improve the progress (ensure catch up) of all learners, with a particular focus on FSM and vulnerable learners at key stage 4 by ensuring LA services compliment and support regional provision.* • Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time. * • Ensure continued development and support for blended learning across all sectors in Torfaen.* • Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure strong, sustained pupil outcomes.* 	

EAS Business Plan 2021/2022

The actions below have been developed in collaboration with our key partners, many of the actions have been refined from the originally agreed Business Plan 2020/2021 and the Revised Business Plan 2020/2021.

As noted above, the EAS will be sensitive and responsive to changing priorities as a result of the pandemic and may need to change direction and repurpose priorities as required. The support will be made available to all schools and settings, there is an understanding that schools and settings are likely to be facing continuing challenges. It will be the decision of leaders to determine the most appropriate type and timing of at any of the support on offer in line with their priorities.

Priority A	To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.		
Link to National Mission	Enabling objective 3: Equity, excellence and wellbeing	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			
<ul style="list-style-type: none"> R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils 			
What will the EAS do?			
<ul style="list-style-type: none"> Refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all disadvantaged and vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings. Enhance the regional wellbeing offer to practitioners and learners. Create an online interactive curriculum tool that captures the resources available to support schools in shaping their provision for Health and Wellbeing at a local and regional level. Provide a programme of professional learning to build the capacity within schools and settings to support learners with their emotional health and wellbeing based upon the principles of adverse childhood experiences. Support schools and settings to adopt the National Whole School Approach to Wellbeing and Mental Health. 			

Priority B	Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			
<ul style="list-style-type: none"> R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs 			

- R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals

What will the EAS do?

- Undertake professional dialogue with schools and LAs to agree on school's improvement priorities and support.

Supporting a self-improvement system

- Refine the Challenge Adviser Role to reflect national model for school support identification and ensure key focus on support for school improvement.
- Identify lead schools and settings considering strengths in leadership capacity, curriculum design, learning culture and behaviour to support system wide improvement, including support for distance and blended learning.
- Broker school-to-school collaboration and cluster working.
- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Develop a bespoke peer working model that builds mutual and reciprocal peer support to achieve increased levels of excellence across schools.
- Provide professional learning opportunities for schools, governing bodies and local authorities to understand the changing assessment and accountability arrangements within the reform agenda.

Supporting School Self Evaluation and Quality Assurance

- Further develop a boarder range of evaluation criteria that do not focus solely on end of key stage outcomes but look at a wider range of school improvement information, including quality and effectiveness of distance and blended learning.
- Provide professional learning to all schools and settings to promote effective self-evaluation, improvement planning processes and effective strategies for formative and summative assessment.
- Further develop the regional approach of 'School on a page' so that a broader range of information is used for accountability purposes focused on pupils' wellbeing and attitudes to learning, the standards achieved and progress made by all pupils including those in vulnerable groups, the quality of teaching and learning in schools and settings as well as the quality of leadership.
- Support Schools to effectively quality assure their processes for distance and blended learning.
- Provide a comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning in order that they are able to hold schools to account more effectively.
- Establish mechanisms whereby schools may engage peers in the self-evaluation process to gain external perspective on improvement priorities including distance and blended learning.
- Support the continuing pilot of the national evaluation and improvement resource (NEIR) in identified regional schools as context dictates and ensure key learning is shared with all schools and settings.
- Further develop the use of pupil progress data at school level in line with national guidance on whole school target setting

Priority C	Provide support to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
What will the EAS do?			
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			
<ul style="list-style-type: none"> R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs 			
Teaching and Learning <ul style="list-style-type: none"> Provide a range of delivery models and access to a wider range of blended professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region. Use the established network of school practitioners to further enhance the regional website as a mechanism to share effective whole school strategies for teaching and learning, including distance and blended learning. Support schools to use a range of first-hand evidence to improve the quality of teaching and learning, including distance and blended learning through a modelled, shared and guided approach. Continue to work in partnership with key partners, to include Welsh Government and Higher Education Institutions to offer a programme of professional learning to develop staff proficiency in the Welsh language. Continue to support and work collaboratively with school leaders, as appropriate, to develop and refine whole school teaching and learning strategies, using a team around the school model. Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches, virtual professional learning and networking opportunities. 			
Targeted support for the secondary phase (in addition to above) <ul style="list-style-type: none"> Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners. Engage with Career Wales to design a programme that offers learners career advice from year seven onwards in order to map their flightpaths to their desired destinations. Design and facilitate national online resources to complement the middle leadership programme for more able and SEREN school leads. To support schools with Sixth Forms to have access to Russell Group Universities to support them with their SEREN learners. Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5 for all groups of learners. 			

Priority D	Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			
<ul style="list-style-type: none"> R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils 			
What will the EAS offer schools and settings?			
Specific focus on improving the outcomes of Vulnerable Learners			
<ul style="list-style-type: none"> Implement the regional plan for Recruit, Recover and Raise Standards (RRRS) to provide appropriate support and guidance for identified learners to make progress. Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings. Evaluate the current range of enhanced curriculum opportunities funded via the pupil development and RRRS grants to share best practice across the secondary phase. Capture best practice of a range of curriculum offers that are provided in PRU and Special school settings. 			
Partnership Working: LA Inclusion Leads			
<ul style="list-style-type: none"> Implement a revised regional approach, as appropriate, to improve the monitoring and impact of the pupil development grant. Work in partnership with local authorities to analyse attendance and exclusions data for vulnerable and disadvantaged learners and support school leaders to share effective practice and to improve outcomes, as appropriate. Work in partnership with local authorities to analyse FSM and LAC data and provide additional advice and support for schools and settings who have an increase in these groups as a result of COVID. 			
Partnership Working: External Partners			
<ul style="list-style-type: none"> Continue to work in partnership with Challenge Education to support the 'RADY' network of schools engaged with the 'Raising the achievement of disadvantaged youngsters' programme. Commission and external evaluation of the impact of the RADY programme. 			
Partnership Working: ALN reform			
<ul style="list-style-type: none"> Work with local authority partners to explore and agree roles and responsibilities with regards to the EAS role in securing the effective regional provision for ALN. Support, as appropriate, the Regional ALN Transformation Officer to update stakeholders on ALN Reform and support the delivery of professional learning in line with the remit of the work of the EAS. 			

Targeted Support for Schools and Settings:

- Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected as a result of COVID pandemic.
- Refine the current Teaching and Learning Strategy to include an annex supporting the teaching and learning of disadvantaged and vulnerable groups of learners.
- Extend the use of first hand evidence within schools to support and ratify the progress that is made by disadvantaged and vulnerable groups of learners.
- Extend the Vulnerable Learner Lead Programme through primary and secondary settings.
- Refine the grant planning system and the processes in place to support the planning, reviewing and evaluating of impact of expenditure in line with the research from the Education Endowment Foundation.
- Provide a programme of professional learning through a 'Train the Trainer' approach that provides the foundations of universal provision across all schools and settings. This will include strategy development and professional learning for disadvantaged and vulnerable groups of learners.
- Improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- Deliver a regional programme across all settings supporting More Able and Seren Learners.

Priority E	Provide professional learning and bespoke support and guidance to schools to help them realise Curriculum for Wales.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			
<ul style="list-style-type: none"> • R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs • R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design 			
What will the EAS do?			
<ul style="list-style-type: none"> • Provide all schools with access to the national professional learning programmes to support the implementation of the curriculum for Wales. Ensure that this professional learning reflects the priorities set out in the national implementation plan. • Provide schools with examples of effective school development actions for curriculum reform and provide bespoke support to schools and settings to implement these. • Encourage all schools to be research informed by creating a network of lead enquirers to develop the capacity for professional enquiry in all schools. • Review the regional Welsh language strategy in collaboration with school leaders and other partners, considering the findings for future delivery models. • Encourage schools to actively seek resources and experiences that support learners to understand the stories of different groups, including diverse and minority groups, and enable all learners to see themselves and their experiences and knowledge developed through the curriculum. 			

Priority F	Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
What will the EAS do?			
<ul style="list-style-type: none"> In partnership with other regions and higher education institutions, provide a national mentoring and coaching programme to develop and support school leaders and governors. 			
Schools as Learning Organisations			
<ul style="list-style-type: none"> Ensure all professional learning is underpinned by the principles of effective learning organisations and encourages schools to develop as effective learning organisations. Provide coordinated support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities. Share case studies where schools and clusters are effectively developing as learning organisations. 			
Professional learning teaching assistants			
<ul style="list-style-type: none"> Provide a virtual professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant. Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities, Special Schools and PRU's. 			
Professional Learning for statutory induction			
<ul style="list-style-type: none"> Refine and develop a Nationally designed virtual induction professional learning offer to support all those who support the induction process including: Newly Qualified teachers, the school-based induction mentor, and the external verifier. Continue supporting early career teachers beyond the statutory induction period. Further strengthen partnership working with HEI institutions to offer joint induction support for early career entry. 			
Initial Teacher Education			
<ul style="list-style-type: none"> Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education, as appropriate within the current arrangements. 			

Priority G	Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			
<ul style="list-style-type: none"> • R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs • R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design 			
What will the EAS do?			
<ul style="list-style-type: none"> • Review all existing networks to ensure all practitioners have access to relevant networking opportunities with colleagues within and beyond the region. • In partnership with schools and settings continually review their capacity to support the wider system. 			

Priority H	Continue to support the development of leaders at all levels in schools and settings.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			
<ul style="list-style-type: none"> • R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs • R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals 			
What will the EAS do?			
<ul style="list-style-type: none"> • Further develop the strategic approach to identifying and supporting the next group of leaders within the region. 			
National professional learning offer for leaders			
<ul style="list-style-type: none"> • Provide a blended professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes: Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers. • Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy. 			

Identifying, recruiting and retaining effective leaders

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors.
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship
- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a national mentoring and coaching programme to develop and support school leaders and governors.

Specialist HR

- Work with local authorities to complement existing education HR services and provide a range of specialist HR professional learning for school leaders and governors.

Priority I	Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
What will the EAS offer schools and settings?			
<ul style="list-style-type: none"> • Continue to refine the delivery of the Governor Support Service Level Agreement (2020-22), ensuring governing bodies are supported through timely, constructive guidance that enables effective governance. • Further develop professional learning for governors, including online materials, interactive and recorded workshops, regular briefings for all chairs of governing bodies, support for existing self-evaluation tools and the development of a cluster-based approach. • Provide focused professional learning for chairs and vice chairs of governing bodies in secondary schools, that supports them in addressing phase specific challenges. • Develop a pilot programme to develop coaching approaches for Chairs of Governors. • Provide opportunities for collaborative professional learning for school leaders and governors, encouraging and enabling peer support arrangements for governing bodies to refine and develop their capacity to support their schools. • Identify governors who can undertake additional roles within and beyond their own governing bodies, providing bespoke professional learning to strengthen and build capacity within the region. 			

Priority J	To further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.		
Link to National Mission	Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
What will the EAS offer schools and settings?			
<ul style="list-style-type: none"> • Work collaboratively with a range of partners to develop a regional approach that identifies and values the characteristics of an effective school. • Identify a broader range of evaluation strategies that do not focus solely on end of key stage outcomes but looks at a wider range of school improvement information. • Provide a comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning in order that they are able to hold schools to account more effectively. • Determine the support arrangements for all schools in line with national guidance considering how regional consortia and local authorities can agree with the school the additional support it needs to improve and to build its own capacity to improve and considering specifically distance and blended learning. 			

Priority K	i. Embed the EAS internal evaluation model, continue to welcome external challenge and support and ensure the effective and efficient support to schools and settings. ii. Ensure the EAS adheres to legislative requirements and fully supports the wellbeing of staff.		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing Enabling objective 4: Evaluation, improvement and accountability	Link to LA Strategic Priorities	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to: <ul style="list-style-type: none"> • R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design 			
What will the EAS do?			
Business delivery model			
<ul style="list-style-type: none"> • Continue to refine the business model for the EAS to ensure that it aligns to regional and national priorities and addresses the needs of schools and settings. • Maintain the credibility of the service using EAS core staff and the move to the school led system whilst ensuring effective provision and value for money. • Embed the EAS internal evaluation model, continue to welcome external challenge and support and ensure the effective and efficient support to schools and settings. • Ensure the EAS adheres to legislative requirements and fully supports the wellbeing of staff. • Use the Investors in People development programme to support service improvements. • Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement, to include the development of a regional pupil forum. 			

- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.
- Support and advise local authorities, as appropriate, in the delivery of their statutory functions for SACRE and the development of individual Welsh in Education Strategic Plans.

Staff Development

- To maintain high levels of staff morale and wellbeing in the backdrop of reduced funding and the implementation of change management processes.
- Continue to develop collaborative ways in which the EAS team contribute to and feel part of the decision-making processes and are recognised more systematically for their successes.
- Provide access to coaching and mentoring support for all staff.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent the service values and vision.
- Embed performance management processes and extend the professional learning opportunities for staff that meet individual and service needs.
- Ensure all EAS staff are well informed regarding all aspects of the reform agenda.

Funding, Resourcing and Governance

- Work with key partners to deliver a more sustainable funding model that aligns with the workforce plan and secures an updated Collaboration and Members Agreement.
- Continue to 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.
- Continue to publish the regional grant allocations and maximise delegation rates to schools.
- Refine the value for money model, further exploring access to comparative data.
- Managing a complex governance interface to ensure communication, satisfaction and engagement levels remain high.

Section 4: Ambitions for 2021/2022

Working in partnership with local authorities, schools and setting the ambitions for 2021/22 and beyond are challenging to capture without having clarity around the changing nature of the pandemic and the effect it will have on schools and settings. In this regard, the ambitions below need to be read within the context they have been derived:

- The EAS has placed wellbeing at the forefront of its work.
- There is a clear strategy to improve the quality of distance and blended learning experiences for learners. There has been good engagement in the regional strategy and many opportunities have been provided for schools to share to develop more effective teaching across and within schools and settings.
- Where schools and settings have engaged in the regional wellbeing support offer it has helped to support improvement in their provision for wellbeing.
- Schools and settings receive the right type of support, as appropriate to help them make progress against their school improvement priorities.
- Most schools can identify and provide the most appropriate support to specific groups of disadvantaged and vulnerable learners, including those who have been disproportionality affected by school closures, to help them to progress.
- A regional strategy developed in collaboration with practitioners provides a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals.
- The quality and impact of the provision for professional learning for educational practitioners and governors is good and those schools that have engaged are able to evidence the impact of this.
- Refined and extended networks ensure effective collaboration and communication to support school improvement.
- A range of professional learning and bespoke support provided to schools and settings helps them realise Curriculum for Wales.
- Working with schools and local authorities, a regional model of support will be developed and implemented, focusing on accurate self-evaluation using a broad range of characteristics, aligned to school improvement priorities.
- Evaluations of the impact of regional policies and practices developed since the start of the pandemic will be used to inform future ways of working and curriculum design.

Section 5: Delivery arrangements for 2021/2022

Governance and funding

The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding, it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

How will the EAS held to account for the delivery and impact of this Business Plan?

The 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 local authority annex document. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level. In addition, the progress made towards the implementation of key actions will be reported at each meeting of the Joint Executive Group and Company Board.

This year the EAS will report additional information on a termly basis, to both the Joint Executive Group and local authorities around the progress and impact of its work in support of each local authority strategic objective and their related success criteria and the progress schools are making towards their individual targets. This approach will be aligned to the national changes in the accountability system.

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 through evaluation and improvement 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 / local authority 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 financial accounts are reported to both the company board on a quarterly basis and through the Audit and Risk Assurance Committee on a termly basis. The final year end accounts are externally audited and reported in line with the 2016 UK Corporate Governance Code. In compliance with the Companies Act these accounts are reported and approved at the Annual General Meeting by the Joint Executive Members who are shareholders of the EAS.

Consortium funding

The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.

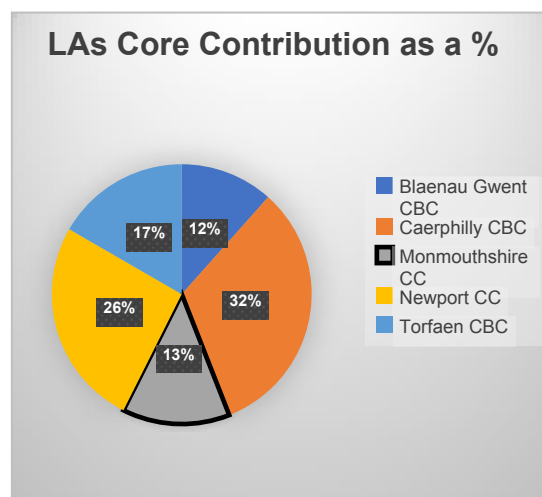
Delegation rates to schools has increased to 94.4% whilst the EAS staff profile has reduced by 53.1% since 2012.

Local authority contributions 2021/2022

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year

on year efficiencies of £1.23m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2021/22 are as follows:

Local Authority	£
Blaenau Gwent CBC	£351,806
Caerphilly CBC	£985,591
Monmouthshire CC	£405,844
Newport CC	£787,227
Torfaen CBC	£506,028
Total	£3,036,496



In

terms of the above £0.796m of this figure is used to secure capacity within the EAS team from current serving headteachers and schools and £0.2m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

Regional school improvement grants

The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Grant Name	Grant Total	Amount delegated to schools	Delegation* Rate	Regionally Retained
(To be updated when information on grants is received from Welsh Government)	Indicative Calculation 2021/22			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	tbc	tbc	tbc	tbc
- Professional Learning for Teachers	tbc	tbc	tbc	tbc
- Other grant initiatives	tbc	tbc	tbc	tbc
Pupil Development Grant (PDG)	tbc	tbc	tbc	tbc
PDG (Lead Regional PDG Adviser)	tbc	tbc	tbc	tbc
Seren Pre 16	tbc	tbc	tbc	tbc
Seren Post 16	tbc	tbc	tbc	tbc
Total	TBC	TBC	TBC	TBC

*Delegation: This refers to funding which gives freedom of choice to a school in how it is used. It must however be spent in accordance with, and in the spirit of, the core purpose of the grant and the individual school development plan.

Governor Support Service Level Agreement

The EAS has responsibility for providing a Governor Support service to all schools in the region. The service provides support to school governing bodies, headteachers, and individual governors.

This includes advice, guidance, training, and an optional clerking service to support governing bodies to deliver their responsibilities.

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only two school opted not to buy into the clerking service in 2020/21. The indicative funding for 2021/22 is £0.387m.

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Annex documents 2021 – 2022
- Detailed Business Plan 2021–2022
- Regional Grant Mapping Overview 2021–2022 (to follow once detailed received from WG)
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2021–2022
- Local Authority Strategic Education Plans

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