

Agenda



Performance Scrutiny Committee - Partnerships

Date: Wednesday, 29 March 2023

Time: 5.00 pm

Venue: Committee Room 1 - Civic Centre / Teams Meeting

To: Councillors D Mayer (Chair), S Cocks, P Drewett, F Hussain, J Jones, A Morris, M Pimm, A Screen, E Stowell-Corten and K Whitehead

Item	Wards Affected
1	<u>Apologies</u>
2	<u>Declarations of Interest</u>
3	<u>Minutes of the previous meeting held on 8 February 2023 (Pages 3 - 10)</u>
4	<u>Safer Newport Community Safety Partnership (Pages 11 - 22)</u>
5	<u>Education Achievement Service (EAS) Business Plan 2023 - 2025 (Pages 23 - 74)</u>
6	<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.
7	<u>Scrutiny Adviser Reports (Pages 75 - 80)</u> a) Actions Plan (Appendix 1)

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Date of Issue: Wednesday, 22 March 2023

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Minutes



Performance Scrutiny Committee - Partnerships

Date: 8 February 2023

Time: 4.00 pm

Present: Councillors D Mayer (Chair), S Cocks, P Drewett, F Hussain, M Pimm, A Screen, E Stowell-Corten and K Whitehead

In Attendance: Rhys Cornwall (Strategic Director Transformation and Corporate Centre), Steve Ward (Chief Executive for Newport Live and Intervention Lead for the Newport Offer), Christopher Dawson Morris (Intervention Lead for Strong Resilient Communities (Aneurin Bevan University Health Board), Ceri Doyle (Intervention Lead for Sustainable Travel (Newport City Homes), Joanne Gossage (Service Manager Environment and Leisure for Newport City Council and Intervention Lead for Green and Safe Spaces), Guy Lacey (Intervention Lead for Right Skills (Coleg Gwent), Nicola Dance (Senior Policy Partnership Officer), Janice Dent (Policy and Partnership Manager), Leanne Rowlands (Democratic and Electoral Services Manager), Harriet Bleach (Cynnal Cymru), Neil Barnett (Scrutiny Officer), Pamela Tasker (Governance Support Officer) Taylor Strange (Governance Support Officer)

Apologies: Councillors J Jones

1 **Declarations of Interest**

None.

2 **Minutes of the previous meeting held on 7 December 2022**

The Minutes of the Last Meeting held on the 7 December 2022 were moved as a true record.

3 **One Newport Partnership Well-being Plan 2022-23 Q2 Performance**

Invitees:

- Rhys Cornwall- Strategic Director Transformation and Corporate Centre
- Steve Ward- Chief Executive for Newport Live and Intervention Lead for the Newport Offer.
- Christopher Dawson Morris- Intervention Lead for Strong Resilient Communities (Aneurin Bevan University Health Board)
- Ceri Doyle- Intervention Lead for Sustainable Travel (Newport City Homes)
- Joanne Gossage- Service Manager Environment and Leisure for Newport City Council and Intervention Lead for Green and Safe Spaces
- Guy Lacey- Intervention Lead for Right Skills (Coleg Gwent)
- Nicola Dance- Senior Policy Partnership Officer
- Janice Dent- Policy and Partnership Manager

The report was introduced to the Committee by the Policy and Partnership Manager who explained that the report was an historic look at Quarter 2 setting out the work of

partnerships against the quarters Wellbeing Plan. This was the last year of the Plan and there was work being done towards the formation of the new Local Delivery Plan with the final draft available soon. There was a strong partnership commitment relationship in Newport and the commitment and engagement of partners showed benefits.

Green and Safe Spaces

Invitee:

- Joanne Gossage - Service Manager Environment and Leisure for Newport City Council and Intervention Lead for Green and Safe Spaces.

The Intervention Lead for Green and Safe Spaces gave an overview of the intervention and highlighted successes and key achievements for the Committee.

Members asked the following:

- Where is the Barrack Hill project located?

The Service Manager explained that this project was just off Sorrell Drive and was being sorted with a grant through Welsh Government to remove knotweed infestation due to fly tipping. The Community was inspired to work on putting a footpath and benches in.

- The Committee complemented the work being done there and asked how it linked into the active travel routes and the Road to Nature and how easy it was to add in more active travel routes into the overall plan.

The Service Manager confirmed that there was a potential linkage through active travel to create a network of active travel routes without using the roads by using bikes and was all part of the nature network to combat climate change.

- The Committee asked was the active travel route between Harlequin Drive and Sorrell drive easy to include travel routes into from the barracks towards this as the topography was bad.

It was confirmed that the gradient was difficult for this to be achieved as within active travel there was gradient guidance. For example, in relation to the Devon Place footbridge, the size of the ramp was constructed to achieve the correct gradient for accessibility. It was a large structure, but it takes up a lot of the land and it depends on the community identifying it as an active travel route. Routes have to be on the Active Travel Map in order for funding to be given and to bid for money. If the Committee wanted the team to look at this, it could be added to the active travel map.

The Strategic Director reminded the Committee that they were here to consider the Quarter 2 performance.

- A Member stated that they had been present at the Road to Nature presentation and was very impressed with the collaboration with the Council and volunteers and it was a great example of effective partnership.
- A Member asked were there any plans for development at Beechwood Park this year and whether there would be any plans for consultation with any Councillors and residents due to the orchard area being ripped out by individuals as this lack of consultation was a concern.

It was recommended that the Member could consult with the Service Manager outside of the meeting.

- The Committee noted the drop in attendance in the workshops due to the Gwent Region taking over.

The Service manager confirmed that the members of the groups were not contacted specifically about this, but this could be completed.

- The Committee asked how the change would impact the good work already done and whether the targets set in 2018 had changed.

It was confirmed by the Service Manager that not a lot had changed although performance measures had been revisited 2 years ago.

- The Committee commented that as collaboration was a key theme did it take up a lot of time, was it worth it and where had it made a difference.

It was reiterated that the event held for Road to Nature was an example of great collaboration, the enthusiasm was great and there was great engagement. The Community was really behind it and incidents of destruction etc have not been seen.

The Committee asked how much the partner did in this case and it was confirmed that it was about all groups working together such as internal teams, Waste Management and Environmental Health.

- The Committee asked why the Pillgwenlly Master Plan had not been published and why Pill Councillors were not part of this.

The Strategic Director stated that the draft Master Plan had not been published yet, but that community engagement was important, and an organisation called Urbanists were developing the Plan and there were priorities that were in progress at present. The Safer Pill group was separate, with Chief Inspector John Davies being involved with this. It was noted that Councillors were involved but there was a separation between involvement and operational, but the plan should be signed off in next couple of months.

- The Committee asked about the Maindee Master Plan and whether this was with Maindee Unlimited and the Maindee District Renewal Project.

The Service Manager stated that they could find out what the improvements were for the Maindee ward and let the Councillor know.

- The Committee asked how was the involvement with local residents.

The Service Manager stated that there was a Green Infrastructure Assessment, there were a lot of consultation events and people put forward sites that were an eyesore e.g., Wharf Road.

- The Chair commented on the point asked regarding Councillors being partners to be involved and there was a need to know what was going on with all the partners in the relevant wards.

The Strategic Director stated that were a lot of good points raised that could be taken away such as the Ward Members concerns about not being involved in their ward and this could be a recommendation for the Committee.

- The Chair stated that case studies were useful to highlight what worked and what didn't work well.

The Policy and Partnership Manager stated that partnership working was important but as the plan came to an end momentum was lost and there was a need to look at the new plan to reenergise. Figures were old so the new plan would be able to refresh and to relook at priorities.

- The Committee asked that in terms of resilience how effective would the partnership board be in terms of Newport only issues e.g., flood defence issues how would they be addressed regionally.

The Policy and Partnership Manager stated that there were clear actions in the local plan and National Resources Wales was working with the team. Some organisations were regional, and others were Newport centred but they were keen to work together for Newport residents. The workshops in December went well and the engagement was very positive.

- The Committee commented that the positive aspect was encouraging however there was a fear that things would become diluted, and issues would not be addressed that were regional and not local and needed to be considered.

The Policy and Partnership Manager stated that there was a regional aspect, but local officers were very clear they are working with Newport. The Senior Policy Partnership Officer stated that in relation to the communication element a fortnightly bulletin was sent out and would make sure all Councillors received this. The Chair stated that the One Bulletin needed to be more ward specific and make sure officers contacted Councillors to speak to them.

Sustainable Travel

Invitee:

- Ceri Doyle - Intervention Lead for Sustainable Travel (Newport City Homes)

The Intervention Lead for Sustainable Travel gave an overview of the intervention and highlighted successes and key achievements for the Committee.

Members asked the following:

- The Committee asked about the red shown against the Burns Commission which was an enormous concern as it was felt that the ambitions were underwhelming with issues trying to be addressed around Newport. The report itself was a year behind but if the plan operated as planned it would make worthwhile changes. The most concrete commitment was the bus routes, but the measures needed were more railway stations as things would only get worse, but none of this was likely to happen in the near future.

The Intervention Lead stated that this was not part of the remit but that the Council still had a representative on the Commission and some of these strategic items such as rail routes etc were not areas we could influence.

- The Committee stated in the Well-being Plan getting people out of cars was an objective and a factor in Newport was pushing ahead with the Burns agenda which was in the report.

The Intervention Lead stated that we now had representatives on the Southeast Wales Commission and the key pieces of work was behaviour change and the need to consider behaviour change to get people out of cars and look at other means of active travel to reduce car usage. There was still an appetite for this from the Southeast Wales Transport Commission.

The Strategic Director stated this had been raised as a significant risk, within the One Newport Partnership and it was acceptable for it to be raised but that the Intervention Lead had responded as much as they could.

- The Committee congratulated the team on the active travel routes completed so far and it was felt they could have been implemented quicker. The Committee recommended that there was strong heritage in Newport and whether travel routes and heritage characters could be linked e.g., Chartist characters and whether this could be cost effective.

The Intervention Lead stated that the active travel routes and maps were something the team was quite proud of and that the angle on heritage was new, and it was noted that not enough was being done to promote active travel routes and the team were conscious of doing more PR and these points raised about linking to heritage would be taken on board.

- The Committee stated that behavioural change comes when things were easy and if travel were easier then behaviour would change. The Chair agreed that getting people to look for things culturally was a good point.
- The Committee commented on the many conversations about active travel routes and this area was a massive challenge and it was early days which needed to be acknowledged. The Committee stated that people needed to make a commitment and that sometimes the car was the easiest route. The Committee noted that culture routes were important, and a simple conversation needed to be taken into wards and that the wording of the agenda was a lot for the public to read.

The Chair agreed with the point of communicating with the Wards and was the number of consultations used relevant to local communities. The Intervention Lead agreed that there was a good range of points discussed as we were all connected together and summarised them as follows:

- What are we doing through the sustainable travel group about promoting placemaking and integrated transport hubs.
- How consultation was carried out and what was available to travel on in a sustainable way and how was this promoted.
- What we can do to consult on options to reduce the consequences of congestion on the M4.

Strong Resilient Communities

Invitee:

- Christopher Dawson Morris - Intervention Lead for Strong Resilient Communities (Aneurin Bevan University Health Board)

The Intervention Lead for Strong Resilient Communities gave an overview of the intervention and highlighted successes and key achievements for the Committee.

Members asked the following:

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- The Committee asked for an assurance that the region was unified and there was differentiation in objectives to reflect a variety of communities we have and the variety of needs of different communities.

The Intervention Lead stated that what was unique about communities and having an understanding of communities at a local level showed the work that One Newport was doing was so important as they have taken the time to understand communities.

- The Committee stated the Council used the participatory budget to befriend communities and in the Pill Masterplan there was a number of stakeholders involved. It was asked where was the evidence of this taking place and when would this come to Committee, as the Committee liked to see case studies of events that have occurred.

The Strategic Director stated that the partnership piece of work in relation to the Pill masterplan could come to the next committee with this evidence.

- A Committee Member stated that the Committee was asked to make comment on progress of the programme and the work was great but when targets were set, how did this impact the community.

The Intervention Lead stated that part of the focus was around evaluation work, and what the hard evidence metrics were and there was a need to have a methodology of how this evaluation was put together.

- The Committee stated that the Early Learning Communities were hugely important, and the Cabinet Member spoke highly of the work done. Early intervention encouraged parent's behaviour and it was sending the message that people cared.

The Intervention Lead for Communities agreed there was a huge amount of work being done by the teams and the stories of parents and their new confidence on having a supportive network.

- The Committee stated that the participatory budgeting was a positive move and was very successful, but maybe more time should have been spent on networking.

The Policy and Partnership Manager stated that last year had been more challenging, but they maintained a networking group who shared what worked and what had not worked, and that network was still engaged.

Right Skills

Invitee - Guy Lacey- Intervention Lead for Right Skills (Coleg Gwent)

The Intervention Lead for Right Skills gave an overview of the intervention and highlighted successes and key achievements for the Committee.

Members asked the following:

- The Committee stated that the more people saw of these events such as job fairs showed there was an interest from the corporate side and encouraged people to get a foot in the door. This will progress as people need to be pointed in the right direction.

The Intervention Lead for Right Skills acknowledged that it was about reaching people in all communities such as college supported learners with learning difficulties and a progression to employment was there for everyone with the right support.

- The Committee asked about European funding, and was this to be replaced by alternative funds and were there other possibilities.

The Intervention Lead for Right Skills stated the Aspire To Achieve was a social fund project and provided essential support for young people at risk of falling out of training. New funds have been reduced and spread more thinly. There were some funds there, but this was a new scheme and some funds had been delayed and this project would cease to operate across the region.

The Newport Offer

Steve Ward - Chief Executive for Newport Live and Intervention Lead for the Newport Offer was unable to join for this item.

The Committee commented on the positive One Newport offer and the work of Newport Live and the artworks at Harlequin roundabout and in Pill. The Committee commented on the importance in placemaking and the importance of heritage in Newport's offer and that there needed to be a coordinated cultural strategy.

Conclusions

The Committee **noted** the performance within One Newport Partnership Well-being Plan 2022-23 Q2 and made the following comments to the One Newport Partnership:

Green and Safe Spaces

- The Committee praised the report, and made comment that it showed good evidence of progress.
- Members requested more case studies to be provided to Committee as the Road to Nature was an excellent example of positive outcomes achieved through effective collaborative work.
- The Committee noted the drop in attendance in the workshops, potentially due to the current Wellbeing plan nearing the end of delivery in its current format. Members requested that the Service Manager seek to confirm the specific reasons for the drop in attendance through discussion with partners and groups on this matter.
- The Committee asked for clarification on the Maindee plan referenced within the report.
- The Committee raised the importance of ward briefings highlighting partnership work taking place as appraisal.
- The Committee commented that the report was excellent, it showed progress and good supporting evidence that demonstrated the advancement. The Committee highlighted the data included in the report that underpinned this objective as an example of good practice; the Committee recommended that this data-based approach is replicated for all progress reports received by Committee.

Sustainable Travel

- The Committee recommended three points to the Intervention Lead for Sustainable Travel for consideration:
 1. What is being done through the sustainable travel group about promoting place making and integrated transport hubs.
 2. Consultation was carried out through the Council's statutory plans and processes, what steps are being taken to walk this out through the individual organisations?
 3. Expanding on the concept of integrated hubs, sustainable travel needs to be more direct and simple to use. What is available now and how can this be promoted more?
- The Committee requested for more work to be completed on promotions and advertising linked to heritage in Newport. As an example, the Committee recommended naming active travel routes with Chartist names.
- Whilst recognising that the outcomes of the Burns Commission sits outside of the Terms of Reference of the Committee, the Committee reflected that ambitious measures were needed to increase sustainable travel in Newport that was an attractive alternative to travelling by car.

Strong and Resilient Communities

- The Committee requested the draft of the Pillgwenlly Master Plan to be shared with the Committee by the Service Manager. The Scrutiny Adviser will add this topic to the Committee's Draft Annual Forward Work Programme 2023-24 and discuss further with the relevant officers about potential dates.

Right Skills

- The Committee were happy to receive the information given for this intervention and had no comments or recommendations.

The Newport Offer

- The Committee were pleased with the positive developments contained in the dashboard, and also the partnership work with projects such as the Old Green Roundabout and in Pill. Members wished to stress the importance of having a unified approach to heritage in the Newport Offer under place making.

4 Scrutiny Adviser Reports

Invitee:

- Neil Barnett – Scrutiny Adviser

a) Forward Work Programme Update (Appendix 1)

The Scrutiny Advisor stated that the next meeting would take place on the 29th March 2023 which would discuss the EAS Business Plan which came to committee every year as well as the Safer Newport Update on Community Safety Partnership which was the first time this item came to Committee.

On the 26th April 2023 the One Newport Draft Action Plan and Newport Live Report would come to Committee.

The meeting terminated at 5.47 pm



Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 29th March 2023

Subject Safer Newport Community Safety Partnership

Author Scrutiny Adviser

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

Invitee:	Designation
Rhys Cornwall	Strategic Director – Transformation and Corporate
Janice Dent	Policy and Partnership Manager
Rhian Tilley	Partnership Officer
Dr Carl Williams	Local Policing Area Commander, Chief Superintendent – Gwent Police (Co-Chair)

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

1. Consider the report on the Safer Newport Partnership.
2. Assess the contents of the report and decide if there has been satisfactory progress against the initial aims of the partnership.
3. Establish whether there is any additional information needed in future reports.
4. Decide if the Committee wishes to make any comments or recommendations in relation to the Safer Newport Community Safety Partnership

2 Context

Background

- 2.1 Community safety is a partnership approach to reduce crime and disorder in local communities. The Morgan Report introduced the idea of 'community safety' by taking a 'holistic' local approach to crime reduction and prevention. This was expanded within the Crime and Disorder Act 1998, giving key agencies a legal duty to work together to address crime and improve public safety rather than police alone.
- 2.2 Under the Crime and Disorder Act (1998) each local authority in England and Wales were given the responsibility to formulate and implement a strategy to reduce crime and disorder in their area. The Act also requires the local authority to work with every police authority, strategic health authority, social landlords, the voluntary sector and residents and businesses - known as Community Safety Partnerships (CSPs).
- 2.3 Safer Newport is the city's community safety partnership, delivering on emerging local community safety issues including anti-social behaviour (ASB), serious and organised crime (SOC) and local neighbourhood issues, with a particular focus on the city centre. Safer Newport reports to the Public Services Board (PSB).
- 2.4 Membership of Safer Newport includes Gwent Police, Newport City Council, South Wales Fire and Rescue Service (SWFRS), Aneurin Bevan University Health Board (ABUHB) and the National Probation Service.

Previous Consideration of the Safer Newport Partnership

- 2.5 This will be the Committee's first consideration of the Safer Newport Partnership as a standalone partnership as it has previously formed part of the update from OneNewport as the local Public Services Board. From this year OneNewport will become a local delivery group under the Gwent Public Services Board and as such Safer Newport will be considered separately by the committee.

Partnership Committee Terms of Reference

- 2.6 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:

Scrutiny of community safety issues and associated partnerships: Designated Committee for Crime and Disorder

- To consider Councillor Calls for Action (CCfA) that arise through the council's agreed CCfA process;
- To consider actions undertaken by the responsible authorities on the CSP.

The Committee should therefore focus its questioning on how the Safer Newport Partnership is delivering on emerging local community safety issues.

3 Information Submitted to the Committee

3.1 The following information is attached for the Committees consideration:

Appendix A - Briefing note: Safer Newport Community Safety Partnership Annual Report

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
- Consider the main strengths and areas for development within the Safer Newport Partnership.
- Consider how well Safer Newport are working in partnership.
- Conclusions:
 - What was the overall conclusion on the information contained within the reports?
 - Is the Committee satisfied that it has had all of the relevant information to base a conclusion on the performance of the Safer Newport Partnership?
 - Do any areas require a more in-depth review by the Committee?
 - Do the Committee wish to make any Comments / Recommendations to the Cabinet?

Suggested Lines of Enquiry

4.1 In considering / evaluating the Safer Newport Partnership (SNP) report, the Committee may wish to consider focusing questions on:

- What role does each of the responsible authorities play in the SNP's work?
- Are all of the responsible authorities fully engaged in the SNP?
- Are there improvements that can be made in the SNP's delivery of services?
- How does the SNP compare with other Community Safety Partnerships in the region in terms of working practices and in relation to tackling crime and disorder?
- Does the SNP have the best possible partnership working arrangements in place?
- How are local voices and concerns fed into the SNP's agenda?
- Does the SNP provide evidence of its successes? Is this evidence robust?

Section B – Supporting Information

5 Links to Council Policies and Priorities

5.1 The report links with the Wellbeing-being Objectives and Aims of the Council's Corporate Plan 2022 – 2027;

Well-being Objective	1 – Economy, Education and Skills	2 – Newport's Environment and Infrastructure	3 – Preventative and Equitable Community and Social Care	4 – An Inclusive, Fair and Sustainable Council
Aims:	Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all.	A city that seeks to protect and enhance our environment whilst reducing our carbon footprint and preparing for a sustainable and digital future.	Newport is a supportive city where communities and care are at the heart of what we do.	Newport City Council is an inclusive organisation that places social value, fairness and sustainability at its core.

Step 7 links to the Safer Newport Community Safety Partnership;

7	Promote positive community inclusion and culture by engaging with key stakeholders and communities to address issues of anti-social behaviour and crime.
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6 Impact Assessment:

- **Wellbeing of Future Generation (Wales) Act**
- **Equality Act 2010**
- **Socio-economic Duty**
- **Welsh Language (Wales) Measure 2011**

The council has a number of legislative responsibilities to assess the impact of any strategic decision, proposal or policy on people that may experience disadvantage or inequality. A copy of the relevant EAS Fairness and Equality Impact Assessment (FEIA) has been produced.

Impact Assessment:

6.1 Summary of impact – Wellbeing of Future Generation (Wales) Act

Safer Newport is the city's community safety partnership established by the Crime and Disorder Act 1998. The priorities of Safer Newport have been set based on data and intelligence relating to the key community safety issues for the city. All of the priorities reflect the five ways of working and contribute to a number of the national well-being goals and the interventions in the Well-being Plan.

6.2 Summary of impact – Socio-economic Duty

The Safer Newport Partnership has extensive programmes with communities through organised crime funding, including work with schools, community engagement and direct prevention work with families and young people.

7. Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Report to Annual Council 16 May 2017 upon New Scrutiny Committee Structures](#)
- [Corporate Plan 2022-27](#)

Report Completed: 29th March 2023

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Briefing note: Safer Newport Community Safety Partnership Annual Report – Partnership Scrutiny March 2023

Background

As outlined in the Scrutiny cover report Safer Newport is the city's community safety partnership, delivering on emerging local community safety issues including antisocial behaviour (ASB), serious and organised crime (SOC) and local neighbourhood issues, with a particular focus on the city centre.

Safer Newport was established to under the Crime and Disorder Act (1998) as a community safety partnership board providing strategic oversight and governance of identifying, preventing, and protecting community safety issues across the city.

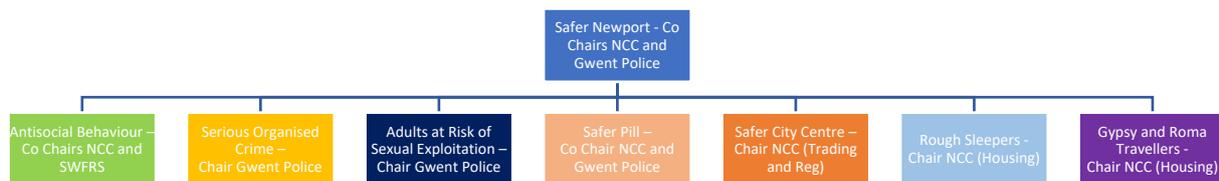
As a community safety partnership Safer Newport has a history of collaborative working and has statutory and non-statutory in its Board and subgroup meetings including Gwent Police and the Office of the Police and Crime Commissioner, officers from across Newport City Council, South Wales Fire and Rescue Service (SWFRS), Aneurin Bevan University Health Board, Public Health Wales, Gwent Probation Service.

This will be the Committee's first consideration of the Safer Newport Partnership as a standalone partnership as it has previously formed part of the update from OneNewport as the local Public Services Board. From this year OneNewport will become a local delivery group under the Gwent Public Services Board and as such Safer Newport will be considered separately by the committee.

Work is ongoing on an updated strategic needs assessment to support the work of Safer Newport with the results forming the new updated action plan for the partnership. With committee's permission these will be presented for scrutiny at future meetings.

Safer Newport Priorities

To identify priorities for action Safer Newport members reviewed police data, local data including information from local needs assessment alongside organisational and community intelligence to agree the key priorities and these form the basis of the Board and subgroups structure as illustrated below. This structure delivers on tactical and operational issues, supported by relevant task and finish groups, and ensures delivery of priorities and immediate problem solving when issues arise.



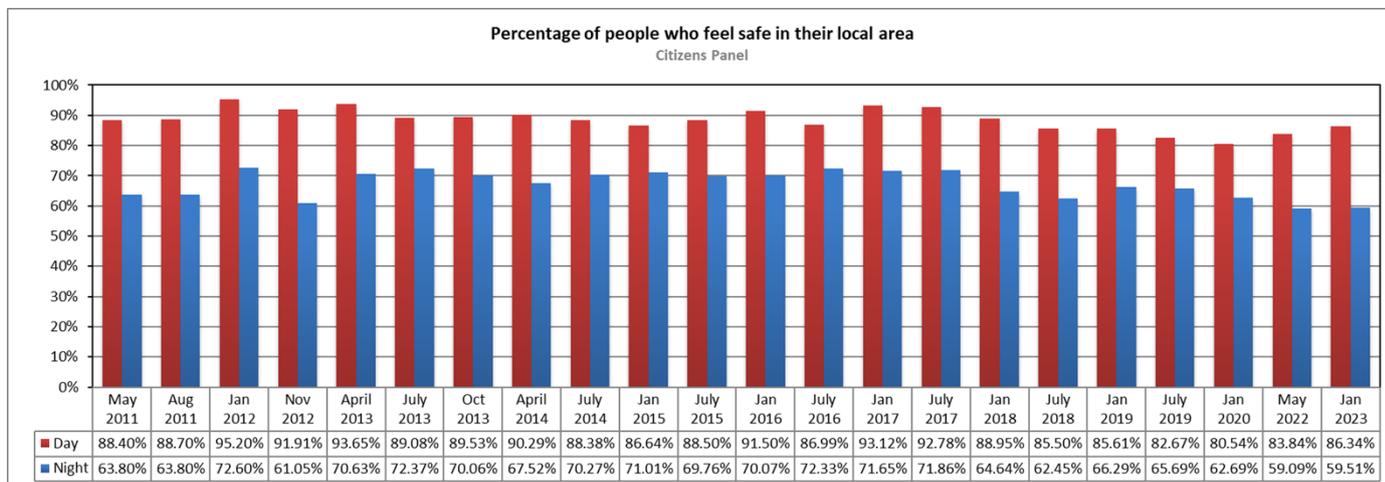
Impact of Partnership

Key examples of the partnership activities undertaken during the year include -

- Engaging with communities through action days, community assist days and neighbourhood walkabouts with a focus on tackling ASB.
- Extensive programmes with communities through organised crime funding, including work with schools, community engagement and direct prevention work with families and young people.
- Partners worked together to ensure Newport retained its Purple Flag accreditation for the evening and night-time economy, which it first achieved in 2019. Areas awarded the Purple Flag are recognised for providing a vibrant and diverse mix of dining, entertainment and culture while promoting the safety and well-being of visitors and residents. Highlights from Newport’s submission to retain the award include the proactive work being done around drugs and drink spiking, and the Newport Explorer signage.
- Working in partnership, The BID, Newport City Council and Gwent Police have used Safer Streets 3 funding to employ two Community Safety Guardians. The Night Ambassador Scheme funds these guardians to deliver high visibility reassurance patrols within the city centre to make residents and visitors feel safer when walking around the city. Awareness raising will also take place with particular focus on violence against women and girls. The Night Ambassador Scheme has run since July 2022 and has helped provide reassurance of safety in the city centre with 64 shifts completed by the end of February 2023 during which time 1,052 incidents were responded to in relation to violence and antisocial behaviour and assistance provided to women and girls, the police and local door staff.
- A successful bid to the Home Office for Safer Streets 4 funding has greatly supported community-based work with children and young people in Alway during this financial year. In addition to supporting the refurbishment of Alway Community Centre kitchen for community use, this funding has enabled facilitation of diversion and education groups for young people. This included REALL Always Girls group focusing on healthy relationships and other issues associated with exploitation and Violence against

Women, Domestic Abuse and Sexual Violence, and the BELIEVE project focused on educating and preventing knife crime.

- Community perception surveys help Safer Newport partners to assess the effectiveness of interventions and highlight any key areas of concern. A copy of the latest survey response is below



Links to other Community Safety Related Boards

Safer Newport aims to ensure a partnership approach to preventing and tackling all aspects of community safety across all areas of Newport and works closely with related boards and forums including the Gwent Violence Against Women Domestic Abuse and Sexual Violence (VAWDASV) Board, the Area Planning Board and Counter Terrorism processes.

VAWDASV Board

An annual report is presented to committee members separately but progress to note includes:

- Draft of the VAWDASV strategy is nearing finalisation. Hoping to be able to publish the draft strategy for consultation mid-April.
- Training and awareness raising continuing across Newport, including a Group 6 session held last week with members.
- Focus on mapping support for perpetrators following a loss of funding
- Continuing to develop sustainable funding options for the Regional Independent Domestic Violence Advisor Service.

The link to the VAWDASV Board is critical in relation to Domestic Homicide Reviews (DHRs) which the Community Safety Partnership has legal responsibility for. There are currently two active DHRs being undertaken in Newport.

Area Planning Board (APB)

A detailed annual report is presented to committee members. Current issues shared with Safer Newport include:

- An increase in the use of unlicensed Benzodiazepines

- Increase in poly substance misuse
- Increased availability and use of cocaine and crack cocaine
- Harm reduction presentation to be discussed at the next APB
- Young Person's Needs Assessment to be shared and finalised at the next APB

Partnership's role within CONTEST

Within Newport we ensure that activities around counter terrorism are also included within the broader Community Safety discussion.

CONTEST is the UK Government's Counter Terrorism Strategy. The Strategy consists of the following strands:

- Prevent
- Pursue
- Protect
- Prepare

Regional and National structures

Gwent Contest Board provides a regional, co-ordinated and multi-agency response to the delivery of the UK Contest Strategy. It provides strategic oversight, monitors progress against the four strands, engage with the All Wales Contest Board and ensure lessons are learnt from national and local incidents.

The Prevent Duty

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

As a result of this Duty training is undertaken with staff and third sector agencies to support their identification of susceptibility and vulnerability to radicalisation. Where risks are identified, individuals can be referred through to the Channel Process – a multi-agency approach to mitigating risks that may lead to radicalisation. This is a voluntary process and is chaired by the Local Authority.

The Independent Review of Prevent has recently been published, with a range of recommendations. We await the updated guidance.

Martyn's Law

In February 2020 the Security Minister announced plans to introduce a law which will require owners and operators of public spaces and venues to put in place measures to keep the public

safe from a terrorist attack. The new 'Protect Duty' will reflect lessons learned following the terrorist attacks in 2017 (Manchester and London), as well as more recent attacks. This new law is now referred to as Martyn's Law, in tribute to Martyn Hett, who was one of the 21 people killed at the Manchester Arena Bombing. Martyn's Law will require venue operators to consider the risk of a terrorist attack and take proportionate and reasonable measures to prepare for and protect the public from such an attack. This could include increased physical security, having training in place, incident response plans and exercises for staff on what to do during an attack.

Protective Security Preparedness Group

In early 2020 Newport became a pathfinder area for the development of a partnership approach, as a precursor to the Protect Duty.

Future Considerations

All aspects of Community Safety are justifiably high on the UK Government's agenda, with some key statutory guidance and reviews supporting the Crime and Disorder Act. These are detailed below, and further updates will be provided to committee members in future meetings.

- The Serious Violence Duty - The Government introduced the Serious Violence Duty ("the Duty") through the Police, Crime, Sentencing and Courts (PCSC) Act 2022. This places a duty on specific organisations (police, justice, fire and rescue, health, and local authorities, known as the 'specified authorities') to plan and collaborate to prevent and tackle serious violence in their local area. The Duty intends to create the right conditions for authorities to collaborate and communicate regularly, using existing partnerships where possible and to share information and take effective coordinated action in their local areas. Funding to undertake this is held and distributed by the Office of the Police and Crime Commissioner. There are discussions regarding the balance between local and regional work to undertake the required strategic needs assessment.
- Single Unified Safeguarding Review – This aims to create a single review process in Wales where a multi-agency approach is required, incorporating the following review processes
 - Adult Practice Review
 - Child Practice Review
 - Domestic Homicide Review
 - Mental health Homicide Review
 - Offensive Weapon Homicide Review.

Consultation currently open.

- Home Office Review of Community Safety Partnerships – The Home Office is due to consult on recommendations for all CSPs across England and Wales following a review of effectiveness and governance.

Future Reports

As this is the first time Safer Newport has provided a separate report to this committee, members are asked to consider the information required in future reports to ensure the responsibilities of the committee can be discharged.

For more information contact

Rhys Cornwall, Strategic Director Corporate and Transformation, Newport City Council (co-chair)

Dr Carl Williams, Local Policing Area Commander, Chief Superintendent, Gwent Police (co-chair)

Janice Dent, Policy and Partnership Manager, Newport City Council

Rhian Tilley, Partnership Officer (Community Safety), Newport City Council



Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 29 March 2023

Subject **Education Achievement Service (EAS) Business Plan 2023 - 2025**

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
Marc Belli	Principal School Improvement Partner (EAS)
Sarah Morgan	Chief Education Officer
Sarah Davies	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.

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 As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We decided it was timely to review and adapt this process and to make it more accessible to a wider audience. We have used the 'Theory of Change' approach to help us articulate the changes and impact we want to make as the regional school improvement service for South-East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.
- 2.3 However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.

Previous Consideration of EAS Business Plan

- 2.5 Previously, the Education Achievement Service Business Plan for 2022-25 was reported to this Committee on 15 February 2022 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 2022-25

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 - Education Achievement Service: Annual iteration - Business Plan 2023-2025
(Consultation Version – Accessible)
Appendix 2 - Education Achievement Service: Current Overarching 3-year Business Plan
2022-2025**

(Appendix 2 which is the 3 year plan that EAS agreed last year for Committee’s reference)

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:
<p>Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	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?
<p>Prevention Prevent problems occurring or getting worse.</p>	What issues are facing the Consortium’s service users at the moment?
	How is the Consortium addressing these issues to prevent a future problem?
<p>Integration Considering how public bodies’ wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p>	Are there any other organisations providing similar / complementary services?
	How does the Consortium’s performance upon the delivery of the Business Plan impact upon the services of other public bodies and their objectives?
<p>Collaboration Acting in collaboration with any other person (or different parts of the organisation itself).</p>	Who will the Consortium work with to deliver the Business Plan?
	How is the Consortium using knowledge / information / good practice of others to inform / influence the Business Plan?
<p>Involvement The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.</p>	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 Our National Mission ([Our national mission | GOV.WALES](#) - the National Education Improvement Strategy (2017-2022))

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

To deliver the aims the document sets out four enabling objectives:

1. Professional Learning: The Welsh Government and our strategic partners are committed to supporting teachers through professional learning from the time they decide to become teachers through their whole career.
2. Leadership: The Welsh Government recognises the scale of the challenge headteachers and other leaders face as we seek to realise Curriculum for Wales and address our schools' needs in relation to COVID-19.
3. Equity, Excellence and Wellbeing: The Welsh Government will work closely with stakeholders to continue to devise and implement a proactive, inclusive education system. In continuing to raise standards for all, we will prioritise support for children and young people who are vulnerable, disadvantaged or have ALN. Through this system, we will quickly identify areas of inequality and adversity and target resources to develop and deliver programmes to alleviate the main causes of inequality and to ensure that those who need help get the support that they need employment.
4. Evaluation, improvement and accountability: The Welsh Government acknowledges the importance of an evaluation, improvement and accountability system that is aligned to the principles of Curriculum for Wales.

6 Links to Council Policies and Priorities

- 6.1 The report links with the Wellbeing-being Objectives and Aims of the Council's Corporate Plan 2022 – 2027;

Well-being Objective	1 – Economy, Education and Skills	2 – Newport's Environment and Infrastructure	3 – Preventative and Equitable Community and Social Care	4 – An Inclusive, Fair and Sustainable Council
Aims:	Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all.	A city that seeks to protect and enhance our environment whilst reducing our carbon footprint and preparing for a sustainable and digital future.	Newport is a supportive city where communities and care are at the heart of what we do.	Newport City Council is an inclusive organisation that places social value, fairness and sustainability at its core.

7 Impact Assessment:

- **Wellbeing of Future Generation (Wales) Act**
- **Equality Act 2010**
- **Socio-economic Duty**
- **Welsh Language (Wales) Measure 2011**

The council has a number of legislative responsibilities to assess the impact of any strategic decision, proposal or policy on people that may experience disadvantage or inequality. A copy of the relevant EAS Fairness and Equality Impact Assessment (FEIA) has been produced.

7.1 Summary of impact – Wellbeing of Future Generation (Wales) Act

This report content contributes to the Wellbeing Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The plan will deliver 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 will contribute, through schools and partners in the Local Authority to a skilled and well-educated population. High quality education is a fundamental of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to support, monitor and evaluate school performance and the quality of provision is essential.

7.2 Summary of impact – Equality Act 2010

The EAS have their own Equalities plan in place. Newport City Council has therefore not undertaken any specific impact assessment on the EAS Business Plan. This equalities assessment is included in the EAS FEIA. The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. However, descriptions of the range of support and professional learning programmes, to provide a positive impact, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

7.3 Summary of impact – Socio-economic Duty

Whilst this section is not applicable, as this Business Plan is not a strategic decision, the plan describes a range of support for schools related to reducing socio-economic impact, particularly for learners who are eligible for Free School Meals (FSM) or those who are looked after (LAC/CLA)

7.4 Summary of impact – Welsh language

The EAS has an updated (September 2021) Welsh Language Policy in place and Welsh language support for schools development of the language is included in the plan. Newport City Council has therefore not undertaken any separate impact assessment on the EAS Business Plan.

8. Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2022-27](#)
- [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: 29 March 2023

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Report

Scrutiny Meeting

Part 1

Date: 29 March 2023

Item No:

Subject Education Achievement Service (EAS) Business Plan 2023-2025

Purpose This report contains the draft EAS Business Plan 2023-2025 (June 2023 – March 2025). The consultation period for this plan is from 13th March 2023 to 19th April 2023.

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

Ward All

Summary This document contains the main priorities that the EAS believe will be relevant to focus upon in the draft annual update (June 2023 – March 2025) to the already agreed regional Business Plan 2022-2025. The EAS delivers, through this 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.

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 June 2023

This report was prepared after consultation with:

- Sarah Morgan (Chief Education Officer)

Signed

1. Background and Report

- 1.1 As a result of the uncertain financial situation and funding for the EAS, Joint Executive Group (JEG) members agreed that the next iteration of the EAS Business Plan should be delayed to start in June 2023. JEG members agreed an accompanying timeline that includes a full consultation period.
- 1.2 The current Business Plan spans three years, 2022-2025, this was agreed by the Joint Executive Group (JEG) and through each Local Authority (LA) Cabinet in the summer term 2022. This document contains the next iteration of this three-year plan and covers the period from June 2023 to April 2025.
- 1.3 This version of the EAS Business Plan is underpinned by the already agreed three-year Business Plan (Appendix B). It builds upon the progress and identifies priorities that have resulted from robust EAS self-evaluation processes. The plan will enable flexibility so that the specific needs within Newport are contributed to.
- 1.4 This consultation version of the Business Plan 2023-2025 has been constructed using the best available financial information at the time of writing. This could be subject to change once the final funding profile from local authorities and Welsh Government are known.
- 1.5 Last year the EAS reviewed how we constructed and communicated our Business Plan. We decided it was timely to review and adapt our processes to make them more accessible to a wider audience. We used a new approach to help us articulate the changes and impact we want to make as the regional school improvement service for South East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved.
- 1.6 This year we have further refined our success criteria so that we can better report on the impact of our work so that it aligns more explicitly to the EAS vision of developing all schools as learning organisations. We have made sure that our own evaluations, trends in school and LA needs and priorities, national policy and inspection findings are captured. These directly inform our priorities and success criteria.
- 1.7 We have also strengthened the plan by including a Partnership Annex that is specific to each LA's needs and priorities for the coming year. This section is also draft and further discussion is required with LA Officers to reach a final version.
- 1.8 This will also be significantly determined by the EAS final financial position for 2023-2024.
- 1.9 We have prioritised our high level and high-risk areas, and further details and activities are in our Detailed Delivery Plans. We have captured several important 'Assumptions: Processes that should be in place' for each Business Plan priority to ensure this activity is visible in the system and that expectations are clear.
- 1.10 We fully recognise the importance of collaboration and fostering effective partnerships with the local authority and schools to realise the full potential of our actions. The plan identifies the aspects that the EAS would request that the local authority undertake to support the delivery of this plan.
- 1.11 As we review our work in schools, we are looking for indicators to demonstrate:
 - Changes/ Improvements at leadership and governance levels;

- Improved teaching and learning;
- School wide improvement in policy and practice;
- Learner progress
- Growing capacity in the system.

1.12 Our expectations are clear and are set out in the EAS Business Plan success criteria and in our vision and values.

1.13 The EAS uses three models to help us frame the Intent, Implementation and Impact of our work. This model allows us to use a common language to plan, implement and evaluate the impact of the work of the EAS in schools and settings across Newport.

1.14 The EAS uses three models to consider three important questions that helps frame the Intent, Implementation and Impact approach. Each model allows us to use a common language to plan, implement and evaluate the impact of the work of the EAS.

EAS Business Plan: Success Criteria 2023-2025

1.15 Welsh Government have set out 8 contributory factors to support schools to navigate the changing education landscape. These factors describe the key attributes that schools that are successfully realising the curriculum will possess.

1.16 These describe the factors that support reform and which, where absent, are likely to act as barriers to success. The factors cover learner progress and the curriculum itself, as well as wider processes and priorities. The factors are captured below and are interwoven into our priorities for 2023-2025.

1.17 As part of our work to develop a strong approach to evaluation, and in particular the evaluation of learning, the EAS has developed a guide to help identify the wide range of evidence available for review and analysis. This builds on the work to look at the intent, implementation and impact of our interventions. It will support both School Improvement Partners and schools to consider how best to respond to the WG guidance quoted above. In particular, how to build the enabling conditions around the Curriculum for Wales and define its impact through embedded and accurate reflection and self-evaluation. Our approach to evaluating learning will focus on progress, attainment, wellbeing, social capital and equity and fairness.

1.18 The final version of this iteration of the 3-year plan will be accompanied by a detailed delivery plan which incorporates timescales, resource implications, accountabilities and evaluation. In addition, the evaluation following the Quarter 4 review of progress from the current Business Plan will be added in the final version of the new plan.

1.19 Following the consultation period and certainty on the EAS funding position, this draft plan will be updated, and the final version will be presented to JEG for final agreement on May 24th 2023.

Monitoring Arrangements

1.20 The EAS is required to submit to the Business Plan to Welsh Government, this plan covers the period 2023-2025. The progress on the implementation and impact of the Business Plan will be reported formally to the Joint Executive Group and Company Board. 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.

2. Risks

2.1 In writing this plan a number of assumptions have been made. If these are not in place, then they become a risk to the content and successful delivery of the plan. The EAS risk register will be reviewed and refined, if required, following the agreement of the final EAS Business Plan and related resource:

- The funding from both LA contributions and Welsh Government grants is sufficient to enable the effective delivery of the Business Plan.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of the much wider system.
- Schools / education settings positively engage with us.
- We have the expertise, capacity and resources to undertake our activity effectively.
- When the conditions in a school / education setting can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

2.2 Newport LA will have its own risks linked to the delivery of the strategic objectives within their corporate plans.

3. Resource Implications

3.1 As noted in 1.4 - This consultation version of the Business Plan 2023-2025 has been constructed using the best available financial information at the time of writing. This could be subject to change once the final funding profile from local authorities and Welsh Government are known.

EAS Funding Sources:

3.2 The main funding sources to the EAS budget are:

- Annual core budget contributions from each of the 5 LAs – this funds approximately 50% of total costs.
- Annual Regional Consortia School Improvement Grant and Education Improvement Grant – grants from WG fund approximately 50% of total costs.

3.3 The EAS Company Board have taken a series of steps to reduce operational costs and restructure EAS staff. One of the main factors in the EAS being able to achieve the efficiencies required and increase the breath of support to schools over the past 8 years has been the increased use of the school-to-school model. The move to Headteachers undertaking the role of School Improvement Partners (SIPs) from EAS employed SIPs has realised efficiencies and brought additional benefits to the model. In addition, the use of schools to support others through our Learning Network Schools (LNS) model has enabled reductions in the core team.

- 3.4 There has been a continued reduction in the combined LA core contributions to the EAS since inception in 2012. The EAS has faced significant challenges in being able to set a balanced budget for 2023-2024. Whilst there are some discussions still being undertaken with LA partners regarding their contributions, the EAS is working on a circa 10% reduction totalling £302,132, this is set alongside cost pressures equalling a total reduction of circa £504k for the budget in 2023-2024. Productive discussions have taken place with Directors of Education and JEG members about how the delivery model will look for the forthcoming year.
- 3.5 The EAS Business Plan has been constructed with a view to protecting front line services to schools and settings for 2023-2024. Additionally, a phased approach will be taken over the next 2 years to explore potential additional cost savings to the delivery model. The current approach to set a balance budget for 2023-2024 does not present a long-term sustainable funding model for the EAS and represent a short-term solution.
- 3.6 The following proposals have been devised assuming a common percentage funding model from LAs can be reached. If LAs cannot agree on a common percentage reduction in core contributions, it will be essential to demonstrate how an equitable service is being delivered for those LAs who are contributing more / less into the model.
- 3.7 The table below shows the current known position of the LA core contribution funding for 2023-2024:

Local Authority Core Contribution	2022-23	2023-24	Contribution Cut
<i>Percentage Cut</i>		<i>-10%</i>	
Blaenau Gwent	£350,046	£315,041	(TBC)
Caerphilly	£980,663	£882,597	£98,066
Monmouthshire	£403,815	£363,434	£40,382
Newport	£783,291	£704,962	£78,329
Torfaen	£503,498	£453,148	(TBC)
Total	£3,021,313	£2,719,182	

- 3.8 The EAS remains committed to work closely with LA partners to respond appropriately in the context of a collectively challenging financial position and ensuring we remain flexible to meet the needs within each LA.

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
- Headteachers from within the region
- Chairs of Governors from within the region
- EAS Supporting School Trade Union Group (SSTU Group)

5. Background Papers

- A. Education Achievement Service: Annual iteration - Business Plan 2023-2025
(Consultation Version – Accessible)
- B. Education Achievement Service: Current Overarching 3-year Business Plan 2022-2025

Regional Business Plan 2023-2025

(June 2023 - March 2025)

Consultation Version
(March 2023)





Education Achievement Service
Gwasanaeth Cyflawni Addysg

Foreword

The Educational Achievement Service (EAS) is the school improvement service of the five local authorities in South East Wales: Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen.

The EAS is owned by the five Councils and operates within a robust governance structure which is populated by representative Elected Members from each Council. The EAS has been in operation since September 2012 and has undergone many changes during this period.

Through the commissioning of the three-year regional Business Plan the EAS delivers key school improvement support to all schools and educational settings across the South East Wales region. The EAS endeavours to work in partnership local authorities, schools and settings and wider stakeholders, ensuring that service delivery remains of a consistently high standard and meets the needs of the system. The service welcomes external expertise and challenge to support continued improvement and will remain agile and responsive to regional need.

EAS Values:

Integrity: Doing what is right and delivering what we promise by providing a high support and high challenge environment.

Innovation: We promise an innovative culture and attitude. We will challenge and aim for excellence in all we do.

Collaboration: We value everyone and work together to achieve our vision.



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1. Introduction

Last year we reviewed how we constructed and communicated our Business Plan. We decided it was timely to review and adapt our processes to make them more accessible to a wider audience. We used a new approach to help us articulate the changes and impact we want to make as the regional school improvement service for South East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved.

The current Business Plan spans three years, 2022-2025, this was agreed by the Joint Executive Group (JEG) and through each Local Authority (LA) Cabinet in the summer term 2022. This document contains the next iteration of this three-year plan and covers the period from June 2023 to April 2025.

This year we have further refined our success criteria so that we can better report on the impact of our work so that it aligns more explicitly to the EAS vision of developing all schools as learning organisations. We have made sure that our own evaluations, trends in school and local authorities needs and priorities, national policy and inspection findings are captured. These directly inform our priorities and success criteria. We have also included a Partnership Annex that is specific to each local authority's needs and priorities for the coming year.

We have prioritised our high level and high-risk areas, and further details and activities are in our Detailed Delivery Plans. We have captured several important 'Assumptions: Processes that should be in place' for each Business Plan priority to ensure this activity is visible in the system. This means that we can make sure we undertake the range of statutory activities on behalf of local authorities as well as measure the penetration of our work and track individuals' and schools' development and engagement.

We fully recognise the strength of our collaboration and partnerships with stakeholders and our role in working increasingly together, so we have identified, as in our monitoring arrangements how we are dependent on effective joint working to succeed.

2. Impact: Key features of school improvement

As we review our work in schools, we are looking for indicators to demonstrate change at leadership and governance levels; improved teaching and learning; school and setting wide improvement in policy and practice; learner progress and growing capacity in the system. Our expectations are clear and set out in the EAS Business Plan success criteria, our vision and values.

The EAS uses three research informed models to consider three important questions that helps frame the Intent, Implementation and Impact approach as outlined below. Each model allows us to use a common language to plan, implement and evaluate the impact of the work of the EAS.

1. What are we trying to achieve?
2. Where are we?
3. How will we know?



INTENT

What are we trying to do? What is our intention? This considers what characterises effective school improvement and helps frame clear success criteria to measure impact against.



IMPLEMENTATION

Where are we on this improvement partnership journey? How can we evaluate where we are and where we go next? Where are we in the implementation of our organisational change journey? Is this supporting the school to become an effective learning organisation?



IMPACT

What impact are we having on an individual or organisational improvement journey? What first hand evidence can we use to capture progress and impact of professional learning? How long with this impact take, over what time scales can we expect to see impact? Are schools and settings better placed to lead and evaluate their own progress and plan for ongoing improvement? Is there an improvement in learners outcomes?

3. School Improvement

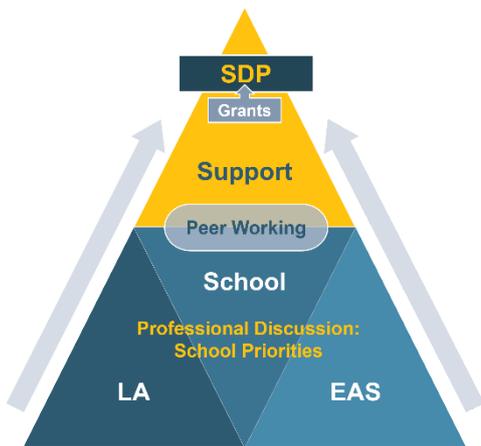
In August 2022 WG published the School Improvement Guidance: Framework for evaluation, improvement and accountability, which aims to:

- strengthen the effectiveness of self-evaluation and improvement planning by schools
- replace the national categorisation system with a similar support process that does not require the publication of school categories
- strengthen and provide clarity about the separation between evaluation / improvement activities and the accountability system
- clearly assign the roles and responsibilities of different bodies in a self-improving system.

This guidance provides a new point of reference for schools, pupil referral units, local authorities, diocesan authorities, regional consortia and Estyn, which outlines Welsh Governments expectations of these organisations in contributing to school improvement, in the context of their wider legal duties.

Within the context of Curriculum for Wales, the Welsh Government guidance aims to foster sustainable school improvement through a clear framework for evaluation, improvement and accountability. The majority of energy and focus in the system should be on delivering school improvement, guided by effective self-evaluation, improvement planning and support in all schools. To be successful, it is crucial that all aspects of the school system are aligned with and support the Curriculum for Wales along with its underlying principles.

The regional model for school improvement has been designed with all partners and includes:



Local authorities and EAS will participate in a professional discussion with schools regarding their priorities for improvement and the progress the school is making towards them.

This process is cyclical and supports schools to determine and / or review their priorities in line with their self-evaluation processes.

The discussion also helps to determine the ongoing support needs of the school from each local authority and EAS and identify practice worth sharing.

All schools can access bespoke support aligned to their needs and priorities within their School Development Plan (SDP) which can be appropriately designed, co-constructed and facilitated in a flexible way.

4. Delivery approach: Universal, Targeted and Intensive

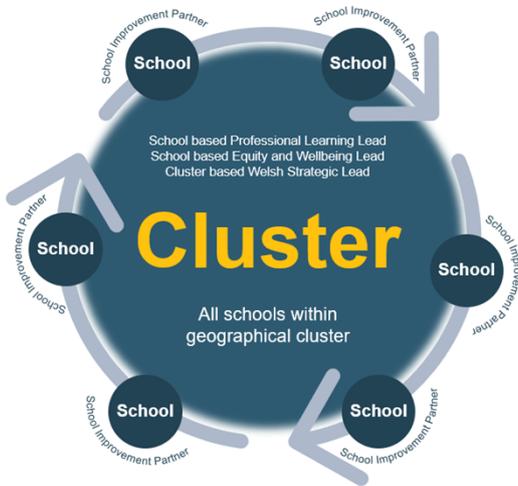


Universal Offer: All schools have access to a universal offer of support from their SIP (School Improvement Partner) and wider teams, focused on the school development plan. Schools have access to a wide range of professional learning opportunities and professional networks across a range of areas to include school leadership, support for teaching and learning and support for wellbeing. This also includes access to support from Professional Learning (PL) and Learning Network Schools (LNS). It is for schools to determine the most appropriate parts of the universal offer that most appropriately meet their needs.

Targeted Offer: This is in addition to the universal offer which is tailored and designed specifically to individual school or cluster needs. This can be brokered through the SIP and could come from the EAS and /or the local authority.

Intensive Offer: This is tailored, ongoing support for a school on an individual basis, with a focus on leadership and improving the quality of teaching and learning. This is coordinated wraparound support, usually provided by a Learning Network School, School to School model and / or intensive support from wider teams. This offer will be differentiated according to need and will usually be over a sustained period. Support will be reduced when improvement is sustained and embedded.

Team Around the Cluster



- Principal School Improvement Partner Cluster Link
- Curriculum Partner / Professional Learning Partner Link
- Governor Support Link



Team Around the Cluster:

In line with our vision to support collaboration and innovation, we will enhance our work with clusters of schools and align our resources accordingly. This will further support building capacity to more effectively support the progress that learners make.

5. Self-Evaluation: Progress towards current EAS Business Plan 2022-2025

EAS Business Plan 2022 - 2023: Evaluation and Impact Report (Quarter 4: May 2023) – this will be added in the final version of the new plan.

6. EAS Business Plan: Success Criteria 2023-2024

Welsh Government have set out 8 contributory factors to support schools to navigate the changing education landscape. These factors describe the key attributes that schools that are successfully realising the curriculum will possess. These describe the factors that support reform and which, where absent, are likely to act as barriers to success. The factors cover learner progress and the curriculum itself, as well as wider processes and priorities. The factors are captured below and are interwoven into our priorities for 2023-2024.

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

As factors that contribute to curriculum realisation, they should inform schools' understanding about what successful realisation of the Curriculum for Wales is likely to involve, as well as being an important reference for schools when evaluating their own curriculum realisation and deciding where and how they need to improve. They are not designed to be an exhaustive checklist for schools. They do however offer a consistent framework for use across Wales.

The self-evaluation and improvement cycle is central in enabling schools to continually develop and improve their practice: to give all learners the best possible learning experiences and outcomes, whatever their background or circumstance, and in order to achieve high standards and aspirations for all. Welsh Government have co-constructed the National Resource:

Evaluation and Improvement to support schools in undertaking robust, evidence-based self-evaluation. Within the School Improvement guidance, Welsh Government recognise the new national priorities which schools must have regard to when setting their improvement priorities which are:

- Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience;
- Reducing the impact of poverty on learners' progression and attainment.

As part of our work to develop a strong approach to evaluation, and in particular the evaluation of learning, the EAS has developed a guide to help identify the wide range of evidence available for review and analysis. This builds on the work to look at the intent, implementation and impact of our interventions. It will support both School Improvement Partners and schools to consider how best to respond to the WG guidance quoted above. In particular, how to build the enabling conditions around the Curriculum for Wales and define its impact through embedded and accurate reflection and self-evaluation. Our approach to evaluating learning will focus on progress, attainment, wellbeing, social capital and equity and fairness.

7. EAS Business Plan: Activity 2023-2024

This section details the activities that will take place during 2023-2024. Each section has a set of success criteria which contributes to the overarching vision that we have for 2025. The support across each area is interrelated and should not be viewed in isolation, this section will be accompanied by a detailed plan that links to accountability arrangements, timescales and resources.

Priority 1: School Improvement

Priority 2: Leadership and Teaching

Priority 3: Curriculum for Wales

Priority 4: Health Wellbeing and Equity

Priority 5: School Governance

Priority 6: EAS Organisational Foundations

Priority 1: School Improvement: Provide bespoke support to local authorities, schools and educational settings (PRUs and Non-Maintained Nursery settings) that promotes peer collaboration and cluster working through a high support, high challenge model that fosters the development of an effective learning organisation.

Success Criteria	LA Partnership Working
<p>1. Schools and educational settings accessing the universal, targeted or intensive offer, receive timely support aligned to their improvement priorities and demonstrate progress overtime.</p> <p>2. Self-evaluation activity identifies areas of strength and bespoke support needs for all schools and educational settings enabling the EAS and local authorities to know schools and educational settings well.</p> <p>3. All schools and educational settings make progress against their inspection recommendations and identified improvement priorities.</p>	<ul style="list-style-type: none"> • Engage in sessions to review, refine and co-construct regional processes and policies. • Share relevant and appropriate information that supports a holistic view of each school in a timely and systematic way. • Organise Professional Discussions in line with the regional guidance. • Identify schools who require a Team Around the School (TAS) approach in line with the regional guidance. • Document local authority support within the Support Plan and Notes of Activity as appropriate. • Support schools and settings with additional support which is outside the scope of the EAS role and responsibilities. • In partnership with the EAS, review the capacity of Headteachers to work as SIPs to support a self improving system.

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Assumptions: Processes that should be in place

- All schools and educational settings engage in professional discussions that enable the sharing of effective practice.
- All schools and educational settings have a bespoke support plan aligned to their identified priorities for improvement which is shared with the governing body on an annual basis.
- All schools and educational settings engage in regular supported self-evaluation activity.
- There are robust performance management arrangements in place for Headteachers.
- Estyn reports are co-constructed with local authorities for schools in statutory categories.
- Monthly partnership meetings are held with local authorities to meet accountability arrangements.
- Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and develop system leadership.

Priority 2: Leadership and Teaching: Provide professional learning and support for the continuous development and growth of leadership and teaching across the entire workforce (Leaders, teachers and teaching assistants), to enable the development of an effective learning organisation.

Success Criteria	LA Partnership Working
<p>1. The workforce is supported by a professional learning offer and networking opportunities which promotes continuous learning opportunities and contributes to improvements in teaching and leadership.</p> <p>2. Schools and educational settings requiring targeted or intensive support, receive timely and appropriate professional learning which leads to improvements in teaching and leadership.</p> <p>3. Practitioners who access agile leadership and/or coaching and mentoring professional learning develop improved approaches within their own schools and settings.</p> <p>4. Effective partnership working reduces the impact of potential recruitment and retention challenges.</p>	<ul style="list-style-type: none"> • Encourage leaders to engage in regional processes to strengthen accurate self-evaluation and improvement planning and in the regional Celebrate, Share, Support and Refine (CSSR) processes. • Promote the regional teaching and learning offer for all practitioners (Leaders, teachers and teaching assistants). • Provide access to appropriate and relevant data about trends in staffing, particularly recruitment and retention. • Promote the regional Talent Management Approach for all schools and encourage schools, to engage in Initial Teacher Education (ITE) placements, where capacity allows. • Welsh in Education Strategic Plans (WESP) address challenges in recruitment and retention. • Support the work of professional learning and learning network schools. Identify schools that demonstrate any barriers to engagement in the regional professional learning offer. • Encourage appropriate schools to engage in ITE partnership across Wales. • Engage in the endorsement of candidates that meet the Aspiring Headteacher and preparation for National Professional Qualification for Headship (NPQH) threshold.

Assumptions: Processes that should be in place

<ul style="list-style-type: none"> • All schools access valuable professional learning aligned to their own school priorities. • A sustainable supply of high-quality ITE placements are provided. • All schools have robust statutory induction support for newly qualified teachers (NQTs). • Higher Level Teaching Assistant assessment (HLTA) Status and NPQH assessment processes meet requirements. • All Curriculum for Wales professional learning schools and learning network schools adhere to their annual workplan on behalf of the EAS. • Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and develop system leadership.

Priority 3: Curriculum for Wales: Provide professional learning and support for schools and educational settings (PRUs and Non-Maintained Nursery Settings) to realise Curriculum for Wales (CfW) and to enable them to become effective learning organisations within and beyond clusters.

Success Criteria	LA Partnership Working
<p>1. The workforce is supported by a professional learning offer and networking opportunities for curriculum for Wales that supports and contributes to improvements in curriculum design, subject disciplines, teaching, skills development and learning.</p> <p>2. All schools and educational settings have appropriate arrangements in place to review and evaluate their curriculum provision and its impact on learner progress.</p> <p>3. Schools and educational settings requiring targeted or intensive support for curriculum implementation, receive timely and appropriate professional learning that enhances provision and learning.</p> <p>The provision for Welsh and bilingualism is developing both strategically and operationally in all English medium schools from the current position.</p> <p>Work in clusters is benefiting learners, teachers and the wider system as collaboration and sharing enhances school's own improvement priorities in relation to the developments in curriculum provision.</p>	<ul style="list-style-type: none"> • Determine where slow progress is undermining schools' ability to deliver the agreed syllabus as part of curriculum for Wales. • Work collaboratively to determine where there may be risks to Welsh in Education delivery targets. • Promote and support the regional and national professional learning offer for curriculum for Wales. • Support the Religion and Values Education (RVE) partner to ensure effective operation of local Standing Advisory Councils for Religion, Values and Ethics (SACs). Identify where mandatory aspects and the agreed syllabus are not yet fully embedded. • Work collaboratively to review the work of schools and educational settings undertaking the role of learning network schools, and their capacity to support a school improving system.

Assumptions: Processes that should be in place

<ul style="list-style-type: none"> • All schools and educational settings have processes in place to ensure that the mandatory aspects of the curriculum for Wales framework support curriculum provision. • All schools and educational settings follow the agreed syllabus to ensure that the mandatory requirements of RVE and Relationships and Sexuality Education (RSE) are met and support curriculum provision. • Provision for Welsh enables a progressive pathway to qualifications in Welsh / through the medium of Welsh, including post 16, and opportunities for learners to use Welsh in different contexts in schools and educational settings (formal and informal). • All Curriculum for Wales professional learning schools and learning network schools adhere to their annual workplan on behalf of the EAS. • Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and system leadership.
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Priority 4: Health Wellbeing and Equity: Provide professional learning and support for health, wellbeing and equity to improve the outcomes of vulnerable and disadvantaged learners supporting the development of effective learning organisations.

Success Criteria	LA Partnership Working
<ol style="list-style-type: none"> 1. All schools and educational settings have an appropriate vision and approach to health, wellbeing and equity. This integrated and responsive approach is reflected in each school's SDP and teaching and learning strategies. 2. Schools and educational settings requiring targeted or intensive support, receive timely and appropriate professional learning in relation to Health, Wellbeing and Equity that supports improvement in the educational attainment and wellbeing outcomes of vulnerable and disadvantaged learners. 3. Professional learning, support and guidance assists schools to develop systems and processes to reduce the impact of poverty on vulnerable and disadvantaged learners. <p>290651 Schools' own evaluations of provision, teaching and learning for vulnerable and disadvantaged learners are appropriately informed by the professional learning provided. As a result, whole school strategic interventions are responding to learner needs and are improving attitudes to learning and leading to better progress.</p>	<ul style="list-style-type: none"> • Ensure that the EAS and local authority services are joined up to support the regional provision for Health, Wellbeing and Equity. • Support the review and impact of the use of Pupil Development Grant (PDG). • Identify schools and educational settings who require additional support and share relevant information. • Promote and support the regional and national professional learning offer. • Support the EAS in keeping under review learning network school capacity to support the wider system sharing information where relevant.

Assumptions: Processes that should be in place

<ul style="list-style-type: none"> • There are clear roles and responsibilities between the EAS and each local authority for the provision of support for Health, Wellbeing and Equity so that schools and educational settings are clear about where to access support. • All schools and educational settings comply with the policy directive to prioritise health and wellbeing and community focussed schools in their SDPs. • All schools and educational settings comply with PDG grant terms and condition requirements. • All Curriculum for Wales professional learning and learning network schools adhere to their annual workplan on behalf of the EAS. • Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and system leadership.

Priority 5: School Governance: Provide a broad range of professional learning, support, advice and guidance, that has a positive impact on developing governance and its role in the development of schools as effective learning organisations.

Success Criteria	LA Partnership Working
<ol style="list-style-type: none"> 1. Professional Learning (PL) and networking enables governors to impact positively on school leadership and governance. 2. Governing Bodies accurately evaluate the impact of their work on the development of the school, using the self-evaluation tool to identify their own development needs. 3. Where schools require targeted or intensive support, the Governing Body is supported to understand both the implications and the support available, so that they can demonstrate a positive impact on leadership. 4. Governing Bodies knowledge and understanding of their school is improved through the provision of the SIP Annual Report detailing the support that is being provided to the school. <p>When required, Chairs of Governors engage with advice and support from the Regional Specialist HR service, through the school improvement team, so that they are able to support the development of school leadership.</p> <p>The Service Level Agreement provides a comprehensive range of support services to support governing bodies in meeting their core responsibilities and statutory requirements.</p>	<ul style="list-style-type: none"> • Provide local authority specific professional learning for governors. • Communicate support needs for specific governing bodies, to help target professional learning and support. • Encourage governing bodies to engage with the self-evaluation process. • Provide appropriate local authority input into statutory processes as required. • Consider the suitability of any applications for local authority governors, through usual governor appointment processes. • Take action to support recruitment or amend arrangements in governing bodies, where required. • Take action to support the recruitment of governors, amending arrangements in governing bodies, where required. • Ensure that they are satisfied, as per Welsh Government Guidance, that all schools have an adequate complaints procedure.

Assumptions: Processes that should be in place

- All newly appointed governors attend mandatory training within the stipulated timescales and are supported by a mentor from within the governing body. Non-compliance is reported to the relevant chair of governors and LA.
- Where a Governing Body has more than three vacancies for over a term, does not hold three meetings in a year, or does not hold an Annual General Meeting the chair of governors, headteacher and LA are informed.
- All governing bodies have an 'adequate complaints procedure that is publicised' based on revised Welsh Government Guidance (December 2022).

Priority 6: EAS Organisational Foundations: Provide a lean, efficient organisational infrastructure which delivers on our agreed priorities to support all schools and educational settings to be thriving, learning organisations.

Success Criteria	LA Partnership Working
<ol style="list-style-type: none"> 1. The financial and operational delivery model enables effective delivery of the regional school improvement model. 2. A balanced year end budget is achieved through effective financial management. 3. Timely progress is made towards the Business Plan priorities demonstrating impact and value for money. 4. Processes for self-evaluation and impact capture are used well to inform strengths and areas for improvement. 5. Processes for performance management and professional learning enable a skilled and effective workforce. 6. Effective systems enable the collation of a range of information on schools and educational settings to be used to support improvement. 7. Effective partnership working including national and cross regional work contributes to system wide improvement in Wales and beyond. 	<ul style="list-style-type: none"> • Local authorities are committed to financing and supporting a sustainable regional model for school improvement. • Support effective governance arrangements through engagement and attendance. • Engage in consultation and self-evaluation processes, as appropriate.

Assumptions: Processes that should be in place

- The EAS is an agile and responsive organisation providing bespoke and flexible support to local authorities.
- The EAS values and develops transparent and productive relationships with all partners.
- The EAS regular reviews all systems and processes to ensure they consider workload implications.
- A robust governance model is in operation with optimal attendance and engagement.
- The EAS complies with all legal requirements as an employer and as a company.
- The EAS engages in a broad range of internal and external audits that support improvement.

8. EAS Business Plan: LA Partnership Working 2023-2024 (draft and for further discussion)

LA Partnership Working in Newport 2023-2024

LA Priorities	Success Criteria	EAS targeted actions agreed with LA
<p>Newport defines vulnerable pupils as being “those pupils, who are challenged or disadvantaged by poverty and/ or have a learning need, or an equity need”.</p> <ul style="list-style-type: none"> To improve the overall performance of secondary schools; with a focus on teaching and learning experiences and skills. To improve the effectiveness of self-evaluation processes and improvement planning, on pupil progress and achievement. To improve the leadership of learning and teaching, particularly for vulnerable pupils. 	<ul style="list-style-type: none"> No Newport school are in an Estyn category. All secondary schools in Newport perform well, when compared to similar schools, in Wales. All schools have an effective strategy for vulnerable learners, that impacts positively on pupil progress. The difference in the progress and achievement of eFSM pupils and that of non-eFSM pupils, is not significant. All schools make effective use of self-evaluation processes, to support, monitor and review the impact of improvement, in improve pupils 'performance and achievement. All school has a well articulate vision for teaching and learning which is well understood by stakeholders and implemented by all staff. The school's vision for teaching and learning supports all pupils to make progress in their knowledge, skills and understanding. All schools make and sustains high quality improvements which have a positive impact on pupils' learning and well-being. 	<ul style="list-style-type: none"> Targeted support for identified secondary schools to implement effective teaching and learning strategies. Review current curriculum offer in secondary schools, to meet the needs of all learners particularly for vulnerable learners. Providing advice and guidance and sign posting to best practice. Target CSSR teaching and learning approach in identified schools to evaluate aspects of teaching and provide professional learning on aspect of teaching including differentiation (where appropriate). Target professional learning around effective self-evaluation and improvement planning. Promote and implement the governor pathways programme across the city. Identifying and sharing good practice. Target professional learning to tackle aspects of poverty in identified schools. Identify and share good practice across the local authority of schools provision for vulnerable pupils. Strengthen partnership working between the EAS and LA to promote aspects of wellbeing including 'Newport Family and Engagement Network'. Growing leadership capacity in Welsh medium schools through targeted implementation of the talent management framework.

LA Estyn Recommendations

November 2018:

- R1 Improve the overall performance of secondary schools
- R2 Establish a coherent strategy across all relevant services to improve the outcomes of pupils eligible for free school meals
- R3 Ensure that self-evaluation activities focus on the impact that services have on outcomes and their value for money
- R4 Strengthen opportunities at a local authority level for children and young people to influence decisions that affect them
- R5 Deliver the strategic plans to develop Welsh-medium education further.

LA Education Strategy Priorities

1. To improve standards, and progress for all pupils in learning and skills, through high quality teaching and learning experiences and leadership in all schools.
2. To co-ordinate, support and provide a range of services to ensure equity of opportunity and high-quality provision; to prevent the disengagement of vulnerable pupils.
3. To promote the inclusion and well-being of all pupils with a particular focus on supporting those pupils from vulnerable groups and those with ALN to make good progress in learning.

4. To deliver high quality educational facilities and support functions to enable pupils to achieve their potential and support their communities and to expand Welsh medium education provision.
5. To further develop a motivated, capable, and engaged workforce and to ensure the effective use of resources by schools.

LA Themes

Autumn 2023	Spring 2024	Summer 2024
Schools approach and provision for tackling aspects of poverty: <ul style="list-style-type: none"> • Whole school strategy • Self-evaluation • Improvement planning • Planning for learning and teaching • Governor involvement. 	Evaluation the quality of teaching; differentiation, to include vulnerable learners.	Evaluation the quality of teaching; independent learning, to include vulnerable learners.

Reporting impact: EAS Stats and Stories

Autumn 2023	Spring 2024	Summer 2024
The effectiveness of self-evaluation and school improvement planning.	Whole school approaches to tackling aspects of poverty.	Case studies on quality of effective differentiation; particularly for vulnerable learners.

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EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru



Education Achievement Service Regional Business Plan

April 2022 - March 2025

(Consultation Version - Accessible)



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The Educational Achievement Service (EAS) is the school improvement service of the five local authorities in South East Wales: Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen.

The EAS is owned by the five Councils and operates within a robust governance structure which is populated by representative Elected Members from each Council.

The EAS has been in operation since September 2012 and has undergone many changes during this period. Through the commissioning of an annual Business Plan the EAS delivers key school improvement support to all schools and educational settings across the South East Wales region.

The EAS endeavours to work in partnership local authorities, schools and settings and wider stakeholders, ensuring that service delivery remains of a consistently high standard and meets the needs of the system. The service welcomes external expertise and challenge to support continued improvement and will remain agile and responsive to regional need.

Section 1: Regional Context

Key regional facts and figures

- The number of pupils of compulsory school age within the region in 2021 was 73,324. This represents 19.3% of all pupils in Wales.
- There are 237 maintained schools in the region (which includes 4 pupil referral units), 15.8% of all maintained schools in Wales (EAS figure correct from September 2021, Wales figure from Pupil Level Annual School Census (PLASC), 2021).
- There are 21 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 24.8%. This level of eligibility is the second highest of the four regional consortia with Central South Consortium highest with 25.1% (PLASC, 2021).
- 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 11.8%.
- Based on local authority reported numbers (March 2021), 847 children in the region are looked after (LAC) by a local authority and attend a school in the region. An additional 54 Looked After Children are educated in schools in England. (This data is no longer collected in PLASC).

Overview of regional school governors (As at 15/02/22)

Local Authority	Number of school governors
Blaenau Gwent	321
Caerphilly	1096
Monmouthshire	446
Newport	784
Torfaen -	399
EAS	3046

Overview of school numbers in the region Jan 2022

Blaenau Gwent (31.4% 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

Caerphilly (24.9% 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

Monmouthshire (16.6% FSM)

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

Newport (23.1% FSM)

23	Non-maintained Nursery Settings
1	Nursery
44	Primary (4 Welsh medium, 2 Church in Wales, 6 Roman Catholic)
9	Secondary (1 Welsh medium, 1 Roman Catholic)
2	Special
1	Pupil Referral Unit

Torfaen (30.0% FSM)

15	Non-maintained Nursery Setting
25	Primary (3 Welsh medium, 2 Church in Wales, 3 Roman Catholic)
6	Secondary (1 Welsh medium, 1 Roman Catholic)
1	Special
1	Pupil Referral Service

Overview of regional school / PRU staffing

Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	502	552
Caerphilly	1,580	1,416
Monmouthshire	661	626
Newport	1,508	1,346
Torfaen	761	739
EAS	5,012	4,679

Section 2: Introduction

As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We decided it was timely to review and adapt this process and to make it more accessible to a wider audience. We have used the 'Theory of Change' approach to help us articulate the changes and impact we want to make as the regional school improvement service for South East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.

However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the 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 pandemic has reminded us that positive change is and has been possible. Schools, settings and the EAS have seized opportunities to explore innovative ways of working and delivering meaningful learning experiences through a creative blended learning approach. These experiences should be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time.

Stats and Stories from 2020-2021

- Nearly all (98%) agreed or strongly agreed (46%) that the blended learning masterclass has directly brought about advances in knowledge, skills and/or practice. It has prompted reflection on beliefs and attitudes regarding professional practice.
- Over 90% of leaders agree that the EAS provides high quality professional learning that supports for Leadership and Teaching, access to inspirational guest speakers , digital support and access to an equitable national leadership offer.
- Nearly all schools are Adverse Childhood Experience (ACE) Aware
- Over 100 School Improvement Partners (SIP) from both within and beyond the region are current serving Headteachers who are contributing to the self-improving system and the Schools as Learning Organisations (SLO) agenda.
- Sharing of best practice events highlighting key learning and good practice during the pandemic involving international speakers.
- Strong Learning Network school to school provision has been secured for schools who require high levels of support. This support is holistic and addresses leadership and improving the quality of teaching.
- The development of a growing bank of case studies evidencing examples of school improvement and turnaround leadership.
- Enhanced schools' ability to network and share practice. Curriculum for Wales (CfW) Teaching and Learning Development Group has over 380 members and the Progression and Assessment Development Group has 340 members.

- 150 schools have accessed the CfW professional learning (PL) programme to support senior leaders and headteachers.
- Over the last 3 years 59 people in the EAS region have successfully met National Professional Qualification for Headship (NPQH). The average pass rate over the last three years is 76%.
- 2020/ 2021 58 Higher Level Teaching Assistant (HLTA) achieved the status, a 98% pass rate, building capacity in schools
- Governing Body meetings moved online from the end of March 2020. In the subsequent 18 months over 1800 meetings were clerked, an average of 31 each week in term time.
- We have able to connect with more governors than ever across the region, offering a virtual Professional Learning (training) programme from Summer 2020. Since then, we have delivered over 130 virtual events for governors, with over 2000 individual attendances.
- Since Autumn 2019 across the EAS over 500 participants have accessed the Middle Leadership Development Programme. Nearly 900 evaluative comments have been received about the PL experience.

We will continue to research, refine, respond and reflect to school needs. Our established networks will continue to be the mechanism of communicating with schools and settings. The Supporting our Schools website will continue to be the 'go to place' for all resources and guidance materials.

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 in respect of the challenges that are likely to continue.

Section 3: Our Approach

The Theory of Change approach

This approach begins with asking why we are doing what we do in the EAS (our vision) and reinforces the need for the development of a collective regional vision, so that we are all clear about what we are trying to achieve and each other's respective roles in this. The EAS will work collaboratively with local authority partners, wider partners and schools and educational settings to implement the Business Plan.

Why? What are we aiming to achieve?

South East Wales Vision 2025

SE Wales Vision	All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i>
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In working towards the SE Wales Vision, a strong commitment of partnership working is critical. It is important to recognise that each local authority, school and educational setting will have their own strategic priorities that support the realisation of the regional vision. These will be documented in LA Strategic Plans and School Development Plans.

EAS Vision 2025

EAS Vision	Supporting and enabling schools and education settings to thrive ad effective learning organisations. <i>There is an existing vision that is currently under development with all stakeholders</i>
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In working towards the EAS Vision, it is critical that the EAS Business Plan reflects regional and local needs.

Wales has an ambition that all schools develop as learning organisations, in keeping with OECD principles. Schools that are learning organisations have the capacity to adapt more quickly and explore new approaches, with a means to improving learning and outcomes for all their learners.

What? What will the EAS do to achieve our vision?

All schools will be able to access a universal offer of professional learning support in each of the following areas: School Improvement, Leadership and Teaching, Curriculum for Wales, Health Wellbeing and Equity and School Governors which are intrinsically linked. As well as a holistic professional learning offer, this will include a set number of days to work with their School Improvement Partner (SIP) and a professional dialogue with the EAS and LA to agree and or amend improvement priorities and support requirements as part of an annual professional discussion.

In addition to the universal offer, schools will be able to access specific and targeted support as determined through ongoing professional discussion with their SIP and in line with their school improvement priorities. This professional learning support may be related to a task and finish activity, an option for further work with their SIP or an option for peer working.

Bespoke support will also be available for schools who require more intensive support. This could include more support from the SIP or the use of a Learning Network School to School Partnership.

Activities:

School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.

Leadership and Teaching

Professional learning and support for the development of leadership and teaching across the entire workforce.

Curriculum for Wales

Professional learning and support for curriculum for Wales.

Health, Wellbeing and Equity

Professional learning and support to improve health and wellbeing, with a practical focus on vulnerable and disadvantaged groups.

Governors: Provide a broad range of professional learning support.

These activities will be explained in more detail later in the document.

What are the foundations that enable activities to take place?

The EAS needs to have the following elements in place to enable the activities above. These are the foundations of the organisation:

- We are passionately committed to Wales, helping our staff, schools and education settings succeed.
- Agile, timely and responsive.
- Sensitive, flexible, and empathetic to system needs.
- The way we work is informed, drawing on research from a global perspective.
- Welcome challenge and review.
- Effective systems and processes for self-evaluation, risk, and financial management.
- The operation of a clear and effective governance model.
- Positive relationships with a range of partners and stakeholders.
- Adherence to all legislative requirements.
- Communicate clearly.
- Support the wellbeing and professional learning of staff.
- Work is well-planned and managed to deliver the best for schools and education settings.
- Draw upon expertise to improve our delivery.

What will be the impact?

If schools and educational settings have the capacity to secure improvement and engage with the support available from the EAS this is the expected impact:

Impact:

The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.

Professional learning is of high quality and appropriate to (individual) needs.

Support is aligned to needs, enabling schools and education settings to make progress.

The broad range of collaborative networks and activity support the development of a self-improving system.

How will we capture our work and share information with our partners?

There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs.

Outputs:

Governance reports
Policies and processes
External research and review
PL resources and guidance

EAS Website
Case studies
Supporting Our Schools Site

Impact capture reports
Meeting minutes
Partnership documentation

Assumptions

In writing this plan we have made the following assumptions. If these are not in place, then they become a risk to the successful delivery of this plan.

- Operate with integrity, honesty and objectivity.
- Partners understand our role in the education system.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of the much wider system.
- Schools / education settings positively engage with us.
- Schools / education settings use funding effectively.
- We have the capacity and resources to undertake our activity effectively.
- When the conditions in a school / education setting can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

<p>SE Wales Vision</p>	<p>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i></p>		
<p>EAS Vision</p>	<p>Supporting and enabling schools and education settings to thrive ad effective learning organisations. <i>There is an existing vision that is currently under development with all stakeholders</i></p>		
<p>Impact</p>	<p>The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.</p>		
<p>Page 67</p>	<p>Professional learning is of high quality and appropriate to (individual) needs.</p>	<p>Support is aligned to needs, enabling schools and education settings to make progress.</p>	<p>The broad range of collaborative networks and activity support the development of a self-improving system.</p>
<p>Outputs</p>	<p>Governance reports Policies and processes External research and review PL resources and guidance</p>	<p>EAS Website Case studies Supporting Our Schools Site</p>	<p>Impact capture reports Meeting minutes Partnership documentation</p>
<p>Activities</p>	<p>School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.</p>		
	<p>Leadership and Teaching Professional learning and support for the development of leadership and teaching across the entire workforce.</p>	<p>Curriculum for Wales Professional learning and support for curriculum for Wales.</p>	<p>Health, Wellbeing and Equity Professional learning and support to improve health and wellbeing, with a practical focus on vulnerable and disadvantaged groups.</p>
	<p>Governors: Provide a broad range of professional learning support.</p>		

Assumptions

- We are able to operate with integrity, honesty and objectivity.
- Partners understand our role in the education system.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of a much wider system.
- Schools/education settings positively engage with us.
- Schools / education settings use funding effectively.
- We have the capacity and resources to undertake our activity effectively.
- When the conditions in schools/education settings can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

Foundations

- We are passionately committed to Wales – helping our staff, schools and education settings succeed.
- We are an agile, timely and responsive organisation.
- We are sensitive, flexible, and empathetic to system needs.
- The way we work is informed, drawing on research from a global perspective.
- We welcome challenge and review and draw on expertise to improve our delivery.
- We have effective systems and processes for self-evaluation, risk and financial management.
- We operate a clear and effective governance model.
- We have positive relationships with a range of partners and stakeholders.
- We adhere to all legislative requirements.
- We communicate clearly.
- We support the wellbeing and professional learning of staff.
- Our work is well planned and managed to deliver the best for our schools and education settings.

Section 4: EAS Business Plan Activities 2022-2023

The support across all areas is interrelated and should not be viewed in isolation.

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.
Universal Provision
<ul style="list-style-type: none">• Facilitate professional discussions to identify support aligned to improvement priorities and resource allocation, highlighting good practice to share more widely.• Undertake supported self-evaluation activities alongside leaders, focusing on the progress of learners including vulnerable groups.• Provide professional learning for improvement and self-evaluation processes, including supporting the roll out of the National Resource for Evaluation and Improvement.• Provide opportunities for peer working.• Work with local authorities to complement existing education HR services and continue to develop a consistent approach to school improvement related HR matters across the region.• Provide recruitment support for the appointment of Headteachers.• Provide support as a panel member for Headteacher Performance Management.
Targeted Provision
<ul style="list-style-type: none">• Provide additional support to undertake self-evaluation activities alongside leaders.• Facilitate professional learning or support for specific areas identified by the school or educational setting.• Facilitate opportunities for peer-to-peer networks.• Support recruitment at key senior leadership positions.• Support targeted professional learning for Governing Bodies.• School Improvement Partners provide enhanced support for new and acting Headteachers.
Bespoke Provision
<ul style="list-style-type: none">• Allocate additional EAS support for schools and educational settings requiring higher levels of support.• Broker EAS school to school intensive support to undertake professional learning and supported self-evaluation activities alongside leaders.• Working in close partnership with LAs and other partners to monitor the progress schools and or educational settings are making against their identified priorities. Review the impact of support and amend as needed via the Team Around the School and Multi-Agency processes.

Leadership and Teaching: Professional learning and support for the development of leadership and teaching across the entire workforce.
Universal Provision
<ul style="list-style-type: none">• Enable the entire workforce to access professional learning that supports the development of secure high quality teaching and learning and the realisation of the curriculum for Wales.• Provide support for the leadership of teaching in the development of a whole school teaching and learning strategy, underpinned by the National Professional Teaching and Leading Assisting Teaching Standards.• Provide practical examples of teaching and learning approaches used successfully in a variety of settings and schools.• Provide a National Professional Learning offer for statutory induction, including support for Newly Qualified Teachers, School based Induction Mentors, External Verifiers.• Provide a progressive pathway of professional learning to support the role of Teaching Assistants and Higher Level Teaching Assistants.• Support leaders to develop their schools as effective learning organisations.• Continue to offer a national professional leadership development programme, including coaching and mentoring for leaders at all levels.

- Identify and develop a sustainable supply of diverse, high-quality, agile leaders to innovate and lead effective 21st century schools.
- Continue to work in partnership with Initial Teacher Education partners in securing high quality teacher education.

Targeted Provision

- Targeted support for the development of whole school teaching and leadership. This may include specific targeted support over a limited time period to include a particular aspect of leadership and/or teaching e.g. targeted support to support assessment across a whole school, support for a group of leaders, Schools as Learning Organisations development.
- Provide a comprehensive package of national and regional professional learning for School Improvement Partners to support them in their system leadership role.

Bespoke Provision

- Intensive and bespoke support exploring all aspects/ relevant needs of teaching and leadership and how the entire workforce supports the improvement journey.

Curriculum for Wales: Professional learning and support for Curriculum for Wales.

Universal Provision

- Provide access to access to national professional learning programmes to realise the Curriculum for Wales.
- Provide access for the entire workforce to collaborative networks of support for Curriculum for Wales and Areas of Learning and Experience (and subject disciplines).
- Provide access to strategic support and professional learning for the development of approaches to bilingualism and the Welsh language.
- Provide access to professional learning to support the development of subject knowledge across the curriculum.
- Provide access to professional learning and guidance to support curriculum design (including progression and assessment), working with a range of international experts.
- Provide access to professional learning for skills development across the curriculum as a feature of high-quality curriculum design.

Targeted Provision

- The School Improvement Partner will work alongside the school or education setting to broker targeted support to meet identified professional learning requirements.

Bespoke Provision

- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Broker EAS school to school intensive support to undertake professional learning in Areas of Learning and Experiences (AoLEs) / subject disciplines
- Delivery of specific professional learning activity at a school or cluster level.

Health Wellbeing and Equity: Professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.

Universal Provision

- Support to build the capacity within schools and educational setting to create an effective whole school approach to emotional and mental wellbeing.
- Provide strategic support for the development of approaches to the Health and Wellbeing Area of Learning.
- Support to develop strategic approaches to developing UNCRC and Human Rights.
- Support the development of a tiered approach to the provision and teaching for disadvantaged and vulnerable learners.
- Support the development of provision for learners whose circumstances have changed during the pandemic.

- Support for the development of language, social, emotional, physical and cognitive development in early years for those adversely affected by Covid.
- Offer a tiered approach to the professional learning programme: Raising the Achievement of Disadvantaged Youngsters (RADY).
- Support for the development of strategic approaches to embedding Diversity.
- Work in partnership with local authorities with Inclusions Leads and Looked After Children Education (LACEs) to analyse and use attendance and exclusions data for vulnerable and disadvantaged learners.
- Provide guidance and support for the effective use of the Pupil Development Grant (PDG).
- Deliver the National Programme on Teaching and Learning (Mike Gershon).
- Provide support and guidance for schools to become Family and Community Friendly.

Targeted Provision

- Deliver the Vulnerable Learner Lead Programme.
- Deliver the Wellbeing Lead Professional Learning Programme.
- Provide 'WELL' Toolkit to support schools to review their tiered approach to Wellbeing.
- Continue leadership support for key roles, to include: More Able and Talented (MAT) Lead, Family and Community Engagement (FaCE), Seren Leads.

Bespoke Provision

- Seren Network (secondary only).
- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Provide Wellbeing Coaching on a need's basis.

School Governors: A broad range of professional learning and support for school governors.

Universal Provision

- Provide a professional learning programme for Governors, including Welsh Government mandated training, the core role of the governor and support for understanding the role of the governing body and their contribution to school development priorities.
- Provide all governing bodies and individual governors with advice, support and guidance in relation to their roles and responsibilities.
- Provide networking opportunities for groups of governors, to discuss best practice, identify common issues and explore solutions.
- Offer all governing bodies a clerking service through the optional adoption of a Service Level Agreement.
- Continue to provide a range of specialist HR professional learning for governors.

Targeted Provision

- Deliver optional programmes to further develop governors' skills and knowledge, enabling them to deepen their understanding of their role, to effectively support and challenge their schools.
- Provide these programmes as part of a targeted Governor Pathway, aimed at specific groups of governors.
- Provide targeted networking opportunities for specific groups of governors, to address specific issues.

Bespoke Provision

- Provide additional specific professional learning for individual governing bodies, clusters of governing bodies or individual governors.
- Broker support for newly appointed Chairs of Governors, who would benefit from the support of an experienced mentor.
- Provide opportunities for more experienced chairs of governors to further develop their skills and knowledge of governance.

EAS Foundations:

Business delivery

- A clear EAS vision is articulated to schools and partners.
- Review and refine the hybrid working model and develop a balanced approach to Professional Learning delivery that incorporates the benefits of the virtual environment alongside face-to-face delivery where appropriate.
- Embed the EAS evaluation model, continuing to welcome external challenge and support, including engagement with research partners to evaluate current programmes and inform future developments.
- Use the Investors in People (IIP) development programme to support service improvements.
- Continue to develop and refine the broad range of ICT systems that support the business model and review the systems that enable the delivery of support for governors.
- Develop an effective communications strategy that meaningfully engage with all key stakeholders
- 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 the regional Standing Advisory Councils for Religious Education (SACREs) and the development of individual Welsh in Education Strategic Plans (WESP).

Staff Development

- To maintain high levels of staff morale and wellbeing in the context of reduced funding and workforce planning.
- Implement new performance management processes to reflect individual and service needs.
- Continue to develop collaborative ways in which the EAS team contribute to decision-making processes and are recognised more systematically for their successes.
- Provide all staff with the professional learning opportunities that enable them to undertake their role and develop professionally and personally ensuring all mandatory professional learning is undertaken.
- Recruit, develop and retain a skilled, professional, well informed, and motivated workforce that represents the values and vision of the EAS.

Funding and Resources

- Work with key partners to secure a more sustainable deliverable funding model, aligned with workforce planning.
- Secure an updated Collaboration and Members Agreement (CAMA) with local authority partners, that recognises change management funding.

Section 5: Delivery arrangements and resources for 2022-2023

Governance

The EAS is subject to a robust governance model that is underpinned by the Articles of Association and a Collaboration and Members Agreement (CAMA).

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 this 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.

The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.

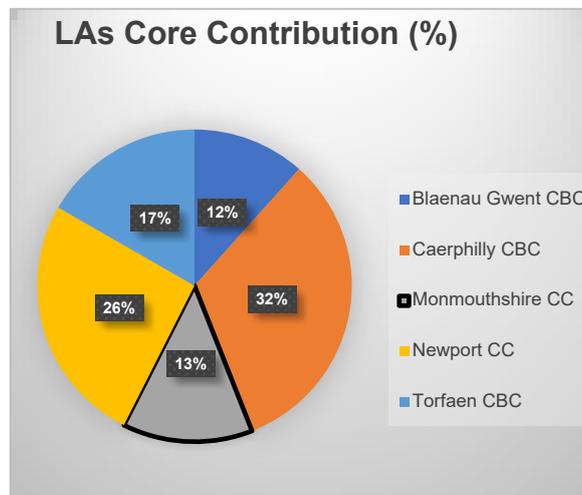
As recipients of public funding, it is important that budgets are allocated and spent wisely. The EAS will continually strive to provide value for money through the optimal use of resources to achieve intended outcomes.

Local authority contributions 2022-2023

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 local authorities' indicative figures for 2022-2023 are as follows:

Local Authority (to be agreed)	£
Blaenau Gwent CBC	£350,046
Caerphilly CBC	£980,663
Monmouthshire CC	£403,815
Newport CC	£783,291
Torfaen CBC	£503,498
Total	£3,021,313

In



terms of the above £0.99m of this figure is used to secure capacity within the EAS team from current serving headteachers and schools and £0.18m 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 to be followed for all regional school improvement grants received into the region from Welsh Government. Before the grant can be accepted approval to funding distribution is required from the local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Grant Name (To be updated when information on grants is received from Welsh Government)	Grant Total	Amount delegated to schools	Delegation* Rate	Regionally Retained
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Indicative Calculation 2022-2023

	£	£		£
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 a service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service, through a Service Level Agreement (SLA). From 2020 to 2022, 99% of schools opted into the SLA clerking service, with 51% of schools choosing the additional statutory committee service. From April 2022 the service is being offered on a 3-year basis, which aligns with the revised Business Plan approach. The indicative funding for 2022/23 is £0.364m.

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Strategic Education Plans
- Detailed Business Plan 2022–2023
- Regional Grant Mapping Overview 2022–2023 (to follow once detailed received from WG)
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2022–2023



Scrutiny Report

Performance Scrutiny Committee – Partnerships

Part 1

Date: 29 March 2023

Subject Scrutiny Adviser Report

Author Scrutiny Adviser

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

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

Section A – Committee Guidance and Recommendations

2 Context

Background

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

Action Sheet from Previous Meetings

- 2.6 Attached at **Appendix 1** is the Action Sheet from the Committee meetings. The updated completed actions are included in the table.

- 2.7 Any actions that do not have a response will be included on the Action Sheet at the next meeting to ensure that the Committee can keep track of outstanding actions.

3 Information Submitted to the Committee

- 3.1 The following information is attached:

Appendix 1: Action Sheet from Previous Meetings.

4. Suggested Areas of Focus

Role of the Committee

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

- **Action Sheet from Previous Meetings - Appendix 1**
 - Consider the responses to the actions from the meeting;
 - Are you satisfied that you have received the necessary information?
 - Are there any further issues arising from the responses that you would like to raise?
 - For the actions that do not have responses – these actions will be rolled over to the next meeting and reported back to the Committee.

Section B – Supporting Information

5 Supporting Information

- 5.1 The Corporate Assessment provides background information on the importance of good work programming. Specific reference is made to the need to align the Cabinet and Scrutiny work programmes to ensure the value of the Scrutiny Function is maximised.
- 5.2 The latest Cabinet work programme was approved by the Cabinet on a monthly basis for the next 12 months and includes the list of reports scheduled for consideration. Effective forward planning by both Cabinet and Scrutiny needs to be coordinated and integrated in relation to certain reports to ensure proper consultation takes place before a decision is taken.

6. Links to Council Policies and Priorities

- 6.1 Having proper work programming procedures in place ensures that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services, contributes to the delivery of corporate objectives, and ensures that work can be undertaken in a timely and well-planned manner.
- 6.2 This report relates to the Committee's Work Programme, Actions from Committee's and Information Reports that support the achievement of the Scrutiny Committee, in accordance with the Law and Regulation Service Plan, Objectives, Actions and Measures and the Wellbeing objectives:

Well-being Objective	1 – Economy, Education and Skills	2 – Newport’s Environment and Infrastructure	3 – Preventative and Equitable Community and Social Care	4 – An Inclusive, Fair and Sustainable Council
Aims:	Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all.	A city that seeks to protect and enhance our environment whilst reducing our carbon footprint and preparing for a sustainable and digital future.	Newport is a supportive city where communities and care are at the heart of what we do.	Newport City Council is an inclusive organisation that places social value, fairness and sustainability at its core.

7 Wellbeing of Future Generation (Wales) Act

7.1 The Wellbeing of Future Generations Act 2015 which came into force in April 2016 sets the context for the move towards long term planning of services.

7.2 General questions

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

7.3 Wellbeing Goals

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

7.4 Sustainable Development Principles

- Does the report / proposal demonstrate how as an authority we are working in accordance with the sustainable development principles from the act when planning services?
 - **Long Term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
 - **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
 - **Integration**
Considering how the public body’s well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
 - **Collaboration**

Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives

- **Involvement**

The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

8 Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2022-2027](#)

Report Completed: 29 March 2023

Performance Scrutiny Committee – Partnerships

ACTION SHEET – 8 February 2023

	Agenda Item	Action	Responsibility	Outcome
1	One Newport Partnership Well-being Plan 2022-23 Q2 Performance	The Committee considered the report from the One Newport Partnership.	Scrutiny / One Newport Partnership	ACTIONED – Comments from the Committee forwarded to the partnership on 7th March 2023.
1	One Newport Partnership Well-being Plan 2022-23 Q2 Performance	The Committee noted the drop in attendance in the workshops, potentially due to the current Wellbeing plan nearing the end of delivery in its current format. Members requested that the Service Manager seek to confirm the specific reasons for the drop in attendance through discussion with partners and groups on this matter.	Scrutiny / Lead for Green and Safe Spaces	ONGOING – Action sent to Lead for Green and Safe Spaces on 7th March 2023. Scrutiny Adviser to forward information onto Committee when received.
1	One Newport Partnership Well-being Plan 2022-23 Q2 Performance	The Committee asked for clarification on the Maindee plan referenced within the report.	Scrutiny / Lead for Green and Safe Spaces	ONGOING – Action sent to Lead for Green and Safe Spaces on 7th March 2023. Scrutiny Adviser to forward information onto Committee when received.

1	One Newport Partnership Well-being Plan 2022-23 Q2 Performance	The Committee requested the draft of the Pillgwenlly Master Plan to be shared with the Committee by the Service Manager.	Scrutiny / Policy and Partnership Manager	ONGOING – Scrutiny Adviser to discuss with Policy and Partnership Manager to arrange a date for topic to come to Committee and to be added to Committee’s Annual Forward Work Programme for 2023-24.
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