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Date: 16th March 2022

Dear Sir/Madam,

A digital meeting of the **Cabinet** will be held via Microsoft Teams on **Wednesday, 23rd March, 2022 at 10.30 am** to consider the matters contained in the following agenda. You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so.

This meeting will be recorded and made available to view via the Council's website, except for discussions involving confidential or exempt items. Therefore the images/audio of those individuals present and/or speaking at Cabinet will be publicly available to all via the recording on the Council website at www.caerphilly.gov.uk

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Christina Harrhy'.

Christina Harrhy
CHIEF EXECUTIVE

AGENDA

	Pages	
1	To receive apologies for absence.	
2	Declarations of Interest.	

Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on the agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

A greener place Man gwyrddach



To approve and sign the following minutes: -

3 Cabinet held on 9th March 2022. 1 - 8

To note the Cabinet Forward Work Programme.

4 Cabinet Forward Work Programme. 9 - 10

To receive and consider the following reports on which executive decisions are required: -

5 Publication of Gender Pay Gap Data 2021 - Equality Act 2010 (Specific Duties And Public Authorities) Regulations 2017. 11 - 42

6 Education Achievement Service (EAS) Business Plan 2022-2025. 43 - 124

7 Housing Revenue Account Business Plan 2022/23. 125 - 140

8 Coal Tip Condition Status and Inspection Regime. 141 - 150

9 Housing Support Programme Strategy. 151 - 186

Circulation:

Councillors S. Cook, N. George, C.J. Gordon, P.A. Marsden, J. Pritchard, Mrs E. Stenner, A. Whitcombe and R. Whiting

And Appropriate Officers

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CABINET

MINUTES OF THE REMOTE MEETING HELD VIA MICROSOFT TEAMS ON WEDNESDAY, 9TH MARCH 2022 AT 10:30A.M.

PRESENT:

Councillor P. Marsden (Leader) - Chair

Councillors:

S. Cook (Social Care and Housing), N. George (Waste, Public Protection and Street Scene), C. Gordon (Corporate Services), J. Pritchard (Infrastructure and Property), Mrs E. Stenner (Performance, Economy and Enterprise), R. Whiting (Learning and Leisure) and A. Whitcombe (Sustainability, Planning and Fleet).

Together with:

D. Street (Corporate Director, Social Services and Housing), R. Edmunds (Corporate Director Education and Corporate Services), M.S. Williams (Corporate Director – Economy and Environment), and S. Harris (Head of Financial Services & S151 Officer).

Also in Attendance:

R. Tranter (Head of Legal Services and Monitoring Officer), L. Lane (Head of Democratic Services and Deputy Monitoring Officer), S. Richards (Head of Education, Planning and Strategy), G. Jenkins (Assistant Director, Head of Children's Services), J. Pearce (Performance Management Officer), A. Cullinane (Senior Policy Officer), R. Hartshorn (Head of Public Protection, Community & Leisure Services), R. Kyte (Head of Regeneration and Planning Communities), K. Peters (Corporate Policy Manager), A. Dallimore (Regeneration Services Manager), P. Griffiths (Green Space Strategy and Cemeteries Manager), D. Thomas (Countryside Planning Assistant), M. Harris (Committee Support Officer/Chauffer) and M. Afzal (Committee Services Officer).

And

Cllr. C. Mann.

RECORDING AND VOTING ARRANGEMENTS

The Leader reminded those present that the meeting was being filmed but would not be live streamed, however a recording would be available following the meeting via the Council's website – [Click Here To View](#). She advised that decisions would be made by Microsoft Forms.

1. APOLOGIES FOR ABSENCE

An apology for absence was received from C. Harry (Chief Executive).

2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

3. CABINET – 23rd FEBRUARY 2022

RESOLVED that the minutes of the meeting held on 23rd February 2022 were approved as a correct record.

4. CABINET FORWARD WORK PROGRAMME – TO NOTE

Cabinet was provided with the Cabinet Forward Work Programme, which detailed the scheduled reports until the 6th of April 2022. Members were reminded that the Cabinet Forward Work Programme is a working document and therefore subject to change.

Following consideration and discussion, it was moved and seconded that the Forward Work Programme be noted. By a show of hands this was unanimously agreed.

RESOLVED that the Cabinet Forward Work Programme be noted.

5. COMMUNITY LEARNING AND SUPPORT HUB AT RHYMNEY LIBRARY

Consideration was given to the report which sought Cabinet approval on match funding for an application submitted to the Welsh Government Transformation Capital Grants Programme in respect of the creation of a learning/community hub at Rhymney Town Library.

Cabinet Members were asked to note the intention for the Library Service to work with Gwent Police to strengthen community engagement through the use of informal settings such as Rhymney Library, Risca Library and Caerphilly Library. The project would include the preservation and display of the Idris Davies Collection, a redesigned layout to both floors, upgraded lift, meeting spaces, community rooms, digital training, video conferencing facilities, Wi-Fi upgrade, public laptop lounge and new Children's Space, Welsh Language Space and access to multiple Council services. There would also be opportunities for partner agenda use, including Gwent Police, a space for refreshments and the project would also further the Council's carbon neutrality aims with the installation of an electric vehicle charging points in the car park.

Members welcomed the investment and noted the intention for the Library Service to work with Gwent Police, as this would strength links with the community and with other stakeholders. It was stated that the allocation of funding was 'very much needed' and it was hoped that residents would welcome the redevelopment at Rhymney Town Library.

The collaborative work with Gwent Police and stakeholders was regarded as pivotal and it was hoped that this work would strengthen links with the wider community. Moreover, the collaborative approach was described as the way forward in terms of how the buildings are used.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By way of electronic voting this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report: -

1. An allocation of £109k from the council's place-shaping earmarked reserve be agreed to ensure that the proposed scheme can progress, subject to confirmation of

Welsh Government funding which is expected during the week beginning the 21st of March 2022.

2. The intention for the Library Service to work with Gwent Police to strengthen community engagement through the use of informal settings at Rhymney Library, Risca Library and Caerphilly Library be noted.

6. CORPORATE PERFORMANCE ASSESSMENT SIX MONTH UPDATE 2021

Consideration was given to the report which provided an update on the Corporate Performance Assessment (CPA) which is part of the Council's Performance Framework, following its presentation to the Policy and Resources Scrutiny Committee on 22nd February 2022.

It was noted that each directorate's performance has been presented to each Scrutiny Committee and have been thoroughly scrutinised. The Assessments provide a summary of information and analysis for the period from April 2021 to September 2021. Cabinet were advised that the comments from the Scrutiny Committees were fed into the Corporate Performance Assessments and reference was made to discussions at the Policy and Resources Scrutiny Committee where discussions had concentrated on sickness levels, well-being and the impact of Covid.

Members of the Corporate Management Team updated Cabinet on their respective service areas.

The Corporate Director for Social Services and Housing highlighted the progress his service area had made in terms of the Welsh Housing Quality Standard (WHQS). It was confirmed that good progress had been made and as a result, the Team were able to report the completion of the WHQS programme towards end of December 2021.

The Corporate Director for Social Services and Housing drew Member's attention to the challenges in terms of homelessness and the pressure that increasing levels were placing on systems, however Officers were working actively in this area and particularly with those people who were presenting themselves as voluntarily homeless where a large amount of work was taking place. A key area of this work was noted to be primarily the accessing of grants and benefits that people might not have been aware of and reference was made to the £1.4 million which had been sourced by the rents section to help people with household financial burdens particularly for low-income families. Furthermore, it was confirmed that this £1.4 million would increase to £3 million by the end of the financial year and this would make a significant impact.

From a Social Services perspective, the significant pressures in terms of Domiciliary Care were highlighted, with the number of referrals and assessments remaining fairly flat and it was noted that 74 people were currently waiting for care packages. The Corporate Director explained that this figure was slightly higher over the Christmas period, but the efforts of the team had brought the numbers down.

In terms of Children's Services, Cabinet was advised that although the statistics hadn't increased, the complexity of the cases and the costs associated with those cases were becoming more and more challenging as more young people were presenting with far more complex needs.

The Corporate Director for Economy and Environment Directorate outlined the progress that had been made in terms of his service area and staff were praised for seamlessly maintaining frontline services throughout the pandemic. The staff under the most pressure in terms of the pandemic in Environmental Health, Public Protection and Trading Standards that had been at the heart of controlling the pandemic were praised for their efforts when dealing with the control of the pandemic and enforcement. The challenges in terms of decarbonisation, particularly as energy prices increased, the rollout of electric vehicle charging infrastructure were highlighted.

It was noted that recruitment and retention of key technical staff continued to be a challenge however this was noted to be a national challenge.

The challenges in terms of waste targets were also highlighted. It was confirmed that the pandemic had resulted in significantly more waste arising which was one of the factors which had affected targets, but Members were assured that the Service was looking at the waste strategy, and how it might be adapted going forward and that a number of key decisions would need to be made by the council in the second half of 2022.

The Corporate Director for Education and Corporate Services drew Members' attention to the progress that had been made in terms of his service area. Discussions centred around the revised Education Strategy. The Corporate Director explained that the strategy had laid some fantastic foundations for the field of education despite the challenges of the pandemic. Cabinet was advised that the team were working with stakeholders to develop a replacement strategy as the current strategy is due to expire in 2022. It was confirmed that the replacement strategy would take the impact of COVID-19 into consideration, and it was hoped that the strategy would be presented to Cabinet in the coming months.

The Corporate Director highlighted the significant levels of staff and pupil sickness absences throughout this period, schools remained open, and the Corporate Director praised Headteachers for their efforts in keeping things moving during the COVID-19 pandemic.

The Corporate Director drew Members' attention to the Inclusion Compendium, which focuses heavily on the impact of exclusions. It was noted that more work in relation to this was required.

Libraries were commended for their work since their reopening in April 2021 and recognition was given to the work to facilitate e-loans and click and collect services and this data was being collated to feed into future provision.

In terms of Freedom of Information, an update was provided on performance targets, although responses had improved over quarters 1 and 2, it was expected that these would be increased and surpassed with the addition of 2 further appointments to this team.

The challenges in terms of the recruitment of critical posts was also highlighted and work was being done to analyse and identify the underlying reasons for these issues.

Cabinet acknowledged the outstanding work done by each Directorate and shared the concerns in relation to recruitment and retention challenges. The Leader confirmed that this issue had been taken forward and welcomed the level of monitoring from the CPA in order to demonstrate progress, where improvements were necessary and how the Council was working for its residents.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By way of electronic voting this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report: -

The attached document (Appendix 1) be reviewed and discussed, and the information contained within it be challenged and scrutinised.

7. STRATEGIC EQUALITY PLAN ANNUAL REPORT 2020-2021

Consideration was given to the report which provided an update on the Council's progress during the financial year 2020-2021 against the actions in the Council's Strategic Equality Plan 2020-2024. Members were called on to approve the report for publication on the Council's website.

It was noted that the report was developed to demonstrate the Council's commitment in meeting the Public Sector Equality Duty. The report outlined how the Council would meet its responsibilities under the Public Sector Equality Duty to advance equality and inclusion for all protected groups under the Equality Act 2010. Furthermore, it was stated that the report was required to demonstrate the Council's compliance with regulatory bodies such as the Equality and Human Rights Commission. Cabinet Members were reminded of the 31st March publication deadline.

It was noted that the report highlighted the Council's response to the COVID-19 pandemic and set out how vulnerable residents were supported through the Buddy Scheme and the delivery of key services such as Social Services, Housing and Childcare Hubs.

It was noted that the report provided an overview on the consultation and engagement exercises that were undertaken in 2021 in respect of the 2020-2024 Strategic Equality Plan. The Cabinet Member highlighted the challenges that were brought to the forefront as of the pandemic and explained that the Authority was required to use alternative methods to engage residents. The Cabinet Member also highlighted significant annual calendar dates that were used to celebrate and educate, including Mental Health Awareness Week and Black History Month. Cabinet welcomed the awareness that was raised through annual calendar dates and called for the promotion of equality across the board. The continued recognition of equality issues was welcomed by Cabinet and Members thanked Officers for their hard work in relation to the events that were marked and celebrated.

The Cabinet Member highlighted the Buddy Scheme, statistics, and the feedback the Authority had received from residents. It was noted that 590 members of staff came forward to support over 1550 residents who had expressed interest in the Scheme. It was acknowledged that the feedback was extremely positive with satisfaction response rate levels at 97.3%. Cabinet expressed their pride in how volunteers had stepped in to support vulnerable people during a critical time.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By way of electronic voting this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report: -

The annual monitoring and improvement report be approved for publication on the Council's website by the 31 March deadline.

8. FIVE YEAR WELSH LANGUAGE STRATEGY 2022-2027

Consideration was given to the report which sought Cabinet approval on the Five-Year Welsh Language Strategy 2022-2027, as required by Standards 145 and 146 Welsh Language Standards (No1) Regulations 2015.

Cabinet was advised that the Authority is required to develop a five-year strategy that sets out how it proposes to promote the Welsh language and facilitate the use of the Welsh language in the County Borough. The strategy must include a target for increasing or maintaining the numbers of Welsh speakers and a statement setting out how the target is intended to be reached. Moreover, the strategy must be reviewed and revised on a five-yearly cycle and progress must be reported at the end of each five-year period.

It was noted that the strategy was developed in consultation and engagement with key stakeholders. Part of the consultation and engagement process all Council Service Areas were contacted and the Cabinet Member emphasised the importance that all Services Areas take on board the actions in this strategy and work to ensure that all citizens can engage naturally with

the Welsh language. Members were advised that stakeholders were listed in the Action Plan and were referred to in the Engagement Report for further details.

Reference was made to how this strategy would also link in with the Welsh in Education Strategic Plan.

Members welcomed the strategy and recognised the significance of promoting the Welsh language in the County Borough.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By way of electronic voting this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report: -

The Five-Year Welsh Language Strategy 2022-2027 be approved for publication on the Council's website.

9. DEVELOPMENT OF MULTIPURPOSE VISITOR CENTRE AT PARC PENALLTA

Consideration was given to the report which sought Cabinet approval for a Multi-Purpose Visitor Centre and Parc Penallta by accepting the Substitution Grant offered by Welsh Government for the sum of £903,000 subject to anticipated grant condition(s). The report also advised Cabinet of the anticipated residual funding shortfall for the scheme and recommended that this be funded from the Corporate Projects capital budget.

The long-term vision of the Council to develop a Multipurpose Visitor Centre at Parc Penallta was set out, and Members were advised that public support for the development had increased as a result of the COVID-19 pandemic, with Parc Penallta seeing an increase in use by local people and visitors alike.

The Cabinet Member confirmed that the cost of the project was expected to come in at a premium due to the design concepts and additional costs associated with the pandemic and Brexit which were not included in the initial appraisal. It was confirmed that Welsh Government had continued to support the project by offering Caerphilly County Borough Council a substitution grant to the sum of £903,000 in the 2021-22 financial year. Cabinet noted that the project had been tendered some 7 months ago and the lowest tender returned totalled over 2 million. However, the tenders had now expired and if the project was due to progress, then the tender exercise would need to be repeated.

Officers were working to secure additional funding but based on the last tender exercise there was a shortfall of £1,078,000 as the current secured grants and reserved Countryside capital allocations amounted to £1,059,000. It was confirmed that a funding shortfall totalling £1,268,000, including a 10% contingency of £190,000, needed to be secured if the scheme is to progress.

Cabinet Members welcomed the significant investment in the Council's outdoor leisure centres, which have all seen a growth as a result of the pandemic and the construction of the centre on most sustainability methodology it provided an opportunity to set an example in reducing carbon emissions.

Members acknowledged the difficulties around the tender process and were appreciative of the efforts of Officers in bringing this project forward and placed on record their thanks to those involved.

In terms of promoting tourism and well-being, Cabinet expressed their confidence that this project would prove to be a valuable community asset and would encourage greater use of the outdoor environment by residents and visitors to the County Borough.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. By way of electronic voting this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report: -

1. The Substitution Grant offered by Welsh Government for the sum of £903,000 be approved and the multipurpose visitor centre be delivered in the 2022-23 financial year, as per anticipated grant condition(s).
2. £1,268,000 be set aside from the Corporate Projects capital budget in order to ensure delivery of the project subject to the detailed terms of the grant variation letter from Welsh Government.

10. REGENERATION BOARD – PROJECT PROPOSALS

Consideration was given to the report which sought Cabinet approval for the allocation of £24,950 Licence to Innovate funding for Caerphilly Music Service to offer two new innovative projects to schools in the Borough, and the further allocation of £16,000 from the same Licence to Innovate funding for the Caerphilly Statutory Team, who are working with Digital Services to offer IT cubes in 2 schools as a pilot. The report also sought Cabinet approval for the allocation of £136,200 from the Regeneration Board Development Budget towards the overall cost of £906,000 to build a fifth employment unit at Ty Du Employment Park, Nelson.

It was noted that an additional project had been considered by the Regeneration Board for funding but due to its complexity and commercially sensitive content, it would be presented to Cabinet separately. It was anticipated that exemptions would apply to the report.

The Cabinet Member confirmed cross-party political support for the Board and the allocation of funding was highlighted. It was confirmed that £3.75 million had been allocated to the Board and Licence to Innovate Scheme.

Members welcomed the projects and drew attention to the vital role of Caerphilly Music Service in terms of inclusivity and re-engaging children in the world of education.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. By way of electronic voting this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report: -

1. £24,950 Licence to Innovate funding be approved and allocated to Caerphilly Music Service for 2 innovative projects.
2. £16,000 Licence to Innovate funding to be approved and allocated to Caerphilly Statutory Team for the introduction of two IT Cubes.
3. The allocation of £136,000 from the Regeneration Project Board Budget for the delivery of an additional employment unit at Ty Du, Nelson be approved.

4. The further request being made to the Regeneration Board development fund as set out in an exempt cabinet report be noted.

11. PUBLIC INTEREST TEST

Members considered the Public Interest Test and concluded that on balance the public interest in maintaining the exemption outweighed the public interest in disclosing the information and it was: -

RESOLVED that in accordance with Section 100(4) of the Local Government Act 1972 the public be excluded from the remainder of the meeting because of the likely disclosure to them of exempt information as defined in paragraph 14 of Schedule 12A of the Local Government Act 1972.

12. CAERPHILLY 2035 - ACQUISITION FUND

Following consideration and discussion, it was moved and seconded that the recommendations in the Officer's report be approved and by way of electronic voting this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's report the recommendations at 3.1 (i), (ii), (iii), (iv) and (v) be approved.

The meeting closed at 11.49 A.M.

Approved and signed as a correct record subject to any corrections made at the meeting held on 23rd March 2022.

CHAIR

Cabinet Forward Work Programme – 15th March 2022

23/03/2022 10:30	Gender Pay Gap	For Cabinet to agree the Gender Pay Gap report which must to be published by 31st March 2022.	Donovan, Lynne;	Cllr. Gordon, Colin J;
23/03/2022 10:30	EAS Business Plan	The EAS is required to submit an annual overarching regional Business Plan on an annual basis. This report asks for members to consider the full contents of the draft EAS Business Plan as part of the regional consultation process	Cole, Keri;	Cllr. Whiting, Ross;
23/03/2022 10:30	HRA Business Plan	To update Cabinet on the latest Housing Business Plan position in advance of submitting the plan to Welsh Government by 31/3/22, which is a requirement under the terms of the Major Repairs Allowance (MRA) grant. The Housing Business Plan is a 30 year plan and will include rental increase assumptions and forecasted borrowing requirements to enable the HRA to maintain viability while meeting its core objectives.	Allen, Lesley;	Cllr. Cook, Shayne;
23/03/2022 10:30	Coal Tips Inspection and Maintenance Update.	To provide an update on the current coal tip condition status and inspection regimes that are in place for coal tips located within Caerphilly County Borough.	Lloyd, Marcus;	Cllr. Pritchard, James;
23/03/2022 10:30	Housing Support Strategy	The Housing Support Programme Strategy is being developed to outline the strategic direction of the local authority for housing related support services. This single strategic view demonstrates our plan and approach to homelessness prevention and housing support services.	Williams, Jo;	Cllr. Cook, Shayne;

Cabinet Forward Work Programme – 15th March 2022

06/04/2022 10:30	21st Century Schools – Band B - Phase 2: Objection Report	For Cabinet to consider the contents of 21st Century Schools objection report and give permission to proceed to the planning application stage, and the submission of the full business case to Welsh Government.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
06/04/2022 10:30	Corporate Complaints - 6 month update	For Cabinet to review the complaints dealt with under the Corporate Complaints policy for the period 1st April 2021 to 30th September 2021 together with outcomes and lessons learned.	Lane, Lisa;	Cllr. Stenner, Eluned;
06/04/2022 10:30	Provider Fee increases 2022/23	For Cabinet to note the Social Services Directorates proposed fee increases to independent providers for 2022/23 and note the possible financial implications in future years.	Street, Dave;	Cllr. Cook, Shayne;
06/04/2022 10:30	Proposal to increase Hackney Carriage Fare Tariffs	For Cabinet to consider a recommendation from Licensing Committee in relation to proposals from the Taxi trade for amendments to the hackney carriage fare tariff to enable the preferred proposal to be advertised in the press for a 14-day public consultation period.	Hartshorn, Rob;	Cllr. George, Nigel



CABINET – 23RD MARCH 2022

SUBJECT: PUBLICATION OF GENDER PAY GAP DATA 2021 – EQUALITY ACT 2010 (SPECIFIC DUTIES AND PUBLIC AUTHORITIES) REGULATIONS 2017

REPORT BY: HEAD OF PEOPLE SERVICES

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to seek approval from Cabinet for the publication of the Authority's gender pay gap written statement 2021.

2. SUMMARY

- 2.1 Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, all organizations listed at Schedule 2 to the regulations that employ over 250 employees are required to report annually on their gender pay gap from 2017.
- 2.2 The provisions under these Regulations only apply to employees directly appointed and managed by the Council. Employees who are appointed and managed by school head teachers/Governing Bodies are not required to be included within the scope of the Council's Gender Pay Gap Data. This reflects the unique employment legislation position whereby all schools' employees are employed by the local authority, but decisions about the appointment and management of such employees are mostly discharged by head teachers/governing bodies, as appropriate. Caerphilly Schools will not be required to publish and report their own specific figures as no School employs more than 250 staff.
- 2.3 The Council's gender pay gap data is required to be published on our own website and a government website by 30th March each year. The data must include the hourly pay, as both a mean figure, (identifying the difference between the average of men's and women's pay) and the median figure, (identifying the difference between the midpoints in the ranges of men's and women's pay). Employers are encouraged to produce a written statement explaining the data.
- 2.4 The Regulations further require the Council to publish the mean and median gender pay gap relating to bonus pay. Cabinet will be aware that the Council does not offer piecework or bonus incentive schemes.

3. RECOMMENDATIONS

- 3.1 Cabinet are asked to agree the written statement attached at Appendix 1 detailing gender pay gap data for publication on the Council's website and the Government website on line using the gender pay gap reporting service.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To comply with the legislative requirements of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

5. THE REPORT

- 5.1 The Council's gender pay gap data is required to be published on an annual basis, once accepted. There is a requirement under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations for this to be undertaken no later than the 30th March each year.
- 5.2 There are six calculations to carry out, and the results must be published on the employer's website and a government website within 12 months. Where applicable, they must be confirmed by an appropriate person, such as a Chief Executive.
- 5.3 Gender pay reporting is a different requirement to carrying out an equal pay audit.
- 5.4 Employers have the option to provide a narrative with their calculations. This should generally explain the reasons for the results and give details about actions that are being taken to reduce or eliminate the gender pay gap.
- 5.5 The written statement that is attached to this report at Appendix 1 contains the full details of the Council's gender pay gap position that the Council is required to publish under legislation.
- 5.6 With Cabinet's agreement, the statement will be published on the Council's Website and to the government on line using the gender pay gap reporting service (<https://www.gov.uk/report-gender-pay-gap-data>), and will be available for access by members of the public, press and interested pressure groups.
- 5.7 The Council's gender pay gap data and written statement is based on a high level snapshot of pay within the Council that shows the difference in the average pay between all men and women in our workforce. In accordance with the Specific Duties and Public Authorities Regulations, the data includes all employees of the Council who were paid on 31 March 2021.

5.8 Conclusion

The Council's gender pay gap does not stem from paying male and female employees differently for the same or equivalent work but is the result of roles in which male and females currently work and the salaries that these roles attract. Our gender pay gap is reflective of the causes of gender pay gap at a societal level. The vast majority of posts in the lower quartile of data are part time posts. These are the posts that continue to predominantly attract female applicants.

6. ASSUMPTIONS

- 6.1 It is assumed within this report that whilst the Council continues to deliver diverse services with a very high concentration of part time posts in the lower earnings quartile, the opportunity to close this gap based on the number of females currently occupying said posts will be limited.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups.
- 7.2 The measures as outlined in the Gender Pay Gap Statement align to the Council’s Strategic Equality Plan 2020 – 2024, Workforce Development Strategy 2021 – 24, Employee Wellbeing Strategy 2021 – 24 and the Council’s ambitious Transformation Strategy.
- 7.3 The Gender Pay Gap Statement attached at Appendix 1, outlines the Council’s aspirations of being recognised as an employer of choice in terms of our approach to diversity, equalities, and personal well-being. Strengthening Inclusivity and Equality lies at the heart of this Gender Pay Gap Statement and the Strategies that underpin it.
- 7.4 The Council has a predominantly female workforce that represents 71.6% of the data snapshot that underpins this Gender Pay Gap Statement. The effective implementation of the measures and actions contained in the Strategies identified in point 7.2 above and as outlined in the Integrated Impact Assessment attached at Appendix 2, have the potential to positively impact the gender pay gap and support the Council’s wider equalities agenda.

8. FINANCIAL IMPLICATIONS

- 8.1 There are no financial implications arising from the requirement to publish the Council’s gender pay gap position.

9. PERSONNEL IMPLICATIONS

- 9.1 The personnel implications arising from the gender pay gap data and the measures taken and proposed to close the Council’s gender pay gap further are outlined in the written statement attached at Appendix 1 to this report.

10. CONSULTATIONS

- 10.1 All comments from consultees have been included in the report.

11. STATUTORY POWER

- 11.1 Local Government Act 1972

Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
Localism Act 2011
Local Government (Wales) Measure 2011
Local Government (Wales) Act 2015

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Consultees: Christina HARRY, Chief Executive
Corporate Management Team
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Lisa Downey, HR Service Manager,
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Anwen Cullinane, Senior Policy Officer Equalities & Welsh Language,
cullima@caerphilly.gov.uk

Appendices:

Appendix 1 Gender Pay Gap Statement 2021
Appendix 2 Integrated Impact Assessment

CAERPHILLY CBC

GENDER PAY GAP STATEMENT 2021

BACKGROUND

Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, all organisations listed at Schedule 2 to the regulations that employ over 250 employees are required to report annually on their gender pay gap. Other organisations in the private and voluntary sectors with 250 or more employees need to comply with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

This data is required to be published on the Council's website and a government website by 30 March each year. The salary data within this statement is based on the snapshot date of 31 March 2021. The regulations also require employers to calculate and publish a separate gender bonus pay gap report. The Council however has no bonus scheme in place.

The gender pay gap is a high-level snap-shot of pay within an organisation and shows the difference in the average pay between all men and women in a workforce. This requires the examination of aggregate workforce data. Where the data highlights a gender pay gap, this does not mean that the Council is paying males and females differently for work to be deemed of equal value. The identification of a gender pay gap however provides a trigger for further investigation about the reasons why the pay gap exists.

In contrast 'equal pay' is a more specific legal concept that deals with the pay differences between men and women carrying out comparable jobs. It requires the scrutiny of information at the level of the individual employee to satisfy that there is equal pay for equal work. The Council is confident that its gender pay gap does not stem from paying male and female employees differently for the same or equivalent work.

GENDER PAY GAP DATA

The employees included in this snapshot of data are predetermined by the Specific Duties and Public Authorities Regulations. The Regulations apply the same definition of employee as the Equality Act 2010. This is a broad definition which includes zero hours' workers, apprentices and self-employed people.

In the table below 'Ordinary pay' means basic pay; allowances; pay for leave; and shift premium pay. It does not include overtime pay; redundancy pay; pay in lieu of leave, or non-monetary remuneration. The Council does not offer piecework or bonus incentive schemes.

The data is based on a snapshot date of 31 March 2021.

Appendix 1

Total Number of Employees included in this data: 6155

Number of Females: 4406 (71.6%)

Number of Males: 1749 (28.4%)

	%
Mean Gender Pay Gap – Ordinary Pay	9.67
Mean Hourly Rate – Ordinary Pay (Male/Female)	(£13.75 / £12.42)
Median Gender Pay Gap – Ordinary Pay	12.84
Median Hourly Rate – Ordinary Pay (Male/Female)	(£12.69/ £11.06)
Mean Gender Pay Gap – Bonus pay in the 12 months ending 31 March 2019	0
Median Gender Pay Gap – Bonus pay in the 12 months ending 31 March 2019	0
The proportion of male and female employees paid a bonus in the 12 month period ending 31 March 2019	Male 0 Female 0

Proportion of male and female employees in each quartile

Quartile	Female % (People)	Male % (People)
First Lower Quartile (£9.50 - £9.81)	89 (1370)	11 (169)
Second Quartile (£9.82 - £11.27)	69.2 (1065)	30.8 (474)
Third Quartile (£11.28 - £14.38)	65.1 (1002)	34.9 (537)
Fourth Quartile (£14.39 - £67.45)	63.0 (969)	37.0 (569)

ORGANISATIONAL CONTEXT

The data identifies that there are significantly more women than men occupying posts in every quartile of the data due to our predominantly female population.

Proportionately, the data shows against the pure male population of the workforce that 9.67% of the 1749 employed occupy posts in the lower quartile, 27.1% in the 2nd quartile, 30.7% in the 3rd quartile and 32.53% in the 4th quartile.

This compares to 31.1% of the 4406 pure female population of the workforce that occupy posts in the lower quartile, 24.17% in the 2nd quartile, 22.74% in the 3rd quartile and 21.99% in the 4th quartile.

We are confident that our gender pay gap does not stem from paying male and female employees differently for the same or equivalent work. The gender pay gap is the result of roles in which male and females currently work and the salaries that these roles attract.

Our gender pay gap is reflective of the causes of gender pay gap at a societal level. Research has shown that caring responsibilities and part time jobs continue to be shared/occupied unequally and that it is women who are predominantly drawn to part time jobs. These can often be jobs that are below the employees' skill levels, and offer fewer progression opportunities. In this snapshot of data, whilst part time roles are supported across the whole of the Council's staffing structure, it remains the case that the vast majority of advertised part

time posts and thus part time workers fall into the lower quartile of pay, for example our cleaning and catering assistant posts.

The opportunity to work part time in all other posts across the Council's structure, is supported by an array of family friendly policies that offer men and women the opportunity to find a balance between work, leisure, family and caring responsibilities.

Flexible working and agile working methodologies are intrinsic in supporting the reduction of the gender pay gap. The Council offers numerous benefits aimed at making it easier for employees to balance home and work life commitments including agile working opportunities, flexible working, home working, career breaks, adoption leave, carers leave, a flexible working hours scheme, salary sacrifice and childcare voucher schemes, job share, leave of absence, parental, shared parental and paternity leave, part time working, shift/day swapping and term time only working opportunities.

Whilst over a number of years, men have become more interested in/attracted to these policies, it remains the case that far more women than men have taken up the opportunities that these policies present. Whilst the Council continues to deliver diverse services with a very high concentration of part time posts in the lower earnings quartile, the opportunity to close our gender pay gap will be limited based on the pure number of women that currently occupy and continue to be attracted to these posts.

In seeking to address the gender pay gap differential:

The Council is transparently opposed to discrimination in any form and our elected members and employees work to ensure that everyone in the communities we serve have access to and benefit from the full range of services, regardless of their individual circumstances or backgrounds. The Council is committed to doing all that it can to respect the diverse nature of those who live in, work in and visit the County Borough.

The different areas covered by the Council's legal requirements, called "protected characteristics" which include gender and other, wider equalities, human rights and language strands are covered in detail in the Council's Strategic Equality Plan [Strategic Equality Plan 2020 - 2024](#)

The Council has developed and will continue to develop policies, procedures and programmes of action to meet its legal and moral obligations in the area of equal opportunities and is committed to equal opportunities in all aspects of employment. The Council takes positive steps to reduce any disadvantage experienced by all individuals and groups. It recognises that equalities contribute to the most effective utilisation of employee skills and abilities.

We have invested heavily in creating a non-discriminatory, transparent pay and grading structure and conditions of service that fully comply with the Equal Pay Act and any other anti-discriminatory legislation.

In support of some of our lowest paid members of staff across all directorates, we pay our workforce the living wage foundation minimum hourly rate of pay, which was £9.50 per hour on 31 March 2021.

We are committed to ensuring equality of opportunity in all aspects of employment and service delivery as outlined in our Strategic Equality Plan and recognise that people have different needs, requirements and goals. The Council works actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

Appendix 1

We are committed to developing a healthy organisation, one which provides an environment that nurtures employees, provides opportunity for personal and professional development and recognises excellence. We will continue to develop our work life balance policies to cater for the varying and changing needs of our staff and thus, we are committed to modernising our practices, moving away from traditional models of delivery which restrict agility and flexibility. Our ambitious transformation agenda will also support these values.

We truly value our workforce and we put equality, inclusion and well-being at the very heart of everything we do. We continue to champion diversity and challenge conscious and unconscious bias in our decision making and we will strive to ensure all tiers are fairly represented across the organisation.

Please take the time to read the progress that the Council has made across all aspects of our equalities work.



Appendix 2

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Welsh Language (Wales) Measure 2011
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the **Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance**.

1. Proposal Details

Lead Officer:- Lisa Downey

Head of Service:- Lynne Donovan

Service Area and Department:- People Services, Education and Corporate

Date:- 15/02/2022

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

The Council's Gender Pay Gap Statement, attached at Appendix 1.

Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, all organisations listed at Schedule 2 to the regulations that employ over 250 employees are required to report annually on their gender pay gap from 2017. The objective of this measure is to deliver transparency, encouraging the Council to analyse the drivers that sit behind its Gender Pay Gap and explore the extent to which its own workplace policies and practices may have contributed to that gap, opposed to other factors outside of its control.

The publication of the Gender Pay Gap Statement alongside the Council's Strategic Equality Plan 2020 – 24, Workforce Development Strategy 2021 – 24, Employee Wellbeing Strategy 2021 – 24, and the Council's ambitious Transformation Strategy, the Gender Pay Gap Data that is referred to in this Statement will form part of a wider equalities review that will align to



these comprehensive strategies and support the Council's wider Policy Development. Alongside the Council's commitment to ensure equality of opportunity in all aspects of employment and service delivery, the identification of and removal of any barriers to women's progression at work may be addressed in this wider context.

In seeking to address the Council's gender pay gap differential, the measures outlined in the Gender Pay Gap Statement align to the wider equality and diversity context of the Council. The different areas covered by the Council's legal requirements, called "protected characteristics" which include gender and other, wider equalities, human rights and language strands are covered in detail in the Council's Strategic Equality Plan [Strategic Equality Plan 2020 - 2024](#)

Significant engagement and consultation were undertaken in the production of the above-mentioned strategies and the consultative and engagement processes that these were subject to are included in the Integrated Impact Assessments (IIAs) undertaken for those Strategies. The Gender Pay Gap Statement as shown in Appendix 1 refers only to a position of fact as taken from these strategies and no further wider consultative process was required in this context. As actions stem from any ongoing and annual wider data analysis however, these will be subject to further consultation processes as required and appropriate in due course.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

*(The Public Sector Equality Duty requires the Council to have "due regard" to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one **protected characteristics**.*

2a Age (people of all ages)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral in terms of the publication of the Gender Pay Gap Statement. Positive in terms of data analysis and wider Strategy implementation that may support a reduction in the Gender Pay Gap over time.

The quartile breakdowns required under Gender Pay Gap reporting show the headline data of the proportion of women and men at different pay levels.

The in-depth analysis of the same data under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 supports the effective analysis of all equalities data aligned to Gender.

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and age analysis as it applies to Gender is relevant in this context.

(ii) If there are negative impacts how will these be mitigated?

No negative impact aligned to the publication of the Gender Pay Gap Statement. The Gender Pay Gap figures and the fact that a gap exists requires scrutiny and ongoing analysis aligned to wider equalities data on an annual cycle. The data results support Policy Review.

(iii) What evidence has been used to support this view?

The Council's Strategic Equality Plan 2020 – 2024.

Welsh Government and Equality and Human Rights Commission Reports outlining gender and equality imbalances at all ages, impacted by numerous factors at societal level.

2b Disability (*people with disabilities/ long term conditions*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above.

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and the analysis of Disability data as it applies to gender is relevant in this context.

(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.

2c Gender Reassignment (*anybody who's gender identity or gender expression is different to the sex they were assigned at birth*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above.

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and the analysis of Gender Reassignment data as it applies to gender is relevant in this context.



(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above.

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.

2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and the analysis of Marriage or Civil Partnership data as it aligns to gender is relevant in this context.

(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above.

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap.

The Council supports the protections given to staff who are pregnant and/or on maternity leave under UK law but it is extensively reported that a woman's career progression may be impacted by her pregnancy and maternity absence. Societal level impacts can influence the employee's interest in career progression and interest in specific roles. The analysis of data held by the Council in relation to pregnancy and maternity data is relevant in this context.



(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above.

Women far outnumber men in all levels of the Council's pay structure and women also far outnumber the men who seek flexible working and/or part time opportunities following a change in family circumstances, such as the welcoming of a child. Whilst the Council supports flexibility and agile working solutions in this context, it may again seek to effectively promote the opportunities for men to take advantage of such opportunities. Appreciating of course that a higher take up of these opportunities may have a positive impact of the gender imbalance at societal level over an extended period but will only minimally impact the Gender Pay Gap of the Council if the respective partner is female and works for the Council.

The Council's move to support agile working solutions may positively impact any imbalance at entry level to the organisation but this may not be evident in any promotion data until embedded.

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.

2f Race (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above.

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and the analysis of Race data as it aligns to gender is relevant in this context.

(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above.

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.

2g Religion or Belief (*people with different religions and beliefs including people with no beliefs*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above.

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and the analysis of Religion or Belief data as it aligns to gender is relevant in this context.

(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above.

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.

2h Sex (*women and men, girls and boys and those who self-identify their gender*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above.

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and the analysis of sex leads this data analysis with all other equalities factors as they apply to gender also relevant in this context.

(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above.

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.



2i Sexual Orientation (*lesbian, gay, bisexual, heterosexual, other*)

(i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

As 2(a) (i) above.

The measures in the Gender Pay Gap Statement aim to address any imbalance that may be a barrier to closing of the Gender Pay Gap and the analysis of Sexual Orientation data as it applies to gender is relevant in this context.

(ii) If there are negative impacts how will these be mitigated?

As 2(a) (ii) above.

(iii) What evidence has been used to support this view?

As 2(a) (iii) above.

3. **Socio-economic Duty** *(Strategic Decisions Only)*

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. **Socio-economic disadvantage** means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

Please consider these additional vulnerable group and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

3a **Low Income / Income Poverty** *(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)*

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Neutral in the publication of this Gender Pay Gap Statement.

Positive in relation to the payment of the Foundation Living Wage. In support of some of its lowest paid members of staff across all Directorates, the Council pays its workforce the Foundation Living Wage hourly rate of pay, which was £9.50 per hour on 31 March 2021.

The Foundation Living Wage positively impacts gender as the data capture relevant to the Gender Pay Gap Statement shows that only 9.67% of the 1749 male population hold posts in the lower quartile of pay, compared to 31.1% of a 4406 female strong workforce.

The supplement to pay has a positive impact in terms of reducing the Gender Pay Gap.

(ii) If there are negative impacts how will these be mitigated?

The Council has invested heavily in creating a non-discriminatory, transparent pay and grading structure and conditions of service that fully comply with the Equal Pay Act and any other anti-discriminatory legislation.

The Council is confident that its gender pay gap does not stem from paying male and female employees differently for the same or equivalent work. The gender pay gap is the result of roles in which male and females currently work and the salaries that these roles attract.

Whilst the Council's pay structure supports the Foundation Living Wage and this predominantly supports many more women than it does men in the Council's structure, it is a fact that 1370 women hold posts in the lowest quartile of pay. These are predominantly part time posts in cleaning and catering services that continue to attract far more women than men. Only 169 men occupy posts in this lower quartile.

Whilst the Council continues to deliver diverse services with a very high concentration of part time posts in the lower earnings quartile, the opportunity to close its gender pay gap will be limited. These part time posts, however, support employees to work hours that are more suitable to their personal circumstances and there are many employees that hold more than 1 part time post.

(iii) What evidence has been used to support this view?

The Council's Pay Policy Statement 2021 and data analysis aligned to the Gender Pay Gap Statement.

3b Low and/or No Wealth *(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As 3(a) (i) above.

(ii) If there are negative impacts how will these be mitigated?

As 3(a) (ii) above

(iii) What evidence has been used to support this view?

As 3(a) (iii) above.

3c Material Deprivation (*unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

N/A

(ii) If there are negative impacts how will these be mitigated?

N/A

(iii) What evidence has been used to support this view?

N/A

3d Area Deprivation (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral in terms of the publication of the Gender Pay Gap Statement.

Positive in terms of the measures stated to support a reduction in the gender pay gap:

- As the Council implements agile working solutions to meet its ever-changing service needs.
- This can provide choice for many as to where they work and the opportunity for women and men alike to attain a job of choice is enhanced.
- The more flexible the working opportunities, the more appealing these can appear to women and men who have childcare and/or caring responsibilities or who welcome a work life balance aligned to their preference/their living arrangements.

(ii) If there are negative impacts how will these be mitigated?

It is recognised that some job roles will not support agile working and that front line work opportunities may remain inaccessible for some. There are however front-line working opportunities throughout the borough that offer varied working patterns and the Council's family friendly policies continue to offer the opportunity for the consideration of flexibility.

(iii) What evidence has been used to support this view?

The Council's Transformation Strategy supporting agile working solutions as referred to in the Gender Pay Gap Statement.



HR Policies including flexible working, home working, career breaks, adoption leave, carers leave, a flexible working hours scheme, salary sacrifice and childcare voucher schemes, job share, leave of absence, parental, shared parental and paternity leave, part time working, shift/day swapping and term time only working opportunities.

3e Socio-economic Background (*social class i.e. parents education, employment and income*)

Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral in the publication of the Gender Pay Gap Statement.

Positive in the measure contained therein and the context of the Strategic Equality Plan 2020 – 2024 and Cabinet’s Commitment to provide education opportunities for all.

The Council is committed to improving education opportunities for all and the primary aim of this objective is to ensure that its communities are well equipped to secure sustainable and well-paid employment as a means of preventing poverty. Through ensuring its citizens are ready to enter the working environment, the aim is to prevent long term problems associated with low skills and unemployability. The removal of societal barriers as opportunities are presented can have a positive effect on the gender pay gap and many other equalities matters.

(iii) If there are negative impacts how will these be mitigated? how?

‘Improve Education opportunities for all’ as detailed in the Council’s Corporate Plan, will be delivered using outcomes identified within the Shared Ambitions 2019-2022 Strategy. This strategy outlines the Council’s commitment to work with schools and the Education Achievement Services (EAS) to improve educational attainment and achievement.

Equality applies to all protected characteristics in this context including gender. The creation of opportunity at an early level represents societal change. It is extensively reported that the gender pay gap figures are reflective of the causes of gender pay gap at a societal level.

(iv) What evidence has been used to support this view?

Council’s Strategic Equality Plan 2020 – 2024.

Council’s Corporate Plan.

Shared Ambitions 2019-2022 Strategy.

3f Socio-economic Disadvantage *(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral in terms of the Publication of the Gender Pay Gap Statement.

(ii) If there are negative impacts how will these be mitigated?

No negative impact aligned to the publication of the Gender Pay Gap Statement. The gender pay gap figures and the fact that a gap exists requires scrutiny and ongoing analysis aligned to wider equalities data on an annual cycle. The data results will support Policy Review.

(iii) What evidence has been used to support this view?

The Council's Strategic Equality Plan 2020 – 2024.

Welsh Government and Equality and Human Rights Commission Reports outlining gender and equality imbalances at all ages, impacted by numerous factors at societal level.

4. Corporate Plan – Council's Well-being Objectives

(How does your proposal deliver against any/all of the Council's Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all

Neutral in terms of the publication of the Gender Pay Gap Statement.

Positive – As per 3 (e) above.

Objective 2 - Enabling employment

Neutral in terms of the publication of the Gender Pay Gap Statement.

Positive in terms of the measures stated therein and alignment to Strategy – through the creation of more substantial and sustainable employment linked to a non-guaranteed hours review as outlined in the Council's Employee Wellbeing Strategy 2021 – 24; the provision of the foundation living wage, the move to support agile working solutions and the strengthening of our employment programmes to widen our provision of apprenticeships, work placements and work experience opportunities through the Council's Workforce



Development Strategy. All of which have the potential to positively impact the gender pay gap and ultimately positively impact the work experience of all staff in what is an extensively predominant female workforce.

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

N/A

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment

N/A

Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

The Gender Pay Gap Statement and Data Analysis aligns to the Council's Employee Wellbeing Strategy 2021 – 24.

Objective 6 - Support citizens to remain independent and improve their well-being

Positive in an employee context for the reasons already referred to in this Integrated Impact Assessment.

4a. Links to any other relevant Council Policy *(How does your proposal deliver against any other relevant Council Policy)*

The foundations of this Gender Pay Gap Statement align to the Council's Strategic Equality Plan 2020-2024, the Workforce Development Strategy 2021 – 24, the Employee Wellbeing Strategy 2021 – 24; and the Council's Transformation Strategy.

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working *(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)*

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

The publication of the Gender Pay Gap Statement is a short-term need repeated on an annual cycle. The measures referred to align to the longer term aim to achieve a reduction in the gender pay gap. It is hoped measures such as agile working solutions and Policy Review aligned to data analysis and the effective promotion of the Council as an employer of choice will effect change in the long term.

Prevention

The Gender Pay Gap Statement and measures referred to align to the Workforce Planning and policy review requirements of the Workforce Development Strategy 2021 – 24. The data analysis referred to throughout this Integrated Impact Assessment will support the Council's ability to succession plan and be considerate of the Council's equalities agenda, gender pay gap and supporting Strategies.

Integration

The Gender Pay Gap Statement and measures referred to align to the Council's Workforce Development Strategy 2021–24, to fulfil our potential aims to strengthen existing partnerships and explore new opportunities with private training providers, colleges, universities and Trade Union colleagues, to enhance learning provision. In the delivery of the Equalities Strategic Plan, one aim is to develop support for Adult Community Education to deliver digital literacy courses that will support local employability programmes. Through investing in our educational and housing stock, and providing apprenticeships, training opportunities and work placements we will increase the number of local citizens who are skilled and qualified workers and contributing to Community Benefits. As we aim to promote and facilitate inclusive and cohesive communities, work with individuals, community groups who share a protected characteristic (which includes gender alone and gender linked to other protected characteristics as relevant in this context), we will attain a greater understanding as to how we may influence the closing of the gender pay gap at societal level and specifically the gender pay gap of the Council.



Collaboration

The measures in the Gender Pay Gap Statement require all parties to accept and own their individual responsibilities as outlined in the various Strategies that this Statement aligns to. It includes working collaboratively with Welsh Government, the Equalities Commission; external employment/placement providers, Schools, Universities and Colleges, equality champions such as Stonewall and our Union colleagues. The collaboration list in the effective implementation of the measures outlined in the Gender Pay Gap Statement is fluid and extensive.

Involvement

The Gender Pay Gap Statement is an inward-looking Statement that the Council is required to publish annually. Wider consultation with the community has not taken place. The measures referred to are based on the extensively consulted Strategies referred to throughout this integrated Impact Assessment.

6. Well-being of Future Generations (Wales) Act 2015

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work

The publication of the Gender Pay Gap Statement will have a neutral effect. An annual data analysis can positively impact the policy review aligned to the Council's Strategic Equality Plan 2020 - 24 and Workforce Development Strategy 2021 - 24. These are the strategies that more clearly align to supporting 'A Prosperous Wales'. Data analysis on an annual cycle will however raise awareness as to the impact that all measures taken by the Council to enact a Prosperous Wales have had on the gender pay gap and all other equalities matters.

A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)

As above. Data analysis on an annual cycle will raise awareness as to the impact that all measures taken by the Council to enact a resilient Wales have had on the gender pay gap and all other equalities matters.



A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

As above. Data analysis on an annual cycle will raise awareness as to the impact that all measures taken by the Council to enact a healthier Wales have had on the Gender Pay Gap and all other equalities matters. The measure outlined in this Gender Pay Gap Statement align to the Council's Wellbeing Strategy in which People's physical and mental well-being is maximised and health impacts are understood.

A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

Strengthening our commitment to Inclusivity and Equality lies at the heart of the measures outlined in the Gender Pay Gap Statement.

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

As above. Data analysis on an annual cycle will raise awareness as to the impact that all measures taken by the Council to enact a Wales of Cohesive Communities has had on the gender pay gap and all other equalities matters.

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation

As above. Data analysis on an annual cycle will raise awareness as to the impact that all measures taken by the Council to enact a Wales of vibrant culture and thriving Welsh Language have had on the gender pay gap and all other equalities matters.

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being

As above. Data analysis on an annual cycle will raise awareness as to the impact that all measures taken by the Council to enact a globally responsible Wales have had on the gender pay gap and all other equalities matters.

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) Policy Making Standards - Good Practice Advice Document

7a. Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2017-2022 and the Language Profile

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?**

Neutral Impact in terms of publication of the Gender Pay Gap Statement.

- (ii) If there are negative impacts how will these be mitigated?**

N/A

- (iii) What evidence has been used to support this view? e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census**

N/A

7b. Compliance with the Welsh Language Standards. *Specifically Standards 88–93*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?**

Neutral Impact in terms of publication of the Gender Pay Gap Statement.
The Statement will be published in Welsh and English as required by the relevant Standards.

- (ii) If there are negative impacts how will these be mitigated?**

N/A

- (iii) What evidence has been used to support this view? e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census**

N/A

7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral Impact in terms of publication of the Gender Pay Gap Statement.

- (ii) If there are negative impacts how will these be mitigated?

N/A

- (iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

N/A

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral Impact in terms of publication of the Gender Pay Gap Statement.

- (ii) If there are negative impacts how will these be mitigated?

N/A

- (iii) What evidence has been used to support this view?
e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

N/A

7e. Treating the Welsh language no less favourably than the English language

- (i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Neutral Impact in terms of publication of the Gender Pay Gap Statement.

- (ii) If there are negative impacts how will these be mitigated?



N/A

- (iii) **What evidence has been used to support this view?** *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

N/A

- 7f. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.**

N/A

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence *(Please provide link to report if appropriate)*

Gender pay gap data analysis of the Council's workforce as at the 30th March 2021 in the form of a Gender Pay Gap Statement - Appendix 1. The data must be published to comply with the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

Significant research and utilisation of best practice from professional bodies including CIPD, The Equality and Human Rights Commission and Welsh Government will inform a review of the data on an annual basis.

Key relevant findings

The key findings of the data analysis are included in the Gender Pay Gap Statement, attached Appendix 1

How has the data/evidence informed this proposal?

The data capture for the Gender Pay Gap Statement is regulated and specific as outlined in the Statement.

It is the wider equalities data analysis aligned to gender that will support strategy development and policy review aimed at reducing the gender pay gap.

The data also highlights the positive impact of the Council continuing to be a Foundation Living Wage employer.



Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

No significant gaps identified but the Council can and will improve its corporate data collation in matters relating to recruitment and learning and development, which will lead to and assist assessment of the impact of measures undertaken to support the reduction of the Gender Pay Gap.

The Council is committed under its Workforce Development Strategy 2021 - 24 to implement smarter solutions to practices and technology to optimise our efficiency, quality and productivity and this will include improvement and refinement of our data management systems and processes and to be more effective in our use of data intelligence in decision making. The data capture to inform a reduction in the gender pay gap will therefore be relevant to these processes.

9. Consultation

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, **The Gunning Principles** must be adhered to. Consider the **Consultation and Engagement Framework**. Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Corporate Management Team; Cabinet Member for Corporate Services, Head of Financial Services & S151 Officer, Head of Legal Services & Monitoring Officer, Head of People Services; Senior Policy Officer Equalities & Welsh Language in relation to the publication of the Gender Pay Gap Statement at Appendix 1.

The Strategies that align to this Gender Pay Gap Statement were subject to their own extensive consultative processes and available for reference.

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

The gender pay gap data analysis will be used to inform a wider equalities data analysis and the resulting information will be used to inform Strategy implementation and Policy Review. The data and review will be undertaken on an annual basis aligned to the requirement to publish data.

What are the practical arrangements for monitoring?

Monitoring arrangements will be refined aligned to the strategies outlined in this Integrated Impact Assessment. The reporting arrangements and requirement to publish the data have been in place since 2017.

How will the results of the monitoring be used to develop future proposals?

The results of the monitoring will be reflected in the Council's recruitment processes, communication and policy reviews.

We know that there is a high concentration of women compared to a very low concentration of men that are attracted to roles at the lower end of the Council's evaluated salary range and/or to part time working and whilst we continue to provide these services, our opportunity to close the gender pay gap is limited. Whilst these roles support the personal circumstances of the females in post, we also know that we have a comprehensive suite of policies that support men to share childcare and caring responsibilities.

The refinement of our data processes will support us to capture this data more comprehensively and enable the Council to be responsive to the results in all aspects of our wider strategy implementation.

When is the proposal due to be reviewed?

March 2023.

Who is responsible for ensuring this happens?

Head of People Services



11. Recommendation and Reasoning (delete as applicable)

Implement proposal with no amendments

Have you contacted relevant officers for advice and guidance? (delete as applicable)

Yes

12. Reason(s) for Recommendations

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

The Public Sector Equality Duty requires the Council to have "due regard" to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups.

The measures as outlined in the Gender Pay Gap Statement align to the Council's Strategic Equality Plan 2020 – 2024, Workforce Development Strategy 2021 – 24; Employee Wellbeing Strategy 2021 – 24 and the Council's ambitious Transformation Strategy.

The Gender Pay Gap Statement attached at Appendix 1, outlines the council's aspirations of being recognised as an employer of choice in terms of our approach to diversity, equalities, and personal well-being. Strengthening Inclusivity and Equality lies at the heart of this Gender Pay Gap Statement and the Strategies that underpin it.

The Council has a predominantly female workforce that represents 71.6% of the data snapshot that underpins this Gender Pay Gap Statement. The effective implementation of the measures and actions contained in the Strategies referred to throughout this Integrated Impact Assessment have the potential to positively impact the gender pay gap and support the Council's wider equalities agenda.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time) (Add or delete versions as applicable)

➤ **Version 1**

Author:- Lisa Downey

Brief description of the amendments/update:-

Revision Date:-

➤ **Version 2**

Author:-

Brief description of the amendments/update:-

Revision Date:-

Integrated Impact Assessment Author

Name:- Lisa Downey

Job Title:- HR Service Manager

Date:- 15.02.22

Head of Service Approval

Name:- Lynne Donovan

Job Title:- Head of People Services

Signature:-



Date:- 09.03.22

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CABINET - 23RD MARCH 2022

SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2022-2025

**REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS.
TO BE DELIVERED BY EDWARD PRYCE
ASSISTANT DIRECTOR – POLICY AND STRATEGY**

1. PURPOSE OF REPORT

- 1.1 The EAS is required to submit an annual overarching regional Business Plan on an annual basis. This report asks for members to approve the final EAS Business Plan 2022-2025 following a regional consultation process, including consideration by Caerphilly CMT and Education Scrutiny, before submission of the final EAS Business Plan to Caerphilly Cabinet for approval.

2. SUMMARY

- 2.1 This document contains the main priorities, following robust self-evaluation processes, that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 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 Caerphilly LA has in delivering their statutory functions, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 2.2 This plan supports Caerphilly's Education Strategy which directly correlates with the Welsh Government plans to Renew and Reform. Welsh Government acknowledges the pandemic has had a significant impact on learners and disruption has been a significant challenge.

3. RECOMMENDATIONS

- 3.1 Ensure that the Business Plan enables appropriate support and challenge for schools and that it addresses the areas for improvement that have been identified within Caerphilly County Borough Council's Education Strategic Plans; and
- 3.2 Approve the EAS Business Plan 2022-2025.

4. REASONS FOR THE RECOMMENDATIONS

4.1 The EAS are required to submit their Business Plan to Welsh Government and the Scrutiny committee asked for feedback before Cabinet are scheduled to approve it.

5. THE REPORT

Background

5.1 Following the consultation session with Caerphilly CMT, the table below captures the changes that will be implemented within the final version of the Business Plan:

Caerphilly CMT Feedback	What the EAS will change in response for the final version of Business Plan 2022-2025
<p>How do we measure your impact? We would expect to see this clearly in the Business Plan. The EAS needs to be explicit on how impact is measured.</p> <p>Caerphilly needs a clear narrative in school improvement progress, for example the fact that there are no secondary schools in a category. It was explained that engagement data / case studies were not sufficient.</p>	<p>The following changes will be made to enable CCBC to measure the impact of the EAS:</p> <ul style="list-style-type: none"> • Within the draft document there are four high level impact statements, detailing our expected impact by 2025. Following CMT feedback success criteria will be developed, aligned to the high-level activities. This has been agreed with CCBC Chief Education Officer. • We will continue to report on progress towards success criteria in a variety of ways, including: <ul style="list-style-type: none"> • Monthly Partnership Meetings • Termly Overviews • Case studies • Scrutiny Reports, bespoke to LAs • EAS Governance Reports • In addition, in order to provide a clear narrative for schools' progress, the EAS will, report in addition to the case studies a succinct impact report: 'Stats and Stories.'
<p>Expressed the concern that the plan does not adequately address the Covid context?</p>	<ul style="list-style-type: none"> • The EAS has now reviewed the high-level actions within the draft business plan to ensure they fully align with the Education Directorate's Re-ignite, Recover, Reform priorities. The Covid context is addressed through the Health, Wellbeing and Equity section of the plan. Internal detailed delivery plans will provide the specific actions required. • Welsh Government information related to the COVID context will be included.
<p>Asked how Caerphilly can hold the EAS to account?</p>	<ul style="list-style-type: none"> • The governance structure enables CCBC to hold the EAS to account. • EAS officers will continue to meet regularly with the Chief Education Officer to enable the Local Authority to undertake it's statutory functions. • EAS officers are always available to support officers present to and answer questions at scrutiny.

- 5.2 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.
- 5.3 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 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. This Business Plan spans a three-year period and will receive annual reviews each year.
- 5.4 However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The evidence suggests that the pandemic has affected some groups of learners more than others:
- Vulnerable or disadvantaged learners, and learners with ALN
 - Those learners whose circumstances have changed during the pandemic
 - Learners in early years education are at a critical stage for language, social, emotional, physical and cognitive development. Pupils risk missing key developmental milestones, which could impact on their emotional wellbeing, communication and learning development.
 - Learners in post-16 and transition and those moving into post-16 provision. These learners may have experienced particular pressures and uncertainty, and their confidence may be affected.
 - Specific challenges for Welsh immersion learners in English-speaking households, and learners transitioning from Year 6 to Year 7.
- 5.5 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.
- 5.6 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.
- 5.7 The EAS has rigorous processes for self-evaluation. Below is a strategic summary of the progress that has been made towards the priorities identified in the previous Business Plan, this has been systematically shared through our governance groups.

Additional information focussed on each local authority has been shared on a termly basis with our partners and a summary can be found in Appendix 1 of this plan. Our next steps and priorities for 2022-2023 are also captured in Section 2 of the Business Plan.

- 5.8 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.
- 5.9 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.
- 5.10 The timing, delivery and focus of the support will be carefully considered in respect of the challenges that are likely to continue.
- 5.11 The draft business plan was created following feedback provided in a broad range of 'Visioning Sessions'. These virtual and physical meetings were offered to a range of stakeholder groups including, headteachers, governors and elected member. Feedback has been incorporated within the plan.
- 5.12 In addition the specific list of consultees are noted below.
- EAS staff
 - Directors of Education (within South East Wales) and Diocesan Directors
 - Regional Joint Executive Group
 - EAS Company Board
 - EAS Audit and Risk Assurance Committee
 - Individual local authority education scrutiny committees
 - All Headteachers from within the region
 - All Chairs of Governors from within the region
 - School Councils from within the region
 - All school based Professional Learning Leads
 - EAS Supporting School Trade Union Group (SSTU Group)
- 5.13 The submission deadline for this report was 11 February 2022. This is before the scheduled completion date for the final business plan, which will incorporate feedback from all consultees, but the final version will be shared with the committee as soon as it is available.
- 5.14 The final version of the Business Plan will be supported by a range of supporting documents:
- 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
- Local Authority Strategic Education Plans

Our Approach

- 5.15 This approach begins with asking why we are doing what we do in the EAS (our vision). This reinforces the need to articulate, with our local authority partners, our ‘Statement of Intent’. This clearly describes what we are aiming to achieve as a collective partnership.

South East Wales Statement of Intent 2025

- 5.16 The five local authorities and the EAS are a mature and successful partnership that work collectively to deliver the highest standard of education for children and young people across the region. Through working in a trusting and transparent way we are able to both deliver national agendas but also local priorities; we do this through an honest tripartite relationship with schools. Our focus is the successful emergence from the most acute period of COVID response, supporting learners and ensuring that our schools are prepared for the national reform agenda. The success of our endeavours will see children and young people in Gwent as capable, confident and independent learners ready for the next period of their lives.’
- 5.17 In working towards the South East Wales Statement of Intent, 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 respective local authority Strategic Plans and School Development Plans.

Local Authority Priorities

- 5.18 These are the local authority strategic priorities as provided at the time of the completion of the Final EAS Business Plan (2022-2025). Please note that local authority planning annual planning cycles may be different from the EAS financial year cycle, so may change mid-Business Plan year. Individual LA Priorities are included in the Final version of the EAS Business Plan. The priorities identified by Caerphilly local authority are:

- Aim to reduce the impact of poverty within early years.
- Raise standards of attainment.
- Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity.
- Help those who are not able to follow a traditional attainment path.

- Support learning that enables young and adult employment opportunities, including a focus on ‘future skills’.
- Improve ‘Digital Skills’ for all ages.
- Improve the learning environment.
- Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

EAS Vision 2025: What are we aiming to achieve?

- 5.19 ‘Supporting and enabling schools and education settings to thrive as effective learning organisation, learning from each other and the wider educational community.’
- 5.20 In working towards the EAS Vision, it is critical that the EAS Business Plan reflects regional and local needs.
- 5.21 Wales has an ambition that all schools develop as learning organisations, in keeping with Organisation for Economic Cooperation and Development (OECD) principles. Schools that are learning organisations are able to adapt more quickly and explore new approaches, with a means to improving learning and outcomes for all their learners.

EAS Vision 2025: What will the EAS do to achieve our vision?

- 5.22 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.
- 5.23 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.
- 5.24 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. These activities are explained in detail in the full Business Plan.

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

<p>Leadership and teaching Provide professional learning and support for the development of leadership and teaching across the entire workforce.</p>	<p>Curriculum for Wales Provide professional learning and support for Curriculum for Wales.</p>	<p>Health, Wellbeing and Equity Provide professional learning and support to improve health and wellbeing, with a particular focus on vulnerable and disadvantaged groups.</p>
<p>Governors: Provide a broad range of professional learning and support for Governors.</p>		

What are the foundations that enable activities to take place?

5.25 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.
- We support and value the wellbeing and professional learning of staff.
- We are an agile, timely and responsive organisation.
- We communicate clearly.
- 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 wide range of partners.
- We adhere to all legislative requirements.
- Our work is well-planned and managed to deliver the best for our schools and education settings.

What will be the impact?

5.26 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

- The support provided by the EAS has enabled leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.
- Professional learning has been effective and appropriate to need.
- Professional learning has been effective and appropriate to need.
- The broad range of collaborative networks and activity have supported the development of a self-improving system.

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

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

- EAS Website
- Regional policies and processes
- Case studies
- Regional meeting minutes
- External research and review
- Impact capture reports
- Supporting Our Schools Site
- Partnership documentation
- Professional learning resources and guidance

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

5.28 There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs. The progress on the implementation and impact of the Business Plan will be reported 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. This approach will be aligned to the national changes in the accountability system.

5.29 We will continue to report on progress towards success criteria in a variety of ways, including:

- Monthly Partnership Meetings
- Termly Overviews
- Case studies
- Scrutiny Reports, bespoke to LAs
- EAS Governance Reports

5.30 In addition, in order to provide a clear narrative for schools' progress, the EAS will, report in addition to the case studies a succinct impact report focusing on the theme of key 'Stats and Stories' and the progress towards meeting success criteria.

Conclusion

5.31 The EAS is required to submit an annual overarching regional Business Plan on an annual basis. This report asks for members to consider the full contents of the draft EAS Business Plan as part of the regional consultation process.

6. ASSUMPTIONS

6.1. 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. The EAS risk register will be reviewed and refined following the agreement of the final EAS Business Plan. These are:

- 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.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

7.1 This report is for information and consultation, however an EAS Fairness and Equalities Impact Assessment has been undertaken. 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. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement'.

7.2 Ensuring high quality education is fundamental to securing the economic, social and cultural wellbeing of future generations. The Business Plan focuses support for all schools appropriately schools. The school curriculum includes focus on social, environmental and cultural well-being, and these aspects are support as part of the plan. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.

7.3 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan. The EAS Welsh Language Policy (Updated September 2021) describes in full the ways in which the EAS complies with the Welsh Language Measure (2015), including accesses to all materials bilingually, actively promotes the use of the language and offers an ever a range of services and support through the medium of Welsh for those who require them.

8. FINANCIAL IMPLICATIONS

- 8.1 Section 4 of the Business Plan details the EAS activities for 2022-2023 and Section 5 details the governance and financial arrangements. Indicative LA Core Contributions have been added into this section. The EAS is subject to a robust governance model that is underpinned by the Articles of Association and a Collaboration and Members Agreement (CAMA). These governance documents essentially link the five Local Authorities to the EAS both operationally and through the commissioning of regional school improvement services.
- 8.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan 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. 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.
- 8.3 The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.
- 8.4 The local authority's indicative core contribution for 2022/23 are as follows: Caerphilly LA's contribution for 2022/23 is £980,663 compared to £985,591 in 2021/23, £1,005,705 in 2020/21 and £1,021,020 in 2019/20.
- 8.5 At the time of writing this report, there is uncertainty with regards to the regional grant funding from WG for 2022/2023. As a result of the pandemic, it is likely that there will continue to be reductions in the regional grant profile. When the grant position has been confirmed the EAS detailed delivery plan will be updated accordingly.

9. PERSONNEL IMPLICATIONS

- 9.1 There are no personnel implications.

10. CONSULTATIONS

- 10.1 The Business Plan has been through a consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads

- EAS Supporting School Trade Union Group (SSTU Group)

11. STATUTORY POWER

11.1 Local Government Acts 1972 and 2000, Children's Act 2004, Standards and Framework Act 1998

Author: Debbie Hartevelde, Managing Director, Education Achievement Service

Consultees: In addition to the groups listed above
Christina Harrhy, Chief Executive
Richard Edmunds, Corporate Director of Education and Corporate Services
Dave Street, Corporate Director, Social Services
Councillor Ross Whiting, Cabinet Member for Learning and Achievement
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services & S151 Officer
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Financial Services Manager
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation)
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Business Improvement Officer.

Appendices:

Appendix 1 Education Achievement Service: Regional Business Plan 2022-2025 (Final)

Appendix 2 EAS Fairness and Equalities Impact Assessment (FEIA)

Edward Pryce (Assistant Director, EAS), 07904 644686, ed.pryce@sewaleseas.org.uk

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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



The final version of the Business Plan 2022-2025 will be presented for agreement to the Regional Joint Executive Group and then to each LA Cabinet / Executive. The plan will then be submitted to Welsh Government.

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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 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. This Business Plan spans a three-year period and will receive annual reviews each year.

The plan also considers how schools and educational settings continue to face the challenges of the pandemic. The evidence suggests that the pandemic has affected some groups of learners more than others:

- Vulnerable or disadvantaged learners, and learners with ALN
- Those learners whose circumstances have changed during the pandemic
- Learners in early years education are at a critical stage for language, social, emotional, physical and cognitive development. Learners risk missing key developmental milestones, which could impact on their emotional wellbeing, communication and learning development.
- Learners in post-16 and transition and those moving into post-16 provision These learners may have experienced pressures and uncertainty, and their confidence may be affected.
- Specific challenges for Welsh immersion learners in English-speaking households, and learners transitioning from Year 6 to Year 7.

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.

Self-Evaluation: Strategic summary of progress 2020-2021

The EAS has robust processes for self-evaluation. Below is a strategic summary of the progress that has been made towards the priorities identified in the previous Business Plan, this has been systematically shared through our governance groups. Additional information focussed on each local authority has been shared on a termly basis with our partners and a summary can be found in Appendix 1 of this plan. Our next steps and priorities for 2022-2023 are also captured below.

We have implemented the priorities within the previous Business Plan with sensitivity, empathy and flexibility, whilst recognising that many schools and settings have continued to face pandemic related challenges.

School Improvement: Bespoke support to schools and educational settings that is aligned to need. Creating and facilitating collaborative networks of professional practice.

- Working with schools and local authorities, a regional model of support has been developed and implemented, focusing on accurate self-evaluation using a broad range of characteristics, aligned to school improvement priorities. All local authorities have started their professional discussions with schools.
- Feedback from Headteachers thus far has been largely positive to date with over 90% agreeing or strongly agreeing that all attendees in the professional discussion were positively engaged in supporting the school through the professional discussion process. 93% either agreed or strongly agreed that all partners contributed effectively to discussion. Just over 87% felt that the quality of the professional discussion has been beneficial with almost 67% strongly agreeing this point.
- There is a clear regional strategy to improve the quality of distance and blended learning experiences for learners. There has been good engagement in the regional strategy and many opportunities have been provided for schools to share and to develop more effective teaching across and within schools and settings.
- Multi Agency meetings for six secondary schools in Special Measures have continued. Two Schools in Special Measures have been removed from this category in the last month. There is a growing bank of case studies evidencing examples of school improvement and turnaround leadership.
- Working with local authority partners a broader range of evaluation strategies that do not focus solely on end of key stage outcomes but looks at a wider range of school improvement information have been identified, more work is required in this area.
- Over 100 School Improvement Partners (SIPs) 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 agenda. This is an increase on the previous year.
- Team Around the School Meetings (TAS Meetings) are gradually replaced Schools Causing Concern Meetings in each of the local authorities. These meetings between the school, LA and EAS continue to monitor the progress of the school and the support it receives, provide opportunities for problem solving and developing actions to support improvement, as well as challenging under performance where appropriate. The focus of these meetings is centred on ensuring support is appropriate and assessing the bespoke needs of each school.
- The Regional Team Around the School process will continue with a focus on highlighting and sharing effective practice for those schools who require more intensive levels of support. Consideration of the use of case studies in relation to aspects such as a focus on turnaround leadership will underpin the brief for this group.
- The quality and impact of the provision for professional learning for educational practitioners and governors is good and those schools that have engaged are able to evidence the impact of this.

- 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 connected with more governors than ever across the region, offering a virtual PL programme from Summer 2020. Since then, we have delivered over 130 virtual events for governors, with over 2000 individual attendances.
- A comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning has been delivered. Attendance has been varied across each local authority.

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

- Nearly all lead PL schools have successfully completed the National Professional Enquiry Project focus for 20/21 in areas of assessment and progression, re-imaging schooling, inclusion, pedagogy and learning. All lead Curriculum for Wales Professional Learning schools are now ready to consolidate and extend their research and enquiry work across their cluster to continue their implementation of the Curriculum for Wales.
- Good progress and engagement in the national Coaching and Mentoring Facilitator Coach provision continues with approximately 138 trained facilitator coaches across the region.
- Good progress has been made facilitating the regional Coaching and Mentoring professional learning provision using the above facilitator coaches' group. Coaching and mentoring cohorts for Headteachers, Deputy Headteachers and Senior Leaders continue with additional cohorts commencing in the new year. Over 211 participants have applied for regional coaching and mentoring programme to date.
- 46 aspirational leaders have been identified via the Pilot Talent Management Framework process and have been supported with an individual professional learning package of support. Participating pilot schools are continuing through the implementation of the framework and feedback on the benefits of the process remain positive.
- Implementation of the national induction professional learning package has effectively progressed during the autumn terms 2021. Professional Learning for newly qualified teachers is ongoing which has included professional learning external verifiers and school-based induction mentors. All PL sessions facilitated are recorded and shared within a collaborative Microsoft Teams space.
- 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.
- In 2020/2021 58 higher level teaching assistants achieved the qualification, a 98% pass rate, building capacity in schools across the region and demonstrating improvement overtime.
- Over 500 participants have accessed the Middle Leadership Development Programme. Nearly 900 positive evaluative comments have been received about the Professional Learning experience.

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

- A broad range of professional learning and bespoke support has been provided to schools and settings to support their realisation of Curriculum for Wales. School Improvement Partners have worked productively with schools and settings to understand their progress and support needs in relation to the requirements for realisation.
- There are well established networks for all practitioners that support peer engagement and the development of resources for Curriculum for Wales.
- The EAS Curriculum for Wales website has been launched, this provides a 'one stop shop' for all information, support and practice worth sharing for all practitioners, parents and learners.
- Schools and settings have been provided with examples of effective school development actions for the realisation of curriculum reform and bespoke support continues to be provided to schools and settings to implement these.
- Non-Maintained Nursery settings engaged in the pilot of curriculum reform continue to be well supported.

- A network of lead enquirers to develop the capacity for professional enquiry in all schools and settings is established and continues to thrive.
- The regional Welsh language strategy has been reviewed in collaboration with school leaders and other partners and is being used to inform future delivery models.
- Schools and settings have been supported to actively seek resources and experiences that support learners to understand the stories of different groups, including diverse and minority groups, enabling all learners to see themselves and their experiences and knowledge developed through the curriculum.
- A regional strategy developed in collaboration with practitioners provides a coherent approach to improve progress in literacy, numeracy, digital and personal and social skills of learners who have been disproportionately affected by the pandemic, for example pupils eligible for free school meals.

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

- The EAS has placed wellbeing at the forefront of its work and has provided a range of professional learning to schools and settings that has provided support to the social and emotional needs of the workforce and learners.
- Schools and settings have been provided with a range of support to enable them to identify and provide the most appropriate support to specific groups of disadvantaged and vulnerable learners, including those who have been disproportionately affected by the pandemic, to help them to progress.
- The Vulnerable Learner Lead Programme has been extended and engagement levels are now improved on previous years.
- The programme of professional learning through a 'Train the Trainer' approach that provides the foundations of universal provision across all schools and settings has been delivered. Those schools who engaged are able to demonstrate improvements in their provision for disadvantaged and vulnerable groups of learners.
- Pupil voice and pupil participation across the region has improved, working in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- Through the professional learning that has been offered, all schools and settings are Adverse Childhood Experience (ACE) Aware.
- The EAS has worked in partnership with local authorities and other regions to develop professional learning for schools to embed a whole school approach to emotional and mental wellbeing.
- The EAS has funded ten secondary schools from across the region to capture impact case studies on the use of the Recruit, Recover, and Raise standards grant.
- The EAS continues to work in partnership with Challenging Education to expand the 'Raising Achievement of Disadvantaged Learners' (RADY) programme across the region. Schools engaging in the programme attend a half termly network meeting. Schools attending are sharing their changes in practice.
- Work with local authority partners to explore and agree roles and responsibilities with regards to the EAS role in securing the effective regional provision for ALN has been completed, this will be reviewed at regular intervals.

EAS Foundations

- Good progress has been made on addressing the recommendations from all external reviews.
- The service continues to seek advice, challenge and support from external sources and uses this to develop and improve service delivery.
- Feedback from stakeholder surveys demonstrate improved satisfaction on key service areas.
- Communication with partners and the workforce across the region has improved and 'listening events' have been used to shape and change regional delivery models.
- Evaluations of the impact of regional policies and practices developed since the start have been used to inform future ways of working and curriculum design.

- Securing the Investors in People Gold status has been a positive step and has enabled further service improvements.
- EAS staff wellbeing has been placed as a high priority and feedback from staff surveys demonstrate increased satisfaction.
- High levels of staff morale and wellbeing have been maintained in the backdrop of reduced funding and the implementation of change management processes.
- All EAS staff have had access to coaching and mentoring.
- Service wide development of a review of visions and values has commenced in line with professional learning on the 'Compass for Life' model.

Next Steps: Strategic priorities for 2021-2022

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. Based on ongoing self-evaluation the following are our strategic priorities for the coming year, these will be detailed in Section 4:

- Work in partnership with local authorities, schools and settings to further refine the regional model for school improvement. Further embed the elements of support, trust and transparency.
- Review the process for business planning, consult on EAS Vision for 2025 and the values of the organisation.
- Work closely with schools and settings to increase the volume of school-based visits (risk assessments allowing) to undertake a range of supportive shared self-evaluation activity.
- Provide a coherent package of professional learning and bespoke targeted support and guidance to schools, settings, clusters and practitioners to help them realise Curriculum for Wales.
- Provide professional learning and support to improve health and wellbeing, with a particular focus on vulnerable and disadvantaged groups.
- Provide bespoke support to schools and settings to address the impact of the pandemic on individual learners, as appropriate, in line with their improvement priorities.
- Provide support to leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by the pandemic.
- Provide professional learning and support for the development of leadership and teaching across the entire workforce.
- Further build the capacity and capability of the knowledge and skills of governing bodies (as appropriate), through the revised regional professional learning pathway and bespoke support.
- Work with partners to agree the parameters that identifies and values a broad range of school improvement indicators, including the importance of learner voice and the progress of learners.

Section 3: Our Approach

This approach begins with asking why we are doing what we do in the EAS (our vision). This reinforces the need to articulate, with our local authority partners, our ‘Statement of Intent’. This clearly describes what we are aiming to achieve as a collective partnership.



South East Wales Statement of Intent 2025




South East Wales Statement of Intent	<p>‘The five local authorities and the EAS are a mature and successful partnership that work collectively to deliver the highest standard of education for children and young people across the region. Through working in a trusting and transparent way we are able to both deliver national agendas but also local priorities; we do this through an honest tripartite relationship with schools. Our focus is the successful emergence from the most acute period of COVID response, supporting learners and ensuring that our schools are prepared for the national reform agenda. The success of our endeavours will see children and young people in Gwent as capable, confident and independent learners ready for the next period of their lives.’</p>
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In working towards the South East Wales Statement of Intent, 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.

Local authority priorities (Spring 2022)

These are the local authority strategic priorities as provided at the time of the completion of the final EAS Business Plan (2022-2025). Please note that local authority planning annual planning cycles may be different from the EAS financial year cycle, so may change mid-business plan year.

Local authority	Strategic priorities for 2022 onwards
 Blaenau Gwent	<ul style="list-style-type: none"> • Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community. • Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are eFSM. • Improve wellbeing for learners at all stages of development. • Secure strong progress in skills, particularly in English and mathematics at key stages 3 and 4. • Support schools who are identified as causing concern through regional protocols to secure improvement, in conjunction with the EAS.
 Caerphilly	<ul style="list-style-type: none"> • Aim to reduce the impact of poverty within early years. • Raise standards of attainment. • Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity. • Help those who are not able to follow a traditional attainment path. • Support learning that enables young and adult employment opportunities, including a focus on ‘future skills’. • Improve ‘Digital Skills’ for all ages. • Improve the learning environment. • Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

 <p>Monmouthshire</p>	
 <p>Newport</p>	<ul style="list-style-type: none"> • Development and implementation of the new curriculum. • Ensure effective teaching and learning for learners with Additional Learning Needs (ALN). • Estyn Inspection R1: Improve the overall performance of secondary schools. • Estyn Inspection R2: Reduce the variance in progress/outcomes for learners eligible for FSM and those not eligible. • Estyn Thematic Review: Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals. • Estyn Thematic Review: Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils.
 <p>Torfaen</p>	<ul style="list-style-type: none"> • Secure highly effective support and intervention from all school improvement services to enable most learners, particularly those identified as vulnerable (including FSM), to secure expected levels of progress in their skills, knowledge and outcomes. • Ensure all Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools. Thus enabling most learners, particularly boys and those identified as vulnerable, to secure expected levels of progress in their skills, knowledge and outcomes. • Further improve the quality and impact of leadership, particularly on the area of teaching and learning, in schools identified as requiring high levels of support. • Ensure successful implementation of the Curriculum for Wales through provision of appropriately targeted professional learning and sharing of exemplar practice including the inclusion of resources and approaches developed as a consequence of the pandemic. • Ensure successful implementation of the ALN transformation agenda through provision of appropriately targeted professional learning and sharing of exemplar practice.

Why? What are we aiming to achieve?

EAS Vision

Supporting and enabling schools and education settings to thrive as effective learning organisations, learning from each other and the wider educational community.

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.

What will we do?

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

Leadership and Teaching

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

Curriculum for Wales

Provide professional learning and support for curriculum for Wales.

Health, Wellbeing and Equity

Provide 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 and advice.

What will happen as a result of our activity? How will we measure our success and what we need to do next?

How will we measure success?

The support provided by the EAS has enabled leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.

Professional learning has been effective and appropriate to need.

Schools and education settings have made progress as a result of the support provided.

The broad range of collaborative networks and activity have supported 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 below:

How will we report?

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

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.
- We support and value the wellbeing and professional learning of staff.
- We are an agile, timely and responsive organisation.
- We communicate clearly.
- 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 wide range of partners.
- We adhere to all legislative requirements.
- Our work is well-planned and managed to deliver the best for our schools and education settings.

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:

- We are able to operate with integrity, honesty and objectivity.
- Partners understand our role in the education system and provide us with timely and appropriate information.
- We are one part of the much wider system.
- We have the capacity and resources to undertake our activity effectively.
- Professional learning has a positive impact on practice and behaviour.
- Schools / education settings engage positively with us.
- When the capacity in a school / education setting are able to secure improvement evidence indicates that support results in positive change.

EAS Business Plan 2022-2025

South East Wales Statement of Intent: *“The five local authorities and the EAS are a mature and successful partnership that work collectively to deliver the highest standard of education for children and young people across the region. Through working in a trusting and transparent way we are able to both deliver national agendas and local priorities; we do this through an honest tripartite relationship with schools. Our focus is the successful emergence from the most acute period of COVID response, supporting learners and ensuring that our schools are prepared for the national reform agenda. The success of our endeavours will see children and young people in Gwent as capable, confident and independent learners ready for the next period of their lives.”*

Section 4: EAS Business Plan Activities 2022-2023

This section details the activities that will take place during 2022-2023. 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.

A. School Improvement: Provide support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

Universal Provision	Success Criteria
<div style="position: absolute; left: -40px; top: 50%; transform: translateY(-50%); font-size: 24px; font-weight: bold;">Page 72</div> <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 and provide opportunities for peer working. 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. 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 and as a panel member for Headteacher performance management. 	<ul style="list-style-type: none"> All schools have undertaken both an annual professional discussion and a supported self-evaluation activity to confirm their priorities and have identified bespoke support needs, enabling local authorities and the EAS to know schools and educational settings well. Schools have engaged effectively and collaboratively with peers to support the development of their priorities for improvement and share effective practice. All local authorities have clarity about the readiness of all schools and settings with regard to national reform. Governing Bodies who have engaged in professional learning have enhanced knowledge and skills enabling them to undertake their role effectively. Schools and leaders requiring higher or more intensive levels of support, have been effectively supported to identify priorities for improvement and are able to demonstrate progress in key areas. Team Around the School meetings have ensured that participant schools and settings received timely and appropriate support and challenge from the EAS and local authorities enabling them to make progress in key areas.
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. 	

<ul style="list-style-type: none"> 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 support for schools and educational settings requiring higher levels of support. Broker school to school intensive support to undertake professional learning and supported self-evaluation activities alongside leaders. Working in close partnership with local authorities 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. 	

B. Leadership and Teaching: Provide professional learning and support for the development of leadership and teaching across the entire workforce.

Universal Provision	Success Criteria
<ul style="list-style-type: none"> Support leaders to develop their schools as effective learning organisations. Enable the entire workforce to access professional learning that supports the development of 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. Continue to offer a national professional leadership development programme, including coaching and mentoring for leaders at all levels. 	<ul style="list-style-type: none"> All schools and educational settings are developing effectively as learning organisations and have accessed appropriate professional learning to support them in developing the Curriculum for Wales. Engagement in teaching, learning and leadership professional learning experiences has impacted positively on individual skills, knowledge and behaviours. Practical examples of effective teaching, learning and leadership strategies have supported schools in the realisation of the Curriculum for Wales. All schools and educational settings have engaged with the relevant national professional learning provision to support their entire workforce and whole school improvement priorities. The entire workforce has had access to collaborative networks to learn with and from the external environment.

<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Professional learning experiences have impacted on individuals' skills, knowledge and behaviours and where appropriate, on progressing whole school improvement priorities. • All leaders who accessed national leadership development programmes have been supported by a trained leadership coach. • An increasing number of leaders have accessed the national coaching and mentoring programme to support them in developing a coaching and mentoring ethos within their own settings. • An increasing number of schools have accessed the Agile Leadership programme pilot, refining flexible, adaptable leadership skills and processes when developing Curriculum for Wales. • An increasing number of schools have identified aspirational leaders through a Talent Management Framework approach ensuring an ongoing supply of effective leaders across the region. • A sustainable supply of high quality Initial Teacher Education placements have been provided within schools across the EAS region. • All school improvement partners have engaged in relevant regional and national professional learning to support them in their role.
<p>Targeted Provision</p>	
<ul style="list-style-type: none"> • Targeted support for the development of whole school teaching and leadership. This may include specific targeted support over a limited time 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. 	
<p>Bespoke Provision</p>	
<ul style="list-style-type: none"> • Intensive and bespoke professional learning support for the entire workforce, focussed on identified areas of teaching and leadership. 	

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C. Curriculum for Wales: Provide professional learning and support for Curriculum for Wales.

Universal Provision	Success Criteria
<ul style="list-style-type: none"> • 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. <p>Provide access to professional learning for skills development across the curriculum as a feature of high-quality curriculum design.</p>	<ul style="list-style-type: none"> • All schools will have published their Curriculum summaries in line with the national requirements ahead of September 2022. • All PRUs, secondary and special schools have made their decision regarding commencement of Curriculum for Wales in either 2022 or 2023. • All schools and educational settings have Curriculum for Wales as a priority within their school development plans, addressing mandatory aspects of the curriculum, including Welsh language development and the development of bilingualism. • All practitioners who accessed professional learning programmes to realise the Curriculum for Wales, demonstrate improved professional knowledge and skills in strategic curriculum design, progression and assessment, planning, subject knowledge and the development of skills. • Practitioner engagement in subject ‘ Area of Learning networks and networks to support curriculum design, progression and assessment demonstrate an upward trajectory. • Practitioner engagement in networks and professional learning for Welsh language development shows an upward trend. • All practitioners and schools that required additional levels of support for leadership, teaching and learning or bespoke curriculum support, can demonstrate improvements in knowledge, skills and behaviours.
Targeted Provision	
<ul style="list-style-type: none"> • The School Improvement Partner will work alongside the school or education setting to broker targeted support to meet identified professional learning requirements. 	
Bespoke Provision	

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<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 in Areas of Learning and Experiences / subject disciplines. • Delivery of specific professional learning activity at a school or cluster level. 	
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D. Health Wellbeing and Equity: Provide professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.

Universal Provision	Success Criteria
<p>Page 76</p> <ul style="list-style-type: none"> • Support to build the capacity within schools and educational settings 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, including approaches to embedding diversity. <p>Support to develop strategic approaches to developing the United Nations Convention on the Rights of the Child and Human Rights.</p> <p>Support the development of a tiered approach to the provision and teaching for disadvantaged and vulnerable learners and 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). • Work in partnership with local authorities Inclusions Leads and Looked After Children Education Officers 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). </p>	<ul style="list-style-type: none"> • Nearly all schools and settings will have a bespoke Health and Wellbeing curriculum offer in response to the feedback from learners on their needs. Those schools and settings that have required additional support in this area will have made timely improvements. • Schools and settings that have engaged in the Raising the Achievement of Disadvantaged Youngsters programme are able to demonstrate positive changes in attitudes to learning, engagement of Disadvantaged Families/Carers and improvement in attendance. • Schools and settings will have finalised 'Tiered Approach to Provision Plans' and will be using this to inform effective classroom management and positive relationships strategies and in creating a positive climate for learning. • Schools and settings will have a Family and Community Engagement Strategy and will be working towards their Family Friendly School Status. • Practitioners who have engaged with the Thinking Differently about Disadvantaged Learners programme will demonstrate the impact this has had on their Teaching and Learning Strategy/Policy and the development of their Anti-Poverty Strategy. • All participating secondary schools will have identified SEREN learners and supported them to engage in SEREN learning and experience events. 75% of participating SEREN learners have attended a Sutton Trust University.

<ul style="list-style-type: none"> Provide support and guidance for schools to become family and community friendly. 	<ul style="list-style-type: none"> All leaders of More Able and Talented and Family and Community Engagement who have engaged in networks will demonstrate improvements in the quality of tracking and learning experiences of their more able learners and the engagement of their families/carers. Schools will be able to provide examples of how they have addressed diversity within their curriculum offer and how diversity and equality is developing across their setting. Participating schools will have used the outcome of the W.E.L.L. Checklist to further develop and enhance their Whole School Approach to Wellbeing and their curriculum offer.
Targeted Provision	
<ul style="list-style-type: none"> Deliver the tackling all aspects of disadvantaged leadership programme and the Wellbeing Lead professional learning programme. Provide 'WELL' Toolkit to support schools to review their tiered approach to Wellbeing. <p>Continue leadership support for key roles, to include More Able and Talented Lead, Family and Community Engagement (FaCE) and Seren Leads.</p>	
Bespoke Provision	
<ul style="list-style-type: none"> Deliver the Seren Network (secondary only). Allocate additional EAS support for schools and educational settings requiring higher levels of support and provide wellbeing coaching on a need's basis. 	<ul style="list-style-type: none">

School Governors: Provide a broad range of professional learning, support and advice for school governors.

Universal Provision	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Governors who have accessed the governor pathway professional learning can demonstrate an improvement in their knowledge, skills and behaviours. There is increased engagement with the professional learning programme for governors (based on previous year) and an increase

<ul style="list-style-type: none"> • 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. 	<p>in overall satisfaction ratings for all EAS delivered professional learning for governors.</p> <ul style="list-style-type: none"> • All newly appointed governors attended mandatory training within the stipulated timescales and where this had not been undertaken the relevant Chair of Governors had been informed. • All new governors have been supported by a mentor from within their own governing body and all additional requests for mentor support have been met. • All delivery targets within the service level agreement for the provision of advice, clerking and statutory service to governing bodies have been met in accordance with service criteria. • Where a school had more than 3 vacancies for more than a term the Chair of Governors and Local Authority are informed.
<p>Targeted Provision</p>	
<p>Page 78</p> <ul style="list-style-type: none"> • 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. 	
<p>Bespoke Provision</p>	
<ul style="list-style-type: none"> • Provide additional specific professional learning for individual governing bodies, clusters of governing bodies or individual governors. • Individual supported Governing Body knowledge and expertise in relation to understanding of their role and responsibilities are enhanced. • 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 for 2025 is articulated to schools and partners alongside the development of an effective communications strategy that meaningfully engage with all key stakeholders
- 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.

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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

- Recruit, develop and retain a skilled, professional, well informed, and motivated workforce that represents the values and vision of the EAS.
- To maintain high levels of staff morale and wellbeing in the context of reduced funding and workforce planning.
- Implement new performance management processes that utilise digital functionality and enhanced system capability.
- 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 whilst demonstrating an impact on service delivery.

Success Criteria

- The EAS has a well understood Vision for 2025 and service Values that have been well communicated to all partners.
- Strong progress has been made against the priorities identified within the annual Business Plan.
- The Collaboration and Members Agreement has been updated to consider matters pertaining to change management and has been agreed by each local authority.
- An improved longer term funding model has been secured enabling more effective strategic planning.
- Strong progress has been made towards the recommendations from the Investors in People programme.
- Systems for performance management have been revised and are having a positive impact on staff wellbeing and service delivery.

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.

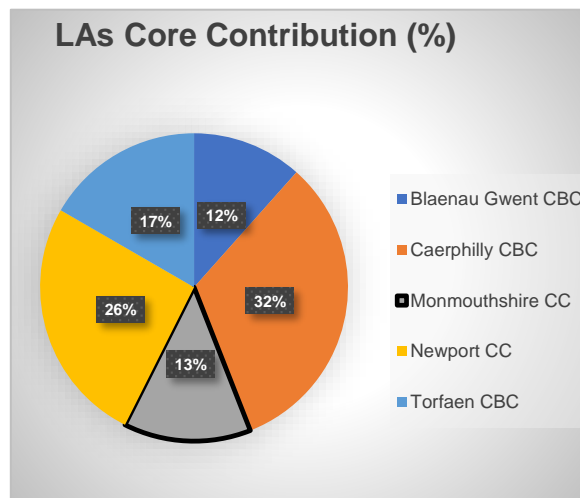
The delegation rate to schools increased to 95.5% in 2021-22, whilst the EAS staff profile has reduced by 53.1% since 2012.

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
- Regional Grant Mapping Overview 2022–2023
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2022–2023

Strategic Summaries 2021-2022

Blaenau Gwent

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

<p>System Leadership: 6 Headteachers in Blaenau Gwent are engaging in system leadership across the region as School Improvement Partners, compared to 4 the previous year</p>	<p>Estyn: There are 2 schools in an Estyn follow up category compared to 2 in 2020/21. Both schools receive their visits from Estyn in the next two weeks.</p>
<p>Case Studies: 5 schools in Blaenau Gwent have contributed to school improvement case studies on turnaround leadership and the success of the Learning Network School provision: St Mary's RC Primary, Pen-y-Cwm Special School, Ebbw Fawr Learning Community, Cwm Primary and Glanhwy Primary</p>	<p>Headteachers: Nearly all (24) Headteachers shared good practice in distance and blended learning as part of their own Celebrate, Share, Support, Refine (CSSR) process. Schools presented their practice at a regional conference: St Illtyd's and Tredegar presented on both community engagement and supporting pupil wellbeing.</p>
<p>Wellbeing: Whilst there have been limited face to face visits in schools in BGBC as a result of individual schools' risk assessments, virtual meetings between headteachers and school improvement partners, focusing on wellbeing have continued to take place for all schools.</p>	<p>System Leadership: 5 Schools in Blaenau Gwent are providing holistic support for leadership and teaching to other schools: Glanhwy Primary, St Illtyd's Primary, Ebbw Fawr Learning Community, Tredegar School, Pen-y-Cwm Special School</p>
<p>Professional Discussions 6 Primary, 1 Secondary setting (as part of one of the 3-16 schools) have been held, ensuring that the schools /settings have the support they need to secure improvement.</p>	<p>Recruitment of Leaders: The EAS has supported/ is supporting Headteacher recruitment in 6 schools, with a further 2 DHT/AHT appointment processes supported, securing effective leaders.</p>
<p>Rapid School Improvement: Sofrydd Primary School has secured rapid school improvement, working with Learning Network Schools in other LAs. Glyncoed Primary has also secured strong progress in distance and blended learning working with Langstone Primary.</p>	

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

<p>System Leadership: 5 schools lead professional learning, supporting teaching and leadership across the EAS (11% of schools across the region).</p>	<p>PL Leads: Every school and setting is funded to develop the professional learning lead role, supporting the realisation of the Curriculum for Wales.</p>
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<p>Headteacher Qualification: Over last 3 years, 9 of 59 candidates achieved were from Blaenau Gwent (442 across Wales). 3 of the 9 have secured headship.</p>	<p>Coaching and Mentoring: 19 leaders (19% of the regional total) have trained as National Facilitator Coaches to support the National Leadership Development Programmes in 2021/22.</p>
<p>Senior Leadership: Across the region, 199 (530 across Wales) senior leaders have accessed the senior leader programme, 19 (10%) were from Blaenau Gwent.</p>	<p>Middle Leadership: Across the region 603 middle leaders (1400 across Wales), have accessed the middle leader programme, with 104 (17%) from Blaenau Gwent.</p>
<p>Professional Enquiry: Every cluster is engaged in the National Professional Enquiry project focusing on one of five themes 'Assessment and Progression', 'Reimagining schooling', 'Inclusion,' 'Pedagogy and Learning', 'Leadership'. One school represents the LA in the national Evidence Informed Profession Project.</p>	<p>Middle Leadership: The National Middle Leadership Development Programme was jointly facilitated in Abertillery Learning Community.</p>
<p>International Leadership: 6 of 32 pilot schools have engaged in the International Agile Leadership pilot: St Joseph's RC Primary, Glyncoed Primary, Bro Helyg, Georgetown Primary, St Mary's RC Primary, Ysgol Gyfun Tredegar. A further 4 schools begin cohort 2 St Mary's Church in Wales Primary, Willowtown, Deighton and Blaen-y-Cwm.</p>	<p>Teaching and Learning: The Curriculum for Wales 'Teaching and Learning Group' has enhanced schools' ability to network and share practice, with 43 members from Blaenau Gwent, out of 380.</p>
<p>ITE: Initial Teacher Education Lead Schools: Tredegar comprehensive. ITE Clinical practice /associate/ partner schools Ystruth, YG Bro Helyg, Willowtown, Glanhowy, Georgetown, Deighton, Cwm, Coed y Garn, Brynbach, Blaen-y-cwm, Beaufort Hill,</p>	<p>Coaching and Mentoring: 11 leaders have engaged in the National Coaching and Mentoring Programme (6% of the total participant population). Tredegar Comprehensive and St Illtyd's Primary School jointly facilitate the programme across the region.</p>
<p>NQTs: Over the last year 15 NQTs successfully passed induction. 13 schools are currently supporting 23 Newly Qualified Teachers through the process.</p>	<p>Future Leaders: Tredegar Comprehensive has been part of the Regional Talent Management Framework Pilot.</p>

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

<p>Support for others: 6 Blaenau Gwent Schools provide professional learning support to other schools across the EAS region in a variety of curriculum areas as Learning Network Schools.</p>	<p>Assessment: All clusters are engaged in the developing school and cluster-based approaches to progression and assessment, to support the development of their assessment strategy.</p>
<p>Curriculum Design: 3 (of 43) practitioners engaged in the Curriculum Design Programme (Lucy Crehan), which supports developing</p>	<p>Curriculum Design: All clusters are represented in the Curriculum for Wales Teaching and Learning development group which is supporting them to network with other</p>

approaches based on focus and coherence Ebbw Fawr, Glyncoed and Rhos Y Fedwen	schools and share approaches to curriculum design and developing pedagogical approaches.
Planning: Most schools are utilising the SDP guidance provided by the EAS to support them in realising CFW	Curriculum Design: 2 Secondary (or all-through schools) engaged in Secondary Design Network, supporting schools to share approaches to professional learning and curriculum design (Ebbw Fawr and Tredegar Comp.

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

Wellbeing: All schools and settings receive funding for a Wellbeing Lead. 8 schools attend these regularly.	ACEs: All schools engaged in Adverse Childhood Experiences (ACE) awareness training and as a result are in a position to draft their tiered approach to Provision.
RADY: 5 schools are part of Raising the Achievement of Disadvantaged Youngsters' professional learning programme. Ebbw Fawr welcomed a RADY Consultant to review their work and follow up visits are to be scheduled to evaluate impact.	A Listening to Learners session was held at Abertillery Learning Community. Learners from all secondary year groups participated and the feedback was very positive regarding Wellbeing Support available to them.
Grants: All secondary sectors made effective use of the Recruit Recover Raise Standards (RRRS) Grant.	Tredegar Comprehensive, Cwm Primary School and St Joseph's RC Primary school are all Lead Wellbeing and Equity Schools. They support our work across the region.
All schools and settings have access to SEAL Community as the region funds their subscription costs. This will support leaders to shape their Health and Wellbeing Curriculum Offer.	

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

Governor PL: Of the 186 Blaenau Gwent Governors that completed a virtual training evaluation, 87% agreed (55% strongly) that the sessions were helpful and informative, and that the information was provided in a clear and precise manner.	Governor PL: Of the 27 Blaenau-Gwent Governors that attended the regional Virtual Governor Conference and completed an evaluation, 93% agreed (63% strongly) that the conference was informative and will help them in their role as a governor.
Governor PL: Attendance at virtual professional learning opportunities, including the conference has overall been over 80% higher than physical training in previous years.	Governor PL: Of the Blaenau-Gwent Governors that attended, 83% said they would attend a Virtual Regional Conference again, with a further 17% saying they would 'maybe' attend again. None said they would not.
SLA: During the year, a total of 130 virtual meetings were supported, an (5.4 per school), well above the legal minimum of 3.	Networking: Over 50% of Blaenau-Gwent Secondary Chairs / Vice-Chairs of Governors regularly attend termly network meetings.
Bespoke Support: The EAS has provided bespoke support has been provided for the	SLA: For the 25% of Blaenau-Gwent schools that at some point during the year had more

appointment of LA Additional Governors and LA nominated Chair of Governors.

than 3 vacancies, notifications were sent to the Chair of Governors, prior to the subsequent meeting.

Caerphilly

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

<p>System Leadership: 25 Headteachers in Caerphilly are engaging in system leadership across the region as School Improvement Partners, compared to 22 the previous year</p>	<p>Estyn: There were 2 schools in an Estyn category compared to 5 in 2020/21. 3 schools were removed from a category in the last academic year (2 from Estyn Review, 1 from 'Requires Significant Improvement').</p>
<p>Case Studies: 8 schools in Caerphilly have contributed to school improvement case studies on turnaround leadership and the success of the Learning Network School provision: St Martins, Bryn, Cwmcarn, Cwm Rhymni, Heolddu, Hendredenny, Nant-Y-Parc, Ysgol Gymraeg Caerphilly.</p>	<p>Headteachers: Many Headteachers shared good practice in distance and blended learning as part of their own Celebrate, Share, Support, Refine (CSSR) process (55 in Caerphilly). Schools presented their practice at a regional conference: Hendredenny (Digital Strategy), Blackwood Primary (Pupil Centred Tracking through the pandemic).</p>
<p>Wellbeing: Whilst there have been limited face to face visits in schools in CCBC because of individual schools' risk assessments, virtual meetings between headteachers and school improvement partners, focusing on wellbeing have continued to take place for all schools.</p>	<p>System Leadership: 5 Schools in Caerphilly are providing holistic support for leadership and teaching to other schools: Risca Primary Hendredenny, Nant-Y-Parc, Ysgol Gymraeg Caerphilly and St Cenydd.</p>
<p>Professional Discussions 12 Primary and 11 secondary / all through school Professional discussions have been held, ensuring that they have the support they need to secure improvement.</p>	<p>Non-maintained nursery settings: Since 2019 1 NMS setting in Caerphilly has been inspected and remains in a follow up category.</p>
<p>Recruitment of Leaders: The EAS has supported Headteacher recruitment in 9 schools, with a further 10 DHT/AHT appointment processes supported, securing effective leaders.</p>	<p>Rapid School Improvement: Cwmcarn Primary, Crumlin High Level and the Bryn have secured rapid school improvement, working with Learning Network Schools in other LAs.</p>

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

<p>System Leadership: 15 schools lead professional learning, supporting teaching and leadership across the EAS (33% of schools across the region).</p>	<p>PL Leads: Every school and setting is funded to develop the professional learning lead role, supporting the realisation of the Curriculum for Wales.</p>
<p>Headteacher Qualification: Over the last 3 years, 17 of 59 candidates who successfully achieved the headteacher qualification were from CCBC (442 across Wales). Out of the 17, 3 have secured Headteacher positions.</p>	<p>Coaching and Mentoring: 24 leaders (25% of the regional total) have trained as National Facilitator Coaches to support the National Leadership Development Programmes in 2021/22.</p>
<p>Senior Leadership: Across the region, 199 (530 across Wales) senior leaders have accessed the senior leader programme, of which 75 (38%) were from CCBC.</p>	<p>Middle Leadership: Across the region 603 middle leaders (1400 across Wales), have accessed the middle leader programme of which 170 (28%) were from CCBC.</p>

<p>Coaching and Mentoring: 74 leaders have engaged in the National Coaching and Mentoring Programme (38% of the total participant population).</p>	<p>Middle Leadership: The National Middle Leadership Development Programme has been jointly facilitated in Cwm Rhymni, Bedwas, and Glyngaer Primary</p>
<p>International Leadership: 5 out of a total of 32 pilot schools have engaged in the international Agile Leadership Pilot: St Gwladys, Lewis Girls, Lewis School Pengam, Tir-y-Berth and Blackwood Primary.</p>	<p>Professional Enquiry: Every cluster is engaged in the national Professional Enquiry project focusing on one of four themes 'Assessment and Progression', 'Reimagining schooling', 'Inclusion,' 'Pedagogy and Learning'.</p>
<p>ITE: Initial Teacher Education Lead Schools: Heolddu Comprehensive, Blackwood Primary, Risca Primary, Ystrad Mynach Primary, Rhiw-Syr-Dafydd Primary, Whiterose Primary, Ysgol Gymraeg Caerfilli, Ysgol Gynradd Gymraeg y Castell and Ysgol Gymraeg Cwm Gwyddon.</p>	<p>Future Leaders: The following schools have been part of the Talent Management Framework Pilot, that has identified 25 future aspirational leaders St Gwladys, Blackwood Primary, Heolddu, Trinity Fields, Rhiw Syr Dafydd, Idris Davies, Nant-y-Parc Primary.</p>
<p>SLO: Nearly all schools (93%) have engaged with the Schools as Learning Organisations survey to support their development as effective learning organisations. A further 41 schools have revisited the survey.</p>	<p>Coaching and Mentoring: Heolddu is leading the regional delivery of instructional coaching to support high quality teaching and learning using the "Walkthrus" approach supporting over 22 schools across the region, including 17 Caerphilly schools.</p>
<p>NQTs: Over the last year 51 NQTs successfully passed induction .45 schools are currently supporting 84 Newly Qualified Teachers through their induction process.</p>	<p>HLTA: 35 participants have engaged in the National Aspiring HLTA programme over last 2 years (185 from region). 10 of 12 HLTAs have gained the status in the last two years.</p>
<p>Distance and Blended Learning: Nearly all schools engaged in the distance and blended learning development with 16 schools providing leading support to schools across the EAS and Wales.</p>	<p>Teaching and Learning: The Curriculum for Wales 'Teaching and Learning Group' has enhanced schools' ability to network and share practice with 87 out of the 380 members from Caerphilly.</p>

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

<p>Support for others: 16 Caerphilly Schools provide professional learning support to other schools across the EAS region in a variety of curriculum areas as Learning Network Schools (this includes 6 secondary or all-through schools).</p>	<p>Assessment: All clusters are engaged in the developing school and cluster-based approaches to progression and assessment, to support the development of their assessment strategy.</p>
<p>Curriculum Design: 9 (of 43) schools engaged in the Curriculum Design Programme (Lucy Crehan), which supports developing approaches based on focus and coherence (Rhiw Syr Dafydd, Hendre Junior, Ysgol Cwm Rhymni, Cwmaber Infants, Blackwood Primary, Cefn Forest, Llancaeath Junior, Libanus Primary, Fleur de Lis Primary).</p>	<p>Curriculum Design: All clusters are represented in the Curriculum for Wales Teaching and Learning development group which is supporting them to network with other schools and share approaches to curriculum design and developing pedagogical approaches.</p>
<p>Assessment: Lewis School, Pengam and Blackwood Primary are involved in the</p>	<p>Curriculum Design: 11 Secondary (or all-through schools) engaged in Secondary Design Network which is supporting schools to</p>

development of a pan-Wales assessment toolkit with the University of Glasgow.	share approaches to professional learning and curriculum design.
Assessment: St Gwladys Primary shared good practice regarding assessment for learning approaches in support of curriculum for Wales.	Curriculum Design: Lewis Girls' School and Bedwas High School have shared their approaches to curriculum design in the secondary curriculum design group.
Planning: Most schools are utilising the SDP guidance provided by the EAS to support them in realising CFW	Curriculum Design: In 2021, bespoke support for curriculum design was provided for Islwyn High School.

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

Wellbeing: All schools and settings receive funding for a Wellbeing Lead. 12 schools attend these regularly. Attendance is notably lower in comparison to other LAs.	ACEs: All schools engaged in Adverse Childhood Experiences (ACE) awareness training and as a result are in a position to draft their tiered approach to Provision.
RADY: 13 schools are part of Raising the Achievement of Disadvantaged Youngsters' (RADY) professional learning programme. 3 schools welcomed a RADY Consultant to review their work and follow up visits are due to be arranged when the COVID risk level is lowered to evaluate impact.	Wellbeing: Wellbeing reviews were conducted in Ysgol I Gyfun Cwm Rhymni. As a result, the staffing structure to support wellbeing was reviewed and provision extended.
Grants: St Martins, Lewis Girls and Ysgol Gyfun Cwm Rhymni have provided case studies related to effective use of the Recruit Recover Raise Standards (RRRS) Grant.	Nurture: Hendre Infants gained their Nurture Quality Award.
MAT: 17 schools engage in the regional More Able and Talented programme. St Martin's School and Lewis Girls School in Caerphilly have both achieved successes with 2 Seren learners gaining places in the University of Oxford.	LACE: Collaborative working between the EAS and the LACE Officer is excellent. 49 schools have attended their annual update training and all cluster LAC grants have been agreed.

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

Governor PL: Of the 379 Caerphilly Governors that completed a virtual training evaluation, 94% agreed (54% strongly) that the sessions were helpful and informative, and that the information was provided in a clear and precise manner.	Governor PL: Of the 70 Caerphilly Governors that attended the regional Virtual Governor Conference and completed an evaluation, 98% agreed (69% strongly) that the conference was informative and will help them in their role as a governor.
Governor PL: Attendance at virtual professional learning opportunities, including the conference has overall been over 80% higher than physical training in previous years.	Governor PL: Of the Caerphilly Governors that attended, 85% said they would attend a Virtual Regional Conference again, with a further 15% saying they would 'maybe' attend again. None said they would not.

<p>SLA: During the year, a total of 448 virtual meetings were supported, (5.5 per school), well above the legal minimum of 3.</p>	<p>Networking: Over 50% of Caerphilly schools Secondary Chairs / Vice-Chairs of Governors regularly attend termly network meetings.</p>
<p>Bespoke Support: Bespoke mentor support has been provided for Secondary Chairs of Governors who required additional support.</p>	<p>SLA: For the 20% of Caerphilly schools that at some point during the year had more than 3 vacancies, notifications were sent to the Chair of Governors, prior to the subsequent meeting.</p>

Monmouthshire

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

<p>System Leadership: 13 Headteachers in Monmouthshire are engaging in system leadership across the region as School Improvement Partners, compared to 10 the previous year</p>	<p>Estyn: There are 0 schools in an Estyn category compared to 1 in 2020/21. 1 school was removed from a category in the last academic year (from Estyn Review).</p>
<p>Case Studies: 5 schools in Monmouthshire have contributed to school improvement case studies on turnaround leadership and the success of the Learning Network School provision: Llantilio Pertholey, Magor, Shirenewton, Y Ffin and Overmonnow Primaries.</p>	<p>Headteachers: Nearly all Headteachers shared good practice in distance and blended learning as part of their own Celebrate, Share, Support, Refine (CSSR) process (28 Headteachers in Monmouthshire). Schools presented their practice at a regional conference: Chepstow School presented on Professional Learning for distance and blended learning</p>
<p>Wellbeing: Whilst there have been limited face to face visits in schools in MCC because of individual schools' risk assessments, virtual meetings between headteachers and school improvement partners, focusing on wellbeing have continued to take place for all schools.</p>	<p>System Leadership: 3 Schools in Monmouthshire are providing holistic support for leadership and teaching to other schools King Henry VIII School, Shirenewton and Usk CiW Primaries</p>
<p>Professional Discussions 17 Primary, 3 secondary school and 1 PRU Professional discussions have been held, ensuring that the schools /settings have the support they need to secure improvement.</p>	<p>Non-maintained nursery settings: Since 2019 7 NMS setting in Monmouthshire have been inspected: 6 had overall good judgements and 1 was removed from follow up.</p>
<p>Recruitment of Leaders: The EAS has supported Headteacher recruitment in 4 schools in 2020-2021, securing effective leaders.</p>	<p>Rapid School Improvement: Chepstow Comprehensive School, Castle Park, Llantilio Pertholey, Durand and St Mary's RC Primaries, have secured rapid school improvement, working with Learning Network Schools in other LAs.</p>

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

<p>System Leadership: 6 schools lead professional learning, supporting teaching and</p>	<p>PL Leads: Every school and setting is funded to develop the professional learning lead role,</p>
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leadership across the EAS (13% of schools across the region).	supporting the realisation of the Curriculum for Wales.
Headteacher Qualification: Over last 3 years, 8 of 59 candidates achieved were from Torfaen (442 across Wales). 4 of the 10 have secured headship.	Coaching and Mentoring: 18 leaders (18% of the regional total) have trained as National Facilitator Coaches to support the National Leadership Development Programmes in 2021/22.
Senior Leadership: Across the region, 199 (530 across Wales) senior leaders have accessed the senior leader programme, 17 (9%) were from Monmouthshire.	Middle Leadership: Across the region 603 middle leaders (1400 across Wales), have accessed the middle leader programme, with 30 (5%) from Monmouthshire.
Professional Enquiry: Every cluster is engaged in the National Professional Enquiry project focusing on one of five themes 'Assessment and Progression', 'Reimagining schooling', 'Inclusion,' 'Pedagogy and Learning', 'Leadership'. One school represents the LA in the national Evidence Informed Profession Project.	Middle Leadership: 9 participants from Monmouthshire Schools (out of 35) on the National Middle Leadership Programme for ALNCos.
International Leadership: 1 of 32 pilot schools have engaged in the International Agile Leadership pilot: Trellech Primary School With a further 2 schools joining cohort 2 Llantilio Pertholey Primary School Cross Ash Primary.	Coaching and Mentoring: 30 leaders have engaged in the National Coaching and Mentoring Programme (14% of the total participant population).
ITE: Initial Teacher Education Lead Schools: Caldicot Comprehensive, King Henry VIII, Llanfoist Fawr, Clinical Practice and associate schools Archbishop Rowan Williams, Gilwern, Kymin View, Llanvihangel Crucorney, Monmouth Comprehensive, Osbaston, Overmonnow, Shirenewton, The Dell, Trellech Undy, Usk, Ysgol Gymraeg y Ffin, Ysgol Gymraeg Y Fenni.	TAs & HLTA: 22 participants have engaged in the National Aspiring HLTA Programme over last 2 years (185 from region). 15 of 15 HLTAs have gained the status in the last two years. 101 TAs are members of the Teaching Assistant network 11% of members across the region.
SLO: Most schools (86%) have engaged with the Schools as Learning Organisations survey, to support their development as learning organisations. A further 23 schools revisited the survey between 2020-21.	Welsh Medium Support: One teacher from Ysgol y Ffin engaged in the in the national Middle Leader programme. Two TAs gained HLTA status from Ysgol Gymraeg y Fenni.
NQTs: Over the last year 20 NQTs successfully passed induction. 14 schools are currently supporting 29 Newly Qualified Teachers through the process.	Future Leaders: Gilwern Primary has been part of the Talent Management Framework Pilot, that has identified 2 future aspirational leaders.
Distance and Blended Learning: 7 schools providing leading support in the development of distance and blending learning development to schools across the EAS and Wales.	Teaching and Learning: The Curriculum for Wales 'Teaching and Learning Group' has enhanced schools' ability to network and share practice, with 48 members from Monmouthshire, out of 399.

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

<p>Support for others: 8 Monmouthshire Schools provide professional learning support to other schools across the EAS region in a variety of curriculum areas as Learning Network Schools (this includes 6 secondary or all-through schools).</p>	<p>Assessment: All clusters are engaged in the developing school and cluster-based approaches to progression and assessment, to support the development of their assessment strategy.</p>
<p>Curriculum Design: 7 (of 43) practitioners engaged in the Curriculum Design Programme (Lucy Crehan), which supports developing approaches based on focus and coherence (Chepstow (X3 practitioners), Cross Ash, Trellech, Goytre Fawr Primary, Monmouth Comp)</p>	<p>Curriculum Design: All clusters are represented in the Curriculum for Wales Teaching and Learning development group which is supporting them to network with other schools and share approaches to curriculum design and developing pedagogical approaches.</p>
<p>Planning: Most schools are utilising the SDP guidance provided by the EAS to support them in realising CFW</p>	<p>Curriculum Design: 3 Secondary (or all-through schools) engaged in Secondary Design Network, supporting schools to share approaches to professional learning and curriculum design.</p>
<p>Welsh in Education - Learners from non-Welsh speaking homes - Language Charter: Ysgol Y Fenni and Ysgol Y Ffin continue to work towards 'Siarter Iaith' Gold award status. The schools are also represented on the regional Language Acquisition and Immersion network, developing and sharing approaches to the learning and teaching of Welsh in the primary phase.</p>	<p>Curriculum: Global Futures and International Languages in the Primary: Monmouth Comprehensive and Osbaston CIW Primary School are lead regional Global Futures schools leading on the development and sharing of practice in international languages in the secondary and primary phase. Both are involved in the current EAS Erasmus+ project: Innovative Language Teaching in a Bilingual Country.</p>
<p>Welsh in Education - Learners from non-Welsh speaking homes - Cymraeg Campus Charter: 82% of English medium primary schools have achieved bronze award status and are working towards Silver. All schools have access to regional networking, professional learning, resources and opportunities for verification in order to progress.</p>	<p>Welsh in Education - Welsh language Sabbatical Scheme: Practitioners from Osbaston CIW, Goytre Fawr Primary, Magor CIW primary, St Mary's RC Primary and Kymin View who have completed the Welsh in a Year scheme have been appointed as regional Sabbatical leads.</p>

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

<p>Wellbeing: All schools and settings receive funding for a Wellbeing Lead. 12 schools attend these regularly.</p>	<p>ACEs: All schools engaged in Adverse Childhood Experiences (ACE) awareness training and as a result are in a position to draft their tiered Approach to Provision.</p>
<p>RADY: 2 schools and one cluster are part of Raising the Achievement of Disadvantaged Youngsters' (RADY) professional learning</p>	<p>PL: 5 schools have engaged with Adoption UK Professional Learning Offer. This has been funded by Welsh Government.</p>

programme. Castle Park has developed their RADY principles and starting to see the impact of their work.	
Wellbeing: Kymin View and Llandogo have been the two regional pilot schools to raise awareness and complete some scoping activities to align to the Whole School Approach to Emotional and Mental Wellbeing.	Wellbeing: King Henry VIII and Pembroke Primary are both Health, Well-being and Equity Lead schools for the EAS. They support deliver professional learning across the region. Pembroke has also presented at regional and national events.
	Wellbeing: King Henry High School provided a case study to illustrate how they used their RRR Grant. The Case study was titled: Securing high levels of wellbeing during our disrupted learning year!

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

Governor PL: Of the 277 Monmouthshire Governors that completed a virtual training evaluation, 90% agreed (42% strongly) that the sessions were helpful and informative, and that the information was provided in a clear and precise manner.	Governor PL: Of the 28 Monmouthshire Governors that attended the regional Virtual Governor Conference and completed an evaluation, 96% agreed (65% strongly) that the conference was informative and will help them in their role as a governor.
Governor PL: Attendance at virtual professional learning opportunities, including the conference has overall been over 80% higher than physical training in previous years.	Governor PL: Of the Monmouthshire Governors that attended, 85% said they would attend a Virtual Regional Conference again, with a further 15% saying they would 'maybe' attend again.
SLA: During the year, a total of 206 virtual meetings were supported, an (6.0 per school), well above the legal minimum of 3.	Networking: Over 50% of Monmouthshire schools' Secondary Chairs / Vice-Chairs of Governors regularly attend termly network meetings.
Bespoke Support: The EAS has provided bespoke support has been provided for a number of Governing Bodies wanting to further develop their knowledge and understanding of their role.	SLA: For the 3% of Monmouthshire schools that at some point during the year had more than 3 vacancies, notifications were sent to the Chair of Governors, prior to the subsequent meeting.

Newport

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

System Leadership: 39 Headteachers in Newport are engaging in system leadership across the region as School Improvement Partners, compared to 19 the previous year.	Estyn: There are 3 schools in an Estyn category compared to 5 in 2020/21. In the last academic year 2 schools have been removed (1 from Review and 1 from Special Measures).
Case Studies: 7 schools in Newport have contributed to school improvement case	Headteachers: Many (39) Headteachers shared good practice in distance and blended

<p>studies on turnaround leadership and the success of the Learning Network School provision: St. Julian's Comprehensive, The John Frost, Ysgol Bryn Derw and Somerton-Eveswell Federation, Milton, Glasllwch, Maesglas Primaries.</p>	<p>learning as part of their own Celebrate, Share, Support, Refine (CSSR) process. Schools presented their practice at a regional conference: St. Joseph's RC High School, Bassaleg School and Langstone and St. Andrews Primaries.</p>
<p>Wellbeing: Whilst there have been very few face to face visits in schools in Newport as a result of individual schools' risk assessments, virtual meetings between headteachers and school improvement partners, focusing on wellbeing have continued to take place for all schools.</p>	<p>System Leadership: 9 Schools in Newport are providing holistic support for leadership and teaching to other schools: St Joseph's RC High, Bassaleg School, Ysgol Bryn Derw and Glasllwch, Langstone, Gaer, Pentrepoeth, St. Andrew's, Clytha Primaries.</p>
<p>Professional Discussions 16 Primary, 9 Secondary school and 1 PRU Professional discussions have been held, ensuring that the schools /settings have the support they need to secure improvement.</p>	<p>Non-maintained nursery settings: Since 2019 5 NMS setting in Newport have been inspected: 1 was in a follow up category but has since been removed., 3 had overall good judgements and 1 has had an excellent judgment.</p>
<p>Recruitment of Leaders: The EAS has supported Headteacher recruitment in 5 schools, with a further 2 DHT/AHT appointment processes supported, securing effective leaders.</p>	<p>Rapid School Improvement: High Cross, Lliswerry Primaries, St Julian's Comprehensive and Lliswerry High School have secured rapid school improvement, working with Learning Network Schools in other Authorities.</p>

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

<p>System Leadership: 13 schools lead professional learning, supporting teaching and leadership across the EAS (28% of schools across the region).</p>	<p>PL Leads: Every school and setting is funded to develop the professional learning lead role, supporting the realisation of the Curriculum for Wales.</p>
<p>Headteacher Qualification: Over last 3 years, 14 of 59 candidates achieved were from Newport (442 across Wales). 1 has secured headship.</p>	<p>Coaching and Mentoring: 34 leaders (34% of the regional total) have trained as National Facilitator Coaches to support the National Leadership Development Programmes in 2021/22.</p>
<p>Senior Leadership: Across the region, 199 (530 across Wales) senior leaders have accessed the senior leader programme, 40 (20%) were from Newport.</p>	<p>Middle Leadership: Across the region 603 middle leaders (1400 across Wales), have accessed the middle leader programme, with 158 (26%) from Newport</p>
<p>Professional Enquiry: Every cluster is engaged in the National Professional Enquiry project focusing on one of five themes 'Assessment and Progression', 'Reimagining schooling', 'Inclusion,' 'Pedagogy and Learning', 'Leadership'. One school represents the LA in the national Evidence Informed Profession Project.</p>	<p>Middle Leadership: The National Middle Leadership Development Programme jointly facilitated in Newport High, Lliswerry, Caerleon. Maindee, Jubilee Park, St Andrew's Langstone, Glasllwch. 27 participants from Newport Schools (out of 57) on the National Middle Leadership Programme for ALNCos.</p>

<p>International Leadership: 17 of 32 pilot schools have engaged in the International Agile Leadership pilot: With a further 4 schools joining pilot cohort 2.</p>	<p>Coaching and Mentoring: 56 leaders have engaged in the National Coaching and Mentoring Programme (27% of the total participant population).</p>
<p>ITE: Initial Teacher Education Lead Schools: Bassaleg Comprehensive, Glasllwch, Jubilee Park, Langstone, St Joseph's High, Ysgol Gymraeg Casnewydd</p>	<p>TAs & HLTA: 39 participants have engaged in the National Aspiring HLTA Programme over last 2 years (185 from region). 18 of 18 HLTAs have gained the status in the last two years. 211 TAs are members of the Teaching Assistant network, 23% of members across the region.</p>
<p>SLO: Nearly all schools (95%) have engaged with the Schools as Learning Organisations survey, to support development as learning organisations. A further 32 revisited the survey between 2020-21.</p>	<p>Welsh Medium Support: Ysgol Bro Teyrnnon received bespoke support to develop Curriculum and Teaching Assistants. 3 Teachers from Ysgol Gyfun Gwent is Coed engaged in the National Middle Leadership Programme.</p>
<p>NQTs: Over the last year 45 NQTs successfully passed induction. 27 schools are currently supporting 63 Newly Qualified Teachers through the process.</p>	<p>Future Leaders: Maindee, Millbrook, Glasllwch, Langstone, Eveswell, Somerton Primary Schools has been part of the Talent Management Framework Pilot, that has identified 16 future aspirational leaders.</p>
<p>Distance and Blended Learning: 12 schools providing leading support in the development of distance and blending learning development to schools across the EAS and Wales.</p>	<p>Teaching and Learning: The Curriculum for Wales 'Teaching and Learning Group' has enhanced schools' ability to network and share practice, with 92 members from Newport, out of 399.</p>

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

<p>Support for others: 16 Newport schools and settings provide professional learning support to other schools across the EAS region in a variety of curriculum areas as Learning Network Schools (this includes 6 secondary or all-through schools).</p>	<p>Assessment: All clusters are engaged in the developing school and cluster-based approaches to progression and assessment, to support the development of their assessment strategy.</p>
<p>Curriculum Design: 12 (of 43) practitioners engaged in the Curriculum Design Programme (Lucy Crehan), which supports developing approaches based on focus and coherence (St Julian's High, St Julian's Primary, Glan Usk Primary, Newport Nursery, Crindau Primary, Clytha Primary, Gaer Primary, Milton Primary, Ringland Primary).</p>	<p>Curriculum Design: All clusters are represented in the Curriculum for Wales Teaching and Learning development group which is supporting them to network with other schools and share approaches to curriculum design and developing pedagogical approaches.</p>
<p>Planning: Most schools are utilising the SDP guidance provided by the EAS to support them in realising CFW</p>	<p>Curriculum Design: 3 Secondary schools engaged in Secondary Design Network, supporting schools to share approaches to professional learning and curriculum design.</p>
<p>Assessment: (7 of 12) schools are involved in the development of a pan-Wales assessment toolkit with the University of Glasgow (Milton</p>	<p>Curriculum: International Languages in the Primary: Caerleon Comprehensive and Clytha Primary School are lead regional Global</p>

<p>Primary, Mount Pleasant Primary, St Mary's RC Primary, St Andrews Primary, Maindee Primary, Ysgol Bryn Derw and Maes Ebbw Special School).</p>	<p>Futures schools leading on the development and sharing of practice in international languages in the secondary and primary phase. Alway Primary are currently working to develop IL with support from the EAS IL lead.</p>
<p>Welsh in Education - Learners from non-Welsh speaking homes - Ysgol Gymraeg Casnewydd, Ifor Hael and Bro Teyrnion continue to work towards 'Siarter Iaith' Gold award status with Nant Gwenlli beginning on the journey. Ysgol Gymraeg Casnewydd and Bro Teyrnion are also represented on the regional Language Acquisition and Immersion network, developing and sharing approaches to the learning and teaching of Welsh in the primary phase. Ysgol Gyfun Gwent Is Coed are represented on the cross-regional network for secondary Charter leads.</p>	<p>Welsh in Education - Learners from non-Welsh speaking homes - Cymraeg Campus Charter: 78% of English medium primary schools have achieved bronze award status and are working towards Silver. All schools have access to regional networking, professional learning, resources and opportunities for verification in order to progress.</p>

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

<p>Wellbeing: All schools and settings receive funding for a Wellbeing Lead. Engagement from schools and settings is very good from across Newport</p>	<p>ACEs: All schools engaged in Adverse Childhood Experiences (ACE) awareness training and as a result are in a position to draft their tiered Approach to Provision.</p>
<p>RADY: 6 schools are part of Raising the Achievement of Disadvantaged Youngsters' (RADY) professional learning programme. John Frost are in their third year of the RADY programme and have started to capture the impact of their work.</p>	<p>11 schools have engaged with Adoption UK Professional Learning Offer. This has been funded by Welsh Government.</p>
<p>St Joseph's High School presented a Case Study to share across the region using RRR Grant to fund a Literacy Intervention Programme into year seven.</p>	<p>Bassaleg High, Malpas Court and Pillgwenlly Primary are both Health, Well-being and Equity Lead schools for the EAS. They support deliver professional learning across the region.</p>
<p>LA Partnership – EAS attends Newport City Council Connectiveness Network. A forum of developing partnership working</p>	<p>Seren Academy is very successful across Newport Sixth Forms.</p>

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

<p>Governor PL: Of the 341 Newport Governors that completed a virtual training evaluation, 90% agreed (50% strongly) that the sessions were helpful and informative, and that the information was provided in a clear and precise manner.</p>	<p>Governor PL: Of the 65 Newport Governors that attended the regional Virtual Governor Conference and completed an evaluation, 95% agreed (62% strongly) that the conference was informative and will help them in their role as a governor.</p>
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<p>Governor PL: Attendance at virtual professional learning opportunities, including the conference has overall been over 80% higher than physical training in previous years.</p>	<p>Governor PL: Of the Newport Governors that attended, 87% said they would attend a Virtual Regional Conference again, with a further 13% saying they would 'maybe' attend again. None said they would not.</p>
<p>SLA: During the year, a total of 339 virtual meetings were supported, an (5.9 per school), well above the legal minimum of 3.</p>	<p>Networking: Over 70% of Newport schools Secondary Chairs / Vice-Chairs of Governors regularly attend termly network meetings.</p>
<p>Bespoke Support: The EAS has provided bespoke support has been provided for an LA appointed Chair and Vice chair of Governors.</p>	<p>SLA: For the 4% of Newport schools that at some point during the year had more than 3 vacancies, notifications were sent to the Chair of Governors, prior to the subsequent meeting.</p>

Torfaen

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

<p>System Leadership: 11 Headteachers in Torfaen are engaging in system leadership across the region as School Improvement Partners, compared to 5 the previous year</p>	<p>Estyn: There are 2 schools in an Estyn category compared to 4 in 2020/21. 2 schools were removed from a category in the last academic year (1 from Estyn Review and 1 from Special Measures).</p>
<p>Case Studies: 8 schools in Torfaen have contributed to school improvement case studies on turnaround leadership and the success of the Learning Network School provision: Crownbridge, Garnteg Primary, Henllys CiW, Ponthir Primary, Coed Eva Primary, Penygarn Primary, Greenmeadow Primary and Croesyceiliog School.</p>	<p>Headteachers: Around half of Headteachers shared good practice in distance and blended learning as part of their own Celebrate, Share, Support, Refine (CSSR) process (14 Headteachers in Torfaen). Schools presented their practice at a regional conference: Abersychan School presented on Tracking and Engagement of Vulnerable Learners</p>
<p>Wellbeing: Whilst there have been limited face to face visits in schools in TCBC as a result of individual schools' risk assessments, virtual meetings between headteachers and school improvement partners, focusing on wellbeing have continued to take place for all schools.</p>	<p>System Leadership: 4 Schools in Torfaen are providing holistic support for leadership and teaching to other schools: Greenmeadow Primary School, Garnteg Primary School, Woodlands Community Primary School, Blenheim Road Primary School</p>
<p>Professional Discussions 9 Primary, 4 secondary school and 1 PRU Professional discussions have been held, ensuring that the schools /settings have the support they need to secure improvement.</p>	<p>Non-maintained nursery settings: Since 2019 5 NMS setting in Torfaen have been inspected: 2 are in follow up categories, 1 had overall good judgements and 2 were removed from follow up.</p>
<p>Recruitment of Leaders: The EAS has supported Headteacher recruitment in 6 schools, with a further 8 DHT/AHT appointment processes supported, securing effective leaders.</p>	<p>Rapid School Improvement: Griffithstown Primary, Ysgol Panteg, Croesyceiliog School have secured rapid school improvement, working with Learning Network Schools in other LAs.</p>

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

<p>System Leadership: 6 schools lead professional learning, supporting teaching and leadership across the EAS (13% of schools across the region).</p>	<p>PL Leads: Every school and setting is funded to develop the professional learning lead role, supporting the realisation of the Curriculum for Wales.</p>
<p>Headteacher Qualification: Over last 3 years, 10 of 59 candidates achieved were from Torfaen (442 across Wales). 7 of the 10 have secured headship.</p>	<p>Coaching and Mentoring: 16 leaders (16% of the regional total) have trained as National Facilitator Coaches to support the National Leadership Development Programmes in 2021/22.</p>
<p>Senior Leadership: Across the region, 199 (530 across Wales) senior leaders</p>	<p>Middle Leadership: Across the region 603 middle leaders (1400 across Wales),</p>

have accessed the senior leader programme, 27 (14%) were from Torfaen.	have accessed the middle leader programme, with 153 (25%) from Torfaen.
Professional Enquiry: Every cluster is engaged in the National Professional Enquiry project focusing on one of five themes 'Assessment and Progression', 'Reimagining schooling', 'Inclusion', 'Pedagogy and Learning', 'Leadership'. One school represents the LA in the national Evidence Informed Profession Project.	Middle Leadership: The National Middle Leadership Development Programme jointly facilitated in Abersychan, St Albans and Gwynllyw. George Street Primary, Maendy Primary. Blenheim and Coed Eva Federation facilitated the National Middle Leadership Programme for ALNCoS with 19 of 33 from Torfaen participating.
International Leadership: 4 of 32 pilot schools have engaged in the International Agile Leadership pilot: Llanyrafon, Maendy, Blenheim and Coed Eva Federation and George Street.	Coaching and Mentoring: 18 leaders have engaged in the National Coaching and Mentoring Programme (9% of the total participant population).
ITE: Initial Teacher Education Lead Schools: Maendy, George Street, Crownbridge, Coed Eva and Blenheim Road. ITE clinical practice and associates: Abersychan, Cwmffrwdor, Croesyceiliog Comprehensive, Garnteg, Greenmeadow, Griffithstown, Llantarnam, Llanyrafon, New Inn, St Albans, Ysgol Gwynllyw, YG Cwmbran, Ysgol Panteg.	TAs & HLTA: 33 participants have engaged in the National Aspiring HLTA Programme over last 2 years (185 from region). 37 of 39 HLTAs have gained the status in the last two years. 235 TAs are members of the Teaching Assistant network 27% of TAs across the region.
SLO: Nearly all schools (96%) have engaged with the Schools as Learning Organisations survey, to support their development as learning organisations. A further 20 revisited the survey between 2020-21.	Teaching and Leadership (Welsh Medium): Two schools have received bespoke support to develop their Teaching and Leadership: Ysgol Gynradd Bryn Onen and Ysgol Gwynllyw.
NQTs: Over the last year 24 NQTs successfully passed induction. 23 schools are currently supporting 32 Newly Qualified Teachers through the process.	Future Leaders: Abersychan has been part of the Talent Management Framework Pilot, that has identified 10 future aspirational leaders.
Distance and Blended Learning: Many schools engaged in the distance and blended learning development with 10 schools providing leading support to schools across the EAS and Wales.	Teaching and Learning: The Curriculum for Wales 'Teaching and Learning Group' has enhanced schools' ability to network and share practice, with 30 members from Torfaen, out of 380.

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

Support for others: 7 Torfaen Schools provide professional learning support to other schools across the EAS region in a variety of curriculum areas as Learning Network Schools (this includes 6 secondary or all-through schools).	Assessment: All clusters are engaged in the developing school and cluster-based approaches to progression and assessment, to support the development of their assessment strategy.
Curriculum Design: 7 (of 43) practitioners engaged in the Curriculum Design Programme (Lucy Crehan), which	Curriculum Design: All clusters are represented in the Curriculum for Wales Teaching and Learning development group

supports developing approaches based on focus and coherence (Griffithstown Primary, West Monmouth School (x3), Llantarnam Primary, Blenheim/Coed Eva).	which is supporting them to network with other schools and share approaches to curriculum design and developing pedagogical approaches.
Assessment: St Alban's RC High are involved in the development of a pan-Wales assessment toolkit with the University of Glasgow.	Curriculum Design: 4 Secondary (or all-through schools) engaged in Secondary Design Network, supporting schools to share approaches to professional learning and curriculum design.
Welsh in Education – Cluster Leadership: All clusters (Welsh and English medium) are engaged with the development of school and cluster-based approaches to language/literacy. Strategic lead of Welsh actively engaged in a regional network for strategic leads.	International Languages: Curriculum: International Languages in Primary: Ysgol Gymraeg Cwmbran and Ponthir primary are 2 of 5 multilingual schools developing and sharing practice in teaching languages in the primary phase.
Planning: Most schools are utilising the SDP guidance provided by the EAS to support them in realising CFW	Welsh in Education - Learners from non-Welsh speaking homes - Cymraeg Campus Charter: 91% of English medium schools have achieved Bronze award status with Greenmeadow School the latest to achieve.

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

Wellbeing: All schools and settings receive funding for a Wellbeing Lead. 6 schools attend these regularly. Attendance is notably lower in comparison to other LAs.	ACEs: All schools engaged in Adverse Childhood Experiences (ACE) awareness training and as a result are in a position to draft their tiered Approach to Provision.
RADY: 3 schools are part of Raising the Achievement of Disadvantaged Youngsters' (RADY) professional learning programme. Abersychan welcomed a RADY Consultant to review their work and follow up visits are due to be arranged when the COVID risk level is lowered to evaluate impact.	8 schools participated in Floyd Woodrow Elite Leadership Programme. As a result of participating school leaders have a structured approach to revisiting their school based values and aligning them to Curriculum Reform.
Maendy Primary School participated in the Disadvantaged and Vulnerable Lead Programme and as a result developed their provision to meet the needs of their FSM learners and presented their work to the LA.	Ysgol Cwmbran and Greenmeadow Primary are both Health, Well-being and Equity Lead schools for the EAS. They support deliver professional learning across the region.
MAT: 85% of SEREN students attending Gwynllyw attended a Sutton Trust University in 2021. Two students attending, started at Oxbridge.	LA Partnership – EAS attends the Torfaen Wellbeing Partnership Group and as a result a pamphlet has been designed for schools to detailing professional learning to support the Emotional Well-being Framework.

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

<p>Governor PL: Of the 216 Torfaen Governors that completed a virtual training evaluation, 93% agreed (53% strongly) that the sessions were helpful and informative, and that the information was provided in a clear and precise manner.</p>	<p>Governor PL: Of the 35 Torfaen Governors that attended the regional Virtual Governor Conference and completed an evaluation, 96% agreed (65% strongly) that the conference was informative and will help them in their role as a governor.</p>
<p>Governor PL: Attendance at virtual professional learning opportunities, including the conference has overall been over 80% higher than physical training in previous years.</p>	<p>Governor PL: Of the Torfaen Governors that attended, 83% said they would attend a Virtual Regional Conference again, with a further 17% saying they would 'maybe' attend again. None said they would not.</p>
<p>SLA: During the year, a total of 187 virtual meetings were supported, an (5.8 per school), well above the legal minimum of 3.</p>	<p>Networking: Over 50% of Torfaen schools Secondary Chairs / Vice-Chairs of Governors regularly attend termly network meetings.</p>
<p>Bespoke Support: The EAS has provided bespoke support has been provided for the appointment of LA Additional Governors and LA nominated Chair of Governors.</p>	<p>SLA: For the 8% of Torfaen schools that at some point during the year had more than 3 vacancies, notifications were sent to the Chair of Governors, prior to the subsequent meeting.</p>



Appendix 2

EAS - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Welsh Language (Wales) Measure 2011
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the **Preparing for the Commencement of the Socio-economic Duty** Welsh Government Guidance.



1. Proposal Details

Lead Officer: - Edward Pryce

Head of Service: - Geraint Willington

Service Area and Department: - EAS Wide

Date: - 13/1/2022

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

This is a strategy / plan.

The EAS is required by Welsh Government to submit an annual overarching regional Business Plan on an annual basis. The EAS then delivers, through this 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.

As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. 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.

The proposal is for each Local Authority cabinet to approve the business plan (which commences 1 April 2022, following consultation from January to early March) prior to submission to Welsh Government.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one [protected characteristics](#).

2a Age (people of all ages)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Positive

- (ii) If there are negative impacts how will these be mitigated?

N/A

- (iii) What evidence has been used to support this view?

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. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

2b Disability (people with disabilities/ long term conditions)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Positive

- (ii) If there are negative impacts how will these be mitigated?

N/A

- (iii) What evidence has been used to support this view?

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. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

- 2c **Gender Reassignment** (anybody who's gender identity or gender expression is different to the sex they were assigned at birth)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

N/A

- (iii) What evidence has been used to support this view?

The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.

2d Marriage or Civil Partnership (*people who are married or in a civil partnership*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

N/A

- (iii) What evidence has been used to support this view?

The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.

2e Pregnancy and Maternity (*women who are pregnant and/or on maternity leave*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Neutral

- (ii) If there are negative impacts how will these be mitigated?

N/A

- (iii) What evidence has been used to support this view?

The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.

2f **Race** (*people from black, Asian and minority ethnic communities and different racial backgrounds*)

(i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

Positive

(ii) **If there are negative impacts how will these be mitigated?**

N/A

(iii) **What evidence has been used to support this view?**

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. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

2g **Religion or Belief** (*people with different religions and beliefs including people with no beliefs*)

(i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

Neutral

(ii) **If there are negative impacts how will these be mitigated?**

N/A

(iii) **What evidence has been used to support this view?**

The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.

2h Sex (*women and men, girls and boys and those who self-identify their gender*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

Neutral

- (ii) If there are negative impacts how will these be mitigated?**

N/A

- (iii) What evidence has been used to support this view?**

The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning

2i Sexual Orientation (*lesbian, gay, bisexual, heterosexual, other*)

- (i) Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

Neutral

- (ii) If there are negative impacts how will these be mitigated?**

N/A

- (iii) What evidence has been used to support this view?**

The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning

3. **Socio-economic Duty** (*Strategic Decisions Only*)

*(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. **Socio-economic disadvantage** means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

Please consider these additional vulnerable group and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

3a **Low Income / Income Poverty** (*cannot afford to maintain regular payments such as bills, food, clothing, transport etc.*)

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Section not applicable, as this Business Plan is not a strategic decision. However, 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).

(ii) **If there are negative impacts how will these be mitigated?**

N/A

(iii) **What evidence has been used to support this view?**

N/A

3b **Low and/or No Wealth** (*enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

N/A

(ii) If there are negative impacts how will these be mitigated?

N/A

(iii) What evidence has been used to support this view?

N/A

3c **Material Deprivation** (*unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

N/A

(ii) If there are negative impacts how will these be mitigated?

N/A

(iii) What evidence has been used to support this view?

N/A

3d **Area Deprivation** (*where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

N/A

(ii) If there are negative impacts how will these be mitigated?

N/A

(iii) What evidence has been used to support this view?

N/A

3e Socio-economic Background (*social class i.e. parents education, employment and income*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

N/A

(ii) If there are negative impacts how will these be mitigated?

N/A

(iii) What evidence has been used to support this view?

N/A

3f Socio-economic Disadvantage (*What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged*)

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

N/A

(ii) If there are negative impacts how will these be mitigated?

N/A

(iii) What evidence has been used to support this view?

N/A

4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all

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. Plan priorities include:

Ensuring that the wellbeing of practitioners and learners in schools and settings remains paramount. Regional professional learning will be provided to support the social and emotional needs of the workforce and learners.

Continuing to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.

Objective 2 - Enabling employment

Improved educational outcomes are linked to improved employment prospects.

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

N/A

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment

N/A

Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

N/A

Objective 6 - Support citizens to remain independent and improve their well-being

N/A

4a. Links to any other relevant Council Policy (How does your proposal deliver against any other relevant Council Policy)

N/A

5. **Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working**
(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the [five ways of working](#) as a baseline)

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

This is a three-year business plan with one-year updates as stipulated by Welsh Government. The plan however supports the development of a self-improving school system and all Welsh Government long term strategic objectives in relation to school improvement. Longer term projections are not possible due to significant proportions of EAS work being funded by Welsh Government Regional grants for schools which are only known on a one year basis.

Prevention

The plan is designed to support the development and growth of schools, as part of a self improving system.

Integration

This Business Plan has been completed in consultation and collaboration with all five Local Authorities, and been informed by a broad ranging consultation exercise. Individual councils will need to consider how the business plan links to other council services.

Collaboration

This Business Plan has been completed in consultation and collaboration with all five Local Authorities, and been informed by a broad ranging consultation exercise. Individual councils will need to consider how the business plan links to other council services.

Involvement

This Business Plan has been completed in consultation and collaboration with all five Local Authorities, and been informed by a broad ranging consultation exercise across all stakeholder groups.



6. Well-being of Future Generations (Wales) Act 2015

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work

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.

A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change).

N/A

A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.

The EAS has placed wellbeing at the forefront of its work and will continue to provide a range of professional learning to schools and settings that has provided support to the social and emotional needs of the workforce and learners.



A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

The plan supports the development of strategies in schools that support equity and equality, including continuing to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionately affected by school closures.

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

N/A

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation

All schools are required to promote Welsh culture and heritage through the Cwricwlwm Cymreig and to ensure that pupils are able to learn and practice the Welsh Language. Support for both is a key strand of the business plan.

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being

Ensuring high quality education is fundamental to securing the economic, social and cultural wellbeing of future generations. The Business Plan focuses support for all schools appropriately schools. The school curriculum includes focus on social, environmental and cultural well-being, and these aspects are support as part of the plan.

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards
(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have ‘due regard’ for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) Policy Making Standards - Good Practice Advice Document

7a. Links with Welsh Government’s Cymraeg 2050 Strategy and CCBC’s Five Year Welsh Language Strategy 2017-2022 and the Language Profile

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

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.

(ii) If there are negative impacts how will these be mitigated?

Positive

(iii) What evidence has been used to support this view? e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

EAS Welsh Language Policy (Sept 2021)
EAS Welsh Language Strategy included within the Business Plan (2022-2025)

7b. Compliance with the Welsh Language Standards. Specifically Standards 88–93

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Promoted through the EAS Welsh Language Policy

(ii) If there are negative impacts how will these be mitigated?

Positive

(iii) What evidence has been used to support this view? e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

Compliance with the policy section within the EAS Annual Headteacher / other staff stakeholder survey.

7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Promoted through the EAS Welsh Language Policy. All materials for schools are bilingual.

(ii) If there are negative impacts how will these be mitigated?

Positive

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

Compliance with the policy
Section within the EAS Annual Headteacher / other staff stakeholder survey.

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Promoted through the EAS Welsh Language Policy. All materials for schools are bilingual, and all schools / governors have opportunity for a response by a Welsh speaking member of staff where requested.

(ii) If there are negative impacts how will these be mitigated?

Positive

(iii) What evidence has been used to support this view?
e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

Compliance with the policy section within the EAS Annual Headteacher / other staff stakeholder survey.

7e. Treating the Welsh language no less favourably than the English language

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

Promoted through the EAS Welsh Language Policy. All materials for schools are bilingual, and all schools / governors have opportunity for a response by a Welsh speaking member of staff where requested.

(ii) If there are negative impacts how will these be mitigated?

Positive

(iii) What evidence has been used to support this view? e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

Compliance with the policy

Section within the EAS Annual Headteacher / other staff stakeholder survey

7f. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.

The EAS Welsh Language Policy (Updated September 2021) describes in full the ways in which the EAS complies with the Welsh Language Measure (2015), including accesses to all materials bilingually, actively promotes the use of the language and offers an ever a range of services and support through the medium of Welsh for those who require them.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence *(Please provide link to report if appropriate)*

Please note that a mid-year evaluation of the current revised Covid Business Plan (2020/21) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes.

Key relevant findings

A full analysis of feedback from consultations will be incorporated into the final plan.

How has the data/evidence informed this proposal?

The plan has also been informed by a broad range of visioning sessions available for all stakeholders and is informed by a range of stakeholder surveys whose outcomes have been analysed across 2021-2022.

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

No

9. Consultation

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, **The Gunning Principles** must be adhered to. Consider the **Consultation and Engagement Framework**. Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

The Business Plan has been through a consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads
- EAS Supporting School Trade Union Group (SSTU Group)

When were they consulted did the consultation take place at the formative stage and was adequate time given for consultees to consider and respond?

From October – December 2021

Was sufficient information provided to consultees to allow them to make an informed decision on the proposal?

The full draft Business Plan was shared with all consultees.

What were the key findings?

All feedback has been considered and where appropriate incorporated into the final Business Plan.

How have the consultation findings been taken into account?

All feedback has been considered and where appropriate incorporated into the final Business Plan.

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs. The progress on the implementation and impact of the Business Plan will be reported 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. This approach will be aligned to the national changes in the accountability system.

What are the practical arrangements for monitoring?

Bi-monthly meetings of EAS Joint Executive Group, Company Board and the Audit and Risk Assurance Committee, all of whom have council representatives. All groups are chaired by an elected member.

How will the results of the monitoring be used to develop future proposals?

In the same way that this business plan has been informed by previous business plans. Through a comprehensive evaluation and subsequent consultation process.

When is the proposal due to be reviewed?

Bi-monthly internally to governance groups.

Who is responsible for ensuring this happens?

Overall EAS Managing Director supported by broader Senior Leadership Team.

11. Recommendation and Reasoning (delete as applicable)

- **Implement proposal with no amendments**
-

12. Reason(s) for Recommendations

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the “Summary of Integrated Impact Assessment” section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

The EAS is required to submit an annual overarching regional Business Plan on an annual basis. The proposal is for cabinet to approve the business plan (which commenced on 1 April 2022, following consultation from January to early March) prior to submission to Welsh Government.

The plan provides support for school improvement services directly to schools across the region. The plan does not include changes to the services, or delivery methods for any particular group or groups. It is therefore at least neutral in its impact with many positive benefits, particularly in relation to wellbeing goals and support for disadvantaged learners.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time) (Add or delete versions as applicable)

➤ Version 1

Author:- Edward Pryce

Brief description of the amendments/update:-

Revision Date:- 13th January 2022

➤ Version 2

Author:-

Brief description of the amendments/update:-

Revision Date:-



Integrated Impact Assessment Author

Name:- Edward Pryce

Job Title:- Assistant Director – Policy and Strategy

Date:- 13th January 2022

Head of Service Approval

Name:- Geraint Willington

Job Title:- Director

Signature:-

Date:- 13th January 2022

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CABINET – 23RD MARCH 2022

SUBJECT: HOUSING REVENUE ACCOUNT BUSINESS PLAN 2022/23

REPORT BY: CORPORATE DIRECTOR OF SOCIAL SERVICES & HOUSING

- 1.1 The attached report is to be considered by the Housing and Regeneration Scrutiny Committee at its meeting on the 15th of March 2022.
- 1.2 Due to publication deadlines the views of the Scrutiny Committee will be reported verbally to Cabinet at the meeting.
- 1.3 Cabinet is asked to consider the views of the Scrutiny Committee and the recommendations contained within the Officer's report.
 1. That Cabinet consider and approve the 2022/23 Housing Business Plan and its submission to WG by the 31st of March 2022, and annually on an ongoing basis.
 2. Cabinet approve the submission of this report to Council to request an extension on the HRA borrowing cap to £90m to allow the new build programme to progress. A provisional date for Council has been set for the 7th of June 2022.

Author: M. Afzal, Committee Services Officer

Appendices:

Appendix 1 Report to the Housing and Regeneration Scrutiny Committee - 15th of March 2022.

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HOUSING AND REGENERATION SCRUTINY COMMITTEE – 15TH MARCH 2022

SUBJECT: HOUSING REVENUE ACCOUNT BUSINESS PLAN 2022/23

REPORT BY: CORPORATE DIRECTOR OF SOCIAL SERVICES AND HOUSING

1. PURPOSE OF REPORT

For Members to consider and take a view on the Housing Revenue Account (HRA) Business Plan 2022/23 prior to approval at Cabinet on 23rd March 2022, and also recommend that Cabinet submit this report to Council to request an extension to the borrowing cap. The HRA Business Plan is an annual requirement from Welsh Government as part of the annual submission of the Major Repairs Allowance (MRA) grant application. The Business plan has not been presented for approval in recent years but there are now an increased number of objectives to be delivered within the business plan, on similar timeframes. It is therefore prudent that members are formally updated on the financial position of the HRA investment programme on an annual basis, to inform future decision making.

2. SUMMARY

- 2.1 Following the publication by Welsh Government (WG) in its National Housing Strategy, 2001, which enforced all social landlords to meet the Welsh Housing Quality Standard (WHQS) on all its tenanted stock, WG introduced in 2002, a requirement for all Welsh authorities to develop and produce a Housing Business Plan which would be scrutinised by WG on an annual basis. The Housing White Paper published in May 2012 reaffirmed the WG commitment to the WHQS and set the revised target for all social landlords to meet it by 31st December 2020, which was extended to 31st December 2021 due to the impact of Covid-19.
- 2.2 The Business Plan is a long-term 30-year plan for managing an organisation's assets and financing the necessary investments. It is a key element in ensuring the effective long-term management and maintenance of the Councils housing stock. It is essentially a financial forecast reliant on key assumptions which identifies the resources and funding required to meet the WHQS and maintain it thereafter. In addition, more recently WG have requested a business plan narrative to accompany the financial business plan, and this is also a requisite for the annual application of the MRA funding.
- 2.3 Now that all the Local Housing Authorities have met the WHQS, there is a requirement for WG to develop an updated version of the standard so that LHA's can maintain its properties to the standard whilst incorporating new challenges. There has been an independent summative evaluation of WHQS in June 2021 and WG intend to launch WHQS 2 in 2023 following a period of consultation in Spring 2022. One of the biggest changes in the new standard will be around affordable warmth and decarbonisation, and WG are considering how they can support delivery alongside a new Optimised Retrofit Programme (ORP). In the 2022/23 Business Plan, however, WG acknowledge that LHA's will not have firm decarbonisation targets or measures to work with, and therefore do not expect comprehensive costed models

for decarbonisation in this year's plan, other than some specific questions around the value of decarbonised related work already factored into our existing programmes.

- 2.4 Members may recall earlier reports regarding the HRA Business Plan as part of the ballot process together with commissioning stock condition surveys and determining borrowing levels. The borrowing level for WHQS was initially agreed by Council at £61m in 2011 and has been subsequently revised as the WHQS programme has been progressing. In 2014, the borrowing was revised to £55m, and in 2019, the borrowing profile was amended to include funding for the first draft of our ambitious new build programme. The borrowing level is currently £75m which was estimated to be £45m for WHQS and £30m for the initial investment for increasing housing supply. Further development programmes are likely to require additional borrowing.
- 2.5 As we have now achieved the target of meeting WHQS to all our eligible stock, it is thought an opportune time to report the HRA Business Plan annually to members going forward as we progress onto developing our own social housing stock. This has become more important as we have experienced such volatility within the market in terms of material costs, supply and labour resources as a result of the Covid-19 pandemic and Brexit, which could impact significantly on our new build commitments and the ambitious decarbonisation agenda that is ahead of us.

3. RECOMMENDATIONS

- 3.1 That members of this committee acknowledge and consider the 2022/23 Housing Business Plan prior to its approval by Cabinet on the 23rd of March, and its submission to WG by the 31st of March 2022, and annually on an ongoing basis.
- 3.2 Members recommend that Cabinet approve the submission of this report to Council to request an extension on the HRA borrowing cap to £90m to allow the new build programme to progress. A provisional date for Council has been set for the 7th June 2022

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The HRA Business Plan has to be submitted annually to Welsh Government as part of the Major Repair Allowance (MRA) funding grant submission. Failure to submit a Business Plan as part of the application would be interpreted as failure to comply with the MRA grant criteria, and the grant is likely to be withdrawn.
- 4.2 The Housing Business Plan relies on key assumptions to remain viable and in recent years has become increasingly volatile due to the Covid-19 pandemic and Brexit. It is therefore prudent that members are formally updated on the financial position of the HRA investment programme as part of the annual grant submission to WG and to be kept up to date on the performance of the HRA in relation to other new priorities to be delivered from the HRA.
- 4.3 Borrowing is necessary to be able to fund the new build programme and will be reviewed annually. The building of new affordable homes is a corporate commitment, and a Welsh Government directive.

5. THE REPORT

- 5.1 The Major Repairs Allowance (MRA) is a capital grant for HRA assets to support Local Authorities to meet and maintain the WHQS. It cannot be used to repay debt, support borrowing, fund demolition costs, fund the day-to-day maintenance of properties, fund any properties acquired after April 2015, or for any properties held outside of the HRA.

- 5.2 LHA's must submit an application to WG each year for the MRA. The value of MRA for Caerphilly Homes is in the region of £7.3m. The deadline for the submission is 31st March 2022 and WG request the following documents to be included with the application
- An application form
 - A full 30 year financial Business Plan
 - Business Plan financial data summary
 - New Build spreadsheet
 - Business Plan narrative.
- 5.3 The HRA Business Plan is subject to detailed scrutiny by WG to ensure it is acceptable which means it must demonstrate
1. Maintenance of the WHQS
 2. The HRA does not show a debit balance
 3. Through stress testing the impact of positive and negative changes to key assumptions has been considered
 4. An analysis of items included in the HRA certified to show it is in accordance with relevant legislation.
- 5.4 A Local Authority must inform WG by 31st March each year if it is unable to submit an acceptable Business Plan. The Authority will then be required to work with the support offered by WG to develop an acceptable Business Plan. Failure to do so will be treated as failure to comply with the MRA grant criteria and the grant is likely to be withdrawn.
- 5.5 Business Plans are owned by local authorities and are not prescriptive by WG. However, Caerphilly Homes uses a model adopted by Capita Services which has been sanctioned by WG. Most of the retaining Local Housing Authorities use this same model. WG also request a summary of the business plan as part of the MRA application, which is in a standard format to allow for ease of comparison against the minority of Local Housing Authorities who do not use the Capita model.
- 5.6 Section 76 of the Local Government and Housing Act 1989 requires that the Housing Revenue Account (HRA) cannot be set into a deficit. The Housing Business Plan is a working document and is constantly updated to reflect any changes in its original assumptions to ensure the HRA remains viable.
- 5.7 Once the HRA budget is set, this is added to year 1 of the 30-year Housing Business Plan, combined with the capital projections and a number of key assumptions. The plan is tested for viability in terms of its operating (revenue) account, level of reserves, capital account and its level of borrowing. Further assumptions are then made to project this position for 30 years.
- 5.8 Key assumptions in the plan are
- Inflation rates
 - Interest rates/Financing Costs
 - Rent increases or decreases
 - Level of bad debts and voids
 - Stock count
 - Pay awards
 - Financing costs
- 5.9 WG also require a number of sensitivity tests against the base plan which models different stresses around key risks of the plan over the next 10 years. The sensitivities are not prescriptive but LHA's are expected to consider global and local challenges and how this will impact on the HRA remaining viable, if the WHQS can still be maintained, and if borrowing remains affordable. WG have also requested a specific sensitivity test in respect of

decarbonisation.

- 5.10 A template is also required that captures LHA's development and acquisition plans.
- 5.11 The HRA Business Plan for 2022/23 has made the following assumptions. Note that this shows only 5 years which are more realistic than a 30-year period. However, the appendices attached will show the impact these assumptions make over a 30-year period.

5.12 Inflation rates

Every year, as part of the Business Planning Guidance, WG advise LHA's to use 2% as a typical inflation rate. This year however, this has not been included in the guidance and WG have advised they are no longer prescriptive on the assumptions in the Business Plans but now request that they are clearly explained and justified. This is probably as a result of the volatile increase in inflation experienced nationally. UK RPI forecasts for next 5 years are as follows (source: statista.com)

2022/23	5%
2023/24	3.4%
2024/25	2.8%
2025/26	2.8%
2026/27	2.9%

- 5.13 In addition to the above, an additional increase needs to be considered in respect of building materials which will affect the cost of our Planned programme, Response Repairs, and New Build programme. The increased global demand for construction combined with the complex impacts of the pandemic and Brexit, has resulted in unprecedented shortage delays and increased prices for materials and labour across the economy. Whilst the impact is hard to predict because it affects different material types, the industry suggests the pressure is expected to continue until the end of 2022, However, it is felt prudent to increase 2023/24 to 5% to allow for the impact of the energy price increases which is likely to affect the cost of materials further in the short term. Further testing for higher increases are factored into the sensitivity analysis on 5.29 below

5.14 Interest rates/Financing Costs

The debt profile for the authority includes a forecast for interest rates which are calculated by accounting for all estimated interest on the loan types the authority holds in any one year and dividing that into the total debt to arrive at a consolidated average interest rate each year. These rates will change depending on the debt profile and are updated regularly throughout the year. The interest rate charged to the HRA includes the borrowing requirement within the current Business Plan and is currently forecasted to be as follows

2022/23	4.27%
2023/24	4.25%
2024/25	4.15%
2025/26	3.95%
2026/27	3.87%

5.15 Rent Increase

The WG rent policy is determined every 5 years. We are currently under the 2020/2021 to 2024/2025 five-year rent policy which was set at CPI plus 1% (plus a further £2 to align rents if applicable). The Welsh Ministers can determine the appropriate change to the rent levels in any given year if CPI falls outside of the range 0% and 3%. The CPI rate used for the 2022/23 was the previous September's rate which was 3.1%, therefore WG decided to remove the "plus 1%" from the 2022/23 rent policy meaning the maximum rent increase could not be any

more than 3.1%.

- 5.16 Members agreed from a selection of options to increase the 2022/23 rent by 2%. This has been factored into the 2022/23 estimates. For the following years, the CPI rates have been forecasted to be within the 0% and 3% protection threshold, therefore the assumption is that these years will attract the CPI plus 1% as follows

2022/23	2% as agreed by members
2023/24	2.6% plus 1% = 3.6%
2024/25	2.1% plus 1% = 3.1%
2025/26	2% plus 1% = 3%
2026/27	2% plus 1% = 3%

- 5.17 This will be the maximum rent increase allowed under the rent policy and LHA's must also evidence affordability. Members recently agreed that the authority could review its rent policy to consider including an appropriate affordability model called the Joseph Rowntree Foundation (JRF) model. This will be reviewed mid 2022 in advance of the 2023/23 rent setting process. Early indications of this model suggest Caerphilly Homes rents are a favourable comparison. Other indications such as the All-Wales statistics also confirm Caerphilly rents are one of the lowest of the LHA's at about 4% lower than the average, yet earnings within the area are some 3.5% higher than the All-Wales average (2019/20 stats). As part of the sensitivity testing required by WG for the MRA submission, we will include scenarios for lower rents than above to test the viability of the HRA is maintained with additional borrowing. (See 5.31 & 5.32 below on sensitivity testing)
- 5.18 For future years (from 2027/28 onwards) within the plan, rent increases have assumed to be 3% but these will be reviewed as we progress through the next 5 years when inflation is confirmed and also how the JRF affordability model impacts on our rent structure.
- 5.19 Level of bad debts and voids
This figure is combined in the Business Plan. In previous years the average void loss was pretty static at just under 2% and arrears at around 2.5%. In recent years this has increased, particularly at the start of the pandemic when tenants were unable to pay their rent and landlords were unable to relet empty properties. LHA's have also started a rent and arrears working group with WG to compare and share best practise going forward as a consequence of the arrears position due to the pandemic and the impact on tenants. In December 2020 voids had increased to 2.8% and arrears to 4.24% but this level has started to improve for a number of reasons previously reported in the HRA budget monitoring reports. In December 2021, voids were 2.52% and arrears were 4.29%. However, the plan has assumed 7% in total for 2022/23 which is an increase on the bad debt due to the increase in energy and food prices that is likely to impact tenants. The 7% will remain in 2023/24 and reduce to 6.5% in 2024/25, showing a slight reduction to 5.5% 2 years later for the rest of the plan. This assumption is clearly volatile and is therefore included in the sensitivity testing shown in 5.34.
- 5.20 Stock Count
The current stock count is 10,660. This includes 10,649 of tenanted stock and 11 units that are out of debit within a scheme that is proposed for demolition. However, as the 11 units are under one scheme, they are included within our total stock count as we are still responsible for managing and maintaining the scheme, and these costs are still factored into the Housing Business Plan until 2023/24 when they are proposed to be demolished.
- 5.21 The plan would normally make an assumption of any council house sales that would reduce the level of stock, until the Right To Buy (RTB) process ended in Wales in January 2019. Therefore, we do not anticipate any further RTB sales in the plan. However, we are now underway with our ambitious new build programme and have also acquired stock via a buy back process which assists us in meeting the increasing housing supply agenda from WG.
- 5.22 The increase in stock is detailed in 5.24 below, and has been assumed based on the most

recent Programme Delivery Plan (PDP) for affordable housing which drives the Social Housing Grant (SHG) programme, together with other schemes identified as part of the LDP process where areas have been identified for suitable development upon further investigation and viability checks. We have been awarded £10.7m of SHG for the period April 2021 to March 2026.

5.23 Pay Awards

The assumptions factored into the 2022/23 Draft Budget Proposals report (Cabinet 19/1/22) for the Council have been considered against the HRA Business Plan. The forecasted increases in terms of Pay Award, National Insurance and Employers Pension Contributions for 2023/24 and 2024/25 have been applied and show that the initial inflation rates in 5.12 account for the increases over the next 3 years.

5.24 New Build proposals and grants

The current proposals allow for 405 units (social rented and blended tenure schemes) over the period 2022/23 to 2025/26 at a cost of some £100m. Funding assumptions include the Social Housing Grant of £10.7m recently awarded by WG up to 2024/25. Further funding options need to be explored and include the Land and Buildings Development Fund, The Health and Care Fund, and the Cardiff City Region Deal. It is worth noting that the previous year's Housing Business Plan allowed for 230 units, so there is momentum in terms of increasing housing supply.

5.25 The value of the HRA in 2022/23 with the rent increase of 2% is £52m. The cost of managing and maintaining the service is essentially funded from this, and these costs are entered into the plan which includes a £15.9m commitment towards the capital programme. The capital programme is £27.9m and this includes £20.4m to maintain the WHQS programme (PAMS programme), £0.7k for increasing housing supply and £6.6m for adaptations, other large scale void work, and one-off committed projects (Note the level of spend for increasing housing supply appears low in this year, as this relates to retentions and finalising 2 schemes that will release 18 units in 2022/23. The volume of expenditure will increase in 2023/24 where several schemes have been identified to supply some 211 units at £52m.). It is however worth noting that the current proposals can change quickly as more schemes are identified and some existing proposals may not come to fruition.

5.26 The assumptions shown above are run through the plan over the 30 years and this typically results in a shortfall that would require some level of external borrowing. The base plan has a shortfall of £43.5m and this requires a borrowing commitment of some £45.6m (£17.1m in 2023/24 and £28.5m in 2024/25). The total borrowing commitment, when factoring in the amount already borrowed for the WHQS programme is not within the current borrowing cap approved by Council. Total borrowing would currently stand at some £86.5m which would be £11.5m over the £75m agreed level. However, it is important to note that the initial level agreed was always expected to change as we progressed with the new build programme. The number of proposed units have increased by 175 compared to the previous plan, which will increase costs significantly and result in further borrowing. It is also worth noting that there may be other funding streams available, as schemes are investigated further, which would reduce costs, thus reducing the borrowing requirement. Officers recommend the borrowing level be increased to £90m at this stage to ensure adequate funding is available for the current new build proposals within the 2022/23 Housing Business Plan. Borrowing is not required until year 2 of the plan (2023/24).

5.27 To date the HRA has borrowed £40.9m towards achieving WHQS therefore any further borrowing is now committed principally towards increasing our housing supply. The maintenance of the WHQS programme is now under our Post Asset Management Strategy (PAMS) programme and is currently funded from our existing HRA resources and MRA grant from WG, although we await the new version of the WHQS 2 which will undoubtedly affect this profile.

5.28 The Housing Business Plan for 2022/23 confirms that the HRA remains viable with the

£45.6m borrowing, as it demonstrates a surplus in the operating account (see appendix A) and the capital account is fully financed (see appendix B)

5.29 **Sensitivity Analysis**

5.30 A number of sensitivities have also been tested against the base plan which include the following (*all must demonstrate HRA remains in surplus. WHQS still maintained and borrowing affordable)

5.31 ***S1 - A decrease in rent levels to CPI only (2.6%) in year 1***

DESCRIPTION: if CPI falls below 0% or higher than 3% then the policy would revert to CPI only (As in 2022/23). Although forecasts suggest CPI will be within this threshold, the market is very volatile so a variation in rent levels needs to be tested. Year 1 of the Housing Business Plan assumes 3.6% (CPI + 1%). The sensitivity reduces this to 2.6% (CPI only)

IMPACT: Less income to achieve what is already committed in the base plan by £950k and a reduction of surpluses over 10 years of some £16.3m.

MITIGATION: Cannot reduce the New Build Programme in Year 1 as it is a continuation of the previous year's schemes. The PAMS programme could be reduced but this would mean the timescales for properties maintaining their lifecycles would not be met. It would be equivalent to 487 doors or 158 roofs or 146 windows not being maintained and having to be pushed further into the programme, having a knock-on effect on the remainder of the programme. Additional borrowing of £992k over years 1 & 2 would fund the shortfall. The increased borrowing would remain within the current recommended borrowing level of £90m. WHQS and the New Build programme would remain on track if all other assumptions remained. The HRA would remain viable but with a reduction of £16.3m capacity over 10 years meaning less funding capacity for future challenges e.g., WHQS 2, Decarbonisation and further increasing housing supply.

5.32 ***S2 - A decrease in rent levels to 2% in year 1***

DESCRIPTION: if CPI falls to 1% then applying the policy means a maximum of 2% rent increase in year

IMPACT: Less income to achieve what is already committed in the base plan by £1.5m and a reduction of surpluses over 10 years of some £28.9m.

MITIGATION: Cannot reduce the New Build Programme in Year 1 as it is a continuation of the previous year's schemes. The PAMS programme could be reduced but this would mean the timescales for properties maintaining their lifecycles would not be met. It would be equivalent to 789 doors or 256 roofs or 237 windows not being maintained and having to be pushed further into the programme, having a knock-on effect on the remainder of the programme. Additional borrowing of £1.7m over years 1 & 2 would fund the shortfall. The increased borrowing would remain within the current recommended borrowing level of £90m. WHQS and the New Build programme would remain on track if all other assumptions remained. The HRA would remain viable but with a reduction of £28.9m capacity over 10 years meaning less funding capacity for future challenges e.g. WHQS 2, Decarbonisation and further increasing housing supply

5.33 ***S3 - An increase of material costs to 10% in year 1***

DESCRIPTION: The volatility of the construction sector due to the pandemic and Brexit has seen unprecedented increases in material costs. The base plan allows for a further 5% increase in year 1 but due to the volatility a further sensitivity is tested with a 10% increase

IMPACT: Less income to achieve what is already committed in the base plan by £1.1m and a reduction of surpluses over 10 years of some £16.1m.

MITIGATION: Cannot reduce the New Build Programme in Year 1 as it is a continuation of the previous year's schemes. The PAMS programme could be reduced but this would mean the timescales for properties maintaining their lifecycles would not be met. It would be equivalent to 641 doors or 208 roofs or 192 windows not being maintained and having to be pushed further into the programme, having a knock-on effect on the remainder of the programme. Additional borrowing of £1.25m over years 1 & 2 would fund the shortfall. The increased borrowing would remain within the current recommended borrowing level of £90m. WHQS and the New Build programme would remain on track if all other assumptions remained. The HRA would remain viable but with a reduction of £16.1m capacity over 10 years meaning less funding capacity for future challenges e.g., WHQS 2, Decarbonisation and further increasing housing supply.

5.34 **S4 - An increase in bad debts to 8% in years 1 & 2**

DESCRIPTION: The base plan assumes 7% for void and bad debts made up of 2.5% voids and 4.5% bad debts. The level of bad debts has increased due to the pandemic and an allowance has been made in the base plan for a further increase due to expected increases in energy and food prices. It is worth testing this further by increasing the bad debt to 5.5% over a two-year period (total combined bad debt and voids would therefore be 8%)

IMPACT: Less income to achieve what is already committed in the base plan by £1.1m and a reduction of surpluses over 10 years of some £2.8m.

MITIGATION: Cannot reduce the New Build Programme in Year 1 as it is a continuation of the previous year's schemes. The PAMS programme could be reduced but this would mean the timescales for properties maintaining their lifecycles would not be met. It would be equivalent to 641 doors or 208 roofs or 192 windows not being maintained and having to be pushed further into the programme, having a knock-on effect on the remainder of the programme. Additional borrowing of £1.14m in year 1 would fund the shortfall. The increased borrowing would remain within the current recommended borrowing level of £90m. WHQS and the New Build programme would remain on track if all other assumptions remained The HRA would remain viable but with a reduction of £2.8m capacity over 10 years meaning less funding capacity for future challenges e.g., WHQS 2, Decarbonisation and further increasing housing supply. Also, more resource would be needed to support tenants with increased debt.

5.35 **S5 – Combination of S1 & S3 – Reduce rent to CPI only and increase material costs to 10%**

DESCRIPTION: Sensitivity testing needs to include a combination of potential issues as in reality more than one can arise at the same time. Therefore, this tests the possibility of rent reducing to 2.6% in year 1 and materials increasing to 10% in year 1.

IMPACT: Less income to achieve what is already committed in the base plan by £2.9m and a reduction of surpluses over 10 years of some £27.9m.

MITIGATION: Cannot reduce the New Build Programme in Year 1 as it is a continuation of the previous year's schemes. The PAMS programme could be reduced but this would mean the timescales for properties maintaining their lifecycles would not be met. It would be equivalent to 1487 doors or 483 roofs or 446 windows not being maintained and having to be pushed further into the programme, having a knock-on effect on the remainder of the programme. Additional borrowing of £3.4m in year 2, 3 & 5 would fund the shortfall. The increased borrowing would total £94.6m and would not be within the current recommended borrowing level of £90m. A further report to Council would be needed to increase the limit with no further productivity. WHQS and the New Build programme would remain on track if all other

assumptions remained. The HRA would remain viable but with a considerable reduction of £27.9m capacity over 10 years meaning less funding capacity for future challenges e.g. WHQS 2, Decarbonisation and further increasing housing supply.

5.36 **S6 – Maximum costs for Decarbonisation before breaching reserve and borrowing limits**

DESCRIPTION: WG has specifically asked for this sensitivity to be tested. Whilst they acknowledge that LHA's will not have robust models costed for decarbonisation, they still require to show what is the maximum allowance in the Housing Business Plan for decarbonisation costs before the internal borrowing limit and/or the HRA reserve is breached. All of the current HRA reserves are factored into the current business plan therefore there is no further manoeuvre to be considered, so the test is run against the internal borrowing limit of the recommended £90m.

IMPACT: Maximum of £3.2m additional spend in year 2 of the plan could be used for decarbonisation works before the internal borrowing limit is breached. Further borrowing would be required of £3.5m in years 2 & 3.

MITIGATION: This would not be sufficient funding for an effective decarbonisation programme, and the £3.2m flexibility is really only useful for contingencies within our current programmes or in the event of some of the sensitivities above.

To meet the decarbonisation agenda., costs of about £30k per property have been suggested in network meetings with other LA's. To factor this cost into the Housing Business Plan would mean an additional cost of some £319.7m. This would be equivalent to nearly £40m additional cost over the next 8 years until 2030, with a further borrowing requirement of £470.6m over the next 15 years, which is significantly higher than the cost of achieving the WHQS to all our properties. The CFR debt charges would increase to £217m over the next 10 years, an increase of £125m of what is in the current plan. The level of borrowing would be higher than the Councils overall CFR level for the whole of the Councils General Fund, and whilst it may appear affordable in the plan, the risk is significantly high for the Council when relying on the level of assumptions within the plan. The HRA surpluses generated over this period would be limited to the minimum level of £100 per property which would not be sufficient contingency for a programme of this magnitude.

- 5.37 All the sensitivities tested prove how changes in one area of the Business Plan can affect the whole outcome, and that the Business Plan is reliant on a number of key assumptions that could change quickly and impact on our service delivery. However, the base plan is set using current knowledge within the service and at this point evidence it is viable.

6. ASSUMPTIONS

- 6.1 Assumptions are prevalent within the Housing Business Plan and are necessary to create a 30-year projection as requested by Welsh Government. Assumptions are included on key drivers such as (i) Interest rates (ii) Inflation (iii) Rental Increases (iv) Staffing levels (v) stock movement (vi) capital programme expenditure (vi) level of rent arrears/bad debts, and (vii) level of voids and are taken from projections, local knowledge and Welsh Government guidance. The key assumptions are detailed in this report.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 An Integrated Impact Assessment was carried out as part of the HRA rent charges 2022/23 report which fundamentally drives the Housing Business Plan, therefore a further IIA is not necessary.

8. FINANCIAL IMPLICATIONS

8.1 This report deals with the financial implications

9. PERSONNEL IMPLICATIONS

9.1 The proposals contained in this report will not alter the current arrangements of HRA personnel.

10. CONSULTATIONS

10.1 All consultation responses have been reflected in this report

11. STATUTORY POWER

11.1 Local Government Act 1972.

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Consultees:	Cllr J Ridgewell	- Chair Housing & Regeneration Scrutiny Committee
	Cllr M Adams	- Vice Chair Housing & Regeneration Scrutiny Committee
	Cllr Shayne Cook	- Cabinet Member for Social Care and Housing
	Christina Harry	- Chief Executive
	Dave Street	- Corporate Director Social Services & Housing
	Nick Taylor-Williams	- Head of Housing
	Robert Tranter	- Head of Legal Services/Monitoring Officer
	Stephen R Harris	- Head of Corporate Finance & S151 Officer
	Fiona Wilkins	- Housing Services Manager
	Jane Roberts-Waite	- Strategy & Co-ordination Manager
	Alan Edmunds	- WHQS Project Manager
	Jason Fellows	- HRO Manager
	Kerry Denman	- Housing Solutions Manager

Appendices Appendix A – HRA Business Plan (Capital)
Appendix B – HRA Business Plan (Revenue)

Caerphilly County Borough Council

Business Plan Assumptions

Major Repairs and Improvements Financing

(expressed in money terms)

		Expenditure					Financing					Check Total £,000	
Year	Year	Catch up Repairs £,000	Planned Maint £,000	Improve ments £,000	Other £,000	Total Expenditure £,000	Borrowing £,000	RTB Receipts £,000	Other £,000	Repairs Account £,000	RCCO £,000		Total Financing £,000
1	2022.23	0	27,194	0	730	27,924	0	0	7,437	0	20,487	27,924	0
2	2023.24	0	13,271	0	54,129	67,400	17,108	0	12,680	0	37,612	67,400	0
3	2024.25	0	12,582	0	45,268	57,850	28,500	0	11,689	0	17,661	57,850	0
4	2025.26	0	16,883	0	4,768	21,652	0	0	7,363	0	14,289	21,652	0
5	2026.27	0	26,746	0	0	26,746	0	0	7,363	0	19,383	26,746	0
6	2027.28	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
7	2028.29	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
8	2029.30	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
9	2030.31	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
10	2031.32	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
11	2032.33	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
12	2033.34	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
13	2034.35	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
14	2035.36	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
15	2036.37	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
16	2037.38	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
17	2038.39	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
18	2039.40	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
19	2040.41	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
20	2041.42	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
21	2042.43	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
22	2043.44	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
23	2044.45	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
24	2045.46	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
25	2046.47	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
26	2047.48	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
27	2048.49	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
28	2049.50	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
29	2050.51	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0
30	2051.52	0	21,000	0	0	21,000	0	0	7,363	0	13,637	21,000	0

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Caerphilly County Borough Council
Business Plan Assumptions
Operating Account
 (expressed in money terms)

		Income					Expenditure																
Year	Year	Net rent Income	Other income	Misc Income	HRA Subsidy Receivable	Total Income	Managnt.	Depreciation	Maint.	Contribution to Repairs Account	Debt Charges	Other Revenue spend	HRA Cost of Rent Rebates	Misc expenses	HRA Subsidy Payable	Total expenses	Net Operating (Expenditure)	RCCO	Depreciation adjustment	Surplus (Deficit) for the Year	Surplus (Deficit) b/fwd	Interest	Surplus (Deficit) c/fwd
		£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000	£,000
1	2022.23	49,819	298	561	0	50,678	(15,624)	0	(10,410)	0	(8,392)	0	0	(1,549)	0	(35,975)	14,703	(20,487)	0	(5,785)	28,415	255	22,886
2	2023.24	52,207	308	561	0	53,075	(16,195)	0	(10,889)	0	(8,560)	0	0	(1,602)	0	(37,245)	15,830	(37,612)	0	(21,782)	22,886	120	1,224
3	2024.25	55,038	1,340	561	0	56,940	(16,706)	0	(11,386)	0	(9,540)	0	0	(1,647)	0	(39,279)	17,660	(17,661)	0	(1)	1,224	12	1,235
4	2025.26	57,445	325	561	0	58,332	(17,202)	0	(11,799)	0	(10,170)	0	0	(1,693)	0	(40,864)	17,468	(14,289)	0	3,179	1,235	28	4,443
5	2026.27	59,210	335	561	0	60,105	(17,703)	0	(12,150)	0	(9,849)	0	0	(1,742)	0	(41,444)	18,662	(19,383)	0	(721)	4,443	41	3,762
6	2027.28	61,291	342	561	0	62,194	(18,146)	0	(12,393)	0	(9,617)	0	0	(1,777)	0	(41,933)	20,261	(13,637)	0	6,624	3,762	71	10,457
7	2028.29	63,111	348	561	0	64,021	(18,600)	0	(12,641)	0	(9,294)	0	0	(1,812)	0	(42,346)	21,674	(13,637)	0	8,037	10,457	145	18,639
8	2029.30	64,985	355	561	0	65,902	(19,065)	0	(12,894)	0	(9,058)	0	0	(1,848)	0	(42,865)	23,037	(13,637)	0	9,400	18,639	233	28,273
9	2030.31	66,915	363	561	0	67,839	(19,541)	0	(13,152)	0	(8,851)	0	0	(1,885)	0	(43,429)	24,409	(13,637)	0	10,772	28,273	337	39,382
10	2031.32	68,903	370	561	0	69,834	(20,030)	0	(13,415)	0	(8,710)	0	0	(1,923)	0	(44,077)	25,756	(13,637)	0	12,119	39,382	454	51,955
11	2032.33	70,950	377	561	0	71,888	(20,531)	0	(13,683)	0	(8,444)	0	0	(1,961)	0	(44,619)	27,269	(13,637)	0	13,632	51,955	588	66,175
12	2033.34	73,057	385	561	0	74,003	(21,044)	0	(13,957)	0	(8,276)	0	0	(2,001)	0	(45,277)	28,726	(13,637)	0	15,089	66,175	737	82,001
13	2034.35	75,228	392	561	0	76,181	(21,570)	0	(14,236)	0	(8,128)	0	0	(2,041)	0	(45,974)	30,207	(13,637)	0	16,570	82,001	903	99,474
14	2035.36	77,463	400	561	0	78,424	(22,109)	0	(14,520)	0	(7,945)	0	0	(2,081)	0	(46,656)	31,768	(13,637)	0	18,131	99,474	1,085	118,690
15	2036.37	79,765	408	561	0	80,734	(22,662)	0	(14,811)	0	(7,715)	0	0	(2,123)	0	(47,311)	33,423	(13,637)	0	19,786	118,690	1,286	139,762
16	2037.38	82,135	416	561	0	83,113	(23,229)	0	(15,107)	0	(7,467)	0	0	(2,166)	0	(47,968)	35,145	(13,637)	0	21,507	139,762	1,505	162,774
17	2038.39	84,577	425	561	0	85,562	(23,809)	0	(15,409)	0	(7,349)	0	0	(2,209)	0	(48,776)	36,786	(13,637)	0	23,149	162,774	1,743	187,667
18	2039.40	87,090	433	561	0	88,085	(24,404)	0	(15,717)	0	(7,182)	0	0	(2,253)	0	(49,557)	38,528	(13,637)	0	24,891	187,667	2,001	214,559
19	2040.41	89,679	442	561	0	90,682	(25,015)	0	(16,032)	0	(6,970)	0	0	(2,298)	0	(50,314)	40,368	(13,637)	0	26,731	214,559	2,279	243,569
20	2041.42	92,345	451	561	0	93,357	(25,640)	0	(16,352)	0	(6,817)	0	0	(2,344)	0	(51,153)	42,204	(13,637)	0	28,566	243,569	2,579	274,714
21	2042.43	95,091	460	561	0	96,111	(26,281)	0	(16,679)	0	(6,718)	0	0	(2,391)	0	(52,069)	44,042	(13,637)	0	30,405	274,714	2,899	308,018
22	2043.44	97,918	469	561	0	98,948	(26,938)	0	(17,013)	0	(6,636)	0	0	(2,439)	0	(53,026)	45,922	(13,637)	0	32,285	308,018	3,242	343,545
23	2044.45	100,830	478	561	0	101,869	(27,611)	0	(17,353)	0	(6,450)	0	0	(2,488)	0	(53,902)	47,967	(13,637)	0	34,330	343,545	3,607	381,482
24	2045.46	103,828	488	561	0	104,877	(28,302)	0	(17,700)	0	(6,229)	0	0	(2,537)	0	(54,768)	50,109	(13,637)	0	36,472	381,482	3,997	421,951
25	2046.47	106,916	498	561	0	107,975	(29,009)	0	(18,054)	0	(6,116)	0	0	(2,588)	0	(55,768)	52,207	(13,637)	0	38,570	421,951	4,412	464,933
26	2047.48	110,097	508	561	0	111,165	(29,734)	0	(18,415)	0	(6,032)	0	0	(2,640)	0	(56,821)	54,344	(13,637)	0	40,707	464,933	4,853	510,492
27	2048.49	113,371	518	561	0	114,450	(30,478)	0	(18,784)	0	(5,925)	0	0	(2,693)	0	(57,879)	56,571	(13,637)	0	42,934	510,492	5,320	558,746
28	2049.50	116,744	528	561	0	117,833	(31,240)	0	(19,159)	0	(5,829)	0	0	(2,746)	0	(58,975)	58,858	(13,637)	0	45,221	558,746	5,814	609,781
29	2050.51	120,217	539	561	0	121,317	(32,021)	0	(19,542)	0	(5,798)	0	0	(2,801)	0	(60,162)	61,154	(13,637)	0	47,517	609,781	6,335	663,633
30	2051.52	123,794	549	561	0	124,904	(32,821)	0	(19,933)	0	(5,650)	0	0	(2,857)	0	(61,262)	63,642	(13,637)	0	50,005	663,633	6,886	720,525

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CABINET – 23RD MARCH 2022

SUBJECT: COAL TIP CONDITION STATUS AND INSPECTION REGIME

REPORT BY: CORPORATE DIRECTOR FOR ECONOMY & ENVIRONMENT

- 1.1 The attached report is to be considered by the Environment and Sustainability Scrutiny Committee at its meeting on the 22nd of March 2022.
- 1.2 Due to publication deadlines the views of the Scrutiny Committee will be reported verbally to Cabinet at the meeting.
- 1.3 Cabinet are asked to consider the views of the Scrutiny Committee and endorse the recommendations contained within the Officer's report.
 1. The continued use of Caerphilly's policy and procedures for managing tip inspections and maintenance programme which was originally supported by the Regeneration and Environment Scrutiny Committee on 2-4-2013.
 2. Continued collaborative working with Welsh Government and the Coal Authority.
 3. Continued exploration of options for addressing maintenance requirements for privately owned spoil tips.

Author: M. Afzal, Committee Services Officer

Appendices:

Appendix 1 Report to Environment and Sustainability Scrutiny Committee – 22nd March 2022.

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APPENDIX 1

ENVIRONMENT AND SUSTAINABILITY SCRUTINY COMMITTEE – 22ND MARCH 2022

SUBJECT: COAL TIP CONDITION STATUS AND INSPECTION REGIME

REPORT BY: CORPORATE DIRECTOR FOR ECONOMY AND ENVIRONMENT

1. PURPOSE OF REPORT

1.1 This Report to Scrutiny Committee is provided, to give an update on the current condition status and inspection regimes that are in place for coal tips located within Caerphilly County Borough, ahead of its presentation to Cabinet.

2. SUMMARY

2.1 The report summarises the backdrop to the current Welsh Government drive to set up a robust risk-based management system for tip inspection and tip maintenance for all tip assets in Wales and to understand the legacy posed by the tip sites in private ownership.

2.2 Following storm Dennis officers working collaboratively with the Coal Authority undertook a data cleanse exercise to determine the exact number of colliery spoil tips both Local Authority (LA) owned and privately owned within Caerphilly. This exercise reduced the believed number of 249 tips down to 201.

2.3 Caerphilly has developed its own robust tip inspection policy and procedures which are risk based and have been in place since April 2013. Tips are classified 'A' to 'D', low to high risk, and inspections undertaken at intervals of 24 months, 12 months, 6 months and monthly respectively based on the risk assessment.

2.4 Since storm Dennis in February 2020 inspection and tips maintenance moved to Engineering Projects Group, and 141 inspections were undertaken in 2020, 95 inspections in 2021 and 134 are programmed for 2022 in accordance with the risk assessment profiles.

2.5 A term service contractor, Jim Davies Civil Engineering Limited was appointed in 2020 to undertake all tips maintenance works with the authority. In 2021/22 just over £1M

was spent on tips maintenance within the borough.

- 2.6 Welsh Government have engaged the services of the Coal Authority to undertake inspections of all privately owned category 'C' & 'D' tips (highest risk rating). The first round of those inspections was undertaken in the period April to August 2021, the second round of inspections started in October 2021 and is currently ongoing.
- 2.7 The inspections have identified maintenance work requirements at 20 of the sites inspected as well as further monitoring at 13 sites. Only one site was identified with evidence of large-scale movement, this was the subject of a further joint inspection. Further monitoring and some investigation work has been recommended for this site, however, it should be noted that there are no imminent issues of concern.
- 2.8 Welsh Government has indicated that funding is available to undertake works to tips, with LAs taking the lead. Currently legislation does not give LAs power to enter private land, the suggestion is to negotiate with owners to agree access if works are required on private tips.
- 2.9 Welsh Government has appointed the Law Commissioner to develop new legislation on Regulating Coal Tip Safety in Wales, consultation finished in September 2021 with recommendations anticipated early 2022. Recommendations are likely to include the setting up of a new supervisory board responsible for the registration of all tips, their classification and agreeing tip management plans. This will provide a consistent approach to tips inspection and maintenance across Wales.

3. RECOMMENDATIONS

Scrutiny is asked to consider the content of this report and endorse the following recommendations, ahead of these being presented to Cabinet:

- 3.1 The continued use of Caerphilly's policy and procedures for managing tip inspections and maintenance programme which was originally supported by the Regeneration and Environment Scrutiny Committee on 2-4-2013.
- 3.2 Continued collaborative working with Welsh Government and the Coal Authority.
- 3.3 Continued exploration of options for addressing maintenance requirements for privately owned spoil tips.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure the continued safety of all local authority and privately owned spoil tips within the Caerphilly County Borough area.

5. THE REPORT

- 5.1 The dramatic failure of a spoil tip in Tylorstown, Rhondda Cynon Taf, triggered by Storm Dennis in early 2020 prompted Welsh Government (WG) to review all tip assets both publicly and privately owned along with the policies in place to manage coal tips. To take the reviews forward WG appointed the Coal Authority to undertake a technical audit and the Law Commission a legislation review.

- 5.2 Working collaboratively with local authorities the first aspect addressed was to determine the actual number of colliery spoil tips within each authority. Historically, local authorities had included a number of sites which fell outside of the coal tips definition such as sandstone quarries and disused refuse sites, the results of the exercise were to reduce the overall number recorded in Caerphilly from 249 to 201.
- 5.3 Prior to the recent events of 2020, Caerphilly had recognised the importance of having a robust tip inspection and management procedure in place and in 2013 developed a risk-based management approach for tip inspections. The approach developed uses a risk rating system which considered a number of criteria and characteristics of a tip and the influence these factors have on tip stability or risk posed to user and public alike.
- 5.4 The risk matrix used produced a numerical risk rating which was aligned to a tip classification, categorising the tips from 'A' to 'D'. The 'A' to 'D' reference indicates risk, with 'A' & 'B' being low risk tips and 'C' & 'D' high risk tips, a further category of 'R' is used which identifies a site as reclaimed. The categorisation is then linked to inspection frequency which follows a 24, 12, 6 or month cycle for risk rating 'A' to 'D'.
- 5.5 The Coal Authority were consulted during the development of this procedure and provided their endorsement, commenting that the approach adopted by Caerphilly was robust and represented best practice. It is worth noting that the categorisation now adopted by the Coal Authority and WG for the ongoing tip review is based on the Caerphilly system with just some minor revisions.
- 5.6 The number of tips and the respective categorisation known to be present within the Caerphilly area following the most recent review are:

Categories	LA Tips	CCBC Inspection Frequency	Private Tips	Coal Authority Inspection Frequency
A (Lowest Risk)	49	24 months	30	Not inspected
B	29	12 months	34	Not inspected
C	9	6 months	35	6 months
D Highest Risk)	4	Monthly	3	6 months
R (Reclaimed)	1	Not inspected	7	Not inspected
Total	92		109	

Note: Private tips have only been inspected at the frequency shown over the last 12 months, at the time of compiling this report it is not known if this inspection frequency will be maintained. The current process where the Coal Authority undertake these private tips inspections has been instructed by Welsh Government.

- 5.7 Since the introduction of the tips management procedure in 2013 inspection and maintenance has been undertaken by Caerphilly's Highway Operations Group, with these inspections being undertaken by Highway Inspectors who had received appropriate training. Following the event of 2020 this responsibility was moved to Engineering Projects Group managed by one of the groups Principal Engineers and two inspectors, to ensure the highest level of technical specialism was in place.

- 5.8 Immediately following the Storm Dennis event all Caerphilly CBC owned tips were inspected. No serious areas of concern were identified at that time just general maintenance issues to be addressed in due course. Since the spring of 2020 inspections have been taken forward in accordance with Caerphilly established programme. In 2020 a total of 141 tip inspections were undertaken and 95 inspections were undertaken in 2021 on the category 'A', 'B', 'C' and 'D' tips. The inspections programmed for 2022 number 134; this work is currently ongoing.
- 5.9 Up until the events of storm Dennis, identified maintenance works were being undertaken by Caerphilly's in house contractors and while this had been sufficient at the time the greater emphasis now being placed on preventative maintenance along with available grant funding both increased the volume of works required and the complexity which has taken it beyond the resource availability of the in-house provider. A decision was therefore made to engage the services of a more specialist contractor to provide general, reactive, and emergency maintenance provision. In August 2020 a 5-year term service contract was awarded to Jim Davies Civil Engineering Ltd who incidentally are also the Coal Authority's maintenance contractor for spoil tips in South Wales.
- 5.10 A programme of maintenance works was put in place for the financial year 2020/21 and 2021/22 using grant funding made available by Welsh Government. The first tranche of works undertaken in this 2020/21 period focussed on quick wins so mainly dealt with drainage maintenance and focussed on clearing blocked or overgrown drainage channels.
- 5.11 The second tranche of works undertaken during 2021/22 concentrated on major maintenance works, in particular sites at Bedwas, Pontlloyn, Aberbargoed, Abertysswg and Penallta. The site at Bedwas required the largest investment where the quarry pond was dredged, and the hillside drainage re-established through the construction of a series of new channels and carrier pipes. In total the predicted spend on tips maintenance for the 2021/22 financial year is just over £1M.
- 5.12 For Caerphilly owned tips there is a well-established system of inspections which allied with the term service maintenance contract allows for the continued development and implementation of a tips focussed maintenance programme. The programme for 2022/23 is currently being developed and will form the basis for grant bids going forward.
- 5.13 Under the direction of the Welsh Government the Coal Authority implemented an inspection programme focussed on category 'C' and 'D' tips in private ownership. The first round of these inspections was undertaken between April and August 2021 during which a total of 52 tip sites were inspected out of 109 known to be present within Caerphilly. The remaining 57 sites are either category 'A', 'B' and 'R' sites and have not been inspected. The first round of inspection lead to a downgrading of 14 of the category 'C' tips to 'A' or 'B'
- 5.14 The second round of Coal Authority inspections commenced in October 2021 and is currently ongoing. During this round of inspections only 38 sites will be inspected the remaining 71 sites are not programmed for inspection. To date these inspections have identified maintenance work requirements on 20 sites and further monitoring on 13 sites. In respect to maintenance this relates to the cleansing of drainage channels and intake structures and some repair to washout and scour damage. In relation to monitoring this has identified features that although not problematic at present could at some future date lead to a maintenance intervention.

- 5.15 Of the 52 tip sites inspected only one site was identified where there was evidence of possible large-scale instability. The site in question was Tip 105, Windsor Mountain Ropeway, which is a category 'D' tip. This site was the subject of a joint inspection attended by officers from both the Coal Authority and Caerphilly CBC. At the time of the inspections a visible back scar was observed across the south-eastern face of the tip with a noticeable drop in level within the slip area. Elements of drainage maintenance were also noted.
- 5.16 There were no imminent issues of concern relating to stability at this site, but it is a site which would benefit from a ground investigation to determine the cause of the observed movement. In this respect letters have been sent out to the three landowners of the site to open a dialogue in relation to agreeing an approach to deal with these concerns and ensure that at a minimum that safety inspections in accordance with Caerphilly's policy and procedures are implemented.
- 5.17 In terms of maintenance works on private tips Welsh Government has indicated that there is funding available to undertake these works. WG have stated that local authorities (LAs) should lead on this and engage with private owners to reach agreement with them to allow maintenance works to proceed. Current legislation does not give LAs the power to enter onto these private sites and undertake routine maintenance works as identified, it is only in a case where an imminent danger exists that LAs have a right to enter onto these sites.
- 5.18 Caerphilly CBC will write to individual tip owners to secure right of access and enter into an agreement to undertake any works highlighted by the Coal Authority inspections. Several neighbouring authorities have also adopted this approach and it has been suggested that best practice should be established and shared, leading to a common approach.
- 5.19 Welsh Government has appointed the Law Commission to look at new legislation on 'Regulating Coal Tip Safety in Wales', initial consultation ran on this up to September 2021 with a final report containing recommendations for new legislation expected early 2022. The timeline for implementation of this new legislation is not known at this time. The new legislation outlined in the consultation document seeks to put in place a regulatory framework that would achieve two main goals:
- Consistency of approach
 - Prevention of harm through a proactive rather than reactive action
- 5.20 The new legislation would only apply to disused tips and in its stated desire to achieve consistency it talks of setting up a single supervisory body consisting of a panel of Engineers with the requisite qualifications and experience relating to coal tip safety.
- 5.21 This new supervisory body would be responsible for holding and maintaining a register of all tip sites in Wales and agreeing tip classification. It would also be instrumental in agreeing and developing tip management plans for each site. There is a suggestion in the consultation document that the responsibility for higher designated tips 'C' and 'D' should sit within the new body in terms of inspection and maintenance works and that for lower risk tips 'A' and 'B' to remain within LAs. In addition to inspection and maintenance there is a further suggestion relating to reclamation of tip sites which talks of setting up a centre of excellence to take such projects forward.
- 5.22 While the outcome of this consultation is awaited there is a strong suggestion that the

broad outline set out above will form the basis of the new regulatory framework.

5.23 Conclusion

- 5.24 The current Caerphilly adopted tips management procedures, provide a robust, well-established framework for managing the risks associated with disused colliery spoil tips. The procedures are risk based and clearly set out the process for categorising tip inspection frequency and maintenance. Caerphilly management procedures are acknowledged as best practice and currently align with those adopted by the Coal Authority.

6. ASSUMPTIONS

- 6.1 Caerphilly will continue to manage its disused spoil tips in line with its own adopted management procedures until such time that new legislation is introduced which supersedes current procedures.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 The continued management of spoil tips risk is in line with Caerphilly's adopted tips management procedures and as such does not require an IIA

8. FINANCIAL IMPLICATIONS

- 8.1 Currently Welsh Government has made funding available for inspection and maintenance work for both LA and private tips, this has been in place since 2020 and there is a suggestion that this will continue into the 2022/23 financial year, beyond 2022/23 there is uncertainty as to the availability of this funding.
- 8.2 Caerphilly currently has its own capital and revenue budget of £246k and £55,630 respectively allocated to tips maintenance. While use of these budgets have been offset by Welsh Government funding over the financial year 2020/21 and 2021/22 and probably 2022/23, there is no guarantee that central funding would be forthcoming in future years. As such future funding levels will be determined against the risk-based inspection regime in place and the identified works required.

9. PERSONNEL IMPLICATIONS

- 9.1 While Caerphilly CBC currently manage our own tips there is limited expertise in this field of work nationally. Discussions are ongoing with WG and the CA to establish specific training modules related to tip maintenance to establish and maintain the highest level of technical skill.

The work currently being undertaken by the Law Commission on behalf of Welsh Government, to review the Coal Tips legislation, is anticipated to be able to provide recommendations in the summer. The outcomes of this work could propose a different management structure/process to maintain the national tips portfolio in the future.

10. CONSULTATIONS

- 10.1 All consultation responses have been considered and incorporated into the report where relevant.

11. STATUTORY POWER

- 11.1 The Mines and Quarries (Tips) Act 1969 Part II details the duties for the inspection and management of disused soil tips. Currently the authority is responsible for its own tips in terms of inspection and maintenance. In relation to private tips there is no such provision other than action relating to an emergency situation.

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Consultees: Cllr Jamie Pritchard, Cabinet Member for Environment and Infrastructure
Christina Harray, Chief Executive
Mark S Williams, Corporate Director for Economy and Environment
Marcus Lloyd, Head of Infrastructure
Robert Tranter, Head of Legal Services and Monitoring Officer
Stephen Harris, Head of Financial Services & S151 Officer
Gareth Richards, Highway Services Group Manager
Chris Adams, Highway Engineering Group Manager
Anwen Cullinane, Senior Policy Officer – Equalities, Welsh Language
Lynne Donovan – Head of People Services
Robert Hartshorn – Head of Public Protection, Community & Leisure Services
Rhian Kyte – Head of Regeneration and Planning



CABINET - 23RD MARCH 2022

SUBJECT: HOUSING SUPPORT PROGRAMME STRATEGY

REPORT BY: CORPORATE DIRECTOR SOCIAL SERVICES AND HOUSING

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to inform Members of the current Housing Support Programme Strategy for the period 2022-2026 (Appendix 1) as required by Welsh Government to outline our single strategic view of Caerphilly's approach to Homelessness Prevention and Housing Support Services.

2 SUMMARY

- 2.1 Welsh Government require all Local Authorities to develop a Housing Support Programme (HSP) Strategy every four years, with a mid-point review every two years. The document is to outline the strategic direction of the local authority for housing related support services. It also provides our single strategic approach to homelessness prevention and housing support services.
- 2.2 The report outlines the main areas of the strategy based on a template provided by Welsh Government. A draft strategy has already been submitted to Welsh Government for verification and feedback has been incorporated into this document.
- 2.3 The strategy also satisfied existing statutory requirements under Part 2 of the Housing (Wales) Act 2014.
- 2.4 The strategy takes into account how delivery of support is in line with Welsh Government's vision and aims for the prevention of homelessness and the transformational shift required to move to a rapid re-housing approach.
- 2.5 The strategy sets out the key priorities for the Local Authority and its partners based on findings from a comprehensive needs assessment and stakeholder engagement.

3. RECOMMENDATIONS

- 3.1 Members are requested to consider the strategy and agree with its single strategic

direction for housing related support and homelessness prevention.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The Housing Support Programme Strategy is produced in collaboration with a wide range of stakeholders including Probation, Providers, Landlords (private and social), Housing, Social Services (adults and children) and Service Users. The strategy and action plan (Annex A within the strategy), has been agreed by our Housing Support Planning Group.
- 4.2 The strategy provides a single strategic direction for the local authority.
- 4.3 All services within the portfolio are evaluated regularly, are in line with procurement standing orders, and are currently meeting the needs of individuals.
- 4.4 The strategy lays out a plan of how to address unmet need in the short term and long term in line with Welsh Government vision and principles.
- 4.5 All partners, service users and wider stakeholders have been fully engaged with the process of developing the needs assessment.

5. THE REPORT

- 5.1 The strategy is written in line with the Welsh Government template and feedback from the team has been incorporated into this version.
- 5.2 The strategy provides an outline of the single strategic direction for Caerphilly's approach to homelessness prevention and housing support services for the next four years.
- 5.3 The vision is "All citizens of the Caerphilly borough have safe homes to live in, can easily access integrated support services to meet individual needs, prevent homelessness and ensure all lives are healthy, successful and independent"
- 5.4 A comprehensive needs assessment has been completed via a multi-tiered targeted approach, including desktop research, analysis of local and regional information and a variety of stakeholder engagement processes, the strategy provides focused evidence to support the key findings that follow:
 - Additional staffing within current provision to increase the levels of need and/or risk we can accept across all services.
 - Return to our multi partner triage hub within at least one of our emergency housing projects.
 - To develop an Abstinence Led "wet" Accommodation Based Scheme in the borough. This is 24-hour staffed provision for service users who are dependent on or experience significant problems with alcohol. The term "wet" is a recognised Welsh Government term for accommodation projects where residents can continue to drink within their accommodation while being supported to reduce, control or stop drinking.
 - To develop a Co-Occurring / Dual Diagnosis or complex needs accommodation

in the borough. This is a staffed provision for service users who have multiple needs and cannot access schemes where we have separate defined mental health or substance misuse for example.

- Further transitional/Rapid Rehousing across the borough to begin to meet the needs of our most vulnerable clients.
- Settled Accommodation, additional one-bedroom affordable properties to be delivered.

5.5 Detailed evidence can be found in our Statement of Needs and a brief within the strategy.

5.6 There are four main strategic priorities identified:

- Adopt a rapid Rehousing Approach (includes Increase Housing Supply, Review Temporary and Supported Accommodation, Decrease Emergency Accommodation, Undertake A Multi-Agency Approach)
- End Rough Sleeping
- Increase Early Intervention and Targeted prevention
- Invest In Workforce Development

5.7 Annex A shows details of the activities and outcomes to achieve these four priorities, and this will be updated quarterly.

5.8 A wide range of stakeholders were included in our engagement process, including Health, Probation, Internal Services across children and adults, landlords, providers and those individuals who use the service as well as their carers and families.

5.9 Details of the current work with the partners is highlighted in the strategy which covers a wide range of stakeholders and plans for further engagement and collaboration in included.

5.10 **Conclusion**

The report outlines key elements of the strategy for Members to consider in order to agree the strategic direction for Caerphilly's approach to Homelessness Prevention and Housing Related Support Services.

6. ASSUMPTIONS

6.1 The strategy has considered many stakeholders feedback.

6.2 The cohort of people requiring these support services is always changing and this creates difficulty with long-term future planning for service demand and delivery, however based on the evidence we have to date, the priorities within the report will remain and the needs assessment shows this to be the case for the near future.

6.3 For all accommodation developments we consider exit strategies prior to any in-depth discussion.

6.4 The costs within the strategy are in line with the grant received from Welsh Government and quarterly monitoring and evaluation, along with submissions to Welsh Government take place to ensure these are updated and in line with the terms and conditions of the grant.

6.5 The total Housing Support Grant is £8.435,365.71

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

7.1 Local Authorities have been requested to develop a Housing Support Programme (HSP) Strategy every four years, with a mid-point review every two years. The document outlines the strategic direction of the Local Authority for Housing Related Support Services providing a single strategic view of the approach to Homelessness prevention and Housing Support Services.

7.2 Local Authorities have also been requested to develop a Delivery Plan annual to set out how they intend to deliver the relevant strategic priorities identified in the HSP strategy and any ongoing requirements. The IIA has not identified any negatives impact except those that are outside the scope of the grant.

7.3 This is unavoidable; the age restriction is set out in WG grant terms and conditions. The Housing ACT (Wales) 2014 states that no individual under 16 can legally hold a tenancy.

[Link to full Integrated Impact Assessment.](#)

8. FINANCIAL IMPLICATIONS

8.1 There are no financial implications as the services are funded via a Welsh Government Grant.

8.2 Quarterly finance returns are completed along with annual spend plans, signed off by the Head of Financial Services and Section 151 Officer and reported directly to Welsh Government.

8.3 A breakdown of the Housing Support Grant for 2021/2022 is included in Appendix 2.

9. PERSONNEL IMPLICATIONS

9.1 Currently there are no personnel implications.

10. CONSULTATIONS

10.1 All consultee comments have been included within the report.

10.2 The report was presented and discussed at the Social Services Scrutiny Committee held on the 8th March, where members unanimously supported the recommendations

11. Statutory Powers

11.1 Social Services and Wellbeing (Wales) Act 2014

11.2 Housing (Wales) Act 2014

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Consultees: Christina Harray, Chief Executive
Dave Street, Corporate Director Social Services & Housing
Jo Williams, Assistant Director Adult Services
Cllr Shayne Cooke, Cabinet Member for Social Care
Councillor Donna Cushing, Chair - Social Services Scrutiny
Councillor Carmen Bezzina, Vice Chair - Social Services Scrutiny
Viv Day, Commissioning Service Manager
Kerry Denman, Housing Solutions Manager
Social Service Scrutiny Committee

Appendices:

Appendix 1 Caerphilly Housing Support Programme Strategy
Appendix 2 Housing Support Breakdowns

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A single strategic view of Caerphilly's approach to Homelessness Prevention and Housing Support Services. Our vision to brief, rare and unrepeated homelessness for Caerphilly.

HOUSING SUPPORT PROGRAMME STRATEGY

2022-2026

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Foreword

I am pleased to share with you Caerphilly's Housing Support Programme 2022-2026. The programme not only builds on the considerable achievements of the authority's housing support service but also notes the work already undertaken to prevent and address homelessness across Caerphilly. The provision of housing support services across the borough is central to our aim of early intervention, preventing homelessness and stabilises housing situations for many people. It is crucial that we ensure all citizens, regardless of tenure have equal access to quality support and accommodation to meet needs, which is vital to prevent further crisis. The Council is systematically looking to expand its housing and support services to meet the need of a broad range of people while working with stakeholders to achieve this. The ongoing pandemic and changes to legislation have expedited service development and engagement with wider stakeholders demonstrating its commitment to joint working and meeting the Housing Support goals of all. This strategy and accompanying statement of needs document evidences our understanding of the borough and its implementation will help achieve continuous improvement in Housing Support Services.

Cllr Shayne Cook

1. Introduction

1a Purpose of the Strategy

The purpose of the strategy is to outline a single strategic direction for the local authorities approach to homelessness prevention and housing support services for the next four years, 2022-2026, whilst considering that there will potentially be many changes throughout the journey during this period.

It aims to identify and set out priority areas and key principles for the Local Authority and all partners to consider and adopt, following extensive evidence from its needs assessment and stakeholder engagement findings. The strategy takes into account how the priorities and delivery actions support the Welsh Government's vision and aims with details of how we plan the transformational shift required to move to a rapid rehousing approach.

This strategy satisfies the existing statutory homelessness functions, funded through the Revenue Settlement Grant under Part 2 of the Housing (Wales) Act 2014. The strategy includes the reviewed and updated Local Authorities Homelessness Strategy 2018-2022.

BRIEF, RARE, UNREPEATED

1b Legislative and policy context

There is plentiful legislative and policy context to support the Housing Support Programme, the key legislation is the Housing (Wales) Act, 2014, Well-being Future Generations (Wales) Act 2015 and

Social Services and Well-being (Wales) Act 2014. There are many others that all affect the implementation of the strategy with the focus of all being on homeless prevention, partnership working and fluid service delivery.

In terms of local and regional context, again there is a wide range of sources available including Rough Sleeper Action Plan, Caerphilly's Corporate Plan that focus and compliment the HSP strategy around protection of vulnerable people, transforming services to become more efficient and with a greater focus on customer engagement and alternative delivery models. The strategy is in line with the Rough Sleeper Action plan as a key stakeholder across both; understanding the root cause and ensuring services are available to meet a range of needs.

For full details on how each relevant policy and act effects the strategy, please see Appendix 1.

1c Vision and principles

Vision

All citizens of the Caerphilly borough have safe homes to live in, can easily access integrated support services to meet individual needs, prevent homelessness and ensure all lives are healthy, successful and independent.

Principles

- 1- That access to support services is swift and transparent and partners will work to prevent homelessness where possible
- 2- We will work to ensure that everyone has access to fair and suitable accommodation that is affordable sustainable and energy efficient
- 3- That access to advice and assistance is readily available across a number of platforms for people to be able to understand what Housing related rights they have and what support services are available to allow them to have access to good quality housing and related support.
- 4- That relevant pathways for signposting are in place to allow access to information so people are empowered to, where viable, support themselves

2. Needs Assessment

2a Needs Assessment Process

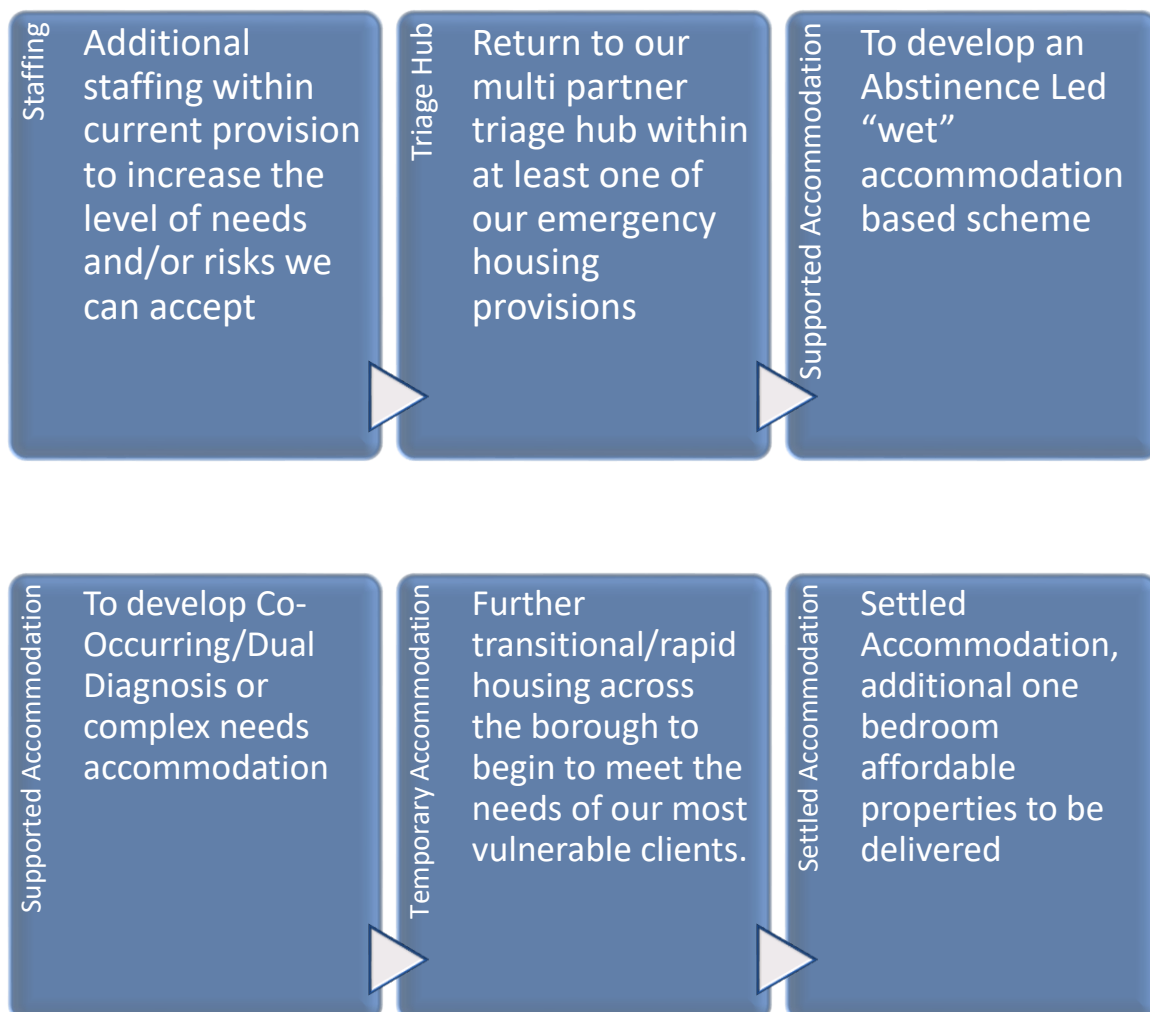
The Local Authority has compiled a comprehensive needs assessment by gathering information and evidence of the individuals and services within the borough from a wide range of sources, using this data to understand the ever-changing needs to prevent homelessness and deliver Housing Support Services.

The process that was undertaken includes both desktop research such as analysing local and regional sources, in addition to interviews, completion of surveys from stakeholders and exploring various case studies. Focus of evidence base is around key outcomes data and various assessments of need.

Here is a link to the Statement of Need document. [To be actioned in due course, document attached in interim]

2b Key findings

The evidence from the findings support our requirement for



Evidence includes

- Multiple and co-occurring needs are increasing and 70% have a common mental disorder, with Mental Health being our highest lead need across Housing Support.
- 66% of referrals for Mental Health Accommodation were accepted and 64% for Substance Misuse. The main reason for refusal of referrals across our supported accommodation is due to Complex Needs, or Dual diagnosis, some require Abstinence led services and input from Health colleagues including palliative care.
- Feedback about the services were generally positive with any negative feedback being related to a lack of suitable provision – i.e. people being in B&B who needed higher levels of service and those in service who needed a different and more focused type of provision for dual diagnosis.
- Number of failed occasions within supported or rehab provisions due to unsuitable or unsustainable goals
- Number of rough sleepers who fall between services (MH and SM) as they don't meet criteria for either service
- Feedback about the services were generally positive with any negative feedback being related to a lack of suitable provision – i.e. people being in B&B who needed higher levels of service and those in service who needed a different and more focused type of provision for dual diagnosis specifically

Adaptation of Floating Support Services is another requirement; to increase early intervention and targeted prevention; increase mental health support and improve access of services

Evidence includes

- 42% of spend is on Floating Support Services, with 15% for Mental Health and 10% for generic which includes Homeless Outreach
- Outcomes show increases in Services for Families, Mental Health and generic services
- 16-64 year old are the highest age band in Caerphilly
- Crisis workers constantly working at full capacity
- Referrals are increasing – 92% increase in referrals received in Jan 20 compared to Jan 21 and a 50% increase between November 2020 and 2021
- Outcomes show increases in Services for Families, Mental Health and our generic service
- Increased length of stay within Interim Accommodation but an increase in the number of people who are maintaining their accommodation independently

Summary of Other key findings/issues identified:

- 16-64 year old are the highest age band in Caerphilly (merged OP into Generic)
- Caerphilly has an above average proportion of Lower Super Output Areas with three wards in the top 7 (increased crisis and geographical support workers)
- 62% of residents are of working age, 75% are economically active, benefit claims and unemployment has decreased across Caerphilly with the number of those claiming JSA unchanged at 0.5% in 2021. 16% have a professional or technical Occupation
- Caerphilly has seen an increase of 15% in its weekly gross pay for full time workers and the Gwent Valleys have a higher than average increase in gross disposable household income by 10.0% since 2015
- Year 11 NEET school age children have increased across Caerphilly, as have the Year 11 school leavers.
- The general health of the population is of concern with 63% of adults overweight, 40% drinking above guidelines daily and the lowest percentage of people eating five or more fruit or veg portions.
- Stakeholder feedback largely focused around one area - Lack of suitable affordable housing, specifically single person accommodation.
- Staffing resource availability is of concern

The source for the key findings are as follows:

- Infobasecymru.net
- NOMIS
- ONS
- SP Team Data – referrals, gateway, monitoring
- Provider data – Hospital Discharge
- Local Housing and Homelessness data
- Outcomes
- VAWDASV
- DWP
- LA Wellbeing Assessment
- Careers Wales
- Trussell Trust.org
- Providers Needs data
- WIMD
- Service User Feedback
- Stakeholder Feedback
- Gwent Population Needs Assessment (findings from the 2020 assessment will be updated as soon as document published.)

2c Conclusion

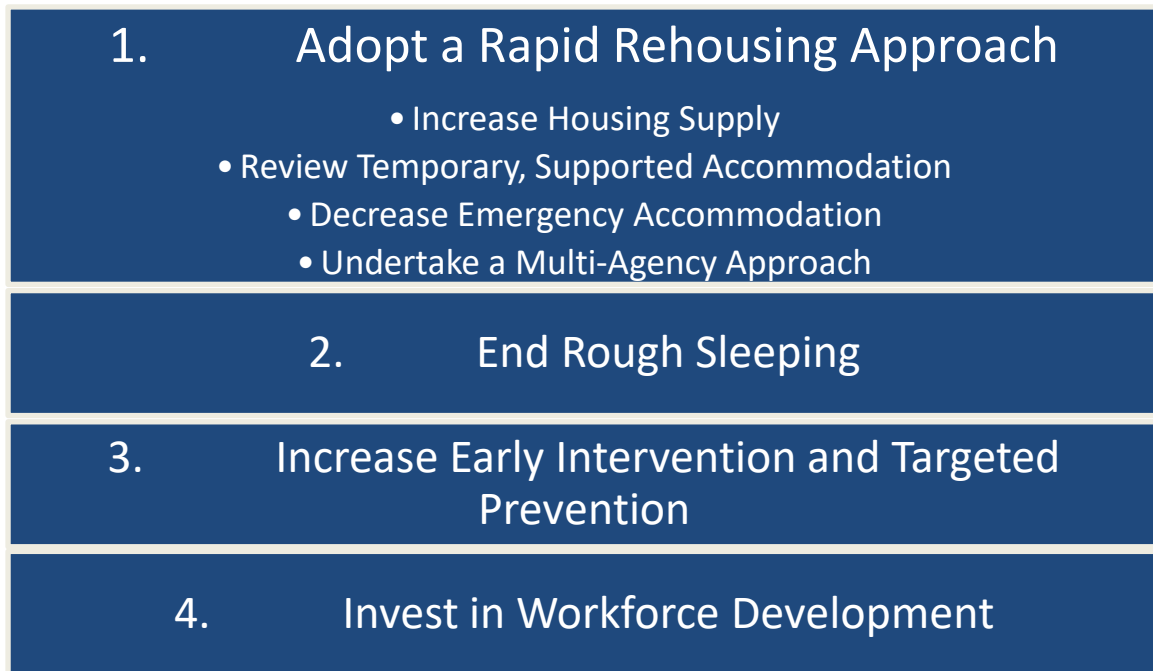
In conclusion we understand where our needs are currently and what we need to change in order to get to a place we need to be – there are many stumbling blocks along the way and these are not such that can be solved over night or in the short term. House building for general needs can take years, accommodation suitable for those with chronic or complex needs has previously taken even longer and so we need to overcome the planning issues and communication with the communities around what we are trying to achieve. It is important that we show how individuals can successfully live within a community if they have the correct levels of care and support.

To meet needs successfully, as identified in this assessment, we will need to undertake joint working and address the continuous concern relating to staff, this includes retaining existing workforce and attracting new labour. By sharing knowledge and skills, set in a holistic service delivery manner will provide optimum services, prevent homelessness and maintain homes by empowering those in our community.

3. Strategic Priorities

There are four clear Strategic Priorities for Caerphilly CBC.

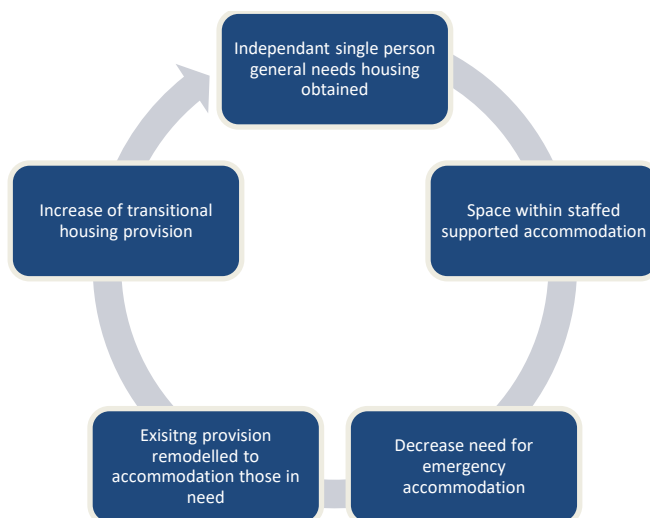
Additional details are contained within Annex A describing key actions



Priority One – Adopt a Rapid Rehousing Model

As part of Welsh Government policy direction, this overarching priority will address a number of sub actions below; details will be available as the Rapid Rehousing Transitional Plan is developed.

In order to achieve rapid rehousing, we have considered the current provision and concluded additional general needs provision will be key to adopt this model. A large number of people currently in supported accommodation need to move to a lessor level of support or on to their own long-term independent housing, both require greater levels of general needs housing to achieve this aim. Accommodation is required across all locations of the borough, mainly in the form of single person accommodation that is affordable, within distance to amenities, transport, employment and existing supportive friends and family and not always, where we currently hold social stock.



It is evident from the statement of needs that there is a large number of people unable to access our existing supported accommodation, we are temporarily considering the option of increasing staffing levels to manage the risks and needs of those accessing services, without causing any negative effect on those current residents.

We need to understand the criteria to access schemes and the reasons people are unable to access those to date. There is a long-term requirement is for a dedicated abstinence led or “wet” scheme and specific complex care or dual diagnosis projects to meet the needs of those currently unable to access existing projects. Numerous stakeholder feedback sessions have also highlighted the gap.

We currently have accommodation that was originally an assessment centre, however over the past two years this emergency housing has become static in its tenants, mainly caused by the lack of single person accommodation needed within the borough. A key action will be to bring this provision back to the multi-agency assessment hub that we require whilst considering the same action for the other existing emergency housing provision we have to provide the assessment centre activities across the borough and reduce the need for individuals to travel. The key priority to achieve this is move on those currently resident.

Work has already commenced with our Development and Housing Strategy teams to consider various parcels of land that would be suitable to build upon, as well as working with our external partners to identify existing developments for refurbishment and remodelling.

A key action will include information analysis from the Local Housing Market Assessment when completed.

In addition to completely new accommodation, we will review our existing services, for some of the services we will be able to remodel by amending current staffing levels and increase the acceptance of referrals. This will in turn provide us with the evidence base we require for the number of units required in future.

We aim to consider our existing emergency housing stock as potential accommodation for repurposing, while decreasing the need for the emergency housing we can develop accommodation-based provision for those with chronic life limiting alcohol problems, those with complex care and dual diagnosis that are currently not eligible for existing services

With an increased general needs and transitional housing portfolio, we can move those no longer needing supported environments on to their preferred accommodation and in turn will use the spaces for those in emergency housing to take their place and benefit from the staff available to help support them to achieve independent housing in the near future.

Working with key partners such as Health, Probation and Social Services, we have seen an increase in successful retention of supported accommodation tenancies as well as successful long-term retention of independent tenancies. Collaboration from colleagues in CMHT have enabled us to work through the cause of homelessness, not only supporting that individual but also using the data to inform future interventions and prevention.

Currently we jointly commission a number of services between Supporting People, Housing and Children’s Services. We aim to build upon this holistic approach and jointly commission further projects, as mentioned above, the requirement for Abstinence Led “Wet” housing and Complex Care/Dual Diagnosis will only be achievable with the direct commissioning between numerous partners; Health, Social Services and Housing. The plan is to develop all staffs skills and share this knowledge with each – recommendations of joint initial visits will achieve our goal of anybody in service only having to tell their story, and repeating their trauma once.

Priority Two – End Rough Sleeping

This priority is around entrenched rough sleepers. how our support can provide innovative and preventative measures. It is evident there are entrenched rough sleepers within the borough, we have an active outreach team who cover the whole borough making sure that any individuals are supported and provided for as necessary. We have directly housed around 40 rough sleepers from the street via this team so far this year and the partnerships created with Estate Agents and other stakeholders including Social Housing provision has assisted with the success of these.

Key actions include improve access to accommodation, as above, we need to increase the single person accommodation across the borough, we also need to provide access to affordable accommodation as well as improve physical contact with our teams, not only during the day but as and when needed which includes weekends and out of hours. A key action will be to scope the current client group, establish the reasons for their rough sleeping and identify how we can mitigate these. Another action is to increase joint visits to those entrenched rough sleepers with Housing Solution team members, colleagues in GDAS, GSSMS and Housing First to provide a holistic service as well as continuing the amazing collaboration we have already started with the Enhanced GP Service specifically for homeless individuals.

Consideration of the criteria for our existing supported and temporary accommodation will take place to understand the reasons for previous evictions etc. and to identify and remove any barriers to accessing this and the support services.

Working with private property owners, through our Caerphilly Keys project and directly with Estate Agents will be key, affordable accommodation for single males is often preventing these individuals successfully accessing accommodation. Our aim is to assist them while in temporary accommodation to obtain a positive rental history and reference for property owners moving forward

Priority Three – Early Intervention and Targeted prevention

While early intervention and targeted prevention are wider than Housing Support, it is a key priority to strengthen early intervention services and jointly work with a range of partners to target specific cohorts. To achieve this we will continue working with our colleagues in offender services, children's services and substance misuse and mental health.

We currently have solid foundations for joint working with colleagues in offender services and key actions include returning to our way of working pre pandemic where we had Housing Support Staff based in the prisons, able to provide support prior to release to improve the housing situation of all leaving custody. This will revert shortly and we will continue to improve on the staff able to access and attend the prison. In conjunction with this we have been assisting colleagues with providing data around housing need for services such as Approved Premises and continue our work with identifying suitable housing for those coming to the borough

We currently have considerable accommodation provision specific to young people; the gap is around emergency provision, short-term assessment provision and those with significant needs over and above housing related support. Children's Services have made a financial contribution towards additional staff resources within an existing supported accommodation project, which has provided activities outside of the HSG terms and conditions. This holistic service is still premature and we are learning more about assessment of needs prior to allocation as well as how we can meet the specific needs of this cohort.

We have identified that both Housing Support and Housing Solutions Workers need to work more collaboratively and as such we are currently undertaking an exercise which identifies the workers

involved with each individual and allows for a more joined up approach to support, actively promoting better communication and thus improving prevention outcomes. Through monitoring of the temporary accommodation projects, it is evident that many individuals do not require the high level of support provided within these provisions. Identifying financial incentives and methods of moving on will be a key action for all involved.

Priority Four – Invest in Workforce Development

Our staff are key – we need to find ways to retain them and attract new people to the sector. As commissioners, we need to improve the understanding of this unique role and help to promote the sector and its achievements. One way of achieving this is to build on the vFair (virtual event platform) that we have recently organised and access many of the dedicated agency or temporary housing and support staff actively seeking employment.

As a driving force to create integration and collaboration we will also be bringing staff from different sectors together to understand each other's roles and language, enhancing their skills and knowledge and enable a faster, more effective service delivery for all. To achieve this next steps will include sharing provisions and environments across partners; this includes Housing Support staff based in the Flying Start Integrated Hub, Health staff based in Homelessness provision, Housing Support staff and Housing staff from Registered Social and Local Authority Landlords sharing community venues to deliver a holistic service directly to service users. Integration of staffing across accommodation and floating support.

Key actions include identification of specialist roles; we already have dedicated workers within various communities, these include crisis services and staff who attend specific events such as the Armed Forces Hub meetings. We are looking to further interact and realign roles across Housing and Support to provide a flexible, yet short pathway into services, specifically for those leaving institutions such as prison or hospital.

We have recently introduced a number of specific workers across our accommodation provisions that cover both pre and post housing support to provide that continual seamless service thus reducing need for individuals to re-tell their stories and as such suffer the re-traumatisation of reliving past trauma. This in turn reduces paperwork and administration burden. Commissioning services in this way allows for services users to receive a consistent service that they will receive maximum benefit from, encouraging them to build relationships and rapport to enable them to feel safe to share how we can support.

Training is core to maintaining a higher effective workforce, ongoing, updated training is core to all service delivery specifications, and we support our providers to access and achieve a high rate of attendance at all training opportunities.

Currently there are at least 23 posts vacant across the service, 9 providers have already had to utilise relief staff and felt they “had no choice to do this, particularly for waking night and double staff cover” they also stated “Christmas cover is a major concern”. There has however been some positive responses including “it's worked well for us, the staff member is brilliant, and we'll be offering a full time position”. Others shared it was “increasingly difficult to attract people to the sector when salaries do not compare favourably” so we will be looking deeper into this feedback and working with providers.

A key theme included across all policy, strategies and responses from our stakeholder engagement included the need to continue with financial capability being at the core of our services. Our priority will continue to be around training and joint working with organisations. A recent example is the work we have initiated across Gwent with the Money and Pension Service, building this relationship has provided free access to training for all of our providers, which in turn will assist us to retain staff and ultimately provide a thorough service for all service users. Our jointly commissioned Citizen Advice service will continue to provide a high level of support and assistance for all those with debt and income support

needs to provide a long-term sustainable solution opposed to short-term remedies that just delay the inevitable. We are also working with providers to deliver substance misuse training for Naloxone delivery

4. Stakeholder Engagement

4a Stakeholders Engaged with

In order to understand our priorities and identify needs in our services we have engaged with many different stakeholders. Due to restrictions around the pandemic still in place and time constraints, majority of the research is via Stakeholder questionnaires and interviews over MS Teams or telephone. Some face-to-face consultation has taken place specifically with internal services, Housing Solutions and Emergency Housing Teams.

As well as consulting with our Housing Strategy Team in the process of developing the Strategy, we consulted with the following stakeholders during the period

- Health
 - NHS
 - GP service – Advanced Nurse Practitioner
 - ABUHB
 - LD/MH Housing Manager
 - GSSMS Team Leader
- Caerphilly Social Services
 - CDAT Team Manager
 - CLDT and PDSI Team Manager (interview)
 - 16+ Homelessness Social Worker/Senior Practitioner (interview)
- Wales Probation Service
 - Accommodation Pathway Coordinator Gwent
- VAWDASV Partnership Boards
- Substance Misuse Area Planning Boards
 - Substance Misuse Team Manager
- Children and Communities Grant
 - Flying Start Team Manager (both survey and interviews)
- Providers – existing information such as LQA's
 - Age Cymru Gwent
 - GDAS - AO
 - Homestart (interview)
 - Llamau YP
 - Llamau DA (interview)
 - Mind (Interview)
 - Pobl Group (both Survey and Interviews)
 - Platform (both Survey and Interviews)
 - St Vincents (Interview)
- Landlords
 - Caerphilly Housing
 - United Welsh
- People who use HSG services – Exit Questionnaires as well as interviews
 - A number of current and previous service users were called via telephone/WhatsApp (FaceTime offered)
- Carers and families of people who use HSG services
 - A number of current and previous service users carers and families were called via telephone/WhatsApp (FaceTime offered)

Discussions will take place around anything specific raised throughout the consultation directly with stakeholders to achieve a collaborative response, to address any concerns and identify how we can improve services. Majority of the points raised through the strategy are directly from stakeholders, usually via our conversations with them that come from their own principles or priorities.

The strategy aims to work in conjunction with all stakeholders own principles and ultimately our joint aim is to prevent homelessness and support all individuals.

4b. Stakeholder feedback

As well as the stakeholder questionnaire completed via our Gwent website [www.gwenhousingssupport.co.uk], we have carried out additional interviews with key stakeholders where a survey was not completed. A summary of the key issues and findings along with improvements suggested and any other comments are below

Lack of

- housing stock, specifically one and two bed properties,
- affordable or suitably located stock, especially around social housing stock, locations that are on public transport routes
- supported accommodation for people
 - who work
 - with a Dual Diagnosis and/or harm reduction TA
 - with addiction issues and addiction with mental ill health and further lack for those with addiction, mental health and forensic needs
- abstinence led schemes
- night shelter provision alternative
- gender specific supported accommodation for women with multiple trauma including exploitation
- accommodation generally for wheelchair uses, age restrictions on extra care and warden controlled accommodation that would be suitable
- housing options when moving from refuge into accommodation
- emergency room for young people

Gap in

- Accommodation for assessment of homeless for under 18's
- Emotional support
- PRS accommodation for those who are not in employment
- Scale and scope of Domestic Abuse staff in Housing Solutions
- Services for those young people in supported lodgings due to the impact on their homelessness application
- Staffing; finding it increasingly difficult to attract and retain staffing in the area of support.

Consider how

- intentionality, priority need and local connection will affect the hardest to accommodate citizens
- High rental cost, specific to Private Rental Sector (PRS)
- PRS only accepting "Mature or Professional" and the additional fees that aren't affordable
- Social isolation created by Covid, Universal Credit cuts and the effects of such on Mental Health
- More location choice for Supported housing for very vulnerable young families who are moving out of the homeless unit and need more intensive support.

Positive Feedback: 55% said it had improved over the last year

- Increased collaboration across Children's and Community Grant and HSG across the region – Caerphilly have a high level of this but unsure of other areas.
- Links across the region with Early Years Integration Transformation Programme
- "Increase Dispersed Supported Accommodation or STAR model – people needing high levels of support can still seek employment without losing the support due to the costs"
- Many respondents mentioned they are now missing the Psychology staff who were based across emergency housing services, "just as they were starting to make everything better it ended"

- Introduction of Health specialist and Dual Diagnosis being identified
- Flying Start report positively closely working with SP both strategically and on the frontline.
- Positive relationships SP and Housing due to individual relationships as opposed to the services as a whole
- High level of HSG funded initiatives to assist removal of barriers to health and wellbeing in relation to their primary and secondary mental health needs
- Network meetings allow for HSG providers to share information and discuss needs, vital for signposting and joint collaborative working
- Working with Gwent Specialist Substance Misuse Service and Rough sleeper services, also Gwent Drug Alcohol Service to improve understanding of services available and know who and how to access services.
- Learning Disability and Physical Disability Sensory Impairment stated they have an excellent relationship with Supporting People and services commissioned by the team as well as Housing Advice colleagues
- Probation Accommodation Pathway has been maintained throughout the pandemic serving the clients with one of the most advanced services, communication and information sharing is vital to continue offer of best possible service

Negative Feedback and areas of improvement 45% stated there had been little or no improvement

- Some stated this was due to Covid and home working
- The wider Covid approach has been to detriment of other service user groups, B&B placements being full and need for out of county placements
- Local Health crisis teams are not responding in a helpful way to our staff contacting for support when one of our tenants is in crisis. This has been a long-term pattern – crisis teams asking us to call the police, the police asking us to call the crisis team.
- As a third sector provider, our voice in meetings involving Caerphilly Mental Health Teams can be limited and undervalued. The workers we have in those teams and the hospitals helps with this on a local level but this does not always permeate out across the borough with people supported in the community by our wider workforce.

Improvements suggested

- Centralised Emails for departments (SP already have a team email)
- Multi-disciplinary teams/Shared or Joint funding streams
- Non specialist HRS staff ability to identify VAWDASV
- Multi agency/disciplinary Forum headed by SP to update on their ongoing successes. Annual or half-yearly progress report and ability to identify support needs across the borough for review.
- Better ways to share information
- Increase multi agency support for those with specialist requirements

Additional feedback

- Increase in children with emerging developmental or complex medical needs with a shortage of suitable homes in the borough in locations that are suitable, close to family support.
- Rising number of families struggling with finances and affordable housing of the right size
- HSG to facilitate workshop / meetings between third sector providers and the Health Board / local CMHTs / HTT's etc., to forge better mutual understanding of expertise and the benefits of person-led responses to the people we are supporting.
- Partnership still not recovered from pandemic and reactive approaches continue.
- Need to return to the full early intervention model to stop the revolving door scenario

- Increase service user involvement in identifying what type of support is most helpful when moving from homelessness not assuming traditional or current support range is what is wanted.
- “I would like to thank SP for their outstanding and ongoing work within the Borough for vulnerable service users during the pandemic - despite the multitude of challenges they have faced.”

Opportunities we are considering

- How to convert or refurbish existing stock
- How to increase PRS involvement
- Increase communication with all landlords
- Develop communities with a mixture of generations
- Increase the buy in from all stakeholders – RPB and PSB to jointly tackle the rise in Mental Health and Substance Misuse issues, address the complex needs and take more of a holistic approach including palliative care.

Also using documents such as Cymorth’s Lessons From The Frontline to inform our commissioning decisions

- considering the caseloads of support workers,
- ensuring they are at the correct levels to include both virtual and face to face meetings
- clarity around the services we need to meet need while working within a post-lockdown way
- we are looking at co-locating a number of staff across developments
- having office bases that are available to all staff regardless of employer

Stakeholder Questionnaire Gwent in Appendix 2, 3 and 4

5. Impact Assessments

CCBC have an integrated impact assessment that is used to support informed and effective decision making whilst ensuring compliance with a range of relevant legislation including

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

The Local Authority includes its Strategic Equality Plan when completing the Impact Assessment.

A link to the document is included here <https://www.caerphilly.gov.uk/CaerphillyDocs/IIA/IIA-form-housing-support-programme-strategy>

5a Impact Assessment Process

The process includes individual assessment of all protected characteristics of the Equality Act 2010 to determine if the proposal being made has any positive, negative or neutral impact and how, if any negative impacts are identified, a further investigation is compiled to understand how these can be mitigated and how evidence is recorded to support the view.

Further to this, all socio-economic duties are considered and how each impact on the proposal may or may not have on them –these include Low Income/Income Poverty, Low and/or no Wealth, Material and Area Deprivation, Socio-economic Background and Disadvantage. The impact assessment considers if the proposal has any positive, negative or neutral impacts and mitigation of any identified negative impacts and any evidence data, extracts from legislation guidance policy to support are included.

The Corporate Plan's objectives are considered and how the proposal delivers against such in terms of positive, negative or neutral impacts on each of the six objectives and mitigation of negatives. Further to this consideration of any policies or plans CCBC have in place are considered and listed for reference.

Wellbeing of Future Generations Five Ways of Working are each considered in terms of sustainable development principles and how the proposal improves economic, social, environment and cultural wellbeing. The proposal considers how each of the wellbeing goals will maximise our contribution to each and refers to our outcomes information.

The Welsh Language (Wales) Measure 2011 and Welsh Language Standards are separate requirements within the document to which the proposals are compliant with both with no negative impact. Relevant evidence is included within the document.

The proposal uses key relevant data to evidence its findings. There were no gaps identified in terms of the evidence and data used to develop, however we have chosen to revise some of our equal opportunities information to update and keep in line with recent changes.

Consultation such as stakeholder's questionnaire and interviews identify local and regional specific needs. Monitoring and review evidence around implementation and impact of the proposal includes any amended as well as detail of the practical arrangements and how they are used to develop future proposals and when they are due for review.

A final summary provides reasons for recommendations and a summary of the IIA.

5b Key findings

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language (Wales) Measure 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

The IIA has identified overall the Strategy and Development Plan will have a positive impact upon all aspects of the Assessment. Promotion of equal opportunity for all citizens over 16 years of age, all tenures including homeless and roofless.

Whilst we do not provide specific services for those under the age of 16, the support provided to adults within the family will prevent homelessness and retain housing. To mitigate this we ensure signposting and collaborative working with other services is paramount and have recently joined Flying Start to include a dedicated Support Worker within their hub, including Health staff as well as Social Services.

The Housing Support Programme is fully inclusive, including people with disabilities and long-term conditions, regardless of anybody's gender identity, marriage or civil partnership status. The strategy includes women who are pregnant, on maternity leave and the wider family. Referrals taken are for the household regardless of race, religion or belief or sex and sexual orientation.

The overarching strategy is to improve people's socio-economic situation, all impacts are positive by providing services to address low income and income poverty, those with low or no wealth and in material or area deprivation. The services are for any socio-economic background and disadvantage and therefore has positive impacts on all.

In terms of the Welsh Language (Wales) Measure 2011 and Standards there are no negative impacts on the Welsh language as the services are fully compliant with the measure and all Service Providers are fully aware of their responsibility and obligations. The strategy enables us to procure services based on detailed specifications that include the Welsh Language Standards to mitigate any negative impact. All services are available bilingually and the terms and conditions of the grant enable us to fund any interpretation fees.

6. Implementing, monitoring and reviewing the Strategy

6a Working with partners

The authority will work with key partners such as Health, Social Care and Criminal Justice in order to deliver and optimise the impact of the strategy as follows:

Work with Health

Learning Disabilities and Mental Health

In April 2021, ABUHB via Campbell Tickell commenced their housing needs analysis for LD, Autism Spectrum Disorder and MH. Numerous interviews with Housing Support leads and sessions to gain insight from a housing and support perspective were undertaken. The key conclusions from the assessment evidenced that for those individuals with learning disabilities purpose built supported living would be required, in addition to specific PMLD and specific Autism Supported living as well as a jointly commissioning designated general needs housing scheme between the LA and Health Board. Currently Caerphilly has a plethora of LD supported living provision however this is all shared accommodation and the needs assessment indicated majority of people wanted to live alone. We have a dedicated floating support service for people who are transitioning from supported living to living alone within the community. There is no specific Autism Support currently provided via Housing Support Services; however, we are aware of the Autism Strategy and plan to be involved in the near future.

There were multiple proposals for development around people with mental health problems including step down, semi supported (YP) and long-term supported accommodation. Caerphilly have 3 supported accommodation projects already in place, these are for all from 16 and cover 24/7, 8-8 with on call and intensive support models for step down provision. We are also increasing the number of dispersed supported accommodation options across the borough with RSL's but there is no provision via the LA to date.

The close working relationship with the Housing Manager for Mental Health and Learning Disabilities continues and the addition of the Inpatient Flow Coordinator has cemented the relationship between Housing Support Workers based in the Acute Inpatient Hospital within the borough and across both the Local Authority Mental Health and Drug and Alcohol Teams

We continue to discuss a Gwent wide hospital discharge service; one that is co funded across Gwent to provide support with move on and to prevent homelessness regardless of the LA the patient lives in or is currently in whilst attending hospital.

Homelessness HUB

Between June 2020 and August 2021, Phase 2 funding enabled us to offer additional services to the homeless population in conjunction with colleagues in Health. A partnership agreement with Aneurin Bevan University Health Board helped to create a mental health "triage Hub" to employ specific staff to help improve mental health and provide psychological support to everyone within emergency and temporary housing and cover as many floating support individuals as were accessible. The main aim was to consider the psychological effects of homelessness its origins and any underpinning reasons for people becoming homeless in the hope that this might help support an effective and meaningful solution to homelessness and social instability. Staff from across Health and CMHT were delivering a range of

training to support staff and direct provision to service users in collaboration with key workers and Housing Solution Staff. The methodology around the knowledge and skills share was to make the service as sustainable as possible – initially we were not able to guarantee how long the staff would be available for and so this way felt like the optimum measure for ensuring longevity of the service. Unfortunately, due to capacity with the ongoing pandemic, staff were relocated but it is hoped that we can recommence the service as soon as ABUHB are able to provide capacity.

Substance Misuse

In addition, a dedicated GSSMS worker is working across all accommodation provisions, providing training and a knowledge share session with all support workers as well as jointly attending appointments with support workers and the Service User working directly with individuals around their addictions. Other work includes being fully included in developments of services for any future accommodation model in terms of its design and availability.

We also have dedicated GDAS staff who are assisting with all individuals across the Housing Support service, they are currently providing one to one sessions with all people who are in B&B provision and are developing a drop in service to our colleagues in the local Probation Office.

Enhanced GP Services

Early 2020 saw the partnership between an Advanced Nurse Practitioner in a local GP surgery and Housing Support Services, the result was a dedicated Enhanced GP service for people who are homeless; either currently rough sleeping or in emergency or temporary accommodation, by November 1st, 76 patients were assessed and supported with 42 remaining open to the surgery.

The Advanced Nurse Practitioner will register patients at the clinic and holds a clinic once a week at the practice as well as attending projects and going to sites frequented by individual rough sleepers. Rough sleepers are encouraged to engage with the service and transportation can be arranged, as this is the main barrier to addressing significant health issues such as infections, pneumonia, feet and skin issues or alcohol/substances intake. Urgent health needs will be guaranteed a same day appointment.

We have also been able to offer each individual both Covid-19 vaccines due to an expedited schedule and will be offering boosters in due course.

Our colleagues in GDAS and GSSMS as well as the Police and Mental Health Teams work closely with the Rough Sleeper Support team to provide a truly holistic service to ensure we can meet as many needs of this population as safely as possible.

Gwent Suicide and Self Harm Prevention

Attendance at various meetings chaired by Health including the Gwent Suicide and Self Harm Prevention assists us to make links and have an input into the services – just recently; this meeting assisted us to set up support groups with the 2Wish foundation and Papyrus Youth Suicide across our temporary accommodation provision around suicide and attempted suicides.

Neighbourhood Care Network

Housing Support staff continue to attend the three local NCN meetings to understand and collaborate with Health – this has assisted us greatly for mutual benefits around vaccinations for Covid-19 and Flu of late but also around identifying places for support workers to signpost to and promoting the Housing Support Services.

Integrated Wellbeing Network

Housing Support staff continue to attend the ABUHB Integrated Wellbeing Meetings and continue the promotion of the programme but also learn about local groups and how to access services for example:- Community centre co-ordinators, Cub/scout groups, Exercise and wellbeing classes, Choirs, Church

Groups, Foodbank co-ordinators, Volunteer groups, Alzheimer's society. In addition, staff from the SP team are Community Champions for Health and share information with housing and support staff regularly.

Social Care

Mental Health

For many years Housing and Support Services have focused on individuals with mental ill health; we have a number of supported accommodation units across the borough and dedicated staff based within the community delivering Housing Support. A team of people who work across CMHT, CDAT and the hospital service to provide holistic support to those who have complex needs or dual diagnosis. Previously evidence led to the conversion of supported accommodation into long-term housing with social care and secondary MH services to enable the individuals living there to remain. All support workers liaise regularly with the In-patient Flow Coordinator, Housing and other providers to ensure we are offering the full package of Housing and support to these individuals

Drug and Alcohol

We have an increasing number of people with drug and alcohol issues presenting to Housing Support Services, these individuals often also display mental health needs that requires accommodation currently unavailable; models that allow for alcohol consumption and abstinence led schemes are urgently required within the borough, in conjunction with Health and palliative care provision. Our social workers work in conjunction with our support workers and dedicated GDAS and GSSMS staff who provide vital outreach services and enable access to prescribing places to understand needs and future demand for accommodation and support services. Since bringing in dedicated staff, we have gathered various pieces of evidence to support our understanding of need in this area and continue to work with Housing Strategy colleagues to develop suitable provision, until this is completed our floating support staff will continue to provide optimum services to maintain and reduce needs as best we can.

Learning Disability

Previously the HSG and LD teams jointly commissioning a purpose built, eight unit, self-contained apartment block. It originally contained one unit used as a base for care staff who could assist with individuals moving in from supported living, the shared lives scheme or directly from a family home, providing care during transition with a dedicated support worker to assist with any housing related support. The support remains present to the current day and has seen significant advances for each person resident to the point they only receive ad hoc support with no need for staff to be resident on site, which enabled us to use the flat for an additional person. We also continue to support Shared Lives placements and provide housing support to those moving out of service into their own independent accommodation.

Children's Services

Extensive work is ongoing around provision for young people; we have a large number of supported accommodation units for the age group with transitional housing attached and however there are cohorts of young people with additional and complex needs that require a different environment, which will include joint working with our colleagues in 16+. There is also a lack of dedicated young people emergency bed provision since the relocation of the previous supported accommodation, while this is being considered, we continue to work with B&B provision to identify a suitable location to use in its place.

Family First

We currently jointly commission services with Families First around vulnerable families, specifically relating to debt, financial inclusion and housing support. The current service will in future encompass housing services around debt relief to provide a holistic and all-encompassing service for all, regardless of tenure. The HSG Manager is also a member of the Families First Board.

Flying Start

We have worked in collaboration with Flying Start for many years; however, the introduction of the Early Integration Transformation Programme and its Hub has strengthened this work and allowed us to place a support worker directly within the hub that also houses Health Visitors, Midwives, Parenting Programmes and all Flying Start staff. This will enable us to deliver our model in a truly holistic way and work will continue around identifying individuals we work with who may benefit from the wide array of service provided at the Hub and within the community. These staff also work with Support Workers providing support to the dedicated units across the borough for vulnerable families.

Occupational Therapy

Recently we have undertaken some work directly with Occupational Therapists working within our Housing Division; mainly to understand and ascertain how we can assist with overcoming delayed discharge of care from hospital settings but also around the increasing promotion of our services within hospital settings.

Criminal Justice

Probation

Caerphilly are part of the Probation Accommodation Pathway for Offenders and continue to provide dedicated support and accommodation for those leaving prison. Working closely with Probation and Housing we have developed robust pathways for all MAPPA/MARAC and DACC involvement. There are dedicated support services available for those who leave prison with or without an address and currently all offenders accommodation offers are in line with the revised guidelines due to Covid-19.

We continue to work with WG around accommodation pathways, regularly liaising with HMPSS Co-ordinators for Accommodation Pathway and Partnership Integration and attending the Housing First Network for Women quarterly.

We are currently in the process of understanding how the fit of the recently developed National Camau project fits with the local provision of services. In order to avoid any potential duplication we are meeting with partners across Probation and Camau to ensure the existing Pathway Process is not effected and all referral routes are clear.

We have recently instigated drop in sessions at the local Probation office for our dedicated GSSMS staff with a view of knowledge transfer between staff and for direct work with Service Users – this dual use is what we are trying to promote across all platforms currently.

Police

We understand that any new development or change in use is going to cause concern for local neighbourhoods so we always ensure local CADRO officers are involved with all new schemes, we share addresses with them before commissioning to decide if location is optimum as well as regular updates received around any antisocial behaviour or general concerns.

A wide range of partners regularly attends the 'HUB tasking' meeting, its aim is to provide intel about frequent callers and discuss issues within specific neighbourhoods. Various stakeholders attend including the HSG team, Community Safety, Police, Housing, Youth Justice, Social Services, key providers dealing with rough sleepers and the dedicated offender floating support worker attends to provide up-to-date feedback on any service users involved and to take new referrals if needed.

It is important to note there is a lack of involvement in Youth Offending and this is something we continue to work on.

Others

Housing Benefits

Housing Benefits are a key partner, we communicate regularly in terms of emergency and temporary placements as well as all new supported developments to ensure they are aware of the tenancy related to the address; this prevents any delays with claims and ensures the service user does not have any delays with covering rental payments.

Covenant Officer

Over the past few years, we have been working closely with the Regional Armed Forces Covenant Officer providing data to support development of services and business cases for additional funding, and we have a dedicated provider attending the local drop in sessions to address any Housing Support needs.

Environmental Health

Recently we have identified a number of individuals via colleagues in Environmental Health who are at risk of homelessness due to the condition of the property, many of these individuals have mental health or physical health needs and so we have set up a direct referral pathway to deal with these individuals. Further to this work, we continue to work with individuals who have hoarding behaviours and our RSL partners to prevent the issue of notices and offer support and signposting to relevant organisations. This service quickly became inundated with referrals so consideration of its development opportunities with wider partners is underway.

DWP

We continue to work close with our colleagues in DWP; plans are already in place for our dedicated support worker to return to the bases across all DWP offices in the Borough, in line with COVID guidelines. In addition, we plan to increase this opportunity by offering drop in sessions from our newly recruited staff such as Housing First, GDAS and GSSMS to provide a knowledge exchange and skills share session. A member of the HSG team continues to attend quarterly partnership meetings to maintain links between services and to obtain and provide updates and discuss cases anonymously. All job coaches across the borough have contact details for housing support services and know how to contact us when staff are not present in their offices. DWP staff attend our Provider Forum and give updates regularly.

Landlords

We work closely with all RSL partners and of late have been making progress with our Housing First and Transitional RR Housing models across all client groups from 16 years onwards. We currently have 3 HF properties and 4 transitional one bed properties with 2x 2bed room properties in development and a further 5- 8 1 bed properties.

For the last decade, we have been refurbishing our supported accommodation to ensure the quality of stock meets expectations around PI & TI environments.

Across all B&B provision, we currently have dedicated support workers to deal with all housing support needs to address any concerns by the proprietors and as a way to manage the increasing numbers additional staff are employed with a dedicated role around admin and management of the emergency and temporary accommodation.

All property owners involved with supported accommodation provision are invited to attend the panel meetings we hold and involvement with the process and decision making of individual being offered a placement.

Working with RSL's

We continue to identify Step Up-Step Down/transitional and Housing First properties at each new site and are considering existing accommodation that can be remodelled to produced appropriate housing on two sites across the borough

Over the past decade we have refurbished our supported accommodation properties with local RSL's and are currently refurbishing four, two that were due to be completed in 2019 which will hopefully be finalised in the New Year, a third that has just commenced and a fourth that is currently being used for additional emergency accommodation. These developments are being delivered with two different RSL partners. The building were no longer fit for purpose and so a plan of how to refurbish while maintaining maximum independence has been put in place, also an exit strategy (long term use) is the first consideration so we ensure the property can be converted to general needs if we no longer have requirement.

For all new builds, we are asking Automated External Defibrillators (AED) to be included if not already one nearby and that WIFI as a default setting provided for all new schemes or dispersed schemes to ensure we can continue to contact our clients via multiple means.

Outside and over and above – We always looking to work with services for the homeless population and last year we were fortunate enough to work with the owner of a hairdresser who offered all homeless residents known to the HSG team free haircuts. We are looking to replicate this again this year and in future in various areas of the borough.

6b Funding sources

The different funding sources below assist to deliver the Strategy include:

- Housing Support Grant
- Covid-19 Local Government Hardship Fund
- Homeless Prevention Grant
- Youth Innovation Fund
- Revenue Support Grant,
- Housing Revenue Account for council tenants
- Tenancy Hardship Grant
- Social Housing Grant
- Integrated Care Fund – revenue and capital
- Discretionary Assistance Fund DAF
- Provider specific funds – Bright Ideas Fund, Community Assets, National Lottery, NEST

6c Monitoring, reviewing and evaluation arrangements

The monitoring, review and evaluation of the Housing Support Programme Strategy will take place quarterly in line with outturn submissions to Welsh Government. However, there will be a continual review at HSG planning group meetings and as and when different research projects are completed or if any new or additional service needs, are uncovered.

There are also budget monitoring requirements to ensure we are spending according to terms and conditions of the grant and that the spend is based on a credible plan and the strategic priorities in line with the commissioning plan intentions as laid out in the development plan. The quarterly monitoring and local spend plans evidence spend to date and highlight any variances. As well as the spend updates a narrative progress report is provided. To ensure compliance local authority audit departments carry out very thorough audit checks.

Annex A

Strategic Priority	Action required to deliver the priority	Timescales/ By When	Lead person	Outcome/Outputs
<p>ONE</p> <p>Adopt a Rapid Rehousing Approach</p> <p>Increase Housing Supply</p> <p>Review Temporary, Supported Accommodation</p> <p>Decrease Emergency Accommodation</p> <p>Undertake a Multi-Agency Approach</p>	<p>As outlined in RRTP to follow</p> <p>Reclassification of stock</p> <p>Understand LHMA</p> <p>Work with all property owner types</p> <p>Review Allocation policy</p> <p>Understand scheme criteria; needs and risks of each person requiring accommodation</p> <p>Remodel Supported Accommodation</p> <p>Provide abstinence led "Wet House" provision</p> <p>Provide Dual Diagnosis/Complex Needs Accommodation</p> <p>Identify all partners required and provide space to access within assessment centre</p> <p>Consider options within current portfolio on how to improve access, exit and holistic support during stay</p>	<p>June 2022</p> <p>2022</p> <p>continually</p>	<p>Kerry Denman, Housing Solutions Manager</p> <p>Shelly Jones, Housing Support Manager</p>	<p>Plan produced</p> <p>Increased accommodation general needs, single person / one bed properties</p> <p>Increased options of accommodation, (LCHO/Shared/Social/Transitional/ PRS/ Housing First)</p> <p>Assessment Centre revived and duplicated across sites</p> <p>Supported Accommodation meets needs to all client groups/optimum model reduces evictions and increases sustainable housing</p> <p>Reduced time spent in suitable interim accommodation</p> <p>Access to support is available when needed</p> <p>Work with partners across the board, Health, Probation, Social Services and RSL's.</p> <p>Allocations are quicker and meet individuals needs</p> <p>Successful long term sustainable tenancies, independent living</p> <p>All services delivered understanding PIE and TIE</p>
<p>TWO</p> <p>End Rough Sleeping</p>	<p>Improve access to accommodation</p> <p>Additional affordable accommodation</p> <p>Improve access (Contact) to Outreach support services</p>	<p>2022/2023</p> <p>continually</p>	<p>Shelly Jones, Housing Support Manager</p>	<p>Increased accommodation</p> <p>Dedicated phone lines for outreach</p> <p>Understanding of entrenched homelessness and consider options to overcome</p>

	<p>Scope current client group and reasons for entrenched rough sleeping</p> <p>Work with multi agency stakeholders to deliver holistic service</p> <p>Consider the criteria of existing supported / temporary accommodation</p> <p>Identify and remove barriers to access support</p> <p>Maintain contact with rough sleepers</p> <p>Identify property owners to assist with housing to meet needs</p>			<p>Collaboration and integrated work with Housing, GDAS, GSSMS</p> <p>Change to access criteria for supported/temporary accommodation</p> <p>Increase Housing First properties</p> <p>Increased number of people able to access services</p> <p>Specialist housing solutions provided</p> <p>Identified new rough sleepers immediately</p>
<p>THREE</p> <p>Increase Early Intervention and Targeted prevention</p>	<p>Identify key partners and stakeholders to be present within the Assessment Centre/HUB</p> <p>Improve the collaboration between providers and Health, Housing, Probation and Social Services</p> <p>Revert to accessing prisons and hospitals pre-pandemic</p> <p>Work with providers to share data and highlight areas for improvement</p> <p>Develop process maps to ensure we understand pathways to all services</p> <p>Consider any other methods of identifying potential referrals before they fall into crisis</p> <p>Attend transitional groups and be aware of changes in legislation, policy or practice that will identify potential service users at the earliest opportunity</p>	2022/2023 continually	Shelly Jones, Housing Support Manager	<p>Reduced number of people accessing homelessness provision</p> <p>Reduced number of people needing supported or temporary accommodation</p> <p>Sustained housing without the need to move, resettle or require expensive services (storage, van etc.)</p> <p>Access services appropriately and in a timely manner.</p> <p>Streamlined approach to services and planned moves, less emergency access and long-term provision required.</p>
<p>FOUR</p> <p>Invest in Workforce Development</p>	<p>Identify staff who can work from various Hubs – Assessment Centre and Flying Start Integration Hub</p> <p>Re-introduce CMHT staff to our Assessment Centre/Hub and across all Supported Accommodation</p>	2022/2023 continuously	Shelly Jones, Housing Support Manager	<p>Holistic services provided at point of contact</p> <p>Access to mental health services improved</p> <p>Evidence need for specific supported accommodation for DD and AL as above</p>

	<p>Integrate and connect CMHT, GDAS, GSSMS, CDAT staff</p> <p>Improve collaboration with Probation, Police and local CADRO officers to improve communication</p> <p>Consider specialist roles (pre and post workers) and increase staffing across accommodation and floating support services</p> <p>Ensure all services are working in a PIE TIE way</p> <p>Identify and assist with recruitment and retention issues for all staffing</p> <p>Improve relationships with colleges to provide apprenticeship opportunities.</p> <p>Establish all staff mandatory training levels and access to training for all types of staffing</p> <p>Identify any unique pilot or training opportunities such as MAPS and support its widespread approach across all providers and services</p>			<p>Improved outcomes for service users and shared knowledge and skills for staff</p> <p>Joint services to improve and enhance Service User experience</p> <p>Realigned services</p> <p>Retain and increase number of staff</p> <p>Support Vfairs partnership work to increase staffing provision</p> <p>Staff have access to numerous training and pilot platforms and are able to keep updated on current practices.</p>
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Annex B

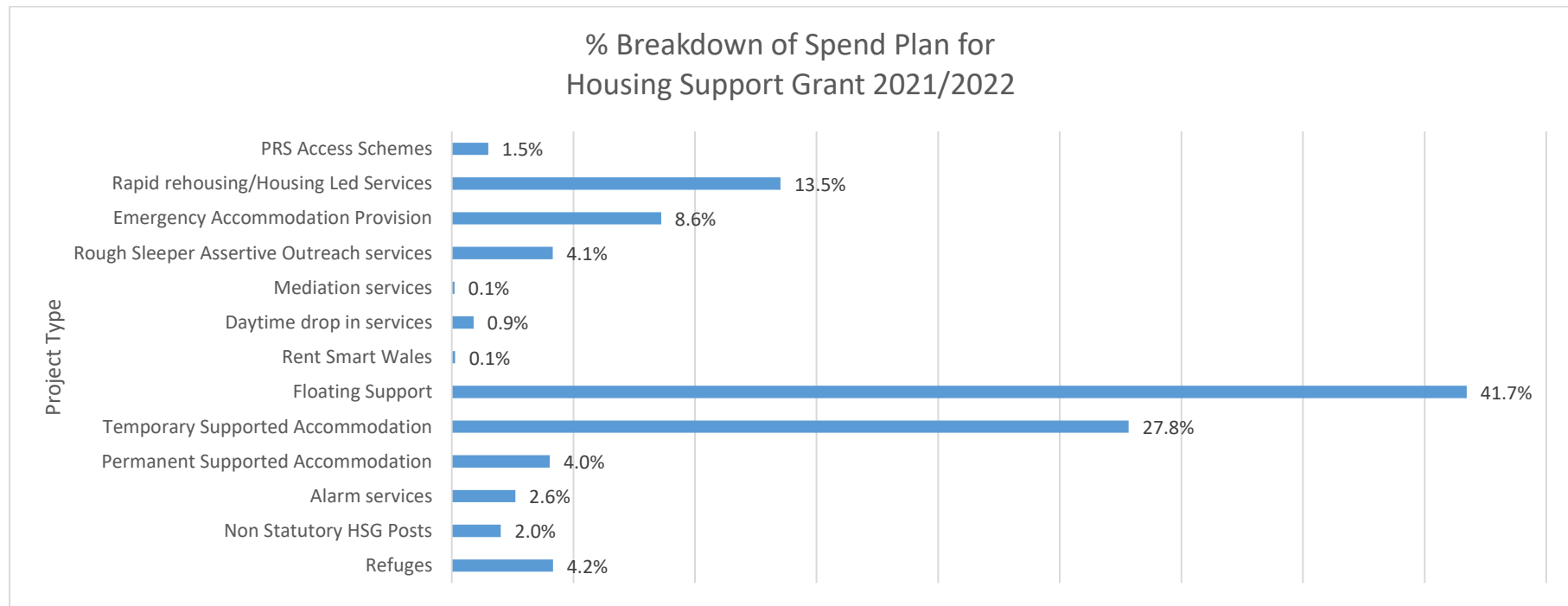
Insert Rapid Rehousing Transition Plan - To follow as per Welsh Government decision to delay deadline until June 2022

Appendices

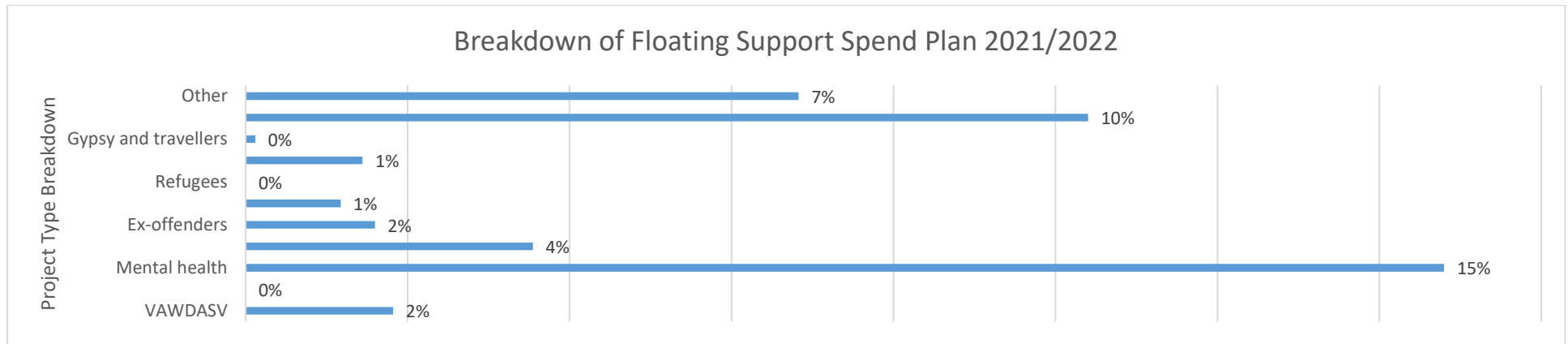
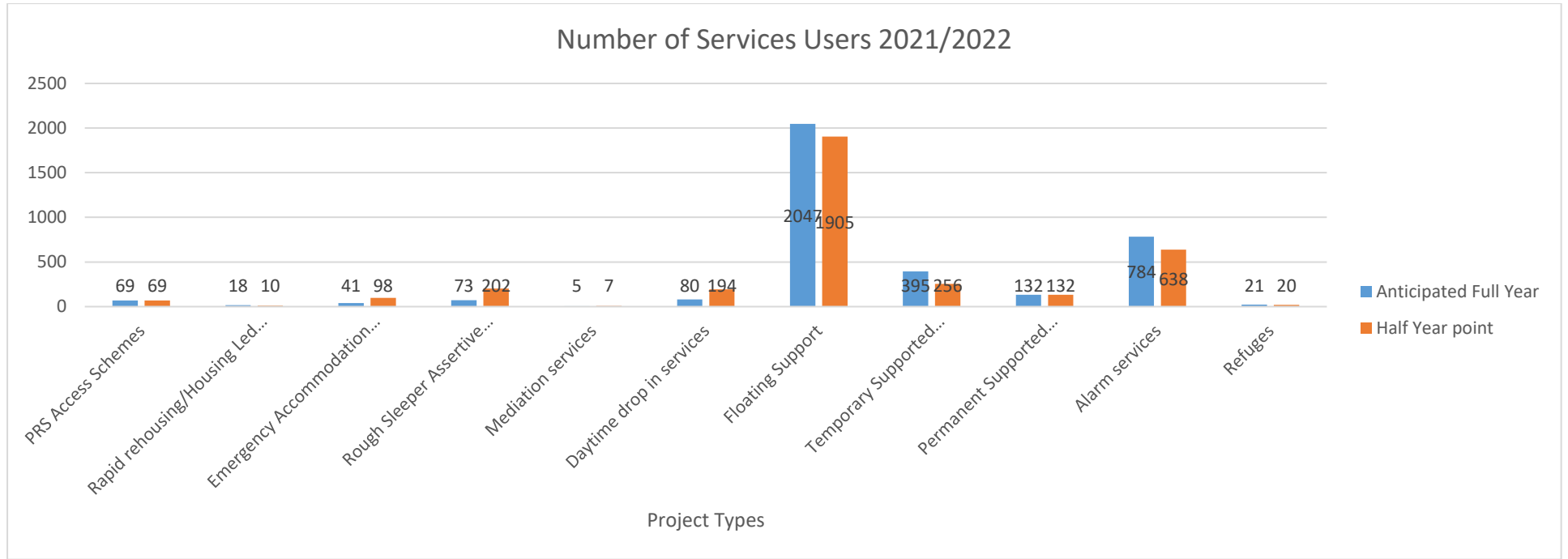
1	Legislative and policy context	https://www.caerphilly.gov.uk/CaerphillyDocs/Housing/appendix-1
2	Gwent Housing Support Strategic Objectives	https://www.caerphilly.gov.uk/CaerphillyDocs/Housing/v2-gwent-housing-support-strategic-objectives
3	Gwent Stakeholder Survey responses	https://www.caerphilly.gov.uk/CaerphillyDocs/Housing/gwent-stakeholder-survey-responses
4	Gwent Housing Support Survey Service User Responses	https://www.caerphilly.gov.uk/CaerphillyDocs/Housing/gwent-housing-support-survey-service-user-response
	Statement of Need	https://www.caerphilly.gov.uk/CaerphillyDocs/Housing/statement-of-need
	Integrated Impact Assessment	https://www.caerphilly.gov.uk/CaerphillyDocs/IIA/IIA-form-housing-support-programme-strategy

Appendix 2 - Housing Support Breakdowns

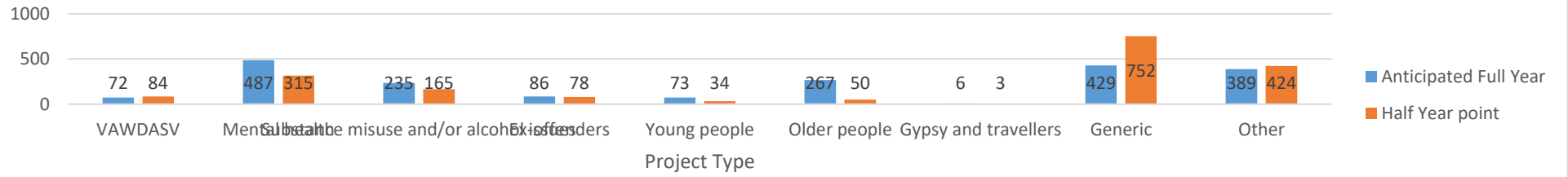
The following charts show a breakdown of HSG grant. As noted the Floating Support and Temporary Supported Accommodation projects consume the highest percentage of the grant and therefore a further breakdown of each is included below. The local teams are constantly assessing needs and future demands and with the intelligence from providers and wider stakeholders services are continually changing to keep on top of need. At the end of this financial year we will be able to compare what was actually spent in each area and how the changes to service throughout the year has effected the total spend within the project types.



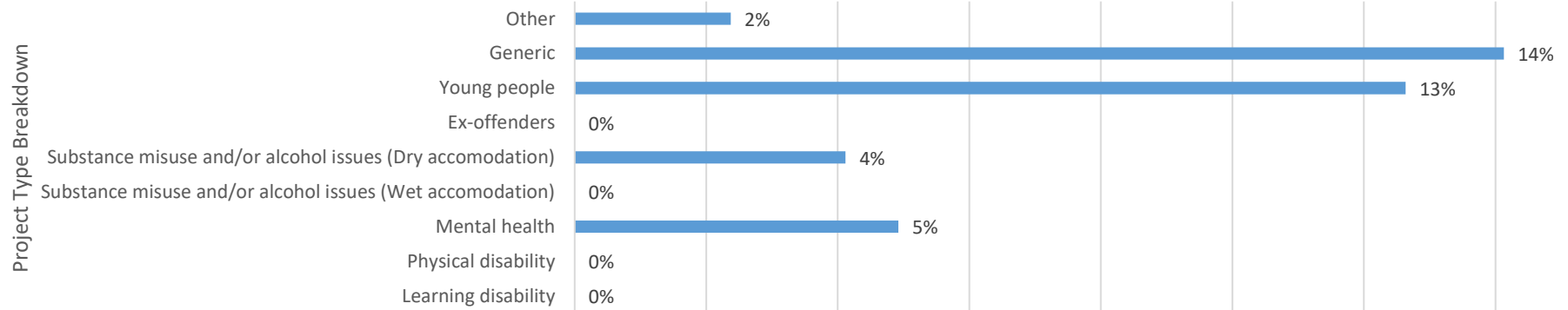
The chart shows how the anticipated number of service users has already changed based on assumptions from 2020/2021 data when compared to actual services as at the end of Quarter two 21/22. You will note that for majority of the projects we are already close to the anticipated number of service users who will access the service and in many cases already



Number of Floating Support Service Users 2011/2022



Breakdown of Temporary Supported Accommodation Spend Plan 2021/2022



Temporary Supported Accommodation 2021/2022

