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Date: 22nd April 2015

Dear Sir/Madam,

A meeting of the **Cabinet** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Wednesday, 29th April, 2015** at **2.00 pm** to consider the matters contained in the following agenda.

Yours faithfully,

Chris Burns

Chris Burns
INTERIM CHIEF EXECUTIVE

A G E N D A

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.

To approve and sign the following minutes: -

3 Cabinet held on 15th April 2015. 1 - 4

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

4 The Education Achievement Service (EAS) Business Plan. 5 - 140

5 WHQS and Sheltered Housing Complexes. 141 - 150

6 National Procurement Service (NPS) for Wales Progress Report. 151 - 158

7 Draft Shared Parental Leave Policy. 159 - 188

8 Velothon Wales 2015 - Proposed Road Closures. 189 - 208

Circulation:
Councillors Mrs C. Forehead, D.T. Hardacre, K. James, Mrs B. A. Jones, G. Jones, R. Passmore, D.V. Poole, K.V. Reynolds, T.J. Williams and R. Woodyatt

And Appropriate Officers.

CABINET

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, TREDOMEN ON WEDNESDAY, 15TH APRIL 2015 AT 2.00 P.M.

PRESENT:

Councillor K.V. Reynolds - Chair

Councillors:

Mrs C. Forehead (HR and Governance/Business Manager), G. Jones (Deputy Leader and Cabinet Member for Housing), D.T. Hardacre (Performance and Asset Management), Mrs B.A. Jones (Deputy Leader and Cabinet Member for Corporate Services), K. James (Regeneration, Planning and Sustainable Development), R. Passmore (Education and Lifelong Learning), D.V. Poole (Community and Leisure Services), T.J. Williams (Highways, Transportation and Engineering), R. Woodyatt (Social Services).

Together with:

C. Burns (Interim Chief Executive), N. Scammell (Acting Director of Corporate Services and S.151 Officer), D. Street (Corporate Director Social Services).

Also in Attendance:

R. Hartshorn (Head of Public Protection), E. Lucas (Head of Procurement), I. Evans (Contracts Manager), S.M. Kauczok (Committee Services Officer).

1. APOLOGIES FOR ABSENCE

There were no apologies for absence.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. SPECIAL CABINET – 25TH MARCH 2015

RESOLVED that the minutes of the special meeting held on 25th March 2015 (minute nos. 1-5) be approved and signed as a correct record.

4. CABINET – 1ST APRIL 2015

RESOLVED that the minutes of the meeting held on 1st April 2015 (minute nos. 1-6) be approved and signed as a correct record.

MATTER ON WHICH AN EXECUTIVE DECISION WAS REQUIRED

5. PROPOSAL TO INCREASE FIXED PENALTY NOTICE FINES FOR LITTER AND DOG CONTROL ORDER OFFENCES AND TO SET FIXED PENALTY NOTICE FINES FOR COMMUNITY PROTECTION NOTICES AND PUBLIC SPACE PROTECTION ORDERS

The report was considered by the Health, Social Care and Wellbeing Scrutiny Committee held on 24th March 2015. The views of the Scrutiny Committee were reported to Cabinet.

Members' views were sought on a proposed increase in the level of fines attached to Fixed Penalty Notices for litter and Dog Control Order offences and for a proposed fine for Fixed Penalty Notices under the Anti-social Behaviour, Crime and Policing Act 2014.

Fixed Penalty Notices (FPNs) are issued for offences of littering and in relation to Dog Control Orders. The current fine for both offences is £75 (or £50 if the penalty is paid within 7 days of issue). The maximum level permitted by the legislation is £150. It was recommended that the level of fine for both offences be increased to £100 (or £75 if paid within 7 days of the issue). The Anti-social Behaviour Crime and Policing Act 2014 sets a maximum fixed penalty fine of £100 for certain offences under a Community Protection Notice or a Public Space Protection Order with local discretion as to the amount to be set. The report recommended that the level of fine be set at £100 (or £75 if paid within 7 days of the issue).

At present, offences of dog fouling committed on land within the County Borough which has been designated under the Dogs (Fouling of Land) Act 1996, attract a FPN fine of £75, which cannot be altered and as such will remain at £75 (discounted to £50 if paid within 7 days). It is possible to replace all such designations with a Public Space Protection Order but for the reasons given in the report it is not proposed to do so at present. In 2013/14 Public Protection staff issued 47 FPNs for dog fouling under the Dogs (Fouling of Land) Act 1996.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. In addition it was proposed that the increase in the level of fines for FPNs issued in relation to littering offences and breaches of Dog Control Orders be implemented from 1st June 2015 and that the level of fine for FPNs issued for Community Protection Notices and Public Space Protection Orders offences be implemented forthwith. By a show of hands this was unanimously agreed.

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

1. The level of fine for Fixed Penalty Notices issued in relation to littering offences under the Environmental Protection Act 1990 be increased to £100 (or £75 if paid within 7 days of the issue) from 1st June 2015.

2. The level of fine for Fixed Penalty Notices issued for breaches of Dog Control Orders under the Clean Neighbourhoods and Environment Act 2005 be increased to £100 (or £75 if paid within 7 days of the issue) from 1st June 2015.

3. The level of fine for Fixed Penalty Notices issued for Community Protection Notices and Public Space Protection Orders offences under the Anti-social Behaviour Crime and Policing Act 2014 be set at £100 (or £75 if paid within 7 days of the issue) forthwith.

RECOMMENDATION TO COUNCIL

6. AMENDMENTS TO STANDING ORDERS FOR CONTRACTS AND IMPLEMENTATION INTO UK LAW OF THE NEW EUROPEAN UNION PUBLIC CONTRACTS DIRECTIVES 2014

The report sought Members' approval of the proposed amendments to the Council's Standing Orders for Contracts following the implementation into UK Law of the New European Union (EU) Public Contracts Directives 2014, prior to referral to Council.

Since 2011 the European Commission, Member States and the European Parliament have negotiated a new set of rules covering public contracts and the procurement discipline. Following extensive consultation throughout the EU including Wales, the new rules were agreed by the European Commission and came into force on 17th April 2014. On 26th February 2015 the UK formally implemented the New EU Public Contracts Directives 2014 into national law via the UK Public Contract Regulations 2015.

It was reported that the new regulations will not only support the UK and Welsh Government priorities for procurement but will help to deliver the Council's aims and objectives for modern day procurement. To support the implementation of the new rules, training and workshop sessions have been provided to relevant officers across the Council. Due to the limited timeline on the implementation of the new regulations an extensive consultation on the practical day-to-day operation of SOfC has not been possible. However, a consultation exercise will be undertaken and any amendments proposed as a result, will be presented to Members for ratification.

During the course of the discussion, clarification was sought on the involvement of Cabinet Members and the use of consultants and in house provider in the process. It was agreed that the Cabinet Members for Corporate Services and Community and Leisure Services would meet with the Officers concerned to further discuss.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved subject to further clarification of the involvement of the relevant Cabinet Member and the use of consultants and in house provider in the process. By a show of hands this was unanimously agreed.

RECOMMENDED that for the reasons contained in the officer's report and discussed at the meeting:-

1. Subject to further clarification of the involvement of the relevant Cabinet Member and the use of consultants and in house provider in the process, Cabinet noted and approved the proposed amendments to the Council's Standing Orders for Contracts in line with proposals set out within Appendix A (page 39 of the report) and recommend to Council that the Council's Monitoring Officer be authorised to make the necessary amendments to the Council's Constitution to reflect the approved amendments.

2. Members note the implementation of the New EU Public Contracts Directives 2014 via the UK Public Contract Regulations 2015 and how the new rules support the Council's aims and objectives for modern day procurement.

3. Members note that due to the limited timeline on the implementation of the new Regulations an extensive consultation across the Council on the practical operation (day-to-day) of Standing Orders for Contracts has not been possible. However, a consultation exercise will be undertaken in the next few months and any amendments proposed as a result of the consultation exercise will be presented to Members for ratification.

The meeting closed at 2.40 pm.

Approved and signed as a correct record subject to any corrections made at the meeting held on 29th April 2015.

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CHAIR

CABINET – 29TH APRIL 2015

SUBJECT: THE EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

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1. PURPOSE OF REPORT

1.1 To provide Members with the detailed Business Plan from the EAS for 2015-2016.

2. LINKS TO STRATEGY

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Corporate Improvement Plan
- The Learning Theme of Caerphilly Delivers
- The LSB Single Integrated Plan
- Welsh Government's Welsh-medium Education Strategy

3. THE REPORT

3.1 The EAS are required to produce and submit their detailed Business Plan to Welsh Government (WG). The plan is attached for information and sets out the main priorities and actions to be taken during the coming year.

3.2 This plan must be endorsed by Cabinet and annual updates on progress will be provided for Members.

4. EQUALITIES IMPLICATIONS

4.1 The EAS have their own Equalities and Welsh Language plans in place; Caerphilly CBC has therefore not undertaken any specific impact assessment on the business plan.

5. FINANCIAL IMPLICATIONS

5.1 The contribution made to the EAS from Caerphilly County Borough Council (CCBC) amounts to £1130k for the year 2015-16. This is based on a predetermined formula for each of the 5 Local Authorities – Torfaen, Monmouthshire, Blaenau Gwent, Newport and Caerphilly CBC.

5.2 Caerphilly CBC's Equalities and Welsh Language team undertake Welsh translations services for the EAS thus supporting the 23 Welsh medium schools across the 5 authorities. This agreement co-funds one of the team's translator posts; the minimum agreed sum currently is £16k per financial year.

6. PERSONNEL IMPLICATIONS

6.1 There are no personnel implications within this report.

7. CONSULTATIONS

7.1 The views of all consultees listed have been incorporated in this report.

8. RECOMMENDATIONS

8.1 That Cabinet endorse the content of the EAS Business Plan.

9. REASONS FOR THE RECOMMENDATIONS

9.1 EAS are required to submit their Business Plan to WG and Cabinet are required to endorse it.

10. STATUTORY POWER

- Children and Families Measure (Wales) 2010.
- Local Government Measure 2009.
- Education Act.

Author: Sandra Aspinall, E-mail: aspins@caerphilly.gov.uk

Consultees : Cllr Rhiannon Passmore, Cabinet Member for Education and Lifelong Learning
Directorate Senior Management Team
Corporate Management Team
David Thomas, Senior Policy Officer (Equalities and Welsh Language)
HR Division
Finance Division

Appendices:

Appendix 1 Education Achievement Service (EAS) Business Plan 2015-2018

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

South East Wales

Education Achievement Service (EAS)

Business Plan 2015 – 2018

Contents:

1. Introduction and national context

2. Local context: progress against targets 2013-14

3. Targets 2015 - 2017

4. Regional priorities 2015 -16

5. Detailed delivery plans 2015 -16

6. Resources

7. LA Annexes

DRAFT

Section 1: Introduction & national context

The EAS has prepared this three-year business plan to deliver the improvements needed to meet the needs of children and young people in South East Wales. The plan sets out our:

- understanding of the national context;
- evaluation of progress in 2014-15;
- overview of the regional priorities and how these will implement 'Qualified for Life';
- targets for 2015-16;
- service plans that identify the resources required to achieve these targets.

National Context

The Welsh Government's framework for improving quality and standards in education has, since April 2014, required the refocusing and recalibration of intervention and support across the South East Wales consortium. The EAS has delivered on these expectation but now needs to refine further its service provision. The challenge we see is to ensure that schools and local authorities across the consortium are enabled to implement the strategic objectives set out in 'Qualified for Life':

- strengthening teaching;
- refreshing the curriculum;
- improving the quality and rigour of assessment; and,
- strengthening leadership;

These challenges will be met alongside continued implementation of:

- the national model for regional working;
- the new model for school categorisation;
- Schools Challenge Cymru;
- new frameworks for curriculum and assessment - new GCSE's, Welsh Baccalaureate;
- the national programme to implement the literacy and numeracy frameworks;
- the regional strategy for narrowing the achievement gap;
- the Welsh Medium Education Strategy; and,
- effective support for governing bodies; and
- specialist human resource advice.

The EAS will refocus and recalibrate its programme of challenge, intervention and support for 2015 – 2018 to ensure that it builds the capacity to deliver the strategic objectives as set out in 'Qualified for Life'. A key element of this three year plan is the further reduction of services provided by core EAS staff and the extension of services being provided through the school to school model. The plan also recognises the impact of ongoing reduced funding for the public sector. This will impact on core and grant funding, as well as the capacity of schools to pay for traded services.

DRAFT

Section 2: Local Context – progress against the 2014/15 Business Plan

In 2014, the South East Wales Education Achievement Service set four priorities in its Business Plan:

1. Accelerating the progress of learners who face the challenge of poverty
2. Improving standards of achievement in English (and literacy)
3. Improving standards of achievement in Welsh (and literacy)
4. Improving standards of achievement in mathematics (and numeracy)

These priorities were based on a detailed analysis of current performance and set out the targets to be achieved over a two-year period. The impact of this Business Plan, published in March 2014, will be evident in summer 2015 following the publication of teacher assessment, test and examination results. In the interim, the results from 2014 (at expected outcome /level) indicate:

- performance in English met or exceeded targets in the Foundation Phase and Key Stages 2,3 and 4;
- performance in Welsh First Language met or exceeded targets in the Foundation Phase and Key Stage 3;
- performance in Welsh second language met or exceeded targets in Key Stages 2 and 3;
- performance in mathematics met or exceeded targets in the Foundation Phase;
- attainment at level 2 and level 2 inclusive at Key Stage 4 met or exceeded targets.

Results show that at expected outcome level +1 were met in English and Welsh First language at all phases and key stages. Result in mathematics met or exceeded targets in the Foundation Phase and Key Stage 2. Overall attainment in mathematics shows improvement at a greater rate than the national rate, although targets were not met in key stages 2, 3 or 4. Attainment at level 1 at Key Stage 4 similarly showed significant improvement although attainment was 1.1% below target.

The progress of pupils eligible for free school meals showed significant improvement. Performance at the expected level was at or above target in English at all key stages; in Welsh in the Foundation phase and in Mathematics at Foundation Phase and Key Stage 3. Attainment at level 2 was significantly above target. Whilst the achievement gap has narrowed significantly, targets set for this indictor have not been met with the exception of the foundation phase in English and Welsh first language.

Analysis of progress across the consortium shows:

- Schools in Blaenau Gwent achieved targets in all phases and subjects with the exception of Welsh first language in the Foundation Phase, mathematics in Key Stages 3 and 4 and in GCSE at level 2 inclusive.

- Schools in Caerphilly achieved targets in all phases and subjects with the exception of Welsh first language at Key Stages 2 and 4, mathematics in Key Stage4 and in GCSE at level 2 inclusive.

- Schools in Monmouthshire achieved targets in English at Key Stages 3 and 4; Welsh first language at Foundation Phase and Mathematics at Key Stage 4. Attainment at level 2 and level 2 inclusive also met expected targets.

- Schools in Newport achieved targets at English in Key Stage 4, Welsh 1st language at Key Stage 2 and level 2 and level 2 inclusive.

- Schools in Torfaen achieved targets in all phases and subjects with the exception of English at Key Stage 3; Welsh First Language at all key stages and Mathematics at Key Stage 4.

Whilst performance across the consortium has not met targets in some areas, overall progress towards these targets is good:

- End of Foundation Phase outcomes were the highest in Wales and end of KS2 outcomes were the second highest in Wales in 2014. Performance at a regional level remains above the national figures for all indicators and core subjects in the FP and KS2. Performance in all south east Wales LAs is stronger than in other LAs with similar levels of pupils eligible for FSM at both key stages. Performance in four of the five is LAs consistently above the Wales figures in the majority of indicators in the FP and three are above the national figures at KS2.

- Performance at KS3 is adequate. Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in south east Wales LAs remains below other LAs with similar levels of pupils eligible for FSM. Improvements were seen in all indicators in four LAs in 2014, ranging from a 2.6 points increase in the CSI in Torfaen to 11.9 points in Blaenau Gwent. However, performance remained static in Newport.

- Performance at KS4 is adequate. However, the rate of progress in south east Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continues to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within south east Wales.

- The progress of pupils eligible for FSM accelerated at a faster rate than non-FSM pupils across the region in the FP and KS2 in 2014. Similarly, performance of FSM pupils increased at a faster rate across the region than across Wales. At KS3, FSM pupil performance was accelerated at a greater rate than the whole cohort in mathematics and science, but progress was slower in English and the CSI and declined in Welsh first language (2 schools).

- At KS4, the rate of improvement for FSM pupils was just below the national average for the Level 2 inclusive in 2014. Pupils eligible for FSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen.

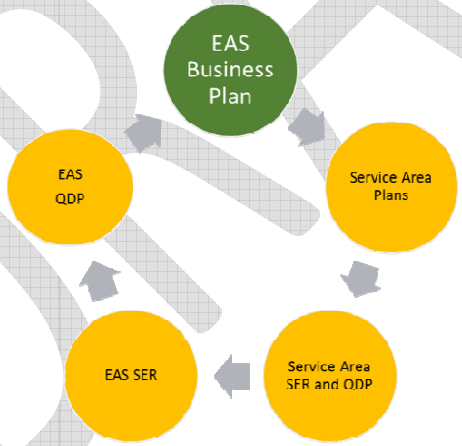
- The performance of pupils in vulnerable groups, including SEN pupils, EAL pupils, and LAC pupils has increased over the last three years at all key stages. In Key Stages 3 and 4, gender differences are higher than across the whole of Wales with girls outperforming boys. Gender differences are lower than across Wales at Foundation Phase and Key Stage 2 English, Welsh second language and mathematics.

- Reducing pupil absence is a significant challenge for the South East Wales LAs, with secondary school absence in Caerphilly, Newport and Blaenau Gwent ranked the highest in Wales. Absence has reduced in all LAs over the last 3 years at a faster rate than across Wales in Blaenau Gwent, Caerphilly and Monmouthshire, but this pace needs to be increased particularly in Newport and Torfaen.

The 2014 Business plan set out the EAS approach to implementing the national model for school improvement across the South East Consortium. Progress has been good as shown in the detailed business plans on each service in section 5. The headlines are as follows:

Business planning, service planning and review.

All services set outcome targets and performance criteria using a common framework. The EAS Quality Cycle is now fully operational and ensures that all services are self-assessing progress. Individual performance reviews now underpinned with objective evidence base. Value for money assessments undertaken as a part of service review and inform service deployment. Embedding of school-to-school support has been supported through increased delegation of funds to schools.



Revised National School Categorisation

The new national system of categorisation is now fully implemented. Consistent, high level of challenge to schools has ensured that the process is properly criterion driven and evidence based. National model for school improvement implemented in all stages of support and intervention. The intervention programme has been revised so support and intervention programmes have improved focus and targeted outcomes. Earned autonomy is now established for the best schools with a peer assessment approach being introduced as part of the framework. The Schools Causing Concern Policy has been updated in the light of the revised Intervention Framework and is now implemented fully in all Local Authorities.

Schools Challenge Cymru (SCC)

All SCC schools have approved improvement plans developed in partnership with their SCC Adviser (SCCA). Through Education Achievement Service (EAS) and Local Authority Officer attendance on the monthly Accelerated Improvement Boards, ensures that there is a regular scrutiny of programmes, progress and outcomes and that resources are properly targeted and that intervention is tracked and evaluated. School to school support is now implemented as part of the overall support package for SCC schools through the Capacity Building aspect of the regional grant and individual school plans.

Challenge Advisers

All Challenge Advisers appointed and in post. Training and development for Challenge Advisers is now focused on the implementation of the National Model for School Categorisation, improving brokerage and building capacity for school-to-school support. All Challenge Advisers are performing to at least a satisfactory standard with most judged to be good or better. The National Standards for Challenge Advisers are used as an accountability tool through the Performance Development Review programme. Challenge Advisers are working to a common framework set by the revised Intervention Framework. The role of Principal Challenge Adviser, holding an overview of strengths and weaknesses in each LA has proved to be vital. Challenge Advisers are now centrally involved in the core processes for the schools to which they are attached: performance review, oversight of leadership processes to improve teaching, school categorisation, target setting and the quality of governance.

School to school support

The foundations for school-to-school support are now in place. The school categorisation process has identified those schools with capacity to host/partner with schools requiring support in key areas of teaching and leadership. The Excellence in Teaching and Excellence in Leadership programmes provide the frameworks for commissioning support. Phase 1 schools piloting new GCSEs are now ready to support other schools implementing new syllabuses from September 2015. The outstanding teacher programmes in literacy and numeracy have established a pool of teachers and schools with capacity to support others. SEG funding in 2014-15 has enabled trialling and evaluation of different school-to-schools support models. The outcomes have informed planning for 2015-16.

HR support

Specialist support is available to schools and is accessed through Headteachers, Challenge Advisers, Chairs of Governors and Local Authority officers as required. The revised school categorisation process at stages 2 and 3. Approach to commissioning HR advice revised following review of performance in 2014-15. Common processes and procedures on appointments are to be introduced. All Headteacher's and Chairs of Governors have been informed of the role and responsibilities of this Specialist Service and how this links in with the Corporate HR services offered by each LA. This Specialist service has been involved in creating regional approaches to key policies and protocols and disseminating these through training events to Headteachers and Chairs of Governors. Those schools that have been categorised as requiring Overall Support of Amber or Red have either Support Plans or Intervention Plans. Where there are key issues around staffing or HR matters the Specialist HR support links with the Challenge Adviser to offer advice and support. Information gained from the 'Wider Group Meetings' that are now held on a monthly basis in all LAs feeds into the categorisation of schools at Step 2 and Step 3 of the process. The approach to the commissioning of this Specialist HR Service is currently being reviewed.

Leadership Development

The continued development of the Excellence in Leadership programme underpins the strategy to improve the performance of schools, governing bodies, Headteachers, senior leaders and middle managers. The programme was revised in 2014-15 to implement the national model for school improvement with a primary focus on the use of assessment for learning, strategies to improve learning across subjects and schools, the use of assessment, test and examination data to improve planning, teaching, tracking and target setting. Over 75% of schools report that support for these processes is good or better. Challenge Advisers now play a more prominent role in needs assessment, commissioning support and evaluating impact of the leadership programme.

Teaching and Learning

The Excellence in Teaching framework and the Excellence in Teaching programme provide the foundations for the core school-to-school support programmes. In 2014-15, over 80 teachers participated in one or more of the constituent elements of this programme, with over 90% reporting positive outcomes. The Excellence in teaching programme will provide the foundation for the implementation of many provisions in 'Qualified for Life'.

Business support

In 2014-15, Business support services were restructured to provide the capacity required for the implementation of the national model for school improvement. The priority was given to developing integrated systems for information management enabling schools to bring together school improvement planning with the use of SEG, PDG, Welsh in Education, Foundation Phase and other Welsh Government Grants. Learning Intelligence and Business planning functions improved their efficiency and impact. All schools are now completing key information returns within timescale and the speed and quality of reporting to schools has improved. Business processes have improved the flexibility with which resources can be deployed and significant savings have been achieved in key areas. This work will enable the increased impact of school-to school support. Accounts spend with in budget but we are meeting all the challenges faced and service requirements. Developments of VFM diagnostic system to support SI and ALN, MySid development, successful bids for new monies, building relation with LA –recognised the necessity to work together e.g. monitoring of school grant plans, mentioned the new EIG – delegation 85.7% target 80%.

Regional and LA Plans

Significant improvements have been achieved in the alignment of LA and consortium plans. These measures have focused on better targeting of support for looked after children, for pupils with special educational needs, for the prevention of NEETs and progression in post 16 education and training.

Section 3: EAS Business Plan 2015-17 Targets

The targets below are derived from the targets submitted by all schools across south east Wales during the statutory target setting process in autumn 2014. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and FFT estimates.

Foundation Phase		
All Pupils		
	2014 Actual	2015 Target
FPI	88.2	89.0
LLC English 05+	90.3	90.8
LLC Welsh 05+	90.8	94.5
Maths Dev.05+	90.9	91.4
PSD 05+	95.2	95.1
LLC English 06	35.6	36.8
LLC Welsh 06	33.6	33.8
Math Dev.06	32.5	35.1
PSS 06	54.4	53.0

Foundation Phase		
FSM Pupils		
	2014 Actual	2015 Target
FPI	77.4	79.1
LLC English 05+	80.5	82.3
LLC Welsh 05+	81.1	88.5
Maths Dev.05+	81.5	82.9
PSD 05+	90.3	90.0
LLC English 06	18.9	19.9
LLC Welsh 06	22.2	24.1
Math Dev.06	16.00	18.8
PSD 06	35.2	33.5

Key Stage 2				
All Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	87.0	87.5	87.5	87.9
English L4+	89.3	89.5	90.5	90.3
Welsh (1st) L4+	90.0	90.1	90.8	91.6
Mathematics L4+	90.0	89.7	90.5	90.3
Science L4+	91.9	91.8	91.5	91.6
English L5+	40.6	42.7	42.6	42.9
Welsh (1st) L5+	31.9	37.9	37.2	42.2
Mathematics L5+	40.0	42.4	42.4	42.8
Science L5+	42.1	45.0	43.4	43.3

Key Stage 2				
FSM Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	73.0	75.8	75.5	76.9
English L4+	76.9	79.2	80.0	81.1
Welsh (1st) L4+	75.0	79.5	81.8	86.5
Mathematics L4+	79.7	79.5	79.9	80.6
Science L4+	82.0	83.5	81.8	83.3
English L5+	20.0	24.3	22.8	22.8
Welsh (1st) L5+	15.6	21.9	11.4	24.0
Mathematics L5+	20.9	24.0	23.8	23.1
Science L5+	21.2	25.1	24.0	22.6

Key Stage 3				
All Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	79.0	82.8	83.9	85.5
English L5+	84.6	86.6	87.3	89.1
Welsh (1st) L5+	88.7	92.5	91.9	93.1
Mathematics L5+	84.7	87.8	88.7	89.9
Science L5+	89.7	89.9	91.0	91.3
English L6+	45.8	53.0	53.3	57.5
Welsh (1st) L6+	51.0	64.1	62.3	69.3
Mathematics L6+	51.9	56.8	57.3	59.7
Science L6+	49.8	55.6	56.8	60.7

Key Stage 3				
FSM Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	58.2	65.7	68.7	71.7
English L5+	67.8	73.2	74.2	77.4
Welsh (1st) L5+	66.7	88.4	81.4	77.6
Mathematics L5+	67.9	73.9	75.1	79.8
Science L5+	76.6	78.1	80.3	82.10
English L6+	21.6	32.8	31.5	35.5
Welsh (1st) L6+	26.7	48.8	50.8	50.0
Mathematics L6+	26.4	35.7	36.7	38.9
Science L6+	24.1	36.3	37.2	40.2

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Key Stage 4				
All Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
L2 inclusive	52.2	59.9	61.6	64.5
L2	79.6	83.5	83.9	84.4
L1	93.7	95.2	96.0	96.1
CSI	50.0	58.2	60.8	63.7
English A*-C	64.7	68.7	69.9	72.0
Welsh (1st) A*-C	76.1	82.5	86.3	84.9
Maths A*-C	57.8	65.5	67.2	70.5
Science L2	82.5	79.5	80.4	79.3

Key Stage 4				
FSM Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
L2 inclusive	25.7	37.7	39.0	43.9
L2	56.7	64.6	64.7	67.5
L1	83.1	86.7	88.6	90.7
CSI	23.8	36.1	38.4	41.9
English A*-C	37.7	48.0	48.0	52.3
Welsh (1st) A*-C	53.3	58.1	58.5	79.1
Maths A*-C	30.0	43.3	44.6	49.4
Science L2	67.4	63.9	63.3	61.0

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Section 4: Key Regional Priorities for 2015 - 2016

The South East Wales Consortium has established firm foundations on which to implement 'Qualified for Life'. The Consortium's work has focused on its current priorities: Accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and, improving standards of achievement in numeracy. The EAS has established two core programmes which are building capacity to deliver effective school to school support: the Excellence in Learning and Excellence in leadership programmes. These programmes have proved to be very valuable in enabling the successful implementation of the National Model for Regional Working and Schools Challenge Cymru. These programmes integrate the work of Challenge Advisers, specialists and schools with a sustained record of improvement in key fields. A key additional focus for these initiatives in 2015/16 will be meeting the needs of the more able and talented pupils.

The South East Wales Consortium will ensure that the Excellence in Teaching and Excellence in Leadership programmes will include a primary focus on:

- Strengthening the workforce – strengthening work with initial teacher training; implementing the New Deal for learning; ensuring that 'deeper learning' (thinking skills, metacognition and assessment for learning) permeates all areas of the curriculum; developing leadership across the profession including outstanding classroom teachers; improve the use of digital technology for learning and assessment; improve capacity to accelerate the achievement and progress of learners facing the challenge of poverty and those with special needs.

- Embedding high expectations in the curriculum – implementing refreshed literacy and numeracy programmes, including the Areas of Learning; strengthen the moderation of teacher assessment to ensure greater accuracy and confidence in Key Stages 2 and 3; implement the Foundation Phase Baseline assessment and ensure that its data is robust, reliable and informative; engage with the development of the Donaldson report recommendations; and, support the implementation of the Youth Guarantee.

- Enabling schools to contribute to the development and implementation of the revised curriculum for Wales and to reprofile the EAS to provide a programme of support and intervention aligned to the provisions of 'Qualified for Life';

- Enabling schools to implement the new framework of qualifications and assessment – GCSE's, Welsh Baccalaureate and Essential Skills Wales; embedding assessment of creative and problem solving learning within the curriculum and assessment framework;

- Enabling improved leadership for self-improving schools – embedding school-to-school support as the primary delivery vehicle for improving schools; ensuring a coherent leadership development framework supports classroom teachers, middle and senior leaders to improve the impact of their work; improve the impact of Schools Challenge Cymru work; Improved impact of the work of Challenge Advisers in strengthening the quality of school improvement planning, target setting and tracking of progress for all pupils, including the more able and talented; improved intervention and support for

schools in the lowest categories; improved governance and improved support for governing bodies.

The EAS has embedded the four stage model for school improvement in its current work and has ensured that all programmes are evidence based, targeted accurately, resourced effectively and evaluated rigorously. These priorities, as set out in 'Qualified for Life' are embedded in the strategic priorities of the EAS and will have a clearer focus in the EAS Business Plan for 2015 – 2018.

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Section 5 Detailed Plans 2015 -16

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Building Capacity – SCC Grant
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	There was not a plan for SCC last year as it did not exist. Schools' foci on building capacity to accelerate programme of these learners was expressed largely in the Literacy and Numeracy Plans
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	There was not a plan for SCC last year as it did not exist. Schools' foci on building capacity to accelerate programme of these learners was expressed largely in the Literacy and Numeracy Plans

Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan – Leadership • CA reports on leadership in reviews and scrutinies • Estyn findings on KQ3 • Categorisation • School survey • Impact reports from programme participants • Data from Governor Services on succession planning and senior leader / HT recruitment	**Overview of datasets – the sets of data that will inform the detailed Service Area Plan – Teaching** • CA reports on quality of teaching in reviews and scrutinies • Estyn findings on KQ2 in schools • Categorisation • School surveys • Impact reports from programme participants
Key priorities drawn from the <u>direction of travel</u> in the above datasets – Leadership • CA reports – specifically focused on RED and AMBER schools • Estyn findings on KQ3 – variable across the LAs – data to be confirmed by Business Intelligence at detailed planning time • Categorisation – variable across LAs – data to be confirmed by Business Intelligence • School surveys – clear demand for more extensive offer across leadership areas in all phases • Impact reports from programme participants – subject to ongoing review • Data from Governor Services – key areas of vulnerability in HT appointment	**Key priorities drawn from the <u>direction of travel</u> in the above datasets – Teaching** • CA reports – still high instances of 'adequate' judgments on practice – data to be confirmed by PCAs • Estyn findings on KQ2 – variable across the LAs – data to be confirmed by Business Intelligence • Categorisation – highly variable across LAs – data to be confirmed by Business Intelligence • School surveys – clear demand for more extensive offer across the curriculum areas in all phases • Impact reports from programme participants – subject to ongoing review
Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – focus on impact School survey – cover the whole range of leadership requirements for development	**Summarise key inputs from the Estyn Remit visit and school-survey** Remit visit – focus on impact School survey – cover the whole range of teacher requirements for development
Summarise Estyn and national priorities impacting on the Service Area – Leadership Estyn Annual report Challenge of poverty Possible changes to standards NPQH process and outcomes NLDB New Deal for leadership development	**Summarise Estyn and national priorities impacting on the Service Area – Teaching** Estyn Annual report Challenge of poverty WBQ PISA LNF programme changes
Specific focus of this Service Area's work in each LA within the region Refer to Excellence in Leadership and Excellence in Teaching overview plans	

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Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="3">Building Capacity – SCC Grant: Excellence in Leadership Programme</th></tr>
<tr><td>Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)

Through:

Improving the quality of leadership in all phases in all schools</td><td colspan="3">Desired Outcomes / Deilliannau

• Fewer red and amber schools, in line with targets set by PCAs and CAs
• More green and yellow schools
• Higher levels of recognition of good leadership in
  ○ Categorisation reports
  ○ Estyn reports
  ○ School-level surveys
  ○ 360 review exercises
• A clear account of the relationship between improved leadership and better learner outcomes
• A clear account of the role of leadership in challenging the attainment gap
• Improved succession planning and improved quantity and quality of HT applicants</td></tr>
<tr><td>Main activities / Prif weithgaredd

• ILM 5
• EDIT Support Programme – English Departments only
• Post Grad Cert
• Pre-Headship Seminar (NPQH prep)
• NPQH
• Y1 Headship
• Leadership Seminars and Conferences
• Structured Mentoring and Support
• Excellent Leaders of Education
• Global Leaders of Education</td><td>When? / Pryd?

All programme run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions

All services are offered to all schools, including SEN schools, PRUs and in the Welsh Medium where possible</td><td>Who? / Pwy?

Lead – Jeff Beecher

Schools:
Secondary
• Caldicot
• Risca
• Ebbw Fawr
• Bassaleg
• Duffryn

Primary (TBC)
• Ystruth - BG
• George Street - TCC
• Woodlands - TCC
• Goytre Fawr - MCC
• Gilwern - MCC</td><td>Primary (TBC, cont.)
• St. Gwladys - CCBC
• Pengam - CCBC
• Mount Pleasant - NCC
• Gwyddon – CCBC
• Trellech Gabriel's RC - NCC
• Eveswell – NCC
• YG Casnewydd - NCC
• YG Cwm CP - MCC
• Millbrook - NCC
• Malpas CIW Infants - NCC
• Nantyparc - CCBC
• Coedygarn - BG
• Our lady of the angels RC – TCC
• Ysgol Cwmbran – TCC
• YG Ifor Hael – NCC</td></tr>
<tr><td colspan="2">Resources / Adnoddau

Refer to Excellence in Leadership and Excellence in Teaching overview plans</td><td colspan="2">Key milestones / Cerrig Milltir 2015 – 18

2015/16 – launch all elements of the programme, review position as expressed in New Deal, possible review of leadership standards

2016/17 – pending review of impact and specifically analysis of succession challenge, reconfigure the programme

2017/18 – will be contingent on the impact of the New Deal</td></tr>
</table>

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Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="3">Building Capacity – SCC Grant: Excellence in Teaching Programme</th></tr>
<tr><td colspan="2">Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)

Through:

Improving the quality of teaching and learning in all phases in all schools, in particular using a heavily school-to-school CPD and support methodology</td><td colspan="2">Desired Outcomes / Deilliannau

• Engagement in the programme by teachers from all red and amber schools
• Fewer judgments of adequate by CAs and school leaders
• More judgments of good and excellent
• Higher levels of satisfaction by learners
• A clear account of the relationship between improved teaching and better learner outcomes, especially for learners challenged by poverty</td></tr>
<tr><td>Main activities / Prif weithgaredd

• Breaking Through- for teachers who demonstrate consistently adequate teaching
• Securing Good and Aiming for Excellent
• The Excellent Teacher Programme
• The Workshop Programme
• ETF Training
• ETF update – skills development
• Teaching and Learning reviews
• NQT and HLTA support
• Support for WBQ implementation
• Post-16 support including non-schools
• All activities are available to SEN schools, to PRUs and in the medium of Welsh</td><td>When? / Pryd?

All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions</td><td colspan="2">Who? / Pwy?

Lead – Mike Cameron

Schools:
Secondary
• Caldicot
• YGCR – Welsh medium secondary working with CSC schools
• St Joseph’s
• St Alban’s
• Newport High
• Lewis Pengam
• Duffryn
Primary
• Abertillery
• Ystrad Mynach
• St Julian’s
• Glan Usk
• Croesyceiliog
• Eveswell
• Rhiw Syr Dafydd
• Blaenavon Heritage
• St Gwladys
• Y Castell and ‘Anelu’ schools – Welsh Medium</td></tr>
<tr><td colspan="2">Resources / Adnoddau

Refer to Excellence in Leadership and Excellence in Teaching overview plans</td><td colspan="2">Key milestones / Cerrig Milltir 2015 – 18

2015/16 – launch the workshops (March 15), recruit to BT, trial ETP in both phases

2016/17 – embed all programmes and migrate central services from WBQ implementation to ongoing school-to-school support

2017/18 – will be contingent on the impact of the New Deal</td></tr>
</table>

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Challenge Adviser Programme
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	The progress of pupils eligible for FSM accelerated at a faster rate than non-FSM pupils across the region in the FP and KS2 in 2014. Similarly, performance of eFSM pupils increased at a faster rate across the region than across Wales. At KS4, the rate of improvement for eFSM pupils was just below the national average for the L2 inclusive in 2014. Pupils eligible for eFSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen. eFSM L2 inclusive performance three-year weighted average is below the national average in 23/37 secondary schools. All of these schools are categorised no higher than a C at Step 2, and all but one are categorised no higher than Amber at Step 3 of the categorisation framework. Revised Target setting processes and procedures have a sharper focus upon the performance of eFSM learners at individual pupil level at each Key Stage at expected level and expected level +1.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	**FP & KS2:** End of FP outcomes were the highest in Wales and end of KS2 outcomes were the second highest in Wales in 2014. Performance at a regional level remains above the national figures for all indicators and core subjects in the FP and KS2. When the performance of SE Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is above average in primary schools. **KS3:** Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in SE Wales LAs remains below other LAs with similar levels of pupils eligible for FSM. **KS4**: The rate of progress in SE Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continued to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within SE Wales. When the performance of SE Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is in line with expectations, with 57% of schools above the median for the Level 2 inclusive. Revised Target setting processes and procedures have a sharper focus upon the performance of individual learners at each Key Stage at expected level and expected level +1.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • AWCDS – schools and LA • National Categorisation overviews (all steps) • Target setting information, National Test outcomes • Outcomes of Estyn inspections, Summary of levels of support (high, medium, low) • Summary of progress towards targets on intervention / support plans, Overview of progress made in the categorisations of schools • School survey outcomes, Leadership survey outcomes,Quality of the PDG planning process •	
Key priorities drawn from the <u>direction of travel</u> in the above datasets • Accelerate the rate of improvement for eFSM learners, particularly at KS4. • Increase the number of schools with eFSM L2 inclusive performance above the national average. • Continue to improve performance at KS4 at a faster rate than across Wales. • Improve accuracy of teacher assessment and reduce the varience between these outcomes and the national tests. • Improve the number of schools in overall categories of yellow and green, improve the number of schools in Step 2 categories of B and A and decrease the number of schools requiring high levels of support within each overall category • Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments • Improve CA input into the PDG planning process	
Summarise key inputs from the Estyn Remit visit and school-survey • Greater consistency in approach of challenge and support by the System Leader/Challenge Advisor • To improve the support for Self Evaluation and planning and increase the support for pupil tracking and target setting • Improve the integration of SCC into the work of the Education Achievement Service (EAS)	
Summarise Estyn and national priorities impacting on the Service Area • Implementation of National Model for Categorisation	

Service Area	Challenge Adviser Programme

- Continue to implement a rigorous training programme for CAs
- Implement a 'Peer Review' system to increase the autonomy for our best schools
- Implementation of the SCC programme and induction of new SCCAs
- Implementation of the WBQ and PISA priorities, Improve the quality and effectiveness of PDG planning
- Effective use of the VFM to improve the accountability of CAs, Development of the school to school model for support
- Improving the links with Inclusion services within each LA

Specific focus of this Service Area's work in each LA within the region

- Refer to the Business plan Annex with each LA for further detail of 2015/16 plans

Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
• Accelerate the progress of learners who face the challenge of poverty • Improve standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy) • Effective Implementation of the National Model for Categorisation • Implement an enhanced Target setting process and increase support for schools • Implement further a rigorous training programme for CAs • Implement a 'Peer Review' system to increase the autonomy for our best schools • Implement the SCC programme and induction of new SCCAs • Improve the quality and effectiveness of PDG planning • Improve the support for Self Evaluation and planning • Improve the links with all Governing Bodies.	• Accelerate the rate of improvement for eFSM learners, particularly KS4 • Increase the number of schools with eFSM L2 inclusive performance above the national average. • Improve further the performance at KS4 at a faster rate than across Wales. • Improved consistency and accuracy in teacher assessments • Improve the number of schools in overall categories of yellow and green (compared with Dec 2014) • Improve the number of schools in Step 2 categories of B and A (compared with Dec 2014) • Decrease the number of schools requiring high levels of support within each overall category (compared with Feb 2015) • Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments and decrease the number of schools that require follow up activity. • Revised SEWC Intervention Framework that demonstrates increased autonomy for our best schools. • All schools will submit pupil level data and progress towards target information. • High quality support and challenge from CAs. • Improved support and challenge implemented for PDG planning. • Termly meetings with COG in each LA implemented and lead by the PCA

Main activities / Prif weithgaredd	**When? / Pryd?**	**Who? / Pwy?**
Implement the National Model for Categorisation and ensure that all schools make appropriate progress within each Step.	From April 2015	Lead by: DH Key responsibility: PCAs / CAs
A structured training programme for CAs that links with the requirements of the National Model and aligns with outcomes of QA and PDRs continues to be offered.	Programme implemented and ongoing From Feb 2015	Lead by: DH Key responsibility: PCAs
Embed the use of the VFM diagnostic system as a tool to increase accountability for progress and to increase transparency in allocation and outcome.	Ongoing developments	Lead by: DH / GW
Embed the use of PDR process to increase accountability for improvements.	Review: Feb 2015 / new: April 2015 Ongoing process	Lead by: DH Key responsibility: PCAs
Embed the role of the PCA in quality assuring the work and holding CAs to account for performance and improvements in categorisations.	Ongoing process	Lead by: DH
Implement a structured training programme for schools to improve the quality of targets setting.	Training implemented from May 2015	Lead by: DH Key responsibility: EP / RS
Introduce a QA model for the PDG planning process to ensure all CAs are aware of their role in ensuring appropriate allocation of funds.	From March 2015	Lead by: DH Key responsibility: All CAs
Further develop the links and QA of the SCCAs – monitor pace and progress of the schools.	Ongoing process	Lead by: DH Link with WG / SCCAs
Implement a termly programme of meetings with COGs to develop their knowledge of EAS, school improvement approaches, regional and national updates.	From April 2015 – termly programme	Lead by: DH Key responsibility: PCAs
Introduce a Peer review system and increased autonomy for Green Schools. Devise the programme with a small group of Headteachers, roll out to all Green schools during the summer / autumn terms.	Implemented from April 2015 / review in Dec 2015	Lead by: DH Working Group of HTs Key responsibility: PCAs
Support schools with the introduction of MySID to	March 2015 ongoing process	Lead by : KP / DH

Service Area	Challenge Adviser Programme	
improve the quality of self-evaluation planning and SDPs.		
Improve the quality of information regarding the performance of SEN learners and links with inclusion services in each LA, through; increased use of pupil level data through tracking systems.	Ongoing process	Key responsibility: PCAs
Resources / Adnoddau Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding	**Key milestones / Cerrig Milltir 2015 – 18** **2015/16:** L2 inclusive target 59.9%; eFSM L2 inclusive 37.7% **2016/17:** L2 inclusive target 61.6%; eFSM L2 inclusive 39.0% **2017/18:** L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%	

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Developing School to School Approaches to School Improvement
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	This is a new area of planning – references to progress last year can be found in the relevant service area update, especially for Literacy, Numeracy, Welsh, the Foundation Phase
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	This is a new area of planning – references to progress last year can be found in the relevant service area update, especially for Literacy, Numeracy, Welsh, the Foundation Phase
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • CA reports on quality of teaching in reviews and scrutinies • Estyn findings on KQ2 in schools • Categorisation • School survey • Programme participation rates • Impact reports from programme participants	
Key priorities drawn from the direction of travel in the above datasets • CA reports – still high instances of 'adequate' judgments on practice – data to be confirmed by PCAs • Estyn findings on KQ2 – variable across the LAs – data to be confirmed by Business Intelligence • Categorisation – highly variable across LAs – data to be confirmed by Business Intelligence • School survey – clear demand for more extensive offer across the curriculum areas in all phases • Programme participation rates – programme investment must flex in order to meet emerging and changing demand • Impact reports from programme participants – subject to ongoing review	
Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – focus on impact of programmes, positive stakeholder feedback on school to school modelled and appetite for more School survey – high appetite for further work in this area	
Summarise Estyn and national priorities impacting on the Service Area Estyn Annual report The National Model WBQ PISA LNF programme changes	
Specific focus of this Service Area's work in each LA within the region • BG –focus on Literacy as an emerging model • Caerphilly –focus on needs of SCC schools, especially in leadership • Monmouthshire – focus on requirements of individual schools – leadership development, Excellence Chains • Newport – focus on target setting and direction of travel of pupil data • Torfaen – focus on Literacy and Numeracy performance and moderation	

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Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="3">Developing School to School Approaches to School Improvement</th></tr>
<tr><td>Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)

Through:

Improving the system through application of school-to-school development and improvement models</td><td colspan="3">Desired Outcomes / Deilliannau

Delivery of growing school-to-school support and development programmes through:
• Excellence in Leadership
• Excellence in Teaching
• Outstanding Teacher Programme – Mathematics and Numeracy
• Outstanding Teacher Programme – English and Literacy
• Practice Worth Sharing and School Projects – The Foundation Phase
• GCSE Mathematics Wave 1
• GCSE Science Wave 1
• GCSE English Wave 1
• 21st Century Learning
• The Welsh Baccalaureate
• PLPS</td></tr>
<tr><td colspan="2">Main activities / Prif weithgaredd

Examples of activities and indicative levels of engagement:

• Excellence in Leadership – 26 host schools and 110 participant schools in 15-16
• Excellence in Teaching – 18 host schools and 220 participant schools in 15-16
• Outstanding Teacher Programme – Mathematics and Numeracy and English and Literacy – 18 host schools and 80 participant schools in 15-16
• Practice Worth Sharing and School Projects – The Foundation Phase – 250 participanting settings in 15-16
• New GCSEs – all secondary schools engaged in 15-16
• 21st Century Learning – 10 host schools and 130 participating schools in 15-16
• The Welsh Baccalaureate – 10 host schools and 90 participating schools in 15-16, across both regions
• PLPS – 10 host schools and 45 participating schools</td><td>When? / Pryd?

Three models…
• CPD and development programmes, which run at various times in the year and are delivered by Host Schools
• Structured mentoring and support, which is needs-led, is generally 1-1 or in very small groups and is brokered
• Triad and chain work, which is small groups of schools with semi-permanent arrangements to share based on common interest</td><td>Who? / Pwy?

Lead – Kevin Palmer

Schools:
See the relevant plans for school details:
• Excellence in Leadership
• Excellence in Teaching
• Literacy
• Numeracy
• QfL
• Foundation Phase
• 21st Century Learning
• Physical Literacy</td></tr>
<tr><td colspan="2">Resources / Adnoddau

Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding</td><td colspan="2">Key milestones / Cerrig Milltir 2015 – 18

2015/16 – deliver the detailed programme and review through a structured comparative analysis of impact of all programmes

2016/17 – evaluate and embed the next version based on progress with model and New Deal

2017/18 – will be contingent on the impact of the New Deal</td></tr>
</table>

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Improving Leadership Excellence in Leadership Programme (New Deal)
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • CA reports on leadership in reviews and scrutinies • Estyn findings on KQ3 • Categorisation • School survey • Impact reports from programme participants • Data from Governor Services on succession planning and senior leader / HT recruitment	
Key priorities drawn from the direction of travel in the above datasets • CA reports – specifically focused on RED and AMBER schools • Estyn findings on KQ3 – variable across the LAs – data to be confirmed by Business Intelligence at detailed planning time • Categorisation – variable across LAs – data to be confirmed by Business Intelligence • School survey – clear demand for more extensive offer across leadership areas in all phases • Impact reports from programme participants – subject to ongoing review • Data from Governor Services – key areas of vulnerability in HT appointment	
Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – focus on impact School survey – cover the whole range of leadership requirements for development	
Summarise Estyn and national priorities impacting on the Service Area Estyn Annual report Challenge of poverty Possible changes to standards NPQH process and outcomes NLDB New Deal for leadership development	

Specific focus of this Service Area's work in each LA within the region
• BG
  ○ Collaboration / school to school working with a focus on improving standards of writing using best practice
  ○ Building capacity - preparation for Headship
  ○ Effective use of PDG, improving outcomes for vulnerable learners
• Caerphilly
  ○ referred to PCA for detailed planning time
• Monmouthshire
  ○ Collaboration and school to school working
  ○ Governance and developing their role
  ○ Supporting Heads in early headship and developing middle leaders ready for headship
• Newport – highest priority:
  ○ Creating strategic direction
  ○ Leading learning and teaching – specifics around AfL and BfL, SoW
  ○ Developing distributed leadership and securing accountability
  ○ Strengthening SE to ensure pockets of underperformance are identified and addressed
  ○ Effective grant planning to ensure impact on standards
  ○ Sharing practice
• Torfaen
  ○ Consistency in key documentation i.e. writing SER and SIPs
  ○ Self-evaluation processes
  ○ Change management
  ○ Dealing with under-performance	

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Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="4">Improving Leadership - Excellence in Leadership Programme (New Deal)</th></tr>
<tr><td>Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)

Through:

Improving the quality of leadership in all phases in all schools</td><td colspan="4">Desired Outcomes / Deilliannau

• Fewer red and amber schools
• More green and yellow schools
• Higher levels of recognition of good leadership in
  ○ Categorisation reports
  ○ Estyn reports
  ○ School-level surveys
  ○ 360 review exercises
• A clear account of the relationship between improved leadership and better learner outcomes
• A clear account of the role of leadership in challenging the attainment gap
• Improved succession planning and improved quantity and quality of HT applicants</td></tr>
<tr><td>Main activities / Prif weithgaredd

• ILM 5
• EDIT Support Programme – English Departments only
• Post Grad Cert
• Pre-Headship Seminar (NPQH prep)
• NPQH
• Y1 Headship
• Leadership Seminars and Conferences
• Structured Mentoring and Support
• Excellent Leaders of Education
• Global Leaders of Education</td><td>When? / Pryd?

All programme run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions

All services are offered to all chools, including SEN schools, PRUs and in the Welsh Medium where possible</td><td>Who? / Pwy?

Lead – Jeff Beecher

Schools:
Secondary
• Caldicot
• Risca
• Ebbw Fawr
• Bassaleg
• Duffryn

Primary (TBC)
• Ystruth - BG
• George Street - TCC
• Woodlands - TCC
• Goytre Fawr - MCC
• Gilwern - MCC</td><td colspan="2">Primary (TBC, cont.)
• St. Gwladys - CCBC
• Pengam - CCBC
• Mount Pleasant - NCC
• Gwyddon – CCBC
• Trellech Gabriel's RC - NCC
• Eveswell – NCC
• YG Casnewydd - NCC
• YG Cwm CP - MCC
• Millbrook - NCC
• Malpas CIW Infants - NCC
• Nantyparc - CCBC
• Coedygarn - BG
• Our lady of the angels RC – TCC
• Ysgol Cwmbran – TCC
• YG Ifor Hael – NCC</td></tr>
<tr><td colspan="2">Resources / Adnoddau

Programme S-2-S subsidies

SCC grant - £402,000</td><td colspan="3">Key milestones / Cerrig Milltir 2015 – 18

2015/16 – launch all elements of the programme, review position as expressed in New Deal, possible review of leadership standards

2016/17 – pending review of impact and specifically analysis of succession challenge, reconfigure the programme

2017/18 – will be contingent on the impact of the New Deal</td></tr>
</table>

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Improving Literacy
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	• **FP- KS3**: The overall gap in performance of eFSM and non-FSM pupils at the expected levels decreased by 4 pt in FP to 13 pts but only narrowed by 1 point in KS2 to 16pts remaining static in KS3 at 21pts.The gap between eFSM and non-FSM pupils increases throughout the key stages. • Compared to national averages for 2013 In the FP the gap is 4pts smaller, KS2 0.5pts and KS3 1.9pts smaller than national averages for 2013. • **KS4**: Performance of eFSM leaners has improved in all LAs and the region overall from 35 to 38pts, however, the gap has increased by 1pts overall to 33% slightly above the national average of 32pts. • **The trend over the last three years shows that the EAS is closing the gap more quickly than Wales at all Key stages.**
Improving standards of achievement in English and Literacy	**Teacher Assessment in Foundation Phase, Key stage 2 and key stage 3** • **FP** Results increased at 05+ and 06+ in line with Wales. • **KS2 L4+** increased in line with Wales, L5+ almost double the increase in Wales + 4.5pts. (KS2 +2.3pts above Wales) • **KS3** Average increases less than for Wales across all three levels (L5+, L6+ and L7+). **Benchmark performance** well above average in primary but average in secondary (KS3 50% above the median, 25% in Q4) • **FP 05+:** 74%, 06+ 63%, (36% in top quarter) **KS2** L4+: 55%, L5 62% (29% top quarter) • **Key Stage 3 (50%)** Too many schools in the bottom quarter; only 8 schools Q1 at L5+ and 11 schools at L6+. L5+ 47% above the median (10 schools in Q4) , L6+ 54% above the median (11 schools in Q1, 10 in Q4) **Key stage 4 GCSE examination performance** • GCSE results at A* - C increased in all LAs, and by 5 points overall to 65%, compared with a national increase of 3 points. Biggest increases in Blaenau Gwent (5 points) and Monmouthshire (8.5 points). Results are still below national figures 66% by 1.5pts. Benchmark performance is average overall: 51% above median, compared to 44% in maths, with 24% in Q1 (9 schools) and 8 schools in Q4 for GCSE English.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • WG Core data sets (school and LA level) TA and national Reading tests • EAS schools profiles and additional analyses Trends, comparisons with similar schools, performance of different groups, progress • Additional team analyses – benchmark comparisons between TA and test results, GCSE grade distribution (LA/SEWC level) • **EAS school survey responses 2014** • Team analysis of school uptake of key courses / engagement in core network meetings / SLT attendance at key training events • National categorisation information, LA and school inspection reports and information gained from moderation events • Inspection, Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc.)	
Key priorities drawn from the <u>direction of travel</u> in the above datasets • Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases, incl. KS4. • Support learners with SEN/ AEN to ensure they achieve their potential through targetted intervention and suppport from FP through to KS4. • Improve performance in national tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures. • KS3: Increase percentage pupils achieving L7 in Y9 (Only 12% in 2014). This does not provide a strong enough foundation for KS4 in terms of securing the top grades. • KS4: Improve GCSE performance: At least 55% schools to be in above median in 2015 (currently 50% above median and only 9 schools in Q1). • 15% of schools disagree that EAS understand their needs in terms of English and Literacy and 15% felt that the work of the English and Literacy team did not reflect the needs of their school. 13% of schools felt that had difficulty accessing English and Literacy services. 33% of schools stated that the English and Literacy team didn't encourage them to share practice and 36% felt that support from the English and Literacy team did not demonstrate a positive impact in their schools. • Impact reports from central and bespoke training participants have been 100% positive across the key stages within English and Literacy (based on attendee evaluations), However, we still need to accelerate the attendance at central training for English and Literacy in the secondary sector, along with bespoke school support and closely monitor the impact of the training and support on the learner.	
Summarise key inputs from the Estyn Remit visit and school-survey • Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level English/ Literacy documentation to provide succinct overview, avoiding duplication of information detailed in delivery plan; continued use of a common format for delivery plans across BIS curriculum and FP teams.	

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Service Area	Improving Literacy

- Improve support for Eng/Lit in particular advice and guidance on how to improve. Monitor the effectiveness of the new support programme by gaining feedback from schools and undertaking systematic impact reviews
- Continue to ensure team meetings are minuted and contain actions and progress updates.
- **School survey –** Develop the role of lead schools for English and Literacy support and enhance the school to school offer for CPD activities and self-evaluation.

Summarise Estyn and national priorities impacting on the Service Area

- Literacy and numeracy Framework (LNF), revised AoL/PoW (FP – KS3) and revised GGCS in KS4. WBQ / GCSE/Post-16 qual. changes.
- Delivery of WG National Support Programme from Sept 2015 (incl. remaining CfBT work relating to Y9 in sum term - TBC)
- SEG/PDG planning, monitoring reporting requirements (informed by Sutton Trust Toolkit).
- Estyn Annual Chief Inspector's report, and individual reports on schools / LAs. Estyn thematic reports (English KS4, Literacy KS2 and 3, FP, Working with schools in Special Measures, Overcoming Poverty)
- PISA analyses and reports, as well as annual analyses and feedback on GCSE English exams (WJEC)

Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in all LAs)

Caerphilly- Training focussing on writing and narrowing the gap in attainment particularly with boys.

BG- establish consistent and accurate TA and training focussing on writing and narrowing the gap in attainment particularly with boys. (Pilot in BG Getting it 'Write' project)

Monmouthshire – strategies to improve teaching and learning including higher order reading and writing skills / raise achievement of eFSM and more able pupils

Torfaen – establish consistent and accurate TA + strong cluster moderation processes / monitor effectiveness of tracking literacy skills across the curriculum

Newport – Monitor cluster plans and evaluate impact / develop and disseminate 'rich tasks' in English/ Literacy to develop writing across the curriculum - FP – KS3 settings (Lively Literacy- Making the Links - AoL project, Getting it 'Write' and Mind the Gap project)

Priority / Blaenoriaeth:
Priority Outcome 4: Improving standards in English (and Literacy) for all pupils
Priority Outcome 1:
Accelerating the progress of learners who face the challenge of poverty

NB Targets in the column to the right are based on aggregated school targets set for 2014-15. Figures in red are EAS English estimates set in 2014-15

English / Literacy is making good progress in breaking the link between poverty and under-performance.
Improvement in the relative performance of eFSM pupils in English and Literacy is equal to or better than the national average in the Foundation Phase and Key stages 2 and 3. However, the gap remains slightly larger than national averages within Key Stage 4. (1% above NA)

Desired Outcomes / Deilliannau

	Expected level		Expected level + 1	
ALL	2014	2015	2014	2015
FP	90	91 (91)	36	37 (38)
KS2	89	89 (90)	41	43 (43)
KS3	85	87 (87)	46	53 (47)
KS4	65	69 (66)		

	Actual 2014			Target 2015		
	eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap
FP	81	93	13	82	93	11
KS2	77	93	16	79	92	13
KS3	68	89	21	73	90	17
KS4	30	64	33	48	73	25

Main activities / Prif weithgaredd

- Provision of effective training and guidance to support schools in raising the bar for all learners in English and Literacy, including SEN learners whilst narrowing the eFSM/non-FSM gap and focus on the progress of pupils who may be disadvantaged by poverty.
- With changes to the new POS and GCSE specifications we will collaborate with schools to address the imperative to raise standards of English and Literacy so that learners are equipped for the demands of everyday life and perform well in national tests, GCSE exams and international PISA tests. This will ensure that results are in line with national averages. (2014 1.5pp below)
- Provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model.
- Collaborate with WG, teachers and school leaders to deliver grant-funded programmes designed to ensure effective implementation of the revised AoL/PoS from September 2015 (FP/KS2/KS3), as well as the new English GCSE.
- Collaborate with WG to implement the 4th year of the NSP support plan including supporting planning with individual teachers/depts, securing effective curriculum transition (KS2 and KS3), and establishing effective partnerships with parents and SENCos.
- We will continue to work with subject leaders and lead practitioners to ensure effective sharing of best practice and well-constructed programmes of school-to-school support in English and Literacy linked to EAS generic 'Excellence in Teaching' Strategy.

When? /Pryd?

April 2015
to
March
2016

Learner outcomes evaluated
July-Sept
2016

Who? / Pwy?

EAS English/ Literacy team

Challenge Adviser
with responsibility for English and Literacy

- Secondary English adviser
- One associate English Adviser
- *Two Secondary English specialist advisers – funded directly from WG to implement GCSE project*
- *1.6 English / Literacy Advisers*
- *1 Advisory Teacher*
- *2 seconded Advisory teachers.*

Service Area	Improving Literacy
- Support effective use of rich task setting to develop oracy, reading and writing and develop pupil interaction and discussion, and effective formative assessment based on a clear knowledge of pupils' strengths and weaknesses. Approaches particularly successful in supporting the learning of pupils at risk of falling behind in English and Literacy – notably eFSM, SEN, ALN and EAL pupils. Schools will have access to a regional diagnostic tool aligned to the national reading tests to help teachers to identify weakness at an early stage so that pupils can receive targeted intervention before the gap develops. Schools will continue to have access to a regional online LNF tracker to assist reporting in summer 2015. -10 day secondary English 'conversion course' in June 2015 to provide specific knowledge to support non-English specialists in planning, teaching and assessing English in key stage 3 and English Language in key stage 4. This pilot programme will provide a pragmatic solution, classroom trialling and lesson feedback. We will also be supporting schools in responding to the implication of key recommendations within the Donaldson Review.	
Resources / Adnoddau Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding	**Key milestones / Cerrig Milltir 2015 – 18** Targets at expected levels (NB Figures in red EAS estimates)

	FP	KS2	KS3	KS4 (all)	KS4 (FSM GAP
2015-16	90	91	87	70	27.2
2016-17		90	89	72	25
2017-18		92	91	74	23

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Improving Teaching - Excellence in Teaching Programme – New Deal
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • CA reports on quality of teaching in reviews and scrutinies • Estyn findings on KQ2 in schools • Categorisation • School survey • Impact reports from programme participants	
Key priorities drawn from the direction of travel in the above datasets • CA reports – still high instances of 'adequate' judgments on practice – data to be confirmed by PCAs • Estyn findings on KQ2 – variable across the LAs – data to be confirmed by Business Intelligence • Categorisation – highly variable across LAs – data to be confirmed by Business Intelligence • School survey – clear demand for more extensive offer across the curriculum areas in all phases • Impact reports from programme participants – subject to ongoing review	
Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – focus on impact School survey – cover the whole range of teacher requirements for development	
Summarise Estyn and national priorities impacting on the Service Area Estyn Annual report Challenge of poverty WBQ PISA LNF programme changes	
Specific focus of this Service Area's work in each LA within the region • BG – KS4 Mathematics and English – support for the PISA project, specific school-to-school approach for Literacy • Caerphilly – ensure SCC schools access the service • Monmouthshire – develop the school-to-school offer • Newport – ensure SCC schools access the service, check LA priorities in primary • Torfaen – check LA position on priorities • All – target red and amber schools for engagement of teachers in programme	

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Service Area Business Plan 2015 – 2016: Overview

Service Area	Improving Teaching - Excellence in Teaching Programme – New Deal

Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)

Through:

Improving the quality of teaching and learning in all phases in all schools, in particular using a heavily school-to-school CPD and support methodology

Desired Outcomes / Deilliannau

- Higher levels of engagement in the programme by teachers from red and amber schools
- Fewer judgments of adequate by CAs and school leaders
- More judgments of good and excellent
- Higher levels of satisfaction by learners
- A clear account of the relationship between improved teaching and better learner outcomes, especially for learners challenged by poverty

Main activities / Prif weithgaredd

- Breaking Through- for teachers who demonstrate consistently adequate teaching
- Securing Good and Aiming for Excellent
- The Excellent Teacher Programme
- The Workshop Programme
- ETF Training
- ETF update – skills development
- Teaching and Learning reviews
- NQT and HLTA support
- Support for WBQ implementation
- Post-16 support including non-schools
- All activities are available to SEN schools, to PRUs and in the medium of Welsh

When? / Pryd?

All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions

Who? / Pwy?

Lead – Mike Cameron

Schools:
Secondary

- Caldicot
- YGCR – Welsh medium secondary working with CSC schools
- St Joseph's
- St Alban's
- Newport High
- Lewis Pengam
- Duffryn

Primary

- Abertillery
- Ystrad Mynach
- St Julian's
- Glan Usk
- Croesyceiliog
- Eveswell
- Rhiw Syr Dafydd
- Blaenavon Heritage
- St Gwladys
- Y Castell and 'Anelu' schools – Welsh Medium

Resources / Adnoddau

Programme S-2-S subsidies

SCC grant - £219,500

Key milestones / Cerrig Milltir 2015 – 18

2015/16 – launch the workshops (March 15), recruit to BT, trial ETP in both phases

2016/17 – embed all programmes and migrate service from WBQ implementation to ongoing school-to-school support

2017/18 – will be contingent on the impact of the New Deal

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In Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	CYMRAEG / Llythrennedd	Welsh First Language / Literacy

Progress 2014-15

Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:

Accelerating the progress of learners who face the challenge of poverty	**FP- KS3**: The overall gap in performance of eFSM and non-FSM pupils at the expected levels narrowed by 2 pts in FP (currently 11 pts) but increased by 2 points in KS2 and by 6 points in KS3 (18 pts / 25 pts respectively). The overall gaps in performance are lower than the national averages for 2014 in the FP and KS2 (by 3 / 1 points respectively) but are higher in KS3 by 9 points. The gap between eFSM and non-FSM pupils increases throughout the key stages. **KS4**: The overall gap in performance of eFSM and non-FSM pupils narrowed by 5 points in 2014 (based on 2 schools' performance). The overall gap in performance is lower than the national average for 2014 in KS4 by 5 points. There is a downward performance trend at Ysgol Gyfun Cwm Rhymni, Caerphilly (gap currently 50%). There is an upward trend in performance of eFSM learners at Ysgol Gyfun Gwynllyw, Torfaen with eFSM performance in 2014 above that of non-FSM pupils by 1.9%. (eFSM pupils 13% cohort in both schools)
Improving standards of achievement in Welsh and Literacy	**Teacher Assessment in Foundation Phase, Key stage 2 and key stage 3** FP - Results increased at O5 by 3 points in line with Wales and significantly at O6 by 7 points (Wales up by 4 points). Performance at the expected level above the Wales average in Caerphilly, Monmouthshire and Newport, slightly below (1 point) in Torfaen but significantly below Wales in Blaenau Gwent. KS2 - Overall performance above the national average by 2 points. Results on a par with/ above Wales in all LAs other than Monmouthshire. L5+ overall performance below Wales by 2points. KS3- Based on the performance of 2 schools. Overall performance below Wales (L5 by 1pt/L6 by 2 pts) **Benchmark performance** well above average in primary but below average in secondary. FP/KS2 05+: 65% (5% Q1), O6+ 65% (20% Q1) L4+: 61%.(22% Q1) L5+44% 11% (Q1) KS3 Both schools in the bottom quarter L5+. KS4 One school in Q3, one in Q1 **Relative performance of tests in comparison with Teacher Assessment** Regional reading test performance SS85+ below Wales in KS2 and KS3. Significant inconsistency between reading test and TA data in FP, KS2 and KS3 with TA at the expected levels significantly higher than performance at SS85+ with even greater variation between SS116+ and the expected level +1. **Year 2** SS85+83% TA 05+ 91% (Variation 8%), SS116+ 16% TA 06+ 34% (Variation 18%) **Year 6** SS85+ 80% TA L4 90% (Variation 10%), SS116+ 11% TA L5 32% (Variation 20%) **Year 9** SS85+ 85% TA L5 89% (Variation 4%), SS116+ 13% TA L6 51% (Variation 38%) **Key stage 4 GCSE examination performance - based on provisional data submitted Sept 2014** Based on 2 schools' performance GCSE results at A* - C increased by 1.5 points overall to 76%. Results in Caerphilly up by 6 points and Torfaen down by 4 points and by 1 point overall to 58%, compared with a national increase of 2 points. Performance in Caerphilly is on a par with the national average with Torfaen performance 7 points above the Wales average.

Drivers for the Coming Year

Overview of datasets – the sets of data that will inform the detailed Service Area Plan

- WG Core data sets (school and LA level) } TA and national reading tests
- EAS schools profiles and additional analyses } Trends, comparisons with similar schools, performance of different groups, progress
- Additional team analyses – benchmark comparisons between TA and test results, GCSE grade distribution (LA/SEWC level)
- Team analysis of school uptake of key courses / engagement in core network meetings / SLT attendance at key training events
- National categorisation information, LA and school inspection reports and information gained from moderation events
- Inspection and Challenge Adviser recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc)

Key priorities drawn from the direction of travel in the above datasets

- Accelerate the progress of FSM pupils in all LAs, but particularly KS3 and KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases.
- Improve performance in national reading tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures.
- KS3: Increase percentage pupils achieving L5 and above and ensure TA and SS116 data are more closely aligned in 2015 so that a strong foundation is set for KS4 in terms of securing the top grades.
- Improve performance in Writing at KS2 and KS3 and 100% positive responses on training provided e.g. Communication Matters and LanCo meetings, however more WM training being requested by delegates

Summarise key inputs from the Estyn Remit visit and school-survey

Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level Welsh / literacy documentation to provide succinct overview, avoiding duplication in delivery plan; use common format for delivery plans across BIS teams. team meetings minuted with actions and progress updates. Improve Welsh 1st language support for schools. Address school-survey feedback

Summarise Estyn and national priorities impacting on the Service Area

• WESP, Estyn Annual Report,Raising skills in literacy,Challenge of Poverty,GCSE/ PISA,LNF Programme
Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in al LAs) Regional approach to raising standards in Welsh as a first language due to the small number of schools in individual LAs. Trans-regional approach to raising standards of teaching and learning in the Welsh-medium sector (Primary and Secondary) – *Anelu at Ragoriaeth.* Trans-regional approach to raising standards in Welsh as a first language in KS3 and KS4 – 2 schools – joint working, family working, EAS / CSC GCSE forum, CYDAG Embed *Cyfathrebu'n Gyntaf* in the PF. Establish consistent and accurate TA + strong cluster moderation processes / monitor effectiveness of tracking literacy skills. Strategies to improve teaching and learning including higher order reading (8 reading behaviours) and writing skills in KS2.Training focussed on assessment, AT3 writing and narrowing the gap in attainment

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Service Area Business Plan 2015 – 2016: Overview

Service Area	CYMRAEG / Llythrennedd	Welsh / Literacy

Priority / Blaenoriaeth:

Priority Outcome 3: Improving standards in Welsh an Literacy for all pupils

Priority Outcome 1: Accelerating the progress of Learners who face the challenge of poverty

NB Targets in the column to the right are based on aggregated school targets set for 2014-15.

In the primary phase and in KS4, Cymraeg/Llythrennedd is making good progress in breaking the link between poverty and under-performance. The overall gaps in performance between e-FSM and non-FSM pupils at the expected level are lower than the national averages for 2014 in the FP, KS2 and KS4 (by 3 / 1 / 5 points respectively).

Tables - 22 Welsh-medium schools in SE Wales. 20 primary, 2 secondary.

Desired Outcomes / Deilliannau

	Expected level		Expected level + 1	
	Actual	Target	Actual	Target
ALL	2014	2015	2014	2015
FP	91	94	34	34
KS2	90	90	32	38
KS3	89	92	51	64
KS4	76	82		

	Actual 2014			Target 2015		
	eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap
FP	81	92	11	89	95	6
KS2	75	93	18	79	92	13
KS3	67	92	25	88	93	5
KS4	53	75	22	58	85	27

Main activities / Prif weithgaredd

Immediate priorities

- Provide differentiated and well-targeted interventions in identified schools aligned to the National Categorisation Model.
- Collaborate with schools to develop the consistency of TA and strong cluster moderation processes throughout the region; work with WG to establish effective procedures to quality assure external verification activities in summer 2015.
- Collaborate with schools to raise standards of Welsh/literacy to equip learner for the demands of everyday life and perform well in national tests, GCSE exams and international PISA tests.
- Provide effective training and guidance to support schools in raising the bar for all learners in Welsh / literacy, whilst narrowing the eFSM/non-FSM gap by focusing, in particular, on the progress of pupils who may be disadvantaged by poverty.
- Ensure effective sharing of best practice and well-constructed programmes of school-to-school support in Welsh / literacy linked to EAS generic 'Excellence in Teaching' Strategy'
- Collaborate with WG for 4th year of the NSP from July 2015. Support planning with individual teachers/depts, securing effective curriculum transition (KS2 and KS3), and establishing effective partnerships with parents and SENCos.
- Collaborate with school leaders / WESP fora to decide on and develop appropriate support for ALN in Welsh.
- Work with the WG Sabbatical scheme to support the linguistic development of practitioners and assistants.
- WESP Outcomes 1-7

Improve provision for Welsh and literacy - effective use of resources to support pupils' understanding, frequent pupil interaction and discussion, effective formative assessment based on knowledge of pupils' strengths and weaknesses. Schools will have access to a regional online LNF tracker for Welsh, which will strengthen teacher assessment and assist reporting in summer 2015.

When? /Pryd?

- Targeted intervention currently being provided in line with Categorisation
- Cluster moderation dates in place (March-May '15) with cluster standradisation and moderation activities underway. EAS sampling in May/June'15
- GCSE/PISA school-to-school programme and EAS/CSC GCSE/PISA forum underway
- LanCo meeting programme in place. Central training programme to be published in line with MySID (March / April '15)
- Identify hub schools for Literacy – Summer '15

April 2015
to
March
2016

Learner outcomes evaluated
July-Sept
2016

Who? / Pwy?

EAS Welsh team

Head of Welsh in Education with responsibility for Welsh First Language and Welsh Second Language

1 (Seconded to Aug 2015) Welsh Advisory Teacher, Primary (20 of 22 Welsh Medium schools in Primary sector)

Welsh Literacy Adviser TO BE APPOINTED for September 2015 (replacement for above role due to need for high level support and challenge for literacy as well as Welsh 1st language)

&

School to school working. 3 hub schools for Welsh literacy and numeracy (Welsh-medium) lead by above Adviser. TO BE AGREED Language tutor (shared with Welsh 2nd language) supporting the language training needs of teachers and assistants in the Welsh-medium sector and liaising with WG Sabbatical Scheme.

Resources / Adnoddau
Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding

Key milestones / Cerrig Milltir 2015 – 18 Targets at expected levels

	FP	KS2	KS3	KS4 (all)	KS4 (FSM GAP
2015-16	**93**	**77**	**92**	**86**	**31.1**
2016-17		**77**	**93**	**85**	**6.7**
2017-18		**75**	**94**	**86**	**5**

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Service Area Business Plan 2015 – 2016:

Progress 2014-15 and Drivers for the Coming Year

Service Area	Early Years and Foundation Phase

Progress 2014-15

Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:

Accelerating the progress of learners who face the challenge of poverty

The overall gap in performance of eFSM and non-FSM pupils at the expected levels reduced at a faster rate than across Wales in 2014 in all areas of learning other than mathematics. The gap is smaller than Wales in all areas of learning. **eFSM/non-FSM gap (percentage points):**

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
SE Wales	17.4	14.0	16.5	12.7	13.8	11.2	12.1	12.1	7.6	6.3
Wales	17.6	16.3	16.5	15.1	14.6	13.5	14.2	13.7	8.6	7.9

Improving standards of achievement in Foundation Phase

Teacher Assessment in Foundation Phase

- Overall, the FPI at O5+ has improved from 2013 to 2014 (86 to 88), which is above the national average of 85
- There was a greater improvement in O6 for language, literacy and communication English (2.4 points), Welsh (6.3 points). Performance is above national average in both languages (LLC English 3.4 points above, LLC Welsh 1.1 points above).
- Mathematical Development (O6) made progress by 1.9 points over this period and is 2.2 points above the national figure.

Benchmark performance is well above average in primary schools across the region

- FPI 72% of schools above the median at O5+
- O6 LLC (63) MD (62) and PSD (63) above the median
- 1/3 of schools in Q1 for LLC, almost 1/3 for MD

Drivers for the Coming Year

Overview of datasets – the sets of data that will inform the detailed Service Area Plan

- National agenda ~ introduction of **FP Profile statutory** from September 2015. Training required for all Reception and Yr 2 teachers
- Introduction of new AOLs for LLC and MD within FP pedagogy ~ particularly focus on nursery provision
- Estyn Annual Report 2013-14 p.11 **Early development**, p.28 'preschool experiences enormously beneficial … especially for children at risk of underachieving'.
- TSO impact of training annual audit visits to all schools, highlighting schools needing support and those with PWS
- Team analysis of school/setting course uptake / engagement in core network meetings/ observation of impact of training
- National categorisation information, LA and school inspection reports and information gained from moderation events
- Inspection, Challenge Adviser requests (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc)

Key priorities drawn from the direction of travel in the above datasets

- Accelerate the progress of FSM pupils in all LAs. Target to reduce gap by 1% in all AOLs 2015.
- Ensure that HTs and senior leaders are aware of Estyn annual report 13.14 and FP Stocktake recommendations with regard to FP pedagogy HT Conference March 15
- Review courses on offer to ensure they meet national priorities and specifically target the progress of eFSM pupils
- Develop and extend 'Communication Matters' to provide wide reaching LLC support, continue to promote numeracy across the curriculum with specific courses
- Follow up impact of training visits with support to schools who are not implementing FP as statutory curriculum
- Liaise more closely with CAs working in schools with intervention plans to ensure joined up approach

Summarise key inputs from the Estyn remit visit and school-survey

- 14.15 School survey outcomes very positive. The work of the team valued with over 88% satisfaction on questions specifically related to FP. In particular EYE, TLR networks and sharing practice were highlighted as impacting positively in school. Areas to improve were identified as: early years support for literacy and numeracy. Specific nursery provision training.
- Continue to ensure team meetings are minuted and contain actions and progress updates relating to SAP priorities.

Summarise Estyn and national priorities impacting on the Service Area

- EIG terms and conditions will impact on course costs
- Introduction of FP Profile and AOLs for LLC and MD (statutory Sept 2015)
- Estyn annual report notably nursery and yr two and pupils at risk of underachieving (eFSM/EAL/SEN)
- Responding to FP stocktake recommendations March 2014, awaiting outcome of Donaldson review (February 2015)

Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in all LAs)
Research shows that quality early years provision has an impact on all pupils but particularly eFSM and SEN pupils. This will be a

focus across all LAs. In addition ensure new AoLs for LLC and MD are incorporated in appropriate Foundation Phase training.
Blaenau Gwent, Torfaen. Focus on role of the adult, the learning environment and literacy planning using rich texts.
Caerphilly: focus on early years (nursery) provision. Work across LAs to share best practice. Improve attendance at TLR meetings
Newport: expand Early Educators Group and begin to use as 'hubs of excellence' for nursery classes across consortium
Monmouthshire: continue to focus on MAT. Monitor impact of new Early Educators group in Monmouthshire.
Torfaen: General: Improve take up of training. Focus on identified schools for 'Picture Book Project' to improve provision for literacy learning.

Service Area	**Early Years and Foundation Phase**

Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards in English and literacy for all pupils.

Priority Outcome 4: Improving standards in mathematics and numeracy for all pupils

Desired Outcomes / Deilliannau

	Expected level		Expected level + 1	
	Actual	Target	Actual	Target
ALL	**2014**	**2015**	**2014**	**2015**
LLC	90	91	36	37
MD	91	91	32	35
PSD	95	95	54	53
FPI	88	89	26	28

	Actual 2014			Target 2015		
	eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap
LLC	81	93	**12**	82	93	**11**
MD	82	94	**12**	83	94	**11**
PSD	90	97	**7**	90	97	**6**
FPI	77	91	**14**	79	92	**13**

Main activities / Prif weithgaredd

The focus for 15/16 remains the same as previous years and serves to build on what has gone before. Knowledge of and response to government and Estyn findings drives the work of the Foundation Phase team. **Key drivers 15/16:**

- Nursery provision
- Embedding language, literacy and communication and numeracy skills across the curriculum
- Developing the skills of middle leaders

- **FP Profile training statutory 2015**: Provide training for all relevant FP staff due to implement new assessment procedures.
- **Introduction of new AOLs LLC and MD** statutory 2015. Collaborate with WG, teachers and school leaders to deliver programmes designed to ensure effective implementation of revised AOLs from Sept 2015
- Provide effective training and guidance to support schools and settings in raising the bar for all learners, whilst narrowing the eFSM/non-FSM gap by focusing, in particular on **literacy and numeracy development**:
- Deliver **ELKLAN** training to schools and settings. Language development has significant impact on cognition and learning particularly for pupils disadvantaged by poverty and those with SEN/EAL
- Extend **'Communication Matters'** nursery provision and revise other training to link more closely with language, thinking and problem solving
- Provide specific training for teaching assistants to support vulnerable learners and engage MAT pupils.
- Provide specific LLC intervention training **'Tackling the Tail'**
- Promote '**Numeracy Counts'** and '**Maths, Here, There, Everywhere'** in schools and settings to improve numeracy skills
- Share best practice in **nursery provision** across all LAs (from Newport **Early Educators group**, expanded to include Monmouthshire 15.16)
- Provide differentiated and well-targeted interventions in collaboration with CAs in identified schools in line with the National Categorisation Model
- Provide **cluster moderation for LLC** to ensure greater

When? /Pryd?

April 2015 to March 2016

Learner outcomes evaluated July-Sept 2016

Training programme 15.16

HT conference March 15

Who? / Pwy?

EAS Foundation Phase team

Challenge Adviser with responsibility for FP

5 training and support officers
1 associate adviser FP literacy
7.4 teachers advisers for non-maintained settings

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consistency of Teacher Assessment throughout the region • Maintain **Foundation Phase network meetings** for leaders to ensure effective sharing of best practice and offer **extended TLR training** to improve middle leaders of FP to raise standards of achievement for all pupils and particularly eFSM		
Resources / Adnoddau Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding •	**Key milestones / Cerrig Milltir 2015 – 18** **2015/16** deliver training programme as previous with amendments made following EiG Ts and Cs **Key focus** statutory FPP training **2016/17** reconfiguring of Foundation Phase SAP in light of impact of EiG changes to charging practices **2017/18** dependent upon impact of EiG, fewer courses more school to school	

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Service Area Business Plan 2015 – 2016:

Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional 14 - 19
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	EAS supports NEETS reduction through the brokering of 14 – 19 collaboration and the Post 16 review recommendations to schools. Progress on NEETS reduction has been made in 4 out of the 5 authorities as detailed below

Local Authority	2012 outcomes	2013 outcomes	2014 LA targets	2014 outcomes
Blaenau Gwent	4.2%	4.6%	4.2%	3.44%
Caerphilly	5.9%	4.4%	5%	3.53%
Monmouthshire	3.8%	2.8%	3.3%	1.69%
Newport	4.9%	4.9%	4.9%	4.75%
Torfaen	5.5%	2.5%	1.5%	2.15%

Destinations – Improvement in overall learner destinations across the 5 LA's over the last 2 years is good, with a decline only in Year 12 (13/14) in Blaenau Gwent of 8% - unemployed or destination not known

Achievement - At KS4 in 2014 the 14 – 19 grant funded overall achievement rates were FSM pupils 92.63% and non FSM pupils 96.27%, comparable with offsite course provision of FSM pupils 90.94%, non-FSM pupils 94.41%.

Achievement of L3 Threshold in all 6th forms has improved marginally by 0.5%

Drivers for the Coming Year

Overview of datasets – the sets of data that will inform the detailed Service Area Plan

- WG NEETS data per 5 LA's
- Internal data sets on 14 – 16 learner performance on grant funded programmes
- Careers Wales destination data per school, per LA
- School categorization and SCC schools (with 6th forms) and 6th form performance data per school

Key priorities drawn from the direction of travel in the above datasets

- Increased NEETs figure in Torfaen
- Prioritise red and amber schools re overall performance/destinations years 11 and 13 and those schools with high eFSM and other vulnerable learners (SEN, LAC, ALN) including standards of tracking and learner support for progression to other providers

Summarise key inputs from the Estyn Remit visit and school-survey. Relevant to 14 – 19 : -

- Clarity between the role of the LA and EAS
- Increased support for SEG/PDG/WEG planning and use of MySID
- Increased support for pupil tracking and target setting
- Improved support for self-evaluation and QIP planning for schools to make progress

Summarise Estyn and national priorities impacting on the Service Area

Estyn annual report, Estyn report on Learner support services for pupils aged 14 - 16
Challenge of poverty, YEPF framework per LA and region, new 6th form performance measures, Ministers priorities

Specific focus of this Service Area's work in each LA within the region

- Across all other LA's continue to support EPC's with brokering partnerships and new initiatives to ensure a continued focus on destination for all eligible learners
- Target SCC schools per LA with continued post 16 challenge and support, bespoke to school, including a focus on all learner performance and destinations

Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="2">Regional 14 – 19</th></tr>
<tr><td>Priority / Blaenoriaeth:

Accelerating the progress of learners who face the challenge of poverty</td><td colspan="2">Desired Outcomes / Deilliannau

• Facilitate and broker provider collaboration alongside reduced funding and changing curriculum
• Support achievement of targeted NEETs reduction across all LA's by ensuring progression pathway for all eligible year 11 - 13 learners through post 16 reviews and 14 – 19 reviews of collaboration
• 6th forms to improve target setting and outcomes relative to planned new WG performance measures and Minister priorities for 6th forms 15/16
• Above to include target setting and tracking for all vulnerable learners (SEN, FSM, LAC, ALN)
• Collaborative provision in 14-19 to be equal in standard for all types of learners, languages and for both home/base</td></tr>
<tr><td>Main activities / Prif weithgaredd

• Post 16 reviews and follow up with schools - priority is Red and Amber schools including SCC schools
• Support all 6th forms to respond to new performance measures and Ministers priorities 15/16
• Joint CA visits
• Support schools with self-evaluation of collaborative provision
• QA of IAG/pastoral support as identified
• Build bank of case studies on 14 - 19 practice worth sharing across the region
• Support schools to build capacity in enhanced employer engagement through WBQ challenges brokering links
• Challenge/support LANs and curriculum groups in all aspects relative to 14 – 19 in particular collaboration
• Support LA in delivery of YEPF framework through all of above</td><td>When? / Pryd?

LANs and Curriculum groups dates throughout the year

Review and follow up dates for 6th forms

Joint core visits with CAs in year to enhance challenge and support for KS5

Pre-arranged EPC meetings

Chair 6th form operational meeting each term

Create case study per term</td><td>Who? / Pwy?

14 – 19 Lead – SD
Post 16 CA – SF

Careers support – HR
Pastoral support – TC</td></tr>
<tr><td>Resources / Adnoddau:

Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding</td><td colspan="2">Key milestones / Cerrig Milltir 2015 – 18:
2015/16: All LAs – improvement in NEETS figs
All schools with 6th forms revised target setting and analysing performance and destinations for all learners
2016/17: Improvement in A* - B A level performance and overall qualification achievement – targets bespoke to each school. Improved destination of all learners years 11 - 13
2017/18: Further improvements of above to previous year</td></tr>
</table>

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional ICT Strategy - 21st Century Learning
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	• The EAS now has 7 primary and 5 lead secondary schools leading on the development of school to school support, a key priority for which is to accelerate the progress of learners who face poverty. • 189 staff have participated in 'school to school' programmes that aim to capitalise on the investment in technology aimed at accelerating the progress of learners facing poverty. • Additional consultant-led programmes (to support the effective use of technology to accelerate the progress of learners who face the challenge of poverty) have been developed where school based practice is underdeveloped • Schools that have clear, demonstrable evidence of using technology to engage, enthuse and develop learners skills are being encouraged to share practice through the Intelligent Investment programme.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • Estyn findings on KQ1/2 or recommendations specific to the development of ICT skills and the use of technology to support improved outcomes across the curriculum. Additionally schools meeting existing recommendations to improve, where ICT is identified as a focus for improvement. • School survey • Impact reports from programme participants • Usage stats for Hwb/Hwb+ platform	
Key priorities drawn from the direction of travel in the above datasets • Priority 1:- Estyn findings on KQ1/2 and recommendations for ICT are variable across the LAs – data to be confirmed by Business Intelligence. This is the highest priority for the 21st Century Team and will be addressed as the need for support emerges. Existing activities within the core service offer will ensure better support for schools strategic planning for and delivery of ICT in schools. • Priority 2:- Improving Service Delivery:- 33% of schools disagree that EAS understand their needs in terms of 21st Century Learning and 27% felt that the work of the 21st Century Learning team did not reflect the needs of their school. 32% of schools felt that had difficulty accessing 21st Century Learning services. 42% of schools felt that the 21st Century Learning was unable to demonstrate a positive impact on their work/progress. 43% of schools stated that the 21st Century Learning team didn't encourage them to share practice. These issues are being addressed through the development of ICT networks of practice, school to school CPD programmes and the capacity building afforded by development of lead schools. • Priorty 3: The development of school to school programmes:- Impact reports from programme participants have been 100% positive for all school to school programmes (based on attendee evaluation) developed thus far, however, there are a still an insufficient number of programmes. This is being developed within the core and discretionary service offers. • Priority 4:- The development of the Hwb+ platform:- Usage statistics for the EAS region suggest that only a minority of schools are taking advantage of the benefits provided by the Hwb+ platform. This remains a key priority. NB:- The 21st Century team lead has co-constructed CPD events with the Welsh team to ensure provision to support Welsh language development	
Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – focus the CPD training and development programme on impact School survey – Develop the role of lead schools within the service delivery model. Enhance further the school to school offer for CPD activities and self-evaluation. Ensure staffing levels are appropriate to deliver program and engage the private sector as appropriate. Ensure that schools are given sufficient opportunities to share good practice.	

Summarise Estyn and national priorities impacting on the Service Area Estyn annual report Challenge of poverty WBQ (Digital Literacy) LNF programme changes National support for development of coding/programming skills (KS3/4) Development of Hwb and Hwb+ (National Learning Platform)
Specific focus of this Service Area's work in each LA within the region • Blaenau Gwent – Ensure all schools utilise the core services provided as appropriate • Caerphilly – Further develop school to school support model and further cluster-based ICT self-supported reviews • Monmouthshire – Continue to support the up-skilling of practitioners through school to school support • Newport – Identify good practice schools to support further school to school activity. Develop the positive engagement from a minority of schools that don't engage with the EAS programme • Torfaen – Improve engagement with the 21st Century Learning programme

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Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="2">Regional ICT Strategy - 21st Century Learning</th></tr>
<tr><td>Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</td><td colspan="2">Desired Outcomes / Deilliannau

• Fewer Estyn recommendations to improve in the development of ICT skills
• A greater number of inspection reports highlighting improved pupil skills levels in ICT and the use of ICT to support progress in other areas of the curriculum including the effective use of technology to accelerate the progress of learners who face the challenge of poverty
• Greater consistency in the development of ICT skills between clusters of schools and across LAs
• Improved engagement and usage of the Hwb national learning platform</td></tr>
<tr><td>Main activities / Prif weithgaredd

Core activities

ICT Networks, Hwb support, Intelligent Investment, Safeguarding, Self-evaluation, ICT Leadership Programme, Programming (secondary), Preparing for Estyn, SOW and skill ladders workshops.

Responsive activities (as required)

Critical incidents, Intensive support, Estyn and Challenge

Discretionary Programme

iPads and the NQT, Introduction to Google Apps for Education, Inclusive Classroom (to provide support for learners with ALN), Parental Engagement, Using Lego to develop skills in literacy, numeracy and science, crop-curricular ICT in the secondary school, programming in the primary school, using ICT to support numeracy KS2 using iPads to support literacy KS2/3, using the PDG grant to raise standards with technology.

Co-constructed programmes with Dragonfly training</td><td>When? / Pryd?

All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions. Responsive activities are triggered by Challenge Advisor request for support</td><td>Who? / Pwy?

Lead – James Kent
Secondee:- Ian Timbrell

Schools:
Secondary
• Chepstow
• Fairwater High
• Newport High
• Lewis Pengam
• Monmouth Comp
• Bassaleg

Primary
• Ystrad Mynach
• St Julian’s
• Glan Usk
• Phillipstown
• St Gwladys
• Mount Pleasant
• Woodlands
Consultants:-
Value Added Education
Dragonfly Training
Suffolk Education Consultants</td></tr>
<tr><td>Resources / Adnoddau
Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed Outcomes of EIG will inform the core funding.</td><td colspan="2">Key milestones / Cerrig Milltir 2015 – 18
2015/16:-
A significant/measurable improvement in school satisfaction with 21st Century Learning service from school survey.
Enhanced usage of Hwb+ platform and Hwb content sites (evidence from WG data).
60% of CPD programme deliverable through school to school model
2016/17:-
100% CPD programme (core and discretionary) delivered through school to school support
2017/18:-
Additional services including responsive support provided through self-managed school to school brokerage.</td></tr>
</table>

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Improving Numeracy
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	• FP- KS3: Overall gap in performance of eFSM and non-FSM pupils at the expected levels increased by 1 pt in FP (now 13 pts) but narrowed by 1 point in both KS2 and KS3 (13 pts / 21 pts respectively). Whilst eFSM figures are 3/2 pts above Wales ave in FP/KS2, in KS3 the SEWC average is nearly 3 pts below Wales (Mon ave same; other LAs below). • KS4: Increase of just 0.2 pts over the last 3 years compared with a national increase of 3 points (Only 30% eFSM learners achieved A*-C in mathematics in 2014). As a result, the performance of eFSM learns is 4.5 pts below the Wales average . Torfaen is 2 pts above the national average, but all other LA below. There has been a notiiceable improvement from a very low base in BG (20 pts→ 28 pts since 2012); conversely a decline in New (36 pts → 29 pts)
Improving standards of achievement in mathematics and (numeracy)	**Teacher Assessment in Foundation Phase, Key stage 2 and key stage 3** • FP/KS2 Results increased at all levels (in line with Wales at L4+ and 06+, more at L5+, slightly less at 05+) • KS3 Average increases slightly less than for Wales across all three levels (L5+, L6+ and L7+). LA rankings at L5+ are similar to their FSM rankings in 3 LAs (BG, Caer, New), stronger in Tor, weaker in Mon. **Benchmark performance** well above average in primary but below average in secondary (KS3). • FP/KS2 05+: 68%, L4+: 65% , and nearly 1/3 schools in top quarter for both 06+ and L5+ • KS3 Too many schools in the bottom quarter; only 6 schools Q1 at L5+ and L7+, and 4 schools at L6+ **Relative performance of tests in comparison with Teacher Assessment** • Performance at SS85+ relatively weaker in reasoning than procedural in Monmouthshire; similar elsewhere. • TA at the expected levels significantly higher than the combined FP – KS3 test rankings for Caerphilly, Newport and Torfaen in FP and KS2, and for Torfaen in KS3. The opposite is true for Monmouthshire in KS3. **Key stage 4 GCSE examination performance - based on provisional data submitted Sept 2014** • GCSE results at A* - C increased in all LAs, and by 1 point overall to 58%, compared with a national increase of 2 points. Biggest increases in Torfaen (2 points) and Monmouthshire (3 points). • Benchmark performance below average overall: 44% above median, but only 11% in Q1 (4 schools).
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • WG Core data sets (school and LA level) – TA and national numeracy tests (procedural and reasoning) • EAS schools profiles and additional analyses – Trends, comparisons with similar schools, performance of different groups, progress • Additional team analyses – benchmark comparisons between TA and test results, GCSE grade distribution (LA/SEWC level) • Team analysis of school uptake of key courses / engagement in core network meetings / SLT attendance at key training events • National categorisation information, LA and school Estyn inspection reports and information gained from moderation events • Inspection, Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc) • School survey / PISA test results (Feb 2015) / Impact reports from course / programme participants and from work in intensive schools	
Key priorities drawn from the direction of travel in the above datasets • Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases, incl. KS4. Whilst the gap at GCSE is similar to the gap in English, it is 2 points wider than last year (on national average in 2013). • Improve performance in national numeracy tests compared with 2014 (both procedural and reasoning). This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures. • KS3: Increase percentage pupils achieving L6+ in Y9 (Only 35% in 2014). This does not provide a strong enough foundation for KS4. • KS4: Improve GCSE performance: At least 55% schools to be in above median in 2015 (currently 43% above median and only 11% in Q1).	
Summarise key inputs from the Estyn Remit visit and school-survey • Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level numeracy documentation to provide succinct overview, avoiding duplication of information detailed in delivery plan. Continue to minute team meetings (actions / progress). • Very positive feedback in last school survey at both pri / sec. However, 55% sec schools felt they needed more support in relation to PISA Only 45% / 55% schools felt they had engaged in school to school work (pri /sec). Of those that have, nearly all reported positive impact.	

Summarise Estyn and national priorities impacting on the Service Area

- Literacy and numeracy Framework (LNF), revised AoL/PoS (FP – KS3) and revised GGCS in KS4. WBQ / GCSE/Post-16 qual. changes.
- Delivery of WG National Support Programme from Sept 2015 (incl. remaining CfBT work relating to Y9 in sum term - TBC)
- WG statutory testing and assessment requirements, incl. monitoring of cluster moderation, testing and marking processes, and provision of specific training for teachers in relation to the marking of national reasoning tests (Y2 – 9).
- SEG/PDG planning, monitoring reporting requirements (informed by Sutton Trust Toolkit).
- Estyn Annual Chief Inspector's report, school and LA reports. Estyn thematic reports / WG report on best practice in mathematics KS4)
- PISA analyses and reports, as well as annual analyses and feedback on GCSE mathematics exams (WJEC / other exam boards)
- National focus on school to school working. National categorization model: challenge and support in proportion to need.

Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in al LAs)

Caer:	KS3 boys at L5+ & L6+ (and also at GCSE this year)	Strengthen reasoning of all, rich tasks, more able
Mon:	KS4 eFSM gap (2 schools), relatively weaker in reasoning tests	Improve reasoning / rich tasks, KS4 FSM, MAT
BG:	TA at higher levels, girls in Y2 P (SS85+) & KS2 L4+, boys' tests Y2-9.	Strengthen TA, moderation, monitor tracking (LNF), catch-up
Tor:	Y6/9 tests very weak compared with TA	Strengthen TA, moderation, monitor tracking (LNF), procedural
New:	Reasoning at Y2/Y6/9 (SS85+) and KS3 TA at L6+	Evaluate impact of cluster plans, reasoning / rich tasks

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Service Area	Improving Numeracy

Priority / Blaenoriaeth:

Priority Outcome 4: Improving standards in mathematics (and numeracy) for all pupils

Priority Outcome 1: Accelerating the progress of learners Who face the challenge of poverty

NB Targets in the column to the right are based on aggregated school targets set for 2014-15. Figures in red are EAS numeracy estimates set in 2014-15

In the primary phase, mathematics is making good progress in breaking the link between poverty and under-performance at the expected levels. Performance of eFSM leaners is above the national average and improving at a faster rate than Wales in KS2. In FP, over 80% eFSM learners achieve 05+ and so the rate of improvement has slowed. Performance of eFSM leaners in all but one LA in each key stage is below the national average at L5+ and A*C in secondary and performance at KS4 has improved by just 0.2 pts over the last 3 years, compared with a national increase of 3 points.

Desired Outcomes / Deilliannau

	Expected level		Expected level + 1	
	Actual	Target	Actual	Target
ALL	**2014**	**2015**	**2014**	**2015**
FP	91	91 (91)	32	35 ((33)
KS 2	90	90 (92)	40	42 (40)
KS 3	85	88 (86)	52	57 (54)
KS 4	58	65 (61)		

	Actual 2014			Target 2015		
	eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap
FP	82	94	**12**	83	94	**11**
KS 2	80	93	**13**	80	92	**12**
KS 3	68	89	**21**	74	92	**18**
KS 4	30	64	**34**	43	70	**28**

Main activities / Prif weithgaredd

- Provide effective training and guidance to support schools in raising the bar for all learners in mathematics and numeracy, whilst narrowing the eFSM/non-FSM gap by focusing, in particular, on the progress of pupils who may be disadvantaged by poverty.
- Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model.
- Collaborate with schools to address the imperative to raise standards of mathematics and numeracy so that learners are equipped for the demands of everyday life and perform well in national tests, GCSE exams and international PISA tests.
- Continue to develop the work of OTs and lead practitioners at a variety of levels to ensure effective sharing of best practice and well-constructed programmes of school-to-school support in numeracy. This will include mathematics workshops linked to the generic EAS 'Excellence in Teaching' Strategy'.
- Continue to collaborate with WG, teachers and school leaders to deliver grant-funded programmes designed to ensure effective implementation of the revised AoL/PoS from September 2015 (FP/KS2/KS3), as well as the two new GCSEs.
- Collaborate with WG to implement the fourth year of the NSP, demonstrating the following:
  - Capacity to plan and deliver increased support to schools on the LNF;
  - Further support for schools to develop and implement the LNF, including the revised AoL / PoS as part of planned regional delivery;
  - Sharing learning between consortia;
  - Alignment of activities with the ongoing NSP /avoidance of duplication.

Specific focus will be given to improving curriculum planning at school and department level,
strengthening curriculum transition (KS2-3) and establishing effective partnerships with parents, LSAs and SENCos. Other priorities will be - high focus on the development of reasoning skills and problem solving and further develop the use of effective visual resources and connections within mathematics to support pupils' understanding, and frequent pupil interaction and discussion, and effective formative assessment based on a clear knowledge of pupils' strengths and weaknesses - approaches particularly successful in supporting the learning of pupils at risk of falling behind in mathematics – notably eFSM, EAL and SEN pupils. Schools will continue to have access to regional diagnostic assessments which complement the national numeracy tests. This supports teachers to identify weakness at an early stage so that pupils can receive targeted

When? /Pryd?

April 2015 to March 2016

Learner outcomes for 2015-16 evaluated July-Sept 2016.

Learner outcomes for 2014-15 evaluated July-Sept 2015

Who? / Pwy?

EAS numeracy team

Senior Challenge Adviser
with responsibility for mathematics and numeracy

1 sec mathematics adviser
1 sec associate adviser
2 sec mathematics specialist advisers – funded directly from WG to implement GCSE project
Advisers (2 year - 1.6) – Funded by WG

2 pri mathematics advisers
2 pri associate advisers
4 seconded teacher advisers
Two Secondary Mathematics Specialist Advisers (2 year - 1.6) – Funded by WG

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intervention before the gap develops. Schools will continue to have access to a regional online LNF tracker also, which will assist reporting in summer 2015. We will run an 8 day secondary mathematics 'conversion course' in June 2015 to support non-mathematics specialist in planning, teaching and assessing mathematics in key stage 3. The programme will provide pragmatic solutions,central training, classroom trialling and lesson feedback. We anticipate take up of around 15% of secondary schools. • Supporting schools in responding to the implication of key recommendations within the Donaldson Review • Capitalising on the potential of digital literacy to enhance teaching and learning in mathematics / numeracy. Specific support will be providing for Welsh medium schools where fewer APP resources currently exist.		

Resources / Adnoddau

Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding

Key milestones / Cerrig Milltir 2015 – 18

Targets at expected levels (NB EAS estimates)

	FP	KS2	KS3	KS4 (all)	KS4 FSM gap
2015-16	**90**	**91**	**89**	**67**	**28**
2016-17	**91**	**90**	**90**	**70**	**27**
2017-18	**92**	**92**	**91**	**72**	**26**

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Creative Education
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • Performance of relevant groups at end of KS • CA reports on creative education in reviews and scrutinies • Estyn findings on KQ2 in schools, specifically as they relate to creativity where available • Categorisation • School survey	
Key priorities drawn from the direction of travel in the above datasets • Performance of relevant groups at end of KS – same focus as eFSM • CA reports on creative education in reviews and scrutinies – not currently known • Estyn findings on KQ2 in schools, specifically as they relate to creativity where available – not currently known • Categorisation – not currently known for this area • School survey – not currently addressed	
Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – nothing to report School survey – nothing to report	
Summarise Estyn and national priorities impacting on the Service Area • The Smith Report, September 2013 • Challenge of poverty • Donaldson Review	
Specific focus of this Service Area's work in each LA within the region • BG – not yet known as project not launched • Caerphilly – not yet known as project not launched • Monmouthshire – not yet known as project not launched • Newport – not yet known as project not launched • Torfaen – not yet known as project not launched Project launch date – 3.3.2015	

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Service Area Business Plan 2015 – 2016: Overview

Service Area	Creative Education	
Priority / Blaenoriaeth: **Priority Outcome 1:** Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2:** Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy) Through: Enhancing creativity in all schools	**Desired Outcomes / Deilliannau** • Improved outcomes for eFSM pupils • Improved outcomes for schools with higher eFSM populations • Enhanced creative opportunities across the whole school • Enhanced outcomes in the creative areas of the curriclum	
Main activities / Prif weithgaredd • Work with WG and the Arts Council to configure the new programme • Promote the programme and engage schools in it • Host the delivery staff from ACW in the region, and support day-to-day activities • Adapt the Arts and Creative Learning Plan to suit the needs of schools in the region • Identify lead and participant schools for the creative school programme	**When? / Pryd?** All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions	**Who? / Pwy?** **Lead – TBC by appointment** **Schools:** TBC by the project
Resources / Adnoddau Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed and breakdown of PDG monies. This will inform the core funding	**Key milestones / Cerrig Milltir 2015 – 18** **2015/16** – set up the programme, deliver V1, review impact **2016/17** – evaluate and embed the next version **2017/18** – will be contingent on evaluations	

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Governor Services (Function fully delivered within Consortium)
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty **Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)**	• Model Headteacher Report has been distributed to all HT's/ Governors (includes requirement to provide data on PDG grant and outcomes for learners on termly basis) • Governor Training Programme reviewed attendance at Data training increased by 100% from 12/13 to 14/15 and 50% 0f 14/15 figure attended in Autumn term 2015 alone. Individual data sessions have been set up for all secondary schools • Mandatory training protocol developed and sent to all Chairs to assist in the removal of Governors who have not attended mandatory training and may not be effective in challenging in this area • Self-Evaluation training or other appropriate training has been completed for schools who were previously 'purple' to improve effectiveness of GB all 'purple' Chairs were offered a mentor Chair
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • LA and school Service Level Agreements (SLAs) • National Categorisation • School Survey • Governor Survey • Training Attendance and Evaluations	
Key priorities drawn from the direction of travel in the above datasets • Red School GB to GB support to be developed further and complete SE with new red schools. • Secure positive engagement in LA and schools SLAs • Headteacher survey identified 12.19% of Governors don't understand priorities and outcomes of SEG/WEG/PDG planning, in the Governors Survey 18.79% identified themselves as not understanding these priorities or outcomes. • Headteacher survey identified that 16.26% of Governors were confident in using performance data to challenge the School, in the Governor survey only 12.41% identified themselves as not being confident. • To increase Evaluation feedback for mandatory and strategic sessions from 85% to 90% good or better and to further develop evaluation of impact	
Summarise key inputs from the Estyn Remit visit and school-survey School Survey – • Amend Mandatory Induction and Chair training to include more information on SEG/WEG/PDG. • Highlight the importance to Governing Bodies of have a Link Governor for 'Closing the Gap' through circulation of the Knowing Your School Link Governor guide • Support Governing Body adoption of Mandatory Training protocol to ensure relevant Governors attend training or are removed to ensure they are equipped with the skills to challenge the School on Performance data	
Summarise Estyn and national priorities impacting on the Service Area • School to School support • Challenge of Poverty • Mandatory Governor Training	
Specific focus of this Service Area's work in each LA within the region • Blaenau Gwent has the highest number of Red Schools as a % of the total number of Schools and these GB's will receive additional support through SE and establishing Chair to Chair support. • Work is being completed with Torfaen LA to establish a Lead Practitioner Governor programme	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Governor Services	
Priority / Blaenoriaeth: Accelerating the progress of learners who face the challenge of poverty Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	**Desired Outcomes / Deilliannau** • Vast majority of GB's have a Closing the Gap Governor appointed. • Mandatory training (Induction & Chair) to include further additional information on Closing the Gap. • 85 % of GB's have reviewed their HT report in line with EAS guidance. • A system to measure the impact of training in place. • Mandatory training protocol adopted by 90% of GB's • All 'red' School (Jan 2015 categorisation) Chairs to have been offered a mentor Chair	
Main activities / Prif weithgaredd	**When? / Pryd?**	**Who? / Pwy?**
Complete transition into new LA and Schools SLAs	April 2015 to March 2016	All Governor Support staff
Link Governor role guidance rolled out Clerks briefed to highlight importance of appointing Closing the Gap Governors		
Review Training programme to ensure priority areas are fully covered and complete training needs analysis. Establish a system of evaluating the impact of training.		Training Officer
School to School Support – Chair to Chair Support – Red schools Chairs matched to green / yellow and develop training session/ material to support		GSO Liaison Officers Training Officer Head of Governor Support
Mandatory training protocol circulated via GB agenda and adopted for implementation.		All Governor Support Staff
Complete Self-Evaluation toolkit with all new red schools		GSO's
Promote use of guidance on Headteacher reports and assess % of Schools where it is in place. (include question in annual Governor survey on impact)		Deputy Head of Governor Support
Resources / Adnoddau **People and money** Core funding – TBC, following EIG outcomes SLA income £436,000	**Key milestones / Cerrig Milltir 2015 – 18** **2015/16** – Governor Survey – reduction in % of Governors who do not understand priorities / impact of PDG. 90% of mandatory training judged good or bettter **2016/17** – Lead Practitioner Governor Programme developed and roll out across EAS area commenced. **2017/18** - System for evaluating impact of training embedded and review completed. Lead Practitioner programme fully implemented.	

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	LAC
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • Performance of LAC pupils at end of KS – EAS performance data • NEETS data and link between LAC and risk of NEET • CA reports on effectiveness of approach to LAC where available • Estyn findings where available • Reports from LACE coordinators at LA level	

Key priorities drawn from the direction of travel in the above datasets
• Performance of LAC pupils at end of KS – focus on Y6, Y9, Y11
• NEETS data and link between LAC and risk of NEET – focus on Engagement and Progression Coordinators in LAs
• CA reports on effectiveness of approach to LAC where available – school by school basis
• Estyn findings where available – to be analysed with the LACE coordinators in LAs
• Reports from LACE coordinators at LA level:
  ○ The range of interventions available
  ○ Take-up on a school-by-school basis
  ○ A regionally consistent approach to home-tuition	

Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – nothing to report School survey – nothing to report	
Summarise Estyn and national priorities impacting on the Service Area WG strategy to support children who are looked after – see http://wales.gov.uk/newsroom/educationandskills/2015/150203-looked-after-children/?lang=en	
Specific focus of this Service Area's work in each LA within the region • BG – TBC with LACE coordinator • Caerphilly – TBC with LACE coordinator • Monmouthshire – TBC with LACE coordinator • Newport – TBC with LACE coordinator • Torfaen – focused in specific areas, linked to SCC	

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Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="3">LAC</th></tr>
<tr><td colspan="2">Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)

Through:

Improving the quality of teaching and learning in all phases in all schools</td><td colspan="2">Desired Outcomes / Deilliannau

• Improved outcomes for LAC pupils
• Changes to practice in line with evidence-based approaches
• A clear link between practice and outcomes expressed in school SDP and strategies
• Clear and consistent approaches to service provision at LA and regional level</td></tr>
<tr><td>Main activities / Prif weithgaredd

• Calculate available resources
• Confirm model
• Detail model
• Set up programme infrastructure
• HR matters – JDs, PSs, recruitment
• Menu-service matrix and provision profile
• SLA structure
• Service delivery on a needs-led basis</td><td>When? / Pryd?

All services run throughout the year

Note – changes to LAC funding model for 2015-6 will alter the provision of services to LAC pupils</td><td colspan="2">Who? / Pwy?

Lead – TBC by appointment

Schools:
TBC by the project</td></tr>
<tr><td colspan="2">Resources / Adnoddau

PDG LAC grant – awaiting WG to confirm breakdown of PDG grant</td><td colspan="2">Key milestones / Cerrig Milltir 2015 – 18

2015/16 – set up and deliver V1 of the programme

2016/17 – evaluate and embed the next version

2017/18 – will be contingent on the impact of the PDG</td></tr>
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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional Priorities – Target Setting
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	The target setting process across the region is robust with all school targets now linked to targets for individual pupils recorded in school management information systems and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities. Management tools provided to schools include analysis of projected future performance for all learners and FSM learners against previous performance, projected Free School Meal benchmark quarters and FFT estimates. All schools submitted draft targets by deadline (17 October 2014). Individual pupil targets have been made available to LAs to enable monitoring of specific groups (e.g. ALN, LAC). Additional data collections have been introduced during the 2014/15 academic year for schools to report expected end of key stage outcomes against targets three times a year (December, March, and June). Over 95% schools submitted information by the first deadline in December 2015. Secondary schools also provided information on early entry GCSE achievements in January 2015. This information will inform all CA spring core school visits.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
• Individual pupil targets Whole school targets • Target setting analysis tools • LA and EAS target summaries • Progress towards targets surveys (Dec, March, June) • Early entry GCSE results.	
Key priorities drawn from the <u>direction of travel</u> in the above datasets • Continue to challenge schools to raise aspirations for pupils across the whole key stage, including FSM pupils and achievement at the higher levels. • Secure effective use of interim reporting at school, LA and regional level • Continue to support and challenge schools to embed individual pupil end of key stage target setting and monitoring of progress towards targets at all levels within the school (classroom, SLT, GB). • Continue to refine technical processes to reduce administrative workload for schools, ensuring work is focused on the setting and reviewing of the pupil targets.	
Summarise key inputs from the Estyn Remit visit and school-survey • Summer 2014 School Survey – 71% schools felt the EAS had made significant impact on supporting school individual pupil tracking and target setting and 89% felt the pupil and school performance targets provided a challenge to improve.	
Summarise Estyn and national priorities impacting on the Service Area • Target setting is linked to all national priorities – improving literacy, numeracy and improving outcomes for learners facing poverty. • Qualified for Life: "The role of regional consortia in the National Model is to deliver intervention, and challenge. This challenge is essential to ensure that schools set ambitious and stretching targets for improved learner attainment." • National Model for Regional Working: "The job of challenge advisers will be to challenge headteachers and governors to set aspirational targets that ensure high levels of motivation and significantly improved pupil attainment."	
Specific focus of this Service Area's work in each LA within the region • Continuing to work closely with LA SIMS teams to provide schools with the technical tools to record and report pupil and school targets and to provide bespoke training for schools specific to each LA's technical environments.	

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Service Area Business Plan 2015 – 2016: Overview

Service Area	Regional Priorities – Target Setting	
Priority / Blaenoriaeth: Improving literacy, numeracy and outcomes for learners facing poverty.	**Desired Outcomes / Deilliannau** • All schools set ambitious and stretching targets for improved learner attainment. • All schools effectively track pupil progress towards achieving stretching targets	
Main activities / Prif weithgaredd	**When? / Pryd?**	**Who? / Pwy?**
To implement the annual statutory target setting data collection and challenge process through the following activity; • School workshops	• April 2015	Key responsibility: AD • EAS and LA SIMS teams
• SIMS technical workshops	• May 2015	• LA SIMS teams
• Schools review pupil targets and discuss with CAs. Progress of all groups of learners will be a focus.	• June-July 2015	• Schools, supported by EAS Learning Intelligence Team and LA SIMS Teams; CAs.
• Schools submit draft targets – individual pupil level (Y2,4,5,6,8,9,10,11)	• 2 Oct 2015	• Schools, supported by EAS Learning Intelligence Team and LA SIMS Teams.
• CAs and PCAs scrutinize and challenge pupil and school targets	• By 16 Oct 2015	• CAs and PCAs
• Schools submit revised targets where required	• 23 Oct 2015	• Schools supported by EAS Learning Intelligence Team and LA SIMS Teams.
• Targets (excluding Y7) submitted to LAs for review and challenge	• 30 Oct 2015	• EAS Learning Intelligence Team and PCAs
• Secondary schools submit Y7 targets	• 4 Nov 2015	• Schools supported by EAS Learning Intelligence Team and LA SIMS Teams.
• Y7 targets submitted by LAs for review and challenge	• 20 Nov 2015	• EAS Learning Intelligence Team and PCAs
• LA review and challenge process complete and schools receive confirmation of approval of targets.	• 18 Dec 2015	• LAs
The collection of progress towards targets information from schools, this will include eFSM and end of key stage target information. This information will be challenged for accuracy by CAs during subsequent school visits. Overviews will be shared with all LAs.	• Dec 15 • March 16 • June 16	Key responsibility: AD • Schools and EAS Learning Intelligence Team
Resources / Adnoddau Outcomes of EIG will inform the core funding	**Key milestones / Cerrig Milltir 2015 – 18** **2015/16**: L2 inclusive target 59.9%; eFSM L2 inclusive 37.7% **2016/17**: L2 inclusive target 61.6%; eFSM L2 inclusive 39.0% **2017/18**: L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%	

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional delivery of National Programmes – Schools Challenge Cymru
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	At KS4, the rate of improvement for eFSM pupils was just below the national average for the L2 inclusive in 2014. Pupils eligible for eFSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen. eFSM L2 inclusive performance three-year weighted average is below the national average in 23/37 secondary schools (14 of the 23 are SCC). Revised Target setting processes and procedures have a sharper focus upon the performance of eFSM learners at individual pupil level at each Key Stage at expected level and expected level +1.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	**KS3:** Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in south east Wales LAs remains below other LAs with similar levels of pupils eligible for FSM. **KS4**: The rate of progress in south east Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continued to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within south east Wales. When the performance of south east Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is in line with expectations, with 57% of schools above the median for the Level 2 inclusive. Revised Target setting processes and procedures have a sharper focus upon the performance of individual learners at each Key Stage at expected level and expected level +1.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • Outcomes / minutes from AIB meetings • Monthly finance submissions from SCC schools • AWCDS – SCC schools and LAs with SCC schools • National Categorisation overviews (all steps) • Progress towards targets surveys (Dec, March, June) • Early entry GCSE results.	• Outcomes of Estyn inspections • Summary of progress towards targets and key objectives within the SCC Plans • Summary of progress towards Estyn recommendations
Key priorities drawn from the <u>direction of travel</u> in the above datasets • Accelerate the rate of improvement for eFSM learners, particularly at KS4 in SCC schools. • Increase the number of SCC schools with eFSM L2 inclusive performance above the national average. • Continue to improve performance at KS4 at a faster rate than across Wales. • Increase the number of SCC schools that have higher than a 'C' or 'D' for step 2 • Increase knowledge of the direction of travel within each SCC school. • Improve the financial reporting mechanisms from school to EAS.	
Summarise key inputs from the Estyn Remit visit and school-survey • To improve the links with SCCAs and the progress of SCC schools • To improve the support for self evaluation and planning • Increase the support for pupil tracking and target setting • Summer 2014 School Survey – 71% schools felt the EAS had made significant impact on supporting school individual pupil tracking and target setting and 89% felt the pupil and school performance targets provided a challenge to improve.	
Summarise Estyn and national priorities impacting on the Service Area • Implementation of National Model for Categorisation • Implementation of the SCC programme and induction of new SCCAs • Implementation of the WBQ and PISA priorities • Improve the quality and effectiveness of PDG planning • Development of the school to school model for support through the capacity building element within the SCC Plan	
Specific focus of this Service Area's work in each LA within the region • The SCC schools in BG, TCC, CCBC and NCC will be required to implement the Schools Causing Concern Policy where schools are in Overall Category of 'Red'. • The above LAs will have representation on the AIBs and will use this as the mechanism to monitor the progress towards meeting the objectives within the AIBs.	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Regional delivery of National Programmes – Schools Challenge Cymru	
Priority / Blaenoriaeth: • Accelerating the progress of learners who face the challenge of poverty • Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy) • To accelerate the rate of improvement for eFSM learners, particularly at KS4 in SCC schools. • To increase the number of SCC schools with eFSM L2 inclusive performance above the national average. • To increase knowledge of the direction of travel within each SCC school. • To improve the financial reporting mechanisms from school to EAS. • To ensure effective implementation of the SCC programme plan and induction of new SCCAs • Implementation of the WBQ and PISA priorities • To develop of the school to school model for support through the capacity building element within the SCC Plan • To ensure effective Implementation of the National Model for Categorisation and to demonstrate improvements from 2014/2015 • Implement an enhanced Target setting process and increase support for schools • To improve the quality and effectiveness of PDG planning	**Desired Outcomes / Deilliannau:** • Accelerate the rate of improvement for eFSM learners, particularly at KS4 and SCC schools. • Increase the number of SCC schools with eFSM L2 inclusive performance above the national average from 1 school to 4 schools in 2015/2016. • Continue to improve performance at KS4 at a faster rate than across Wales, with no SCC school below 40% for the L2+ in 2015 and SCC school performance targeted to increase from an average of 45% in 2014 to 51% in 2015. • There will be a decrease in the number of SCC schools in Overall red category (from 5 schools to 1 school) 2015/2016 • 3 SCC schools in current Overall Category Red will improve to Amber in 2015/2016 • 2 SCC schools in current Overall Category Amber will improve to Yellow in 2015/2016 • The knowledge and direction of travel of all SCC schools will be known in depth by PCAs. • All visit reports from SCCAs will be received in EAS. • SCC schools will have improved financial reporting systems that enable monthly claims to be submitted accurately. • SCCAs will continue to receive updated information of the services / programmes offered by the EAS. • All schools will submit pupil level data and progress towards target information. • All SCC schools will have a partner school	
Main activities / Prif weithgaredd	**When? / Pryd?**	**Who? / Pwy?**
Appoint new SCCA to add capacity Provide induction programmes for newly appointed SCCAs. All SCCAs will receive regular regional updates.	From April 2015	Lead by: DH Key responsibility: PCAs
Re-organise the allocation of SCC schools to SCCAs.	From April 2005 onwards	Lead by: DH
Provide the SCC schools / bursars with additional support to ensure they are able to fully complete their monthly claims. Regular school visits and workshops.	Ongoing developments	Lead by: DH / GW Key responsibility: TVD
Further develop regular links with SCCAs through attending monthly meetings that focus upon the progress of schools / development of leadership.	From March 2015 onwards	Lead by: DH / KP
Embed the role of the PCA in attendance at AIB meetings for all SCC schools. Monitor the progress and pace of change.	Ongoing process	Lead by: DH Key responsibility: PCAs
Improve the quality of information that SCCs send to EAS following visits to schools. AD will liaise with WG to improve the methods used.	From March 2015	Lead by: DH
Implement a structured training programme for schools to improve the quality of targets setting.	From March 2015	Lead by: DH Key responsibility: All CAs
Introduce a QA model for the PDG planning process to ensure all SCCAs are aware of their role in ensuring appropriate allocation of funds.	Ongoing process	Lead by: DH Link with WG / SCCAs
Support SCCAs with the introduction of MySID to improve the quality of self-evaluation planning and SCC Plans for the new academic year.	From April 2015 – termly programme	Lead by: DH / KP Key responsibility: PCAs
Support the Implementation of the WBQ and PISA priorities in all SCC schools through a self-evaluation process and followed support.		Lead by: KP Key responsibility: JK
To develop of the school to school model for support through the capacity building element within the SCC Plan and a re-launch of the 'Excellence Chain' concept.	March 2015 ongoing process	Lead by : KP / DH
Improve the quality of information regarding the performance of SEN learners and links with inclusion services in each LA, through; increased use of pupil level data through tracking systems.	Ongoing process	Key responsibility: PCAs

Resources / Adnoddau

Budget estimate (Jun 14 up to Aug 2015)	
SCCA costs	109,849
Building Capacity	606,124
School Plans (academic year 14/15)	2,664,275

Key milestones / Cerrig Milltir 2015 – 18

Regional Targets:

2015/16: L2 inclusive target 59.9%; eFSM L2 inclusive 37.7%
2016/17: L2 inclusive target 61.6%; eFSM L2 inclusive 39.0%
2017/18: L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Specialist HR support
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • Contents of Support Plans and Intervention Plans where HR issues are a concern / barrier for school improvement • Overview of school categorisation, particularly at Step 2 and Step 3 • Outcomes from Estyn inspections, particularly schools in SI and SM • Minutes / outcomes from CA meetings and LA specific issues • Minutes / outcomes from LA Wider Group meetings • WG guidance and Legislation • Feedback from training sessions with CAs / GBs / HTs • Feedback from SEWC Directors meetings / SEWC Lead HR Officers meetings • Feedback from Trade Union meetings	
Key priorities drawn from the direction of travel in the above datasets • Case work / advice arising from schools with Intervention Plans / Support Plans or from CA referrals • Casework or follow up liaising activity from LA Wider group meetings • Finalise guidance and protocols for Headteacher / Deputy Headteacher appointments • Complete the protocol for HT Secondment • Devise SEW protocol for Capability • Finalise support pack and guidance materials for effective performance management • Continue to deliver training for joint training with CAs and HT on Managing Underperformance • Continue to deliver joint training with CAs on Pay Policy	
Summarise key inputs from the Estyn Remit visit and school-survey • Re-consider the approach to delivering the specialist HR support • Greater clarity on the roles of the Specialist HR support and the LA HR Support • Increased support for addressing performance related concerns in schools	
Summarise Estyn and national priorities impacting on the Service Area • Implementation of National Model for Categorisation / Estyn Inspections • WG updated guidance on the Pay Policy • WG Statutory guidance on Capability Processes	
Specific focus of this Service Area's work in each LA within the region • Refer to the Business plan Annex with each LA for further detail • Continue to link with LA Officers in each LA through the HR Group	

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Service Area Business Plan 2015 – 2016: Overview

<table>
<tr><th>Service Area</th><th colspan="2">Specialist HR Support</th></tr>
<tr><td>Priority / Blaenoriaeth:
Re-consider the approach to delivering the specialist HR support
Act upon case work / advice arising from schools with Intervention Plans / Support Plans or from CA referrals
Act upon casework or follow up liaison activity from LA Wider group meetings
Finalise guidance and protocols for Headteacher / Deputy Headteacher appointments
Complete the protocol for HT Secondment
Devise SEW protocol for Capability
Finalise support pack and guidance materials for effective performance management
Continue to deliver training for joint training with CAs on HT on Managing Underperformance
Continue to deliver joint training with CAs on Pay Policy
To ensure that governors have access to quality HR advice and stay abreast of the key polices and procedures within their LA and across the region</td><td colspan="2">Desired Outcomes / Deilliannau
Full benefits taken of Company Advantage. Specialist HR support secured for 2015 onwards
Specialist HR support instrumental to the improvements in Leadership and quality of teaching and learning issues
SEW Protocol for HT / DHT appointments introduced
SEW Protocol for HT Secondment introduced
SEW Protocol for Capability introduced
Guidance materials for HTs on Effective Performance Management approaches completed and delivered to schools
Shared training events with CAs will continue
Governors will receive high quality training and advice regarding key HR policies and procedures</td></tr>
<tr><td>Main activities / Prif weithgaredd</td><td>When? / Pryd?</td><td>Who? / Pwy?</td></tr>
<tr><td>• Options appraisal undertaken on the delivery of the HR Specialist Service.</td><td>From March 2015</td><td>SD</td></tr>
<tr><td>• HR Sp.Officer to attend CA meetings and Wider Group sessions.</td><td>Ongoing process</td><td>HR Sp. Officers / CAs</td></tr>
<tr><td>• To complete the guidance materials for the HT appointment process.</td><td>Completed by April 2015</td><td>Lead Officer: DH
Working Group</td></tr>
<tr><td>• Arrange consultation meeting with Unions and send draft policy in advance, Update training slides and notes to reflect changes to pay policy (GB and HT training). Commend revised version of Pay Policy to Schools.</td><td>Ongoing process-
completion due June 2015
Training to commence
June 2015 onwards</td><td>HR Sp. Officers</td></tr>
<tr><td>• Complete the guidance / protocol for the secondment of HTs / Senior Leaders. Shared with all GBs.</td><td>Completed by May 2015</td><td>Lead Officer: DH
Working Group</td></tr>
<tr><td>• Contact TU's to obtain initial view on moving to one Policy for all school staff rather than separate policies for HT, teachers and support staff. Pull HT and teacher capability guidance into one and draft common Capability Policy for school staff incorporating the principles of the WG guidance.</td><td>Ongoing process
To be completed by July 2015</td><td>HR Sp. Officer</td></tr>
<tr><td>• Finalise the training pack for effective PM, organise the training for HTs and Leaders.
• Continue to offer training jointly with CAs, evaluate the feedback from sessions and update accordingly.</td><td>Completed May 2015
Training implemented thereafter

Ongoing process</td><td>Lead Officer: DH
Working Group</td></tr>
<tr><td>Resources / Adnoddau

Costs for the HR specialist cover - £95,000</td><td colspan="2">Key milestones / Cerrig Milltir 2015 – 18

2015/16 – Full service operational – 90% positive feedback from school survey and from governor training events.

2016/17 – Implement a full review of the service

2017/18 – Work to align with HR service reviews in LAs in relation to Local Government re- organisation.</td></tr>
</table>

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Service Area Business Plan 2015 – 2016:

Progress 2014-15 and Drivers for the Coming Year

Service Area	Moderation of Teacher Assessment (FP/ KS2/ KS3) – linked to national tests
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	• Please refer to separate analysies for English, Welsh and mathematics.
Improving standards of achievement in English / Welsh (literacy) and mathematics (numeracy)	• Please refer to separate analysies for English, Welsh and mathematics.

Drivers for the Coming Year

Overview of datasets – the sets of data that will inform the detailed Service Area Plan

- WG Core data sets (school and LA level)
- EAS schools profiles and additional team analyses – particularly benchmark comparisons between TA and test results (school, LA)
- LA data presentations (incl. Recovery Board, scrutiny, headteachers, subject leaders)
- Analyses and summary reports on SEWC moderation/verification activities in summer 2014 (English/Welsh and mathematics)
- Outcomes of random and targeted sampling activities carried last year
- Attendance at autumn term training events focusing feedback from 2014 and guidance for 2015 (HTs, year 6 teachers / HoDs)
- Team analysis of school uptake of on courses in years 2 and 6, in particular and overall engagements during last 2 years.
- Team evaluations (by LA), Estyn inspection reports, School survey, National categorisation information
- Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc)

Key priorities drawn from the direction of travel in the above datasets

- Emerging trends in TA and test performance are enabling the EAS to identify discrepancies and provide more tailored and differentiated support and challenge activities across the region. This will continue into 2015-16. **Particular concerns exist in relation to Torfaen where LA rankings at expected Teacher Assessment levels are amongst the strongest in Wales, whilst performance in the national reading and numeracy tests are amongst the weakest. (See page 2).**

English

- Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall eFSM/non-FSM gap to be smaller than Wales ave in all phases.
- Improve performance in national tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures.
- KS3: Increase percentage pupils achieving L7 in Y9 (Only 12% in 2014). This does not provide a strong enough foundation for KS4 in terms of securing the top grades.

Welsh

- Accelerate the progress of FSM pupils in all LAs, but particularly KS3 and KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases.
- Improve performance in national reading tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures.
- KS3: Increase percentage pupils achieving L5 and above and ensure TA and SS116 data are more closely aligned in 2015 so that a strong foundation is set for KS4 in terms of securing the top grades.
- Improve performance in Writing at KS2 and KS3
- 100% positive responses on training provided e.g. Communication Matters and LanCo meetings, however more WM training being requested by delegates

Mathematics

- Overall SEWC performance in Teacher Assessment is strong at the expected levels in mathematics from FP to KS3. Pupils also achieve well above average at the higher levels in FP and key stage 2 (O6/L5). However, the progress of more pupils is not sustained to the end of year 9 and benchmark performance is well below average at L6+ (65% schools below the median and only 11% in the top quarter). This does not provide a sufficiently strong foundation for GCSE and, in too many schools, learners have too much ground to make up in key stage to enable them to achieve A*- C. A stronger focus is already been given to this through discussion with HoDs and CAs, and will continue into 2015-16. We also need to ensure TA is accurate in FP and KS2, and does not mask under-achievement at the expected and higher levels which will hinder progress in KS3.

Summarise key inputs from the Estyn Remit visit and school-survey

- Adopt revised 'SMARTER' format for strategic planning across all BIS teams: High-level documentation to provide succinct overview, avoiding duplication of information detailed in delivery plans.

Summarise Estyn and national priorities impacting on the Service Area

- For 2014-15, existing National Curriculum programmes of study and level descriptors, then outcomes of the Donaldson review.
- WG Consultation Document ('Teacher assessment: strengthening arrangements to improve reliability, consistency and confidence: 12 Dec 14 – 6 Mar 15'). Subsequently, final statutory requirements to be followed.

- WG statutory testing, assessment and reporting requirements (incl. monitoring of cluster moderation, testing and marking processes, and provision of specific training for teachers in relation to the marking of national reasoning tests: Y2 – 9).
- WG requirements in relation to external verification of Teacher Assessment (tbc) / Estyn Annual Chief Inspector's report and thematic reports

Specific focus of this Service Area's work in each LA within the region

- Collaborate with schools to develop the consistency of Teacher Assessment and strong cluster moderation processes. **Particular work will take place in Torfaen at school, cluster and LA level**. Activities will necessarily take account outcomes of the WG Consultation and the Donaldson review.
- Collaborate with schools practitioners and leaders to provide subject specific guidance and support in relation to science given that the EAS does not have subject expertise/capacity in this area. Similarly establish processes to enable monitoring of cluster moderation in science.
- Work with WG and school leaders to develop, pilot and evaluate external verification activities in mathematics (and science) in summer 2015, and disseminate feedback in the autumn term to strengthen and enhance assessment and moderation arrangements within SEWC in 2016-17.

Particular focus in English, Welsh and mathemarics

English: Writing and narrowing the gap in attainment (esp. with boys in BG/ Caer) / TA + cluster moderation processes in **Torfaen** in particular

Welsh: Writing and narrowing the gap in attainment / strengthen TA + cluster moderation processes across the region

Mathematics: Strengthen TA and cluster moderation processes **in Torfaen and Blaenau-Gwent** in particular**.** In mathematics TA/Test differential was greatest in **Torfaen and Newport** across the five LAs, but attendance at autumn term training events was also lowest (only 61% and 43% respectively, compared with 70% for other LAs). No Blaenau-Gwent secondary school attended the comparable HoDs meetings. This will influence sampling of cluster moderation and verification activities in spring / summer 2015.

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Service Area Business Plan 2015 – 2016: Overview

Service Area	Moderation of Teacher Assessment (FP/ KS2/ KS3) – linked to national tests - LCC and MD in FP / Core subjects and Welsh second language in KS2 and 3

Priority / Blaenoriaeth	Desired Outcomes / Deilliannau
Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2:** Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy) Through: Improving the quality of TA and moderation in FP, KS22 and KS3	• Develop the rigor, accuracy and consistency of Teacher Assessment throughout the region (All LAs, but particular focus in Torfaen). • Strengthen cluster moderation processes (and approaches to secure effective curriculum transition); • Implement outcomes of the WG Consultation process, Donaldson review and requirements for external verification from summer 2015.

Main activities / Prif weithgared	When? / Pryd?	Who? / Pwy?
Enhanced collaboration with school leaders, CAs and subject specialists to build capacity and accountability and increase the accuracy of Teacher Assessment judgements. This should impact on closing the gap between TA and test benchmark performance where there is a marked discrepancy and lead to robust pupil tracking based on accurate judgements of achievement and effectively support target setting processes. **The focus of this work will relate to individual schools, but notably to Torfaen at both the expected and higher levels.** Considerable analyses of TA and test results has taken place during the year to inform discussions with school leaders and raise headteacher expectations and accountability in relation to TA and moderation processes. This will continue into 2015-16. **Particular concerns exist in Torfaen where LA rankings at expected Teacher Assessment levels are amongst the strongest in Wales, whilst performance in the national reading and numeracy tests are amongst the weakest. As a result, additional targeted work has taken place** in collaboration with the CEO and SI adviser, including EAS headteacher seminars attended by Estyn and Recovery Board members, and senior LA officers. The Principle Challenge Adviser for Torfaen is continuing to meet with headteacher representatives to maintain a strong focus on actions being taken to strengthen TA and moderation across the authority. **Summer / Autumn 2014 (informing 2014-15 processes)** • All schools were required to take part in KS2-3 cluster moderation processes in May/June 2014, and members of the EAS numeracy attended all meetings. In order to increase accountability and provide greater opportunities to share good practice, the format of these sessions was changed last summer. It required each school to moderate learner profiles from another cluster, as well as their own, and to provide written feedback indicating their agreement, or otherwise, with the best fit judgement awarded by the school. In addition, the EAS asked that primary headteachers attend, and a senior member in from secondary schools, alongside year 6 teachers and heads of mathematics. • Close analysis of teacher assessment and national test data across the consortium has taken place in light of the benchmarks published in September. In some schools there is close correlation in others there is a difference of two or three benchmarks. Schools have been alerted to the differences and information from the last two years will influence the sampling of school and cluster moderation processes this year. • Subject specific training events regarding end of key stage assessment were held during in the autumn term (En/We and mathematics) to confirm 'in-school' and 'cluster' moderation, develop consistent and accurate interpretation of the level descriptions using appropriate 'best-fit' approaches and address particular weaknesses identified in the summer term. Headteachers also received written feedback on these to inform preparation for 2015. **Spring / Summer 2015 -** Schools have been sent all relevant WG guidance at it has become available, and the following provisional plans shared so that expectations and timescales are clear, albeit subject to revision should WG requirements specify otherwise: • Instead, members of the English and mathematics teams will sample cluster moderation meetings to monitor the rigour of the process. Sampling will involve both targeted and randomly selected clusters, but take place in English / Welsh (1st and 2nd language), mathematics or science, rather than all four subjects. This is in line with WG requirements and will enable us to both confirm strong practice as well as identify aspects that need to be developed further in particular schools or clusters. For Welsh 1st/2nd languages Welsh in Education Officers will support all cluster moderation sessions, as in previous years. The information already known about individual schools and clusters will inform the selection. • All headteachers / secondary SLT have been asked to attend each of the cluster meetings to enable them to engage, first-hand, in discussions relating to the accuracy of their own, and	May 2014 to July 2015 Learner outcomes evaluated July-Sept 2015	Please refer to set plans for personnel within English, Welsh and mathematics EAS literacy and numeracy teams Commission-ed and/or school-to school capacity in relation to science *Advisers (2 year - 1.6) – Funded by WG*

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other schools' learner profiles. This is likely to involve two - three days and reflects the proposed 'end-to-end' process. Headteacher attendance at meetings will be monitored closely, and used alongside other information to inform CAs, and directors. Detailed information to underpin the moderation process in each subject has already been sent to all headteachers so that expectations are clear in relation to the activities required before and during the cluster moderation process. **Verification** Whilst the WG external verification in the summer term will focus on mathematics and science this summer, in-house verification will be carried out in relation to English and Welsh, as this cannot be left on a two –year-cycle. Consortium sampling visits will take place during the same period as the national verification to complete to: a) Verify the standards of work and overall 'best-fit' judgement given to the two school learner profiles discussed at the cluster moderation events (i.e. L4 and L5 'collections of work' for pupils in the current year 6 / year 9 classes). b) Compare these with the work of two pupils randomly selected from Teacher Assessments judgements submitted to WG in June 2015 (i.e. one assessed at L4 overall, the other at L5). c) Meet briefly with the four pupils whose work we have considered. For EAS purposes, sampling will include targeted and randomly selected schools, but not those involved in the WG verification.		

Resources / Adnoddau *(Estimate at 1 Feb 2015)*	**Key milestones / Cerrig Milltir 2015 – 18**
Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding	**2015/16** - Key outcomes of EAS monitoring and external verification inform: • training and support programme for following year (all/targeted schools) NB Delivered in collaboration with lead schools (as part of S2S programme). • CA core visit agenda (Aut/Sp terms) • LA monitoring of schools **2016/17** – As above, but with increased level of differentiated support / challenge. **2017/18** – As above

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Welsh Second Language / Cymraeg Ail Iaith
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	• KS2 - KS3: The overall gap in performance of eFSM and non-FSM pupils at the expected levels narrowed by 3 points in KS2 (currently 21 pts) and by 2 points in KS3 (currently 21 points). Accelerated progress by eFSM pupils and non-FSM pupil in both Key Stages. Rate of progress higher by e-FSM than non-FSM pupils in KS2 and 3. KS2 - the the gap in performance narrowed in all LAs other than Newort. Gap in performance narrowed by 13 points in BG and 6 oints in Monmouthshire. KS3 – gap narrowed in all LAs other than Torfaen. No change in Newport. The gap in performance narrowed by 4, 7 and 7 points respectively in Blaenau Gwnet, Caerphilly and Monmouthshire.
Improving standards of achievement in Welsh Second Language *KS2* **N**on-statutory reporting on standards in W2L at KS2*	**Teacher Assessment in Key stage 2* and key stage 3** *(no assessment of W2L for FP)* • KS2* Overall performance 7 points above Wales at L4+ (5 points above Wales in 2013). Performance above Wales in all LAs. EAS 5 point increase overall at L5+. 7 points above Wales in 2014 up from 4 points above in 2013. Gender gap in line with Wales. • KS3 Overall performance at L5+ 1 point below Wales. Rate of progress (13-14) in line with Wales but above Wales' rate of progress in Blaenau Gwent, Caerphilly and Monmouthshire. Significant LA variation with 2 LAs below Wales's average. Monmouthshire ranked 1st of all Wales LAs, Caerphilly 22nd. 3 point overall regional increase in L6 performance (Wales increase – 6pts). Gender performance on a par with the national average. Boys' significant underperformance in Reading. **Benchmark performance** available for KS3 only. No Core Data for KS2 for Welsh 2nd language*. • KS3 18 schools below median at L5+, 19 schools in 2013 (14 schools below median for at least 2 years); only 8 schools in Q1 as in 2013. 23 schools below median at L6+; only 7 schools in Q1 **Key stage 4 GCSE examination performance -** The fluctuations in pupil numbers studying Welsh as a full / short course year on year play a huge part in outcomes and ability to monitor progress. **Full Course** - Performance is 7% below the national average of 77.7% (13% below Wales in 2013). Performance has improved on 2013 by 6% (Wales by 1%) with an increased number of regional entries. (Up from 22% to 33%). Large entry increase on 2013 in Caerphilly (up 7%) and Newport (23%) where performance is below national average (up on 2013 by 3% and 20% respectively). Performance is on a par /above the Wales average in Blaenau Gwent, Monmouthshire (above by 20%) and Torfaen. **Short Course** - Performance on a par with the national average (50.5%) improved on 2013 by 1.6%. No change in National average on '13. Performance below Wales in Caerphilly, Blaenau Gwent and Torfaen. Significant increase in performance in Newport and Torfaen. Significant increase in the no. of pupils being entered for external qualifications on previous years.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan • WG Core data sets where applicable to W2L TA • EAS schools profiles and additional analyses Trends, comparisons with similar schools, performance of different groups, progress • Additional team analyses – benchmark information where applicable to W2L, GCSE grade distribution (LA/SEWC level). WESP reports. • Language skills of staff (primary phase). Welsh team listening to learner and book scrutiny's • Team analysis of performance against EAS Success Indicators in Welsh 2nd Lang. (Primary). Team impact reports. Welsh team regional Estyn report analysis • Team analysis of school uptake of key courses / engagement in core network meetings • National categorisation information, LA and school inspection reports and information gained from moderation events • Inspection, Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc)	
Key priorities drawn from the <u>direction of travel</u> in the above datasets • Reduce no. of primary schools with Estyn recommendations for Welsh Second Language (Writing) and Welsh across the school. Welsh not embedded throughout school. Provision for and monitoring of Welsh varied within and across schools in the primary phase according to EAS success indicator analysis. • Improve the linguistic skills of staff in the primary phase. Data collected clearly shows that many (74.21%) of staff teaching Welsh Second Language and the majority of TA's (92.3%) fall into category 1 and 2 (WG language skill audit categories): 1.Can understand and use familiar everyday expressions with pupils - wishes to follow a beginners' course; 2. Understands some Welsh on everyday topics when talking to their pupils and wishes to receive training to enable them to use Welsh in lessons. Language skills are the main barrier to embedding Welsh across schools and ensuring all pupils are making progress. • Accelerate the progress of all FSM pupils in all phases and continue to monitor regional progress where data allows. • KS2 Improve performance in Reading and Writing skills (Data analysis and Estyn). KS3 Improve overall performance (L5+	

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and L6+) with particular focus on performance in Reading skills so that pupils have a more varied, linguistically integrated experience of learning Welsh second language leading to increased overall performance. Reduce gender gap Reading and Writing at KS3. KS4: Improve GCSE performance

Summarise key inputs from the Estyn Remit visit and school-survey

- Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level Welsh documentation to provide succinct overview, avoiding duplication of information detailed in delivery plan; continued use of a common format for delivery plans across BIS curriculum and FP teams.
- Continue to ensure team meetings are minuted and contain actions and progress updates.
- Continue to provide high level language and methodology training. According to the EAS survay many schools (83.52%) agree or strongly agree that CPD for Welsh second language makes a positive contribution to improvements in their schools. Continue to provide targeted support to all schools according to need. Many schools (86.82%) agree / strongly agree that EAS understands their school's development needs for Welsh second language. (86.81%) agree / storngly agree that the services offered for W2L lreflect the priorities of their schol.

Summarise Estyn and national priorities impacting on the Service Area

Estyn Annual Report, PISA, WBQ (provision at KS4), WMES>WESP, WG Sabbatical Scheme

Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in al LAs)

Caerphilly – embed EAS methodology, teaching and assessment strategies across all Caerphilly schools (KS2). Provide high level support to a high proportion of schools as identified by the EAS Welsh in Education team's categorisation based on Success Indicators in Welsh Second Language. Improve TA at KS2 and 3. Improve Full Course performance in line with the increasing proportion of pupils studying Full Course.

BG / Torfaen – establish consistent and accurate TA + strong cluster moderation processes. Improve capacity / provision for the teaching of Welsh. Reduce Estyn reccs..Monmouthshire – Reduce variation in performance across schools. Improve L5+ outcomes at KS2.

Newport – continue to build capacity of high proportion of more able primary schools to become lead schools for Welsh second language. Improve L5+ outcomes at KS2. Improve performance at KS3. Improve Full Course performance in line with increasing numbers for Full Course.

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Service Area Business Plan 2015 – 2016: Overview

Service Area	Welsh Second Language / Cymraeg Ail Iaith

Priority / Blaenoriaeth:

Priority Outcome 3: Improving standards in Welsh Second Language for all pupils

Priority Outcome 1: Accelerating the progress of learners Who face the challenge of poverty

- Non-statutory submission of TA to WG at KS2 resulting in different availability of data for WG and region. *WG data based on shared information.*

KS2 - KS3: The overall gap in performance of eFSM and non-FSM pupils at the expected levels narrowed by 3 points in KS2 (currently 21 pts) and by 2 points in KS3 (currently 21 points). Accelerated progress by eFSM pupils and non-FSM pupil in both Key Stages. Rate of progress higher by e-FSM than non-FSM pupils in KS2 and 3.

Desired Outcomes / Deilliannau
Welsh Second Language

NB All targets in red estimated. No school targets set for Welsh Second Language in KS3 or KS4. Targets reflect WESP targets.

	Expected level			Expected level + 1	
ALL	2014 WG data*	Actual*	Target	Actual	Target
		2014	2015	2014	2015
FP		NA	NA	NA	NA
KS2	80	77	75	23	23
KS3		77	79	31	34
KS4		71	77		

	Actual 2014			Target 2015		
	eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap
FP	NA	NA	NA	NA	NA	NA
KS2	63	84	21	64	78	14
KS3	57	82	25	No EAS data		
KS4 F	61	79	18	No EAS data		
KS4 S	33	59	26	No EAS data		

Main activities / Prif weithgaredd	When? /Pryd?	Who? / Pwy?
• To collaborate with EAS Challenge Advisors, HTs, Governors and subject leads to address the imperative to raise standards of and provision for Welsh Second Language and Welsh Language Development so that all learners, including eFSM, ALN, SEN are equipped for a bilingual society and perform well at end of KS TAs and in GCSE exams • Provide differentiated and well-targeted support based on data analysis, National Categorisation and EAS Welsh in Education Team success indicators (primary). • Due to high level language needs of primary teachers in the SE Wales region, there is a need to provide effective language training to support non-Welsh speaking teachers with the delivery of the Welsh Second Language PoS in FP and KS2 based on EAS, year-group specific support materials. This will reduce variation of provision for Welsh within schools in the primary phase, improve quality of teaching and learning and reduce number of schools receiving Estyn recommendations. • Provide effective methodology training and guidance on FP and KS2 differentiated teaching, learning and assessment support packs (*Hwyl Dan Saith* and *Antur Anhygoel*) based on the EAS language continuum to support non-Welsh speaking teachers with the materials they require to deliver Welsh at the appropriate level. This will aim to narrow the eFSM/non-FSM gap by focusing, in particular, on the progress of pupils who may be disadvantaged by poverty and pupils with SEN, ALN. Focus on reading and writing to reduce number of Estyn recommendations related to these ATs. KS3/4 training and networking opportunities to reflect need to improve reading performance, L5+ / 6+ performance and improve outcomes at KS4. • Work with subject leaders and lead practitioners to ensure effective sharing of best practice and well-constructed programmes of school-to-school support in Welsh Second Language. Identify lead schools for primary and secondary phase and facilitate transfer of good practice. • Collaborate with WG, teachers and school leaders to deliver grant-funded programmes designed to ensure effective delivery of, and	April 2015 to March 2016 Learner outcomes evaluated July-Sept 2016	**EAS Welsh in Education team** Head of Welsh in Education with responsibility for Welsh First Language and Welsh Second Language Senior Welsh in Education Officer (Lead primary) 7.2 FTE Welsh in Education Officers supporting English-medium primary schools (2 seconded) 1 Language tutor (shared with Welsh first language) supporting the language training needs of teachers and classroom assistants in the Welsh and English medium sector and supporting the WG Sabbatical Scheme. 1 Secondary Advisory Teacher (Seconded) 1 Business Support Assistant - Welsh

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appropriate provision for, Welsh Second Language. Sabbatical scheme links with WG.

We will continue to place a high focus on the effective use of WG commissioned prorammes (*Fflic a Fflac* in FP, *Pod Antur* in KS2, *Ciwb* in KS3) supported by specific EAS year group guidance / teaching and learning resources (*Hwyl Dan Saith* and *Antur Anhygoel* for primary *and EAS KS3 Language Continuuum*) to support teachers with appropriate delivery and assessment of these programmes and pupils' development of Welsh language skills within and outside the classroom. Whilst this benefits all learners, appropriate use of these and EAS support materials are particularly successful in supporting the learning of pupils at risk of falling behind in Welsh Second Language – notably eFSM pupils, SEN and ALN pupils. There will be a new focus on school-to-school support in 2015-16 at primary and secondary phases. We will also be supporting schools in responding to the implication of key recommendations within the Donaldson Review

Resources / Adnoddau

Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding

Key milestones / Cerrig Milltir 2015 – 18

NB All targets in red estimated. No school based targets set for Welsh Second Language in KS3 or KS4

	KS2	KS3	KS4(Full)	KS4(Short)
2015-16	**77**	**80**	**79**	**51**
2016-17	**77**	**81**	**80**	**52**
2017-18	**75**	**82**	**80**	**52**

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Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional Priorities - Intervention Framework
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	The progress of pupils eligible for FSM accelerated at a faster rate than non-FSM pupils across the region in the FP and KS2 in 2014. Similarly, performance of eFSM pupils increased at a faster rate across the region than across Wales. At KS4, the rate of improvement for eFSM pupils was just below the national average for the L2 inclusive in 2014. Pupils eligible for eFSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen. eFSM L2 inclusive performance three-year weighted average is below the national average in 23/37 secondary schools. All of these schools are categorised no higher than a C at Step 2, and all but one are categorised no higher than Amber at Step 3 of the categorisation framework. • Introduction of the revised Intervention Framework / National Categorisation Model places an emphasis on the progress and provision for learners who face the challenge of poverty. • PDG Planning approaches have been refined and CAs now have greater accountability in challenging and supporting schools to appropriately allocate these funds.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	**FP & KS2:** End of FP outcomes were the highest in Wales and end of KS2 outcomes were the second highest in Wales in 2014. Performance at a regional level remains above the national figures for all indicators and core subjects in the FP and KS2. When the performance of south east Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is above average in primary schools. **KS3:** Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in south east Wales LAs remains below other LAs with similar levels of pupils eligible for FSM. **KS4**: The rate of progress in south east Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continued to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within south east Wales. When the performance of south east Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is in line with expectations, with 57% of schools above the median for the Level 2 inclusive. • The Intervention Framework has been revised, Step 1 of the National Model has been taken into account and CAs have written performance reports for each of these indicators. • CAs have quality assured the spending plans for the SEG / WEG plans. • Schools causing Concern Policy has been updated in light of the Intervention Framework. Intensive programmes for English / Maths / Welsh have been deployed in specific schools.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan **Intervention Framework** • AWCDS – schools and LA, National Categorisation overviews (all steps) • Outcomes of Estyn inspections, Summary of progress towards Estyn recommendations • Summary of levels of support (high, medium, low), Summary of progress towards targets on intervention / support plans • Overview of progress made in the categorisations of schools. Feedback from the School Survey	
Key priorities drawn from the <u>direction of travel</u> in the above datasets- Intervention Framework • Accelerate the rate of improvement for eFSM learners, particularly at KS4, Increase the number of schools with eFSM L2 inclusive performance above the national average, and continue to improve performance at KS4 at a faster rate than across Wales. • Improve the number of schools in overall categories of yellow and green, improve the number of schools in Step 2 categories of B and A • Decrease the number of schools requiring high levels of support within each overall category, Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments, improve the level of support for self-evaluation planning	

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- Increase autonomy for Green schools

Summarise key inputs from the Estyn Remit visit and school-survey

- Greater consistency in approach of challenge and support by the Challenge Advisor and improve the support for Self Evaluation/planning

Summarise Estyn and national priorities impacting on the Service Area

- Implementing the National Model for school Categorisation; implement a 'Peer Review' system to increase the autonomy for our best schools; embed the use of the Schools Causing Concern Policy; implement the statutory target setting process in all schools

Specific focus of this Service Area's work in each LA within the region

See LA specific Annexe for detail. Torfaen: Continued work to improve the accuracy of TA / improve engagement in S2s offers BG: To provide detailed programmes to improve the outcomes in RWM in combination. Monmouthshire: To improve the engagement in s2s offers

Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
Intervention Framework • Update the Framework in line with National guidance and regional priorities • Accelerating the progress of learners who face the challenge of poverty • Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy) • Accurate implementation of the National Model for Categorisation • Improve the number of schools in overall categories of yellow and green • Improve the number of schools in Step 2 categories of B and A • Decrease the number of schools requiring high levels of support within each overall category • Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments • Increase autonomy for Green schools • Increase opportunities for S2S working and partnered schools to improve school categorisation	• Accelerate the rate of improvement for eFSM learners, particularly at KS4. • Increase the number of schools with eFSM L2 inclusive performance above the national average. • Continue to improve performance at KS4 at a faster rate than across Wales. • Revised SEWC Intervention Framework that demonstrates increased autonomy for our best schools. • Improve the number of schools in overall categories of yellow and green (compared with Dec 2014) • Improve the number of schools in Step 2 categories of B and A (compared with Dec 2014) • Decrease the number of schools requiring high levels of support within each overall category (compared with Feb 2015) • High quality support and challenge from CAs to improve pupil outcomes and categorisations. • Improved support and challenge implemented for PDG planning.

Main activities / Prif weithgaredd	**When? / Pryd?**	**Who? / Pwy?**
Intervention Framework		
Update the SEWC Intervention Framework in line with National updates and regional priorities; • Continue to ensure the effective implementation of this through a robust CA training programme. • Update Governors on the priorities within the categorisation model through termly training sessions • Provide updated training for Elected Members	From March 2015 Termly updates	Lead: DH Key responsibility: PCA's
Complete and implement the Peer Review model for Green Schools and reflect the increased autonomy within the Intervention Framework.	Begin the process Feb 2015. Commence May 2015 and review in Dec 2015	Lead: DH Key responsibility: PCA's / Working Group of Green HTs
Implement a revised Moderation process for categorisation that follows the guidance issued through the NQSG. Update the Framework accordingly.	From May 2015	Lead: DH Key responsibility: PCAs Involvement of HTs and LAs
Improve the quality of the intervention and support plans by utilising the school 2 school support model.	From April 2015 – ongoing process of review and development	Lead: DH Key responsibility: PCAs

Resources / Adnoddau :	**Key milestones / Cerrig Milltir 2015 – 18**
Outcomes of EIG will inform the core funding	**2015/16:** L2 inclusive target 59.9%; eFSM L2 inclusive 37.7% **2016/17:** L2 inclusive target 61.6%; eFSM L2 inclusive 39.0% **2017/18:** L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%

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Service Area Business Plan 2015 – 2016: Overview

Service Area	Education Improvement Grant & Pupil Deprivation Grant	
Priority / Blaenoriaeth: **Accelerating the progress of learners who face the challenge of poverty and improving standards in English, maths, Welsh through:** • Improving the quality of teaching and learning • Addressing learners' barriers to learning and improving inclusion • Improving the leadership of educational settings • Improving the provision for learners and the engagement of learners	**Desired Outcomes / Deilliannau** • An excellent professional workforce with strong pedagogy based on an understanding of what works • A curriculum which is engaging and attractive to young people and which develops within them the ability to independently apply knowledge and skills • Qualifications which young people achieve that are nationally and internationally respected and act as a credible passport to their future learning and employment • Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools • Improving literacy and Improving numeracy • Breaking the link between disadvantage and educational attainment	
Main activities / Prif weithgaredd	**When? / Pryd?**	**Who? / Pwy?**
- Increase delegation to schools by 5.7% over the 80% recommended in the grant terms and conditions. - Formulate a distribution formula that is equitable and fair to all schools across the region. - Create a School to School element of money to support the vision moving forward. 100% to be delegated but based on best practice and outcome driven. To find a solution to match funding and build capacity so schools do not become over dependent on 100% funding. - Implement a variety and over 50 run workshops across the region to support schools in their planning for EIG. Many outside school core teaching times. - Use a recently developed online system called MySID to enable schools to link their school development plans to their grant plans so they become one. - Create a two way automated communication chain between MySID and the EAS full functional training program on CPD online to cut out the number of systems and bureaucracy for schools. - Use MySID in the online environment to full cost the school development plan and monitor spend to-date against challenge advisor approved activity. - Work closely with Local Authorities to ensure audit requirements of the grant are adhered to. - Implement regular monitoring activities on school spend to ensure the grant is being spent in line with the terms and conditions, against approved activity and spent in a timely manner.	By 31/3/15 By 2/3/15 By 31/3/15 to establish funds By end May 2015 to identify best practice and distribute monies accordingly. Monitor outcomes of activity on termly basis. During March and April 2015. Follow up sessions June/July 2015 As part of workshops above – delivery of training and system live 1st April 2015 To be completed April 2015 From May 2015 onwards Ongoing from now and throughout financial year Ongoing from now and throughout financial year	**Lead** – Geraint Willington, Kevin Palmer, Deb Harteveld **Schools:** Secondary - All Primary – All Special Schools - All Pupil Referral Units - All **LA Authorities**: Education Finance Officers **Consultants:-** Local Authority Education Directors Local Authority Finance Local Authority Budget forum School Improvement Group – Headteachers representatives

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Resources / Adnoddau Grant - £44.331m Delegation - £40.219m MEAG & Gypsy Traveler - £2.008m Welsh, Foundation, 14-19, Induction, HLTA, SEG £1.766m Literacy & Numeracy - £0.338m Indicative resources will be applied accordingly once terms and conditions been agreed.	**Key milestones / Cerrig Milltir 2015 – 18** **2015/16:** Summer 2015- To formulate a 3 year plan with representatives from LA's and schools based on the conditions of the new EIG. To look at increasing delegation by reducing retained services and embedding School to School work. Outcomes to feed into the following 2 years.

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Appendix 1

	Local Authority, Core Contribution		
	2013/14	2014/15	2015/16 *
Blaenau Gwent	£423.953	£417.511	£403.316
Caerphilly	£1.133.580	£1.169.666	£1.129.897
Monmouthshire	£468.403	£481.642	£465.266
Newport	£926.421	£934.254	£902.489
Torfaen	£760.016	£600.536	£580.118
Total	**£3,712,373**	**£3,603,609**	**£3,481,086**

* to be confirmed by Welsh Government

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Appendix 2

Education Achievement Service Budget Estimates 2015/16	Expenditure Total (Gross)	Income Total (Gross)
Management Team	£379.808	£379.808
Business Support	£333.003	£333.003
Challenge Advisors	£1.556.914	£1.619.127
Governors Support	£437.176	£437.176
Learning Intelligence	£237.641	£237.641
Literacy	£561.549	£561.549
Numeracy	£736.972	£736.972
Foundation Phase	£146.466	£146.466
Welsh Education	£100.000	£100.000
14-19	£144.349	£144.349
21st Century Learning	£174.015	£174.015
Pupil Deprivation	£52.000	£52.000
SACRE	£30.000	£30.000
School 2 School	£229.933	£229.933
Accommodation Charges	£109.333	£109.333
Supplies and Services	£367.416	£367.416
Total - Revenue	**£5,596,576**	**£5,658,789**

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Appendix 3

Education Achievement Service

Budget Estimates 2015/16

Information as at 16th Mar 15

	Expenditure	Income	LA Banker to distribute via agreed fully audited rational	
	Total	Total	Delegated / S2S	Grant
PISA (Literacy. Numeracy. Welsh)	£306.796	£306.796	£216.250	£216.250
PISA (Science)	£76.306	£76.306	£75.000	£75.000
EIG (School 2 School)	£0	£0	£336.000	£336.000
EIG (Foundation Phase)	£729.435	£364.390	£0	£0
EIG (Welsh Education)	£649.962	£321.186	£0	£0
EIG (14-19)	£123.896	£132.000	£0	£0
EIG (Higher Level Teaching Assistant)	£10.000	£10.000	£0	£0
EIG (Newly Qualified Teachers)	£25.000	£25.000	£0	£0
PLPS (grant to 31st July carry forward to be confirmed)	£0	£0	£0	£0
PLPS (New grant Aug 15 to be confirmed)	£0	£0	£0	£0
Schools Challenge Cymru (grant to Aug 15 - estimate)	£110.000	£110.000	£436.275	£436.275
Schools Challenge Cymru (New grant from Sept 15. grant to be confirmed)	£0	£0	£0	£0
LiDW	£0	£0	£47.500	£47.500
Literacy Numeracy Framework	£0	£0	£250.000	£250.000
Total - Grants	**£2.031.395**	**£1.945.678**	**£1.450.025**	**£1.450.025**

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Section 7 LA Annexes

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

South East Wales

Education Achievement Service (EAS)

Business Plan 2015 – 2018

Local Authority Appendices

CAERPHILLY
COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL
CAERFFILI

Education Achievement Service (EAS) Business Plan 2015-18

Caerphilly County Borough Council

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Section 1: LA Targets

LOCAL AUTHORITY TARGETS: CAERPHILLY

The targets below are derived from the targets submitted by all schools across south east Wales during the statutory target setting process in autumn 2014. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and FFT estimates.

Foundation Phase

All Pupils	2014 Actual	2015 Target	2016 Target		FSM Pupils	2014 Actual	2015 Target	2016 Target
FPI	88.5	90.5	88.9		FPI	78.9	79.7	79.0
LLC English O5+	90.0	91.4	90.6		LLC English O5+	80.4	81.7	82.3
LLC Welsh O5+	92.3	95.0	93.6		LLC Welsh O5+	86.7	89.1	83.0
Math Dev.O5+	91.1	92.2	90.9		Math Dev.O5+	83.1	82.8	82.4
PSD O5+	95.4	95.8	93.7		PSD O5+	90.9	90.4	88.0
LLC English O6	34.9	36.1	31.1		LLC English O6	19.0	19.0	14.9
LLC Welsh O6	33.5	33.3	35.0		LLC Welsh O6	21.7	19.6	17.0
Math Dev. O6	32.5	36.2	32.9		Math Dev. O6	17.3	20.5	19.3
PSD O6	53.3	52.9	46.3		PSD O6	35.4	35.2	30.0

Key Stage 2

All Pupils	2014 Actual	2015 Target	2016 Target	2017 Target		FSM Pupils	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	85.8	87.2	89.5	88.5		CSI	71.4	74.2	79.6	78.2
English L4+	88.0	89.2	91.3	90.1		English L4+	74.5	77.2	82.7	80.2
Welsh (1st) L4+	89.9	89.5	90.3	93.3		Welsh (1st) L4+	69.7	79.6	80.0	92.2
Maths L4+	89.0	89.3	91.5	90.9		Maths L4+	77.2	78.0	82.9	81.8
Science L4+	90.4	91.2	92.9	91.4		Science L4+	78.7	81.7	84.6	83.2
English L5+	36.5	40.8	40.6	40.0		English L5+	19.3	23.2	19.7	20.6
Welsh (1st) L5+	32.8	37.2	34.3	43.0		Welsh (1st) L5+	15.2	22.2	9.1	21.9
Maths L5+	36.8	40.7	41.8	40.5		Maths L5+	21.1	22.2	22.6	22.6
Science L5+	38.5	42.9	43.3	41.0		Science L5+	21.1	23.5	22.6	21.8

Key Stage 3									
All Pupils	2014 Actual	2015 Target	2016 Target	2017 Target		FSM Pupils	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	77.6	83.3	83.4	86.9		CSI	58.1	68.1	68.3	76.1
English L5+	82.2	85.2	84.3	89.4		English L5+	66.4	71.5	70.4	79.6
Welsh (1st) L5+	89.5	95.3	94.0	95.8		Welsh (1st) L5+	69.0	96.6	88.9	82.8
Maths L5+	83.9	87.3	88.0	89.6		Maths L5+	68.5	74.1	74.4	80.5
Science L5+	88.8	89.2	89.7	91.8		Science L5+	78.0	76.9	76.5	82.0
English L6+	40.8	51.9	51.3	57.2		English L6+	19.7	31.5	31.2	39.5
Welsh (1st) L6+	49.8	69.7	66.9	78.7		Welsh (1st) L6+	24.1	51.7	52.8	51.7
Maths L6+	48.8	53.3	51.5	58.4		Maths L6+	23.9	34.7	34.4	44.3
Science L6+	47.4	54.2	52.0	60.9		Science L6+	22.5	35.4	33.5	41.9

Key Stage 4									
All Pupils	2014 Actual	2015 Target	2016 Target	2017 Target		FSM Pupils	2014 Actual	2015 Target	2016 Target	2017 Target
L2 inclusive	50.0	60.4	61.9	64.5		L2 inclusive	26.5	37.3	39.1	48.7
L2	74.1	82.3	81.0	81.6		L2	50.2	62.2	60.5	65.3
L1	93.6	96.4	97.1	97.2		L1	84.2	88.2	92.2	94.3
CSI	47.8	58.4	63.2	65.3		CSI	23.3	35.9	40.5	49.0
English A*-C	60.6	67.2	69.8	70.1		English A*-C	35.0	45.5	47.5	55.6
Welsh (1st) A*-C	73.3	83.5	88.7	86.3		Welsh (1st) A*-C	25.0	60.0	58.6	79.3
Maths A*-C	56.5	64.4	67.1	69.3		Maths A*-C	30.1	41.0	45.6	53.8
Science L2	79.6	83.2	87.1	82.3		Science L2	65.5	67.6	71.5	67.1

Pupil Attendance				
	2014 Actual	2015 Target	2016 Target	2017 Target
Primary	94.4	94.9	95.1	95.3
Secondary	92.9	93.1	93.8	94.0

Progress towards targets 2014/2015

TERM	KEY INDICATORS
Spring term 2015	
Summer Term 2015	

Section 2: Respective role of the EAS and LA

UPDATE OF THE LA / EAS PARTNERSHIP AGREEMENT CLARIFYING THE ROLES AND RESPONSIBILITIES OF EACH ORGANISATION AND THEIR RELATIONSHIP WITH SCHOOLS

The document outlined below is supplementary to the LA / EAS Partnership Agreement 2013 – 2016.

It sets out in more detail the roles and responsibilities for both the EAS and the LA with regards to school Improvement matters.

It links the requirements from the National Model with the regional approach to school improvement and drills down into the detail that the Partnership Agreement cannot provide.

Delivery of respective regional consortia (EAS) and Caerphilly Local Authority functions

(January 2015)

There is a SEW Partnership Agreement in each LA which is tailored to meet the individual needs of each of the LAs. In addition, the LA has an annexe to the EAS Business Plan which details any bespoke services that exist between the EAS and the LA, these can be updated and reviewed annually.

The LA will retain statutory accountability for school performance together with the responsibility for the exercise of statutory powers of intervention and organisation of schools. The LA has designated a lead officer to act as the main point of contact with the EAS. Currently this is Keri Cole in accordance with the arrangement described below.

The Lead LA Officer Keri Cole and key Officers within the EAS will have open discussions together about their plans which should be clear about the respective roles, functions and intended actions of each. These processes will remove any risk of the EAS or the LA duplicating effort. In particular the LA will share with the EAS information on the proposals and decisions in relation to:

- the overall vision and social and economic development priorities for their area, having particular regard to issues that are likely to affect schools;
- The strategic educational priorities for the Authority
- school organisation, including plans for federations, amalgamations,
- closures and delivery of their 21st century school strategies;
- supporting the delivery of those having special educational and additional learning needs;
- the organisation of behaviour support, education welfare and inclusion services;

- their youth engagement strategy;
- safeguarding arrangements for children and young people;
- schools' financial current and projected well-being, including pressures they face due to falling roles; and
- arrangements to promote effective procurement and the development of business support services within schools.

The information provided by the LA Lead Officer will be used by the Key EAS Officers to inform future planning and delivery of service provision within the Authority within the context of the regional framework.
The Key Officers for the EAS will similarly share with the LA Lead officer.

This information will be shared via monthly Quality Assurance meetings with the Principal Challenge Adviser for each LA. The protocol within this policy also focusses upon:

- progress towards key actions within the LA Business Plan annex[1] and against LA priorities.
- an overview of individual school standards and capacity for improvement, including identification of schools deemed to be at risk of causing concern.
- impact of EAS work in identified schools, overview of EAS services and participation levels across the LA
- overview of value for money (VFM).

The LA will provide the EAS with access to relevant data systems, including anonymised data sets on pupil performance where this is held at local authority level, and other information to facilitate their work. The EAS will provide the LA with regional and national data in order to facilitate robust benchmarking and contextualisation of performance.

The ongoing development of secure LA and EAS relationships will mean that both parties will consider urgently and jointly recommendations on statutory school interventions from any source and, unless there are exceptional circumstances, agree to implement them. The LA and consortia will follow the jointly agreed 'escalation' protocol that is contained in the SEWC Schools Causing Concern Policy.

The implementation of this model will change over time. As schools and teachers develop over the next two to three years, and as they gain knowledge and confidence, they will expect more independence, autonomy and space to make their own decisions. Detail on how this is being implemented during this academic year can be found in the SEW Intervention Framework.

The information contained in this document details the relationships and lines of accountability between local authorities and the EAS so that everyone in the education system understands who is responsible for what. The information below relates to the information contained in the WG National Model for Regional Working Guidance Document (126/2014 February 2014).

[1] Guidance for the completion of annex's is not currently available although we note completion of these is required by the end of March 2015

In relation to school improvement regional consortia will provide challenge through;

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
Monitoring the work and performance of schools, using all-Wales standardised data sets, Fischer Family Trust projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning.	**Key Policies / Documents;** SEW Intervention Framework SEW Schools Causing Concern Policy SEW Target Setting Policy and Guidance Provide schools with detailed data EAS Profiles for teacher assessment, key stage 4 and 5 results, and national reading and numeracy tests on an annual basis to assist with the analysis of progress information. Discuss pupil outcomes within Step 1 of the National Model and also at Step 2 around the performance of groups of learners (particularly those in receipt of FSM) and also the correlation between the outcomes of teacher assessment with the national reading and numeracy tests. Use Step 2 of the National Model to triangulate evidence from pupil outcomes alongside a range of other first-hand evidence. Implement the regional pupil and school target setting process which enables schools to plot future outcomes using a range of	Provide the EAS with information on the additional tests that have been implemented in the LA so that CA can have access to this. Provide access to the tracking system of performance of vulnerable groups of pupils. Provide information on the wider context of school improvement, e.g. finance, H & S. Challenge target and conduct joint visits where appropriate. Once agreed, sign off targets.

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	benchmark information. Provide the LA with a summary of school targets for all pupils, FSM learners, and gender breakdown to inform the LA review, challenge and approval process. Provide the LA with the raw pupil data to support the work of LA teams, e.g. SEN, LAC. Provide the LA with termly progress to target reports. Provide the Local Authority and elected members with overviews of LA and individual school performance within the agreed annual cycle of reporting. Provide training on performance data and its effective use to elected members, governors, Headteachers and LA officers.	
Categorising a school's performance and development needs in accordance with the nationally agreed categorisation model.	**Key Policies;** SEW Intervention Framework SEW Schools Causing Concern Policy WG Guidance on National Categorisation of schools Categorise all schools as agreed in the SEW Intervention Framework and the National system for categorisation. Display all information pertinent to school	Formally agree Step 2 and Step 3 of the categorisation process.

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	categorisation on MySID and School Secure. Provide schools will Bespoke Support dependent upon the Overall Support Category at step 3 of the model. This will be detailed in either a Support Plan or Intervention Plan. Provide schools with a written record of their categorisation and the rationale and evidence base used to reach this. Recommend to the LA the categorisations at Step 2 and Step 3 of the model to agree formally. Will provide the LA with regular updates on the progress schools are making within the criteria of the National Model. Provide the LA with overview reports on categorisations for use with Elected Members and Senior Officers. Provide training on the National Model for School Categorisation to Elected Members, Governors, Headteachers and LA officers. Participate in joint meetings with LA officers to share school information to inform	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	evaluation and categorisation.	
Examining with school leaders and chairs of governors performance and provision at whole-school level and for different subjects, year groups and sub-categories of pupils, in order to compare the progress of individual and or groups of pupils with progress made in other comparable schools and to identify areas of underperformance and achievement gaps.	**Key Policies;** SEW Intervention Framework SEW Schools Causing Concern Policy SEW Target Setting Policy and Guidance Provide all schools with detailed EAS Profiles for each Key Stage for teacher assessment, key stage 4 and 5 results, and national reading and numeracy tests in accordance with the dates set out in the EAS data calendar. Utilise the information provided by schools through the target setting process during the autumn term to discuss individual pupil performance and trends in groups of learners. Provide training for Headteachers, senior and middle leaders and governors on the effective use of data throughout the year. Use Step 1 of the National Model as a starting point for discussions with schools around standards. Discuss and report on the quality and accuracy of school Self Evaluation Reports, where appropriate provide support in	Provide relevant information on vulnerable groups, i.e. those pupils with ALN/SEN.

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	improving the quality. Implement training for Governing Body's on the implementation of the EAS Self Evaluation Toolkit for Governing Bodies. Provide the Local Authority and elected members with reports giving overviews of LA wide and individual school performance within the agreed annual cycle of reporting. Provide training to elected members and LA officers on EAS self-evaluation toolkit and the effective use of data.	
Confirming with headteachers and chairs of governors the priority areas for improvement and the strategies to be deployed to secure improvement.	**Key Policies;** SEW Intervention Framework SEW Schools Causing Concern Policy The SEW Intervention Framework outlines the process for the core activity with governing bodies. All schools will receive a Bespoke set of Recommendations that require action during the categorisation meeting. Provide feedback to school leaders on the quality and effectiveness of School development Plans and Self Evaluation Reports.	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	Introduction of MySID to support the quality and effectiveness of school improvement planning. CAs / SCCAs will determine the effectiveness of grant plans through the planning and financial cycle. CAs / SCCAs will be a member of the Headteacher performance management appraisal committee. CAs / SCCAs will complete any report required prior to an Estyn Inspection on behalf of the LA. CAs and EAS support staff will provide reports of school visits and related activity to schools and the LA.	**LA representative will attend AIB meetings.**
Agreeing stretching targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged.	**Key Policies;** SEW Intervention Framework SEW Schools Causing Concern Policy SEW Target Setting Policy and Guidance The CA/ SCCAs will work with the school to submit pupil level targets to the LA in accordance with agreed approaches to target setting and statutory process and in	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	the context of the LAs ambitions for pupil performance as described through a range of LA performance targets. The CA/SCCAs will revisit schools to renegotiate targets where initially submitted targets are considered to be inappropriate. Provide draft school targets to the LA for early consideration wherever possible to maximise opportunity for agreement. The quality of teaching and learning in the school will be judged at Step 2 of the National Model for categorisation in discussions with school leaders and in alignment with the guidance in the national model for categorisation. Bespoke recommendations will be agreed with the CA and school leaders to ensure that appropriate strategies are implemented to improve the quality of teaching and learning within each school.	
Assessing schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern.	**Key Policies;** SEW Intervention Framework SEW Schools Causing Concern Policy The process for addressing the statutory requirements for schools in special measures and those requiring significant improvement	**The LA will co-ordinate the Intervention Board meetings.**

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	are clearly outlined in the SEW Schools Causing Concern Policy. The CA for each school will be the lead EAS Officer on these instances. The Principal CA for the LA will have the overview and will co-ordinate meetings with the LA to discuss the progress these schools are making. For schools that give cause for concern through the categorisation process (those in overall Amber or Red) is detailed in the SEW Schools Causing Concern Policy. The CA for each school will be the lead EAS Officer on these instances. The Principal CA for the LA will have the overview and will co-ordinate meetings with the LA to discuss the progress these schools are making. The CA will take responsibility for ensuring schools in any other form of Estyn Follow-up activity (LA and Estyn) are categorised appropriately in line with the guidance within the National Categorisation Model and that progress towards meeting the recommendations from Estyn demonstrate pace. Where appropriate, as detailed in the SEW Intervention Framework these schools will receive additional support from the CA or via	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the LA in implementing the National Model for Regional Working The LA will:
	brokerage to assist with this process. This will be detailed in the bespoke support plan for each school. Ensure that the Lead LA officer has access to information on schools engagement with EAS services including but not limited to: Literacy Numeracy Foundation phase Welsh Science 21st Century learning. This will normally be provided in the form of visit and activity reports posted in timely fashion through school secure.	
Advising of those situations where statutory intervention is required and the form(s) that intervention might take.	**Key Policies;** SEW Schools Causing Concern Policy The process for this is outlined in the SEW Schools Causing Concern Policy.	

The EAS also **co-ordinate, broker and provide improvement support** for schools. The brokerage and improvement support is differentiated in relation to a school's capacity to improve and commission/broker its own improvement support. Where a school is assessed as performing

well or having the capacity to secure its own improvement it will be free to use its budgets to draw down and use the services as appropriate to its circumstances and improvement needs.

Where, however, a school has low attainment and poor pupil progress – and/or lacks the capacity to promote improvement in general or in a specific area – the EAS will arrange the necessary improvement support on behalf of the school in consultation with the Headteacher and governing body (in the form of Support and Intervention Plans) and, where charged-for services are deployed, charge the school accordingly. The objective will be to build up the capacity of all schools to take responsibility for organising their own improvement.

The **EAS brokerage and improvement** activities include;

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
Facilitating the use and interpretation of data as part of this process to support forensic school self-evaluation and identify gaps in attainment.	Provide training for Headteachers, senior and middle leaders and governors on the effective use of data throughout the year. Provide bespoke data training for secondary school Governing Bodies.	Provide additional data as required. Schedule the presentation of school performance data in both the Cabinet and Scrutiny forward work programmes.
Publishing anonymised benchmarking data on the performance and progress of comparable groups of pupils in different subjects and phases to encourage and enable schools to learn from each other.	Provide all schools with detailed EAS Profiles for each Key Stage for teacher assessment, key stage 4 and 5 results, and national reading and numeracy tests in accordance with the dates set out in the EAS data calendar. Support secondary schools to compare KS4 data between schools through the use of the iSynoptic online service, which presents school and pupil group performance information in a variety of different contexts highlighting performance and progress information across a range of subject areas. Each analysis is split by gender, pupils from different part of the national prior attainment range, FSM or SEN pupils, pupils from different ethnic groupings, pupils born in different terms. By highlighting subject-level strengths and weaknesses, the service supports evidence-based school self-evaluation and promotes the sharing of good	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
	practice within and between schools.	
Commissioning and quality assuring a range of predominantly classroom-based training and development programmes to support improvements in teaching and learning and subject knowledge.	The EAS will deliver the Excellence in Teaching Programme, ensuring that the following development services are available to all practitioners: • Breaking Through • Securing Good and Aiming for Excellent • The Excellent Teacher Programme • The Workshop Programme • ETF Training • ETF update – skills development • Teaching and Learning reviews • NQT and HLTA support • Support for WBQ implementation Post-16 support including non-schools	
Working with headteachers and other leaders through joint lesson observations to develop a consistent understanding on what constitutes excellent teaching and learning.	The EAS will work with schools to ensure the embedding of the Excellence in Teaching Framework (ETF), the ETF for Maths and the ETF for Skills development	
Identifying excellent departments and lead practitioners using nationally agreed criteria who can be deployed to support other schools for part of their working week.	The EAS will use the: • Excellence in Teaching • Excellence in Leadership • GCSE English, Welsh, Maths Science • AOL-POS • Foundation Phase • OTP • Programmes to identify and deploy practitioners with practice worth sharing	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
	across the region. Provide the LA with summary of schools which have been identified as excellent in relation to teaching in particular subjects or aspects of the curriculum.	
Providing mentoring support for headteachers and school leadership teams that need support in leading improvement.	The EAS will use the Excellence in Leadership programme to deliver the following development services to Leaders: • ILM 5 • EDIT Support Programme • Post Grad Cert Level 7 • Pre-Headship Seminar • NPQH • Y1 Headship • Leadership Seminars and Conferences • Structured Mentoring and Support • Excellent Leaders of Education • Global Leaders of Education Where schools are identified as a cause for concern, CAs will work with the school to provide bespoke support solutions which will be documented in either a Support plan or Intervention Plan.	Will host a Caerphilly Induction two year programme for newly appointed headteacher and headteachers new to Caerphilly. Where required, LA will identify and fund leadership support for individual headteachers. Will align and cross reference LA packages of support for vulnerable groups.
Providing access to evidence of 'what works' in terms of closing gaps in attainment and support schools to implement and assess the impact of	The 1-in-5 project will deliver the following outcomes in 2015-6 • Appointment of a CtG Champion • Identify the key areas for development	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
targeted intervention strategies.	based on research and proven models of success. • Identify 20 best performing schools in region to act as development hubs for the development areas • Develop with these schools a CtG Support Pack based on their practice – guidance, data-evidence, video interviews, template intervention plans and strategies, an online forum for developmental discussion • Trial the CtG Support Pack with these schools to prove practical usefulness • Identify the 50 lowest performing schools based on data on value added for FSM pupils and such other metrics as agreed by SIF • Enable the lowest performing schools to use some of their PDG to engage in a school-based leadership and practice development programme focused on the development areas. • CAs will work with Headteachers to ensure that PDG Plans are suitably targeted and will discuss the impact of agreed interventions.	
Supporting the formation and development of federations and interim	Identify excellent governors and others from across the region to support schools where	This needs to be re-considered due to statutory responsibility lying with LA

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
executive boards where this is agreed as a way to effect school improvement.	the LA has decided to invoke formal powers through the appointment of additional LA governors or the establishment of an interim executive board. Provide advice and guidance to the LA and to school governing bodies where a change or strengthening of governance is required, including the provision of an evidence base if required to action these issues.	
Facilitating the development and work of Professional Learning Communities, lesson study and other means for teachers to work together within and across schools to review and improve their pedagogical practice.	• All programmes in the BIS service include significant elements of school-to-school support, networking and PLC approaches, but in particular: GCSE Projects • WBQ Implementation programme • AOL-POS Programme	
Working with university education departments to provide access to knowledge about teaching and learning and to support research projects based in schools.	The EAS runs two research-based leadership programmes with the University of South Wales, and will continue to use this as the platform for the delivery of knowledge enhancement and evidence-based action research.	
Co-ordinating support and training for teaching assistants and newly qualified teachers.	The EAS will deliver the Excellence in Teaching Programme, ensuring that the following development services are available to all practitioners: • Breaking Through	

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
	• Securing Good and Aiming for Excellent • The Excellent Teacher Programme • The Workshop Programme • ETF Training • ETF update – skills development • Teaching and Learning reviews • NQT and HLTA support • Support for WBQ implementation Post-16 support including non-schools	
Through the challenge process regional consortia will assess the general and specific needs of schools in each local authority area with regard to the specific literacy and numeracy training and development they require. **In consultation with headteachers and the Welsh Government's contractor for literacy and numeracy training, consortia will commission and facilitate the delivery of a strategy that will deliver the range of support required at classroom level.**	The EAS Literacy and Numeracy Teams will provide ongoing support as set out in their business plans and including: • Coordinator network support in both subjects in all phases • Moderation support in both subjects in all phases • Practice and leadership reviews and intensive support as required • A range of CPD programmes offered on a central and school-to-school basis in both subjects in all phases Specific support for curriculum change through the AOL-POS project and the GCSE Maths and English projects.	Provide, on request, appropriate information on vulnerable groups.
Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising	The EAS Foundation Phase team provides CPD and Practice Worth Sharing support based on the national programme of units	Will assist in cementing links with Flying Start programmes

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
with headteachers and other providers to audit training needs and commission and quality assure an appropriate range of programmes.	and on emerging need as identified by Challenge Advisors, Heads and practitioners in schools themselves.	
The consortia will co-ordinate and quality assure the delivery of the aims of the Welsh-medium Education Strategy by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Education Improvement Grant (EIG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language.	The EAS Welsh Team will provide ongoing support for the WESP and the EIG covering both first and second language Welsh as set out in their business plans and including: • Coordinator network support in both first and second language education • Moderation support in both first and second language education • Practice and leadership reviews and intensive support as required • A range of CPD programmes offered on a central and school-to-school basis in both first and second language education Specific support for curriculum change through the AOL-POS project and the GCSE Welsh project.	Provide relevant information re planning of school places. Distribute questionnaire bilingually to parents to collate views on preference on the language of education. Present draft WESP to Cabinet and Scrutiny.
Co-ordination of the regional dimension of the ICT Strategy will include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks	The EAS 21st Century school-to-school development programme offers services coordinated from the EAS and delivered largely by schools covering: • Curriculum networks • Hwb • Intelligent investment	IT Department will work with identified EAS staff to ensure appropriate infrastructure and support.

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:

for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development.	• Safeguarding
	• Practice Worth Sharing
	• Review and intensive support as required
	• Critical incident, Estyn and challenge support as required
	• Using a range of technologies for learning across the curriculum and in all phases, for example:
	  ○ iPads for Literacy
	  ○ Web 2.0 and digital literacy
	  ○ Programing
	  ○ Classroom mobile, collaboration and presentation tech
	A range of bespoke and licensed software to support diverse pedagogies	

Strategic overview of the regional 14-19 offer, including allocation of resources to programmes in line with Welsh Government priorities, will include: • **support for planning the use of grants;** • **ensuring school and provider provision is in line to deliver the expected impact inherent in these grants;** • **working with local authorities to provide a strategic overview to**	The EAS 14-19 team provides: • Support for the administration and distribution of the grant • Support for transition into the EIG • Support to the LANs and emerging delivery collaborations, including colleges and WBL/WBT providers • Support to the LSkIP and the RSE for the region • Support for the implementation of the new 14-19 curriculum through a pan–regional approach to WBQ • Support and challenge to collaborative	Will provide information and work with the EAS on the implications on the funding of 6th Forms.

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities; • **administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.**	provision based on best practice and PWS • Support and challenge to sixth-form provision through sixth-form reviews and advice and guidance • Distribution of the EIG and PDG to schools. • The implementation of MySID to assist with the co-ordination; monitoring and school improvement planning. • Support to LAs in the planning and funding phases for post-16. • CA's will assist with monitoring the impact of grants on pupils' outcomes.	
Regional consortia will commission and quality assure delivery of governor support services and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors. **Consortia will also encourage and facilitate governor networks, enable governors to observe each other's meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake**	The EAS Governor Support Service provides SLA-driven services to the LAs and schools covering all areas required by the model. The delivery model for this service is currently being reconsidered by the LA Directors, and the outcome will protect the delivery of services required by the model. GSO's attend Governor network meetings as and when required and circulate details of forthcoming meetings. Termly meetings are held with the Chair of each Association, Managing Director (EAS) and Head of GS.	Appoint LA Governors and manage contravention of the Code of Practice.

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis. **Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance.**	A programme of Chair of Governor to Chair of Governor support programme is offered. Guidance on the Headteacher report to Governors has been developed jointly with the LA and distributed to all Chairs / HT's. A list of Governors who are willing to act as Lead practitioners has been compiled. Governor Support are currently working with one LA in the EAS area to develop a Lead Practitioner programme which will be rolled out across the EAS area during summer 2015.	If appropriate, use statutory powers of intervention.
Specialist human resource advice for schools.	**EAS Specialist HR Service will:** • coordinate regular meetings with LA HR representatives to provide an opportunity to identify and share good practice across the consortium • develop and coordinate consultation on a suite of common HR policies to be commended to all schools across the EAS consortium. • in liaison with the EAS and LA representatives, to develop common HR working practices and documentation to be implemented across the consortium.	**Local Authority HR Service will:** • Provision of HR advice, guidance and support for schools as detailed in the specific HR Service Level Agreements covering a range of HR related services including: • Employee relations issues including, but not exclusive to, capability, conduct and discipline/dismissal grievance, leave of absence, management of attendance, redundancy and safeguarding concerns, etc. • Education law, regulations, WG policies and guidance

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The EAS will;	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working The LA will:
	• develop and deliver a HR Training programme to be delivered on a consortia basis in order to achieve economies of scale i.e. regional training instead of individual LA training • co-ordinate a flexible resource approach with regard to individual LA capacity and where appropriate, provide support on Leadership casework • liaise with external bodies e.g. Welsh Government, WLGA in relation to HR matters on behalf of the LA HR representatives • Monitor through quarterly contract review meetings to ensure HR support is meeting the needs of the consortia • regularly liaise with EAS Senior Management, Challenge Advisers and LA HR Representatives in relation to HR matters • provide joint training with CAs on issues such as Performance Management for HTs, Managing Underperformance of staff	• STPCD – both pay and conditions • Burgundy Book/NJC terms and conditions • Performance management process • Development of and advice and training on HR policies • Recruitment and workforce planning • Restructuring • Employment contract administration and records • Data Analysis (sickness, turnover, age profile, agency spend, etc.) • Working with Governors on HR matters, including training and attendance at Governing Body meetings where required • Respond to Trade Union/Professional Associations on school matters in consultation with headteachers and governing bodies as appropriate.

Related Policies / Protocols;

1. EAS Business Plan (2015/2016)
2. LA specific annexe (2015/2016)
3. SEW LA Partnership Agreements (LA Specific)
4. SEW Intervention Framework
5. SEW Schools Causing Concern Policy
6. SEW Target Setting Procedures
7. Quality Assurance Process and Protocol
8. SEW Protocol for appointment of Headteachers/ Deputy Headteachers
9. Guidance for PDG Grant Planning
10. Individual Service Offers (Brokerage, Intervention and Support)
11. EAS School to School support offers

This document will be reviewed and updated in August 2015.

Section 3: SUMMARY OF SIGNIFICANT ADDITIONAL SUPPORT: CAERPHILLY

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
Primary				
Overall Support Category Red				
Park Primary	**Improving standards** Self-evaluation embedded in strategic planning, leads to development plans that have clear targets and success criteria resulting in improvement in standards and quality.The school will have high quality processes and practices for monitoring and evaluating the quality of teaching and learning. **Improving teaching and learning** All staff will have a shared understanding of the characteristics of excellent and good teaching. 100% of teaching good or better with no unsatisfactory teaching. **Improving Leadership** Leadership capacity in the school is built effectively on a clear and shared understanding of the school's vision Leadership is effective in sustaining high quality provision and standards.	**Improving standards** A whole school monitoring policy and cycle will be developed and shared with the Governing Body and all staff. The views of parents, pupils and Governors will be sought re provision. Changes to provision will be monitored and reported to parents and pupils within half a term of their responses. SER and SDP will be updated , at least termly, to reflect the outcomes of self-evaluation . CA will model involving all staff in evaluating the outcomes of all monitoring activities and their own performance . **Improving teaching and learning** The school's 'Teaching and Learning Policy' will be reviewed. A training programme for all staff will be implemented on improving the quality of lesson observation effective learning environments will be developed with criteria/checklists for Foundation	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Intervention Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress.	HT Mentor identified for additional support

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		Phase and KS2 **Improving Leadership** HT to further develop the capacity of the SLT and depth of distributed leadership, through coaching and mentoring to establish clear roles and responsibiities. Governors to complete a supported self-evaluation and agree a plan for improvement.		
Rhydri Primary	**Improving standards** Data analysed and used effectively to identify pupils requiring additional support and appropriate intervention. Standards of learning are good or better in 75% of lessons and in 100% of lessons by the end of the Summer Term 2015. Improvement in standards at the end of KS2. **Improving teaching learning** Planning for literacy. Numeracy, Welsh and ICT across the curriculum in all areas of learning ensures continuity and progression across all year groups. There is a rigorous programme for monitoring the quality of teaching and learning. Programmes of support and challenge to teachers in need of particular development, leading to	**Improving standards** Monitoror performance of identified pupils with effective tracking systems. School to undertake regular book scrutiny to maintian progress in standards and outcomes **Improving teaching and learning** Effective learning environments will be developed with criteria/checklists for Foundation Phase and KS2 All staff will have training to develop a shared understanding of the characteristics of excellent and good teaching. A training programme for all staff will be implemented on improving the quality of lesson observation **Improving leadership** School to devlop effective distributed leadership through the leadership training	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the LA Statement of Action. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress and to provide support and challenge.	**Bedwas Junior School** **Network of schools to propvide bespoke traiining identified via action plan**

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	improved outcomes Leadership ensures all staff are held accountable for pupil progress and appropriate action re underperformance is taken **Improving leadership** The school will have a robust arrangements for implementing self-evaluation and planning for improvement Roles and responsibilities within the school are clearly understood. School will demonstrate appropriate progress against Estyn recommendations	Reappraise job descriptions and provide clarity on roles and responsibilities Review the quality of self-evaluation and planning for improvement at all levels within the context of the quality of leadership within the SEWC intervention framework. The school to establish professional learning communities with appropriate partners and also to facilitate the school's involvement in a range of strategic partnerships. SER and SDP will be updated , at least termly, to reflect the outcomes of self-evaluation . Updates will be reported at the next meeting of the GB Regular monoting by SLT and governors to ensure requirements of Estyn are being CA to receive, evaluate and provide feedback on the annual Self Evaluation timetable, the whole school Self-evaluation report and School Improvement Plan		
Overall Support Category Amber				
Abertysswg	**Improving standards**	**Improving standards**	**As illustrated in the SEWC**	**Mentor support form**

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
Primary School	Standards are raised across all indicators. Priorities are explicitly aligned to the national priorities of Literacy, Numeracy and closing the gap. **Improving teaching and learning** All teaching will be good or better across the school. All staff have clear understanding of their accountabilities and responsibilities. **Improving leadership** Rigorous and robust self-evaluation cycle impacts positively on individual pupil outcomes. Accurate self-evaluation is an integral part of the school's working life and embedded in strategic planning. Governors use high quality evaluative assessment and performance information to effectively challenge and support the school in making improvements.	SMT & PCA to monitor standards across the school and their impact on pupil outcomes. Performance Management for SMT and teachers, Governors and AHT to ensure that all training and development is tailored to meet the needs of the individual and the whole school. **Improving teaching and learning** Monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity using the Excellence in Teaching Framework. AHT to review job descriptions to establish clear roles and responsibilities linked to specific action plans. **Improving leadership** AHT and ADH to continue to develop skills and capacity of the SMT and use of distributed leadership through coaching and mentoring of staff. SMT to continue to raise standards across all indicators through understanding of what constitutes good and excellent. Leaders encouraged to utilise the	**Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress.	**expereinced HT**

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		Individual Leadership Review (ILR) material. All Governors to complete an 'Annual Skills Audit' to establish its overall skills. Audit will be used to identify highlight strengths, areas for development and any training requirements. Governors will use the 'EAS Governor Training Programme' . Particular focus ofl Governor training will be on understanding and using data to monitor and challenge school performance.		
Cwmcarn Primary	**Improving leadership** Senior leaders have a clear and shared understanding of and alignment to the vision for the school built on distributed leadership which creates a responsive, learning culture; Leadership roles and responsibilities are clearly understood at both senior and middle leadership. All staff understand and fulfil their roles in direct relation to the PIAP and individual accountabilities and responsibilities. A rigorous cycle of self-evaluation impacts positively on individual pupil outcomes.	**Improving leadership** SLT to rigorously monitor standards across the school and their impact on pupil outcomes. CA will support the HT in providing training to SLT on their role in SE. HT to draw up roles and responsibilities for new deputy head and post holders. HT to further develop the capacity of the SLT and middle leadership through establishing a clear understanding of what constitutes good and excellent standards. Leaders to utilise the Individual Leadership Review (ILR) materials. HT to ensure that all training and development is carefully tailored	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress	**Mentor support from expereinced HT** **Cluster working**

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	Accurate self-evaluation is an integral part of the school and embedded in strategic planning. **Improving teaching and learning** Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. All governors have the capacity and understanding to effectively challenge and support the school in bringing about the necessary improvements. Governors are able to access and use effective , evaluative assessment and performance information to rigorously challenge and support.	to meet the needs of the school and the individual with a focus primarily on improving teaching and learning; Monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity. HT to establish regular meetings with senior staff to discuss strategic vision and effective pedagogy and the impact upon teaching and learning. Ensure the governing body's role in self-evaluation is clear and review the purpose of each committee. CA and Governor support to assist in the introduction of the GB self-evaluation toolkit. All governors to complete an 'Annual Skills Audit' to enable the governing body to establish its overall skills and knowledge base. The outcome of the audit to highlight strengths as well as areas for development and will identify any training required. Governors to use the 'EAS Governor Training Programme' to prioritise training; Ensure governors attend appropriate training relative to membership of specific		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		committees. Ensuring the roles of link governors are further developed using the EAS Guidance on 'Link Governors'.		
Pontllanfraith Primary	**Improving teaching and learning** Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. A rigorous cycle of self-evaluation impacts positively on individual pupil outcomes. All teaching will be good or better across the school. **Improving leadership** Leadership roles and responsibilities are clearly understood at both senior and middle leadership All governors have the capacity and understanding to effectively challenge and support the school in bringing about the necessary improvements The outcomes of monitoring and evaluation are fed back regularly to the governing body and Governors know the right questions to ask Governors effectively use the committee structures to build their	**Improving teaching and learning** SMT to monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity. CA to undertake joint sessions to support and verify judgements. HT to establish regular meetings with senior staff to discuss strategic vision and effective pedagogy and the impact upon teaching and learning. **Improving leadership** Monitring timetable to enable all senior leaders, staff and governors to be clear of self-evaluation and the monitoring cycle. SLT to rigorously monitor standards across the school and their impact on pupil outcomes. CA will support the HT in providing training to SLT on their role in SE. HT to ensure that all training and development is carefully tailored	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress.	**HT Mentor through CCBC CHIP programme**

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	knowledge and understanding of school performance across a range of aspects Headteacher report to the Governing Body will report on progress towards the PIAP objectives, staff and pupil performance and impact of actions.The HT is held to account effectively by the governing body.	to meet the needs of the school and the individual with a focus primarily on improving teaching and learning; and progress towards implementation of the PIAP. **P**CA to monitor the effectiveness of the 'follow up' to school monitoring and assess the impact of reviews and scrutinise evidence that demonstrates progress towards the PIAP objectives. HT to promote the Excellence in Teaching Framework to all staff to develop a culture of self evaluation and improvement in teaching and learning.		
Bryn Awel Primary	All staff have are clear about their roles and responsibilities and work together towards a common vision and goals. SLT and GB will have shared knowledge and understanding of self evaluation and monitoring timetables and tools. All staff will have a shared understanding of what good and excellent teaching and learning looks like and will effectively use the criteria in the ETF to measure standards in teaching and	HT to ensure all SLT job descriptions are updated and appropriate with clearly defined roles and responsibilities that are understood by all staff. HT and CA to ensure all members of SLT and GB are clear about self evaluation and monitoring cycle as well as appropriate tools needed to carry out monitoring. HT to introduce Excellence in Teaching Framework to all staff to develop a culture of self	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress.	**Joint staff working with partner school**

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	learning. Accurate self evaluation is a regular part of the school's working life and will be embedded in strategic planning. Governors are able to access and use effective, evaluative assessment and performance information to rigorously challenge and support the school in all aspects of school improvement. School will have increased knowledge and understanding of the use of assessment manager in tracking at individual, cohort and whole school levels. School will be able to use tracking tool effectively to identify individual pupil, cohort, target group and whole school attainment and targets.	evaluation and improvement in teaching and learning. School will implement a timetable of whole school self evaluation activities involving all stakeholders. CA will support HT in reviewing the evidence / outcomes / impact. All members of GB to complete a 'Skills Audit' to establish overall skills and knowledge base. The outcome of the audit will identify strengths and areas for development and will identify training needs. Ensure governors attend appropriate training relative to membership of specific committees. EAS Governor Support will ensure that the GB receives all the relevant literature to further develop knowledge and understanding on a regular basis. School to work with EAS to set up mark sheets in assessment manager and to train staff on inputting data and extracting information. School's ARR coordinator to work with ARR coordinator at Glasllwch to look at tracking systems and use of information in raising standards for all pupils, ALN and MAT pupils.		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
Waunfawr Primary	**Improving teaching and learning** Staff begin to develop a more consistent approach to challenging more able pupils and targeting higher attainment and achievement Lesson observations will show increased opportunities for pupils to achieve highly and meet requirements for higher outcomes/ levels Lesson observations and planning will show increased opportunities for boys to achieve highly and meet requirements for higher outcomes/ levels Lessons are judged to be good or excellent for pace, challenge and standards of achievement (see Excellence in teaching framework – Challenge and Expectations and Progress sections. **Improving Standards**	**Improving teaching and learning** Share best practice across the school to improve the pace and challenge in lessons. HT to plan opportunities for staff to observe best practice in the school; level of challenge and high expectations will be the focus of all lesson observations during the Autumn term CA will review lesson observations and discuss quality of teaching with HT/DHTMonitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity. CA will monitor the lesson observations and look at pupils' work. Differentiation in planning and teaching will be monitored CA will discuss lesson	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress	**Joint staff working with partner school**

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	Tracking of pupils will evidence progress towards higher attainment and achievement with action taken to address underachievement against targets Monitor and identify strategies to close the gap and to ensure that more able fsm pupils attain the higher outcomes/ levels. Standards of literacy and numeracy will improve due to increased opportunities to apply skills across the curriculum.	observations/ differentiation for more able Consider the engagement and provision for more able boys Discuss and evaluate with school to explore how more able boys needs will be met Further develop a culture of high achievement and attainment. Use lesson observations and coaching to develop the pace and challenge in all lessons. **Improving Standards** Monitor the performance of fsm pupils, compared to non fsm pupils and address discrepancies Enable subject leaders to monitor provision and outcomes for their subjects, starting with science book scrutiny Identify how literacy and numeracy can be further developed in other subjects, starting with science Literacy and numeracy leaders to use test data to identify areas for development in provision and to support class teachers in addressing individual/ group needs		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		DHT will visit Eveswell Primary to liaise with SLT member with responsibility for fsm achievement		
Markham Primary	**Improving teaching and learning** Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. All teaching will be good or better across the school by July 2015. **Improving leadership** The roles and responsibilities are defined and balanced in senior and middle management teams, and all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities. Headteacher reports to the Governing Body report on progress towards the SIP and PIAP objectives. A clear and rigorous cycle of self-evaluation is established and this impacts positively on individual	**Improving teaching and learning** HT to review job descriptions to ensure that clear roles and responsibilities are linked to specific action plans. HT and DHT to ensure that all training and development is carefully tailored to meet the needs of the school and the individual with a focus on improving teaching and learning (Estyn R4); raising standards of literacy and numeracy (R1), and; improving the performance of efsm and MAT pupils (R2) CA to review training plans and impact reviews and monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity. **Improving leadership** HT to further develop the capacity	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	pupil outcomes. School priorities are clearly aligned to the national priorities of Literacy, Numeracy and Foundation Phase. All staff, pupils, parents and other stakeholders continue to have ownership of, and contribute to self-evaluation processes. The school is removed from Estyn monitoring by the end of the year.	and depth of distributed leadership through coaching and mentoring to ensure clear understanding of what constitutes good and excellent standards. HT to establish weekly meetings to discuss strategic vision and progress towards implementation of the SIP and PIAP. CA will monitor the effectiveness of the meeting structure and the impact on improving standards across the school. SLT & CA to monitor progress towards SIP objectives rigorously. CA will scrutinise evidence that demonstrates progress towards the SIP and PIAP objectives. Senior and middle leaders to have a clear understanding of, and explicit contribution to the self-evaluation and monitoring cycle. CA will support the HT in providing training to MLT on their role in SE.		
Plasyfelin	**Improving leadership**. Leadership capacity in the school is built effectively All staff have well defined roles and understand their responsibilities. Line	**Improving leadership**. Implement a timetable of self-evaluation activities during the course of the school year, involving all stakeholders. The SMT will update the SER on a termly basis and share this with	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	management and accountability for the quality of teaching and learning and outcomes are effective. Accurate self-evaluation is a regular part of the school's working life and will be embedded in strategic planning. **Standards** 75% of boys in each KS2 cohort, will be on track to attain at least level 4 , in writing, by the end of the key stage. The gap in performance between eFSM and non eFSM pupils at level 5+ will be in line with Family of schools. **Improving teaching and learning** All staff understand the characteristics of excellent and good teaching. The school will regularly monitor the quality of teaching and learning from a variety of sources and through a range of evidence. The outcomes of monitoring and evaluation will be fed back to the governing body on a regular	all staff and GB The SIP will focus on the school's performance priorities identified through self – evaluation in the context of the national regional and local authority agenda The HT, through the termly report to the GB, will feedback the outcomes of monitoring and evaluation. Update job descriptions for all SLT and TLR holders in liaison with HR. Hold weekly staff and senior leadership team meetings, with clear agendas, focusing on improved learner outcomes. Agreed actions will be reviewed and recorded. Review current T&L policy (using ETF) and Monitoring Evaluation and Review policy. Monitoring will include: termly focused session observations, book scrutiny, learning walks and listening to learners. A comprehensive whole school monitoring policy and cycle will be developed and shared with the Governing Body and all staff. **Improving teaching and learning** The school's 'Teaching and Learning Policy' will be	CA attendance at GB meetings to provide updates on progress.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	basis. 100% of teaching will be good or better by the end of the summer term 2014.	reviewed/updated with all staff to include the ETF. An agreed policy on effective learning environments will be developed with criteria/checklists. The HT/SMT will complete planned joint book scrutiny, learning walks and session observations to quality assure the school's judgements. Identified teachers will access relevant training programmes to further improve their practice as and when necessary – e.g. 'Breaking Through' and 'Securing Good, Aiming for Excellence'.		
Secondary				
Overall Support Category Red				
Heolddu Secondary Schools Challenge Cymru School	Main priority remains standards at Key Stage 4 across all indicators. Mathematics a key area. School in Special Measures- desired outcome is to exit before end of acedmic year 2014/2015. Improve quality of leadership across wider SLT; Middle leaders.	Key areas from improvement plan: (PIAP) 1. Standards 2. Teaching and Learning 3. Attendance 4. Wellbeing 5. LNF and Skills 6. Disadvantaged Learners 7. Community/	**Detail of the resources can be found in the SCC School Plan.** Approx £300k. Capital element established litercay room and enhancements to ICT. Signifiicant resourcing for additional leadership capacity.	Visit to Queesnbridge School, Moseley (SLT).

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	Quality of teaching to improve. To be removed from the Estyn Category of requiring Special Measures.	Publicity **8.** Leadership		
St Cenydd Secondary **School Challenge Cymru**	Improved L2+, L2 ,capped point score and L1 outcomes Improved Quality of Teaching. Up to 90% of Teaching good or better Improved middle leadership of learning Building overall Leadership Capacity and ensuring leadership focus. Ensuring effective data tracking and intervention systems are in place. Improve behavior for learning Successful Estyn re-visit Spring Term 2016	1. See the SCC plan for full details. 2. New CPD programmes in place including initiatives to improve quality of marking and feedback and classroom practice. New observation schedule in place. Consistency of lesson grades being externally moderated 3. New accountability and monitoring framework in place. Line management formalized and consistent. Performance management improved. Clear focus on improvement of standards in all areas as a focus of line management meetings 4. Restructure of SLT and new deputy Head appointment. All SLT with a remit to improve pupil outcomes. 5. Tracking system completely revised and staff trained in	**Detail of the resources can be found in the SCC School Plan.** The capital and revenue funding allocated by SCC.	SCC Challenge Advisor. Willows High School.

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		the use of data to track pupil progress and achieve targets. 6. Back to Basics behaviour campaign has greatly improved behaviour. New sanctions and rewards policy now in place Estyn has acknowledged improvements this academic year. Clear targets remain		
St Martins Secondary **School Challenge Cymru**	Improved L2+, L2 and FSM pupil outcomes. Improved Quality of Teaching. Up to 90% of Teaching good or better. Improved accountability and actions where issues emerge. Quality of leadership needs improvement. Tracking of pupil progress and focus on FSM pupils must be improved. Improve behaviour for learning. Successful Estyn re-visit Spring Term 2016.	See the SCC plan for full details. Consistency of teaching standards project. This includes initiative to improve quality of marking and feedback. Quality much improved and next steps in place for whole school CPD. New observation schedule in place. Consistency of lesson grades being externally moderated New accountability and monitoring framework in place .Quality of line management and consistency needs further improvement. PM has improved with new electronic monitoring system. Leadership members must be fully focused on their responsibilities and held fully	**Detail of the resources can be found in the SCC School Plan.** The capital and revenue funding allocated by SCC.	LA particularly with behaviour support

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		accountable. Tracking system has improved under the Deputy Head. Pupil by pupil tracking year 11 in place. Is needed throughout the school.		
Overall Support Category Amber				
Bedwas High School School Challenge Cymru School	Improved L2+, L2 and FSM pupil outcomes. Improved consistency of marking, feedback and presentation to raise standards of attainment. Introduction of new system for the monitoring of student progress. Progress managers replace traditional heads of Year. Continue to ensure all leaders have high levels of consistency and accountability.	• See the SCC plan for full details. Projects to raise achievement of FSM students now a priority. • Initiative to improve quality of marking and feedback is used as an example of good practice for other schools. • Quality of academic monitoring and targeted intervention greatly improved. Used as an example of good practice for other schools. All year groups are tracked and interventions identified.	**Detail of the resources can be found in the SCC School Plan.** The capital and revenue funding allocated by SCC.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
Blackwood Comprehensive School School Challenge Cymru School	Main priority remains standards at Key Stage 4 across all indicators.	Key areas from improvement plan: • Raising the number reaching KS4 L2+ • Raising L5+ in subjects below median (FSM benchmarking) and L6+ all subjects • Raising attainment and improving progress of eFSM pupils • Raising overall standards at KS3 (national tests) • Increasing opportunities for pupils' decision making and community involvement • Improving learning experiences • Ensuring learning plans and SoW at KS3 provide challenge and support to develop skills • Embedding strategies for raising standards in literacy and numeracy at KS3 • Developing further opportunities to promote bilingual competence • Reviewing the curriculum at	**Detail of the resources can be found in the SCC School Plan.**	Cross-phase working- developing common aproaches to mathematics. GCSE Wave 1 for maths and English.

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		KS4, including intro of WBQ • Improving Teaching • Aiming for excellence and ensuring appropriate challenge in all lessons • Improving quality of formative feedback- closing the gap in pupils' learning • Reviewing and improving assessment, target setting and tracking at KS4 • Ensuring consistency in development planning and SE • Reviewing Performance Management processes – ensuring they are applied more consistently and rigorously • Planning to manage potential budget reductions • Improving the school's resources and facilities		
Cwmcarn High School	Leaders have a well-established vision for the school that inspires and motivates all staff to achieve good outcomes for all learners. Accurate self-evaluation is a regular part of the school's working life and will be firmly embedded in strategic planning	HT to update job descriptions for all SLT and TLR holders so that roles and accountabilities are clearly understood. The HT will hold weekly middle and senior leadership team meetings, with clear agendas focusing on standards and impact. All meetings will be minuted. The	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	Effective systems in place to monitor the school's performance. The school will have high quality processes and practices for monitoring and evaluating the quality of teaching and learning, including from a variety of sources and through a range of evidence. The school will have an accurate assessment of standards of teaching and learning throughout the school. The outcomes of monitoring and evaluation will be fed back to the governing body on a regular basis. Results of observation evaluations, feedback to staff and other evidence sources are analysed and used by leaders to maintain progress and secure further improvement. 100% of teaching will be good or better by the end of the summer term 2015.	CA will assist the HT in reviewing the evidence/outcomes/impact of meetings. The school will review its timetable of self-evaluation activities during the course of the school year, involving all stakeholders. The CA will review the evidence/outcomes/impact. Clarify the GB's role in self-evaluation and review the purpose of each committee. The Senior Leadership Team will update the SER on a termly basis and share this with all staff and the GB, to include relevant updated information on key questions.		
Lewis Girls' School	Leaders have a well-established vision for the school that inspires and motivates all staff to achieve good outcomes for all learners. Accurate self-evaluation continues to be a regular part of the school's working life and will	The school will work towards addressing the recommendations following the Estyn Inspection. Clarify the GB's role in self-evaluation and review the purpose of each committee. The Senior Leadership Team will	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	be firmly embedded in strategic planning. Effective systems embedded to monitor the school's performance. The school will embed high quality processes and practices for monitoring and evaluating the quality of teaching and learning, including from a variety of sources and through a range of evidence. The school will have an accurate assessment of standards of teaching and learning 90% of teaching will be good or better by the end of the summer term 2015. The school will make good progress and will be removed from the category of Estyn Follow up.	update the SER on a termly basis and share this with all staff and the GB, to include relevant updated information on key questions. The HT through the termly report to the GB, will feedback the outcomes of monitoring and evaluation. Identified teachers will continue to access relevant training programmes to further improve their practice as and when necessary- e.g. the "Securing Good aiming for Excellence" CA to undertake joint lesson observations with senior leaders to QA judgements.	CA attendance at GB meetings to provide updates on progress.	
Pontllanfraith Comprehensive	Leadership capacity is built and distributed effectively. Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. All teaching is good or better. Pupils' progress is tracked effectively; interventions are monitored and targets for improvement are robust and	To review strategic roles and responsibilities. To review job descriptions to establish clear roles and responsibilities linked to specific action plans. To develop the capacity of senior and middle leaders and depth of distributed leadership by linking leadership roles to focussed CPD: for example, coaching and mentoring to establish clear	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at GB meetings to provide updates on progress.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	appropriate Headteacher reports to the governing body include progress towards the SIP objectives, staff and pupil performance and impact of actions. The cycle of self-evaluation, improvement planning and quality assurance is well established and impacts positively on individual pupil outcomes. Department plans have clear targets for improvement and success criteria that are aligned to whole school priorities. The SER is a clear, concise and evaluative document. Actions lead to improved standards, particularly in priority areas: boys' attainment; level 1 and 2 and writing.	understanding of what constitutes good and excellent standards across the full range of indicators. To ensure that all training and development is carefully tailored to meet the needs of the school and the individual, with a focus primarily on improving teaching and learning. CA will review training plans and impact reviews. SLT & CA will monitor the impact on the quality of teaching and learning through book scrutiny and scrutiny of lesson observation activity (as appropraiate). To establish weekly meetings to discuss strategic vision and progress towards implementation of the school improvement plan. CA will scrutinise evidence that demonstrates progress towards SIP objectives SLT to continue to embed self-evaluation into school improvement planning. CA will support the HT in monitoring progress towards recommendations in the Estyn inspection		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
Rhymney Comprehensive School	Leaders at all levels have a clear and shared understanding of, and alignment to, the vision for the school. Leadership is distributed effectively,accountabilities are clear. All staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities. Department improvement plans have clear targets for improvement and success criteria that are aligned to whole school priorities for improvement. Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. All teaching is good or better. Pupils' progress is tracked effectively; interventions are monitored and targets for improvement are robust and appropriate. The cycle of self-evaluation, improvement planning impacts positively on individual pupil	To review job descriptions to establish clear roles and responsibilities linked to specific action plans. To develop the capacity of senior and middle leaders and depth of distributed leadership by linking leadership roles to focussed CPD. To ensure that all training and development is carefully tailored to meet the needs of the school and the individual, with a focus primarily on improving teaching and learning. SLT & CA will monitor the impact on the quality of teaching and learning through book scrutiny and scrutiny of lesson observation activity (as appropraite). To establish weekly meetings to discuss strategic vision and progress towards implementation of the school improvement plan CA will scrutinise evidence that demonstrates progress towards the SIP objectives. SLT continues to embed self-evaluation into school improvement planning.		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	outcomes. The SER is a clear, concise and evaluative document. Actions lead to improved standards, particularly in priority areas. Governors use high quality, evaluative assessment and performance information. The HT is held to account effectively by the governing body.	Implement the use of the 'New Governors' Checklist' in appointing any new governors, to Include attendance at the mandatory induction session for new governors. All governors will complete an 'Annual Skills Audit' which enables the governing body to establish its overall skills and knowledge base. CA will provide training on the effective role of link governors. Ensure governors attend appropriate training linked to specific committees. Clarify the governing body's role in self-evaluation and review and the purpose of each committee. CA to assist in the introduction of the GB self-evaluation toolkit.		
Special / PRU				
Overall Support Category Red				
NIL				
Overall				

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
Support Category Amber				
Glan y Nant Learning Centre	**Improving leadership:** Improved leadership skillsets evidenced through leadership being judged as 'good' by end of October 2015 following Estyn revisit The outcomes of monitoring and evaluation are fed back to the Committee at least termly. A robust SE process is in place taking evidence from a range of sources **Improving teaching and learning:** All staff understand the characteristics of excellent and good teaching. Leaders make accurate judgements about the standards of teaching and learning. The school embeds a repertoire of strategies to support teachers and LSAs in managing more challenging behaviour. A range of appropriate and effective interventions are in place and regularly reviewed for appropriacy and impact. Pupils are more engaged and	**Improving leadership:** • Support leadership development EAS PRU leaders meetings. • The EAS CA will conduct a review of leadership provision in order to evaluate progress against this recommendation. • Leaders to quality assure their judgements on teaching and learning • Extend the range of evidence used and stakeholders involved in monitoring or evaluating aspects of the school's work • Improve systems for tracking data to evaluate the impact of attendance, or interventions, on attainment. • Improve the identification of pupils with SEN and ensure targets for improvement are appropriate to pupils' identified needs in order for the school to measure	**As illustrated in the SEWC Intervention Framework** Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets. CA attendance at Management Committee meetings to provide updates on progress.	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	their behaviour for learning improves.	pupils' progress. **Improving teaching and learning:** • Teacher in Charge to provide more opportunities for sharing good practice within the school • The school to ensure that a range of appropriate and effective interventions are in place for learners and that it develops clear entry and exit criteria. • Provide opportunities for staff to examine classroom organisition for mixed age classes in mainstream KS2, • Imprve the emphasisi of the PIAP in order for sufficient focus on improving outcomes for pupils. • Improve the process of self-evaluation in order for it be able to judge the quality of impact		

Section 4: Local Authority Additional Commission

Nature of Commission	Service Level Agreement (SLA including cost)

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CABINET – 29TH APRIL 2015

SUBJECT: **WHQS AND SHELTERED HOUSING COMPLEXES**

REPORT BY: **ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER**

1.1 The attached report was considered by the Policy and Resources Scrutiny Committee on 14th April 2015, having previously been considered by the Caerphilly Homes Task Group on 2nd April 2015. The report sought the views of Members on a proposed WHQS programme delivery change relating to the sheltered housing complexes, prior to its presentation to Cabinet.

1.2 Members were reminded that arising from a number of setbacks, the WHQS programme is under severe pressure to complete by 2020 and subsequently additional measures are under active investigation to expand the capacity to cope with the volume of work. The report therefore advocated an alternative approach to implement the WHQS programme in relation to the sheltered housing complexes.

1.3 The report proposed that the management and delivery of the WHQS works on the sheltered schemes be outsourced to a suitable multi-disciplinary consultancy, leaving just the client role in-house. Officers explained that the separate internal and external programmes of works were not considered to be the most appropriate course of action for sheltered housing complexes, and that packaging the sheltered schemes together into a separate programme of work and delivering this independently of the main programme could potentially minimise further slippage of the WHQS programme. This proposal also included an option to include the tenant liaison role in the outsourcing of the WHQS works on the sheltered schemes.

1.4 Members were also advised that the WHQS business plan included provision for the conversion of bedsits to flats at two schemes. Three other schemes have since been identified for possible remodelling, and there are concerns about the long-term sustainability of a fourth complex. Officers explained that the remodelling is not a WHQS requirement but that expenditure on WHQS works on the existing schemes could be abortive if it is the intention to remodel the schemes at a future date. The feasibility of conversion/remodelling has yet to be undertaken, and no capital funding has been identified. In addition, due to a borrowing cap on the Housing Revenue Account and increased tender/programme works costs, there are limitations in relation to the budget expenditure available for such works in the period to 2020. In view of these considerations, the report proposed that the six schemes affected be removed from the WHQS programme and addressed after 2020 (with the exception of essential health and safety/emergency works).

1.5 Representatives of the Caerphilly Homes Task Group were invited to summarise their deliberations arising from the meeting held on 2nd April 2015 in relation to the report recommendations. At that meeting, the Task Group considered the recommendations contained in the Officers report and by the majority present, endorsed part of recommendation 9.1 (the outsourcing of the sheltered schemes). However, the Task Group felt that outsourcing the tenant liaison role could affect quality assurance measures and therefore recommended that the option to outsource the role be withdrawn and that the tenant liaison role remain within the Authority.

1.6 Representatives of the Task Group also outlined their concerns regarding recommendation 9.2 of the report (remove 6 complexes from the WHQS Programme until a decision is made on the long-term future of these properties). Representatives acknowledged the pressures faced by the WHQS programme but raised concerns regarding the effect of the proposed delay on these tenants. Representatives cited a need for a special meeting of the Task Group to discuss this proposal, together with a need for further information (including costings for WHQS/remodelling works, details of previous works carried out at these schemes, occupancy levels and consultation with tenants). With these considerations in mind, and by the majority present, the Task Group had been unable to endorse recommendation 9.2 of the report.

1.7 Discussion of the report ensued and concerns were expressed by Members that there was insufficient detailed information within the report in respect of future options for the 6 complexes. Members requested a further report on the future options for the 6 complexes prior to making a decision. Members raised concern as to the wellbeing of tenants in the schemes where it was proposed that WHQS works be deferred.

1.8 In responding to these comments, Officers reminded Members of the need to deliver the WHQS programme within funding constraints and the importance of ensuring that monies were not unnecessarily spent on works in instances where they may need to be repeated if a remodelling programme were to take place. Members were advised of the importance of recommendation 9.1 of the report, as there was a pressing need to reduce future slippage of the programme. Officers reiterated that the remodelling works were not a WHQS requirement but that as there was an indication that some of the properties identified would need to be converted or remodelled in future years, it would be prudent to plan for such eventualities. Discussion also took place in regards to the original Savills stock survey of 2008.

1.9 Following consideration of the report, and in taking into account the views of Members and the Caerphilly Homes Task Group representatives, it was proposed that recommendation 9.1 of the report be endorsed (subject to an amendment to remove the option to outsource the tenant liaison role). It was moved and seconded that subject to this amendment, the following be referred to Cabinet for consideration. By a show of hands (and in noting there was 1 against), this was agreed by the majority present.

> RECOMMENDED to Cabinet that subject to the removal of the option to outsource the tenant liaison role, the sheltered complexes be packaged into a separate programme and the management and delivery be outsourced to a suitable multi-disciplinary consultancy.

1.10 Having regard to the comments of Members and the Caerphilly Homes Task Group representatives, it was proposed that consideration of recommendation 9.2 be deferred pending further information from Officers relating to these affected schemes. This was moved and seconded, and by a show of hands, was unanimously agreed. Members were therefore unable to make a recommendation to Cabinet in support of recommendation 9.2 (the removal of 6 complexes from the WHQS Programme until a decision is made on the long-term future of these properties).

> RECOMMENDED to Cabinet that consideration of recommendation 9.2 (the removal of 6 complexes from the WHQS Programme until a decision is made on the long-term future of these properties) be deferred pending further information from Officers relating to these affected schemes.

1.11 Members are asked to consider the recommendations.

Author: R. Barrett, Committee Services Officer, Ext. 4245

Appendices:
Appendix 1 Report to Policy and Resources Scrutiny Committee on 14th April 2015 – Agenda Item 10

POLICY AND RESOURCES SCRUTINY COMMITTEE – 14TH APRIL 2015

SUBJECT: **WHQS AND SHELTERED HOUSING COMPLEXES**

REPORT BY: **ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER**

1.1 The attached report was presented to the Caerphilly Homes Task Group on 2nd April 2015.

1.2 The views expressed at the Caerphilly Homes Task Group meeting will be verbally reported to the Policy and Resources Scrutiny Committee on 14th April 2014, prior to consideration of the report by Cabinet.

Author: Rebecca Barrett, Committee Services Officer, Ext. 4245.

Appendices:
Appendix 1 Report and appendices to Caerphilly Homes Task Group on 2nd April 2015 – Agenda Item 4.

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APPENDIX 1

CAERPHILLY HOMES TASK GROUP – 2ND APRIL 2015

SUBJECT: WHQS AND SHELTERED HOUSING COMPLEXES

REPORT BY: INTERIM CHIEF EXECUTIVE

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1. PURPOSE OF REPORT

1.1 To consider a WHQS programme delivery change relating to the sheltered housing complexes. The report is seeking the views of the CHTG prior to Policy and Resources Scrutiny Committee and presentation to Cabinet for decision.

2. SUMMARY

2.1 Arising from a number of setbacks the WHQS Programme is under severe pressure to complete by 2020. Additional measures are under active investigation to expand the capacity to cope with the volume of work. The report advocates an alternative approach to implement the WHQS programme in relation to the sheltered complexes. In summary the management and delivery of the WHQS works on the sheltered schemes could be out sourced to a suitable multi disciplinary consultancy leaving just the client role in house.

3. LINKS TO STRATEGY

3.1 The Welsh Housing Quality Standard is intended to ensure that all local authority and housing association homes are improved and maintained to achieve specified standards.

3.2 The Single Integrated Plan 2013-2017 has a priority to "Improve standards of housing and communities, giving appropriate access to services across the County Borough.

3.3 The Council's Local Housing Strategy "People, Property, and Places" has the following aim:

"To provide good quality, well managed houses in communities where people want to live, and offer people housing choices which meet their needs and aspirations."

4. THE REPORT

4.1 The report presented to CHTG on 11th December on the Review of WHQS Investment Strategy and HRA Capital Programme 2015/16 outlined that major slippage had arisen during the 2014/15 financial year and that this would cause additional pressure due to the increase in the volume of properties that will need to be completed over a shorter timescale. The report presented a revised investment strategy and the implications were explained in terms of the numbers of properties that would need to be completed on a weekly basis and the rate of expenditure that would have to be achieved based on the budget estimates.

4.2 Since that report was prepared and agreed by Cabinet further significant slippage has been identified within the in house programme of work and with the small lots programme.

4.3 The programme for 2014/15 originally envisaged that either internal or external works would be completed to 3,713 properties. It is estimated that the completions by March 2015 will now be around 1000 properties i.e. around 27% of what was originally planned.

4.4 The WHQS Project Board has reviewed the position and concluded that unless measures are put in place to increase capacity and to expedite the implementation of such measures there is a serious threat that the WHQS will not be achieved by 2020.

4.5 The Council has 33 sheltered housing schemes (see appendix 1) categorised as:

- All flats and communal facilities are under one roof
- Bungalows or flats grouped around a separate communal block
- Blocks of flats and communal facilities under one roof plus external blocks of flats

4.6 In addition there are 12 units at Tredegar Street which are managed as part of the Tredegar Court Extra Care Scheme.

4.7 As a result of the sheltered housing review during 2013 it was resolved to reclassify four schemes without communal facilities at Denscombe, Grange Close, Nantddu, and Waunfach and these schemes will be dealt as part of the main WHQS Programme (these schemes are not included in appendix 1). Internal works at Grange Close are being undertaken in the 14 /15 financial year by the in house work force.

4.8 Communal facilities include lounge, kitchen, laundry, guest room, staff office. In respect of these areas it will be necessary to consider heating, electrics, emergency lighting, fire panels, kitchen, toilet facilities, DDA compliance, carpets, furnishings, decoration. The communal areas are classed as public buildings and the landlord has statutory maintenance responsibilities. In carrying out improvement works the opportunity should be taken to remove redundant plant to reduce ongoing responsibilities.

4.9 It was the original intention that improvement works to the sheltered complexes would be integrated within the main programme and internal and external works would be undertaken separately in accordance with the community sequence. The communal areas were to be dealt with as part of the external works programme. However around a third of the complexes have central boiler plant and some of these are in urgent need of replacement. This may also involve replacing pipe work and radiators in individual flats. In these circumstances it is not practical to split the communal work (external) from the individual units (internal work), at least as it relates to heating. The central boiler plants are commercial installations which have not been included in the scope of the work of any of the contract arrangements. The contract arrangements for external works are different in each of the three areas and were not specifically designed with the sheltered complexes in mind.

4.10 For those complexes which include communal facilities and flats under one roof serviced by central boiler plant it will be better to package the internal and external work together. However in view of the wider pressures on the programme there is the possibility of bundling the sheltered complexes (around 1000 accommodation units representing 10% of the stock, but note possible exclusions below) into a completely separate programme of work to be managed and delivered independently of the main programme. This potentially could speed up part of the programme but there are resource implications at to how this might be achieved. Neither the WHQS nor Procurement teams have the capacity to fast track the sheltered schemes alongside other current commitments. It is therefore advocated that consideration be given to out sourcing the management and delivery of the WHQS for the sheltered schemes to a suitable multidisciplinary consultancy with only the client role retained in house. The scope of the brief might also extend to include the tenant liaison role.

4.11 The WHQS business plan included provision for the conversion of bedsits to flats at two schemes, Castle Court and Waunfawr House. The remodelling is not a WHQS requirement but clearly expenditure on WHQS works on the existing schemes could be abortive if it is the intention to remodel the schemes at a future date. Conversion of 2 bedsits to one flat will have implications in terms of the total stock and rental income.

4.12 Three further schemes were identified for possible remodelling, St Mary's Court, Ty Melin, and Ynyswen, as part of the sheltered housing service review. The feasibility of conversion / remodelling has yet to be undertaken and no capital funding has been identified. The location of some schemes raises further questions about suitability and in some instances it may be better to completely demolish and redevelop. In response to the report the Chief Housing Officer has also raised concern about the long term future of Britannia Close. Given lack of funding and uncertainty about remodelling / conversion or redevelopment it is suggested that the six schemes affected be removed from the WHQS Programme and addressed after 2020, other than essential (health and safety) / emergency works.

4.13 The remaining 27 schemes would comprise the sheltered complex programme to 2020 (approximately 770 units).

5. EQUALITIES IMPLICATIONS

5.1 An EqIA has been completed in accordance with the Council's Equalities Consultation and Monitoring Guidance and no potential for unlawful discrimination and for low level or minor negative have been identified, therefore a full EqIA has not been carried out.

5.2 The implementation of the WHQS Programme will ensure compliance where appropriate with current Building Regulations and DDA requirements. The Council's procurement processes include equalities requirements and compliance by third party contractors undertaking WHQS work.

6. FINANCIAL IMPLICATIONS

6.1 Based on the Savills stock condition survey for the 27 schemes there is a budget provision of £10.1m (£3.1m external works, £7.0m internal works) in the business plan, which takes account that the internal works at Ysgwyddgwyn have been completed. However the full extent of the work can only be determined by survey of the individual complexes. If this programme of work is outsourced to a multi disciplinary consultancy there would be fees incurred which have not been budgeted. An indicative percentage cost would be 10-12% of capital expenditure but negotiable dependent on how the commission is structured. It may be necessary to deal with essential health and safety works through ad hoc contract arrangements where these cannot be delayed.

6.2 It will also be necessary for the Council to maintain ongoing statutory responsibilities alongside the WHQS improvement works. There is an ongoing review to ensure there are compliant contract arrangements in place for all statutory maintenance on the sheltered complexes including those where remodelling/improvements may be deferred.

6.3 Even if early decisions are made on the six schemes identified for remodelling it would not be prudent to commit further major unbudgeted expenditure in the period to 2020. The buy out of the HRA will impose a borrowing cap which will result in limited headroom to cope with additional costs. There is already evidence to suggest the WHQS budget may be under pressure as a result of increased costs, for example in Rowan Place, Rhymney, and the tender costs for the small lots programme in the Eastern Valleys. In addition ongoing surveys are indicating extensive damp related problems on a number of the housing estates.

7. PERSONNEL IMPLICATIONS

7.1 Action is being taken to increase the resources within the WHQS team. There has been limited success to date in filling a number of technical vacancies but even with these additional posts the capacity to manage the volume of work against the timescale pressure remains a major risk. Outsourcing part of the programme increases capacity and spreads the risk and will improve the confidence of delivery by 2020. The client role will be undertaken within the WHQS team.

7.2 A procurement process will be required to appoint a multi disciplinary consultancy. There is the possibility of using the professional services framework established by the National Procurement Service which will shorten the timescale.

8. CONSULTATIONS

8.1 Comments received have been incorporated within the report.

9. RECOMMENDATIONS

9.1 In view of the pressures on the WHQS programme the CHTG recommend to the Policy and Resources Scrutiny Committee and Cabinet that the sheltered complexes are packaged into a separate programme and the management and delivery is outsourced to a suitable multi disciplinary consultancy, including the option of tenant liaison.

9.2 The 6 complexes identified in the report where future remodelling or redevelopment is under consideration be taken out for the WHQS Programme in the period to 2020 and dealt with once decisions have been made about the long term future of these properties.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To increase the resource capacity to be able to manage and deliver WHQS by 2020 and to avoid abortive costs on those complexes which may be subject to alternative proposals for remodelling or redevelopment.

11. STATUTORY POWER

11.1 Housing Acts 1985, 1996, 2004. This is a Cabinet function.

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Consultees:

Cllr Gerald Jones	-	Deputy Leader & Cabinet Member for Housing
Cllr Barbara Jones	-	Deputy Leader & Cabinet Member for Corporate Services
Chris Burns	-	Interim Chief Executive
Nicole Scammell	-	Acting Director of Corporate Services & S151 Officer
Shaun Couzens	-	Chief Housing Officer
Liz Lucas	-	Head of Procurement
Marcus Lloyd	-	Deputy Head of Programmes
Steve Greedy	-	Project Manager
Colin Roden	-	Project Manager
Alan Edmunds	-	Project Manager

Jane Roberts-Waite	-	Strategic Co-ordination Manager
Lesley Allen	-	Principal Accountant
Rhys Lewis	-	System & Performance Manager
Joanne Green,	-	Housing Manager, Older Persons Services
Gail Williams	-	Monitoring Officer/Principal Solicitor

Appendices:

Appendix 1 Sheltered Housing Schemes

Appendix 1

Sheltered Housing Schemes

1. All flats and communal facilities e.g. communal lounge, kitchen, laundry, guest room, etc are under one roof:-

   Alexandra Court
   Highfield Court
   St Marys' Court
   Ty Bedwellty
   Ty Isaf
   Ty Melin
   Ty Mynyddislwyn
   Waunfawr House
   Ynyswen

2. Bungalows or flats grouped around a separate communal block housing the warden's office and communal facilities:-

   Bryn Road
   Glynderw
   Glynsifi
   Greenacres
   Grove 1
   Grove 2
   Hafod y Bryn
   Heol Islwyn
   Horeb Court
   Maesteg
   Oaklands
   Pleasant Place
   Prospect Place
   St Clares
   St Peters Close
   The Willows
   Waunrhydd
   Woodland View
   Y Glyn

3. Blocks of flats and communal facilities under one roof plus external blocks of flats. Tenants in external blocks of flats share communal facilities housed in the main building:-

   Britannia Close
   Castle Court
   Gwyddon Court
   St Gwladys Court
   Ysgwyddgwyn

Plus 12 units at Tredegar Street managed alongside the Tredegar Court Extra Care Scheme.

CABINET – 29TH APRIL 2015

SUBJECT: **NATIONAL PROCUREMENT SERVICE (NPS) FOR WALES PROGRESS REPORT**

REPORT BY: **ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER**

1.1 The attached report, which advised Members of the progress made with the National Procurement Service for Wales, was considered by the Policy and Resources Scrutiny Committee on 14th April 2015. The report sought the views of Members on the Authority's future working arrangements with the NPS, prior to its presentation to Cabinet.

1.2 Members were reminded of Cabinet's decision in 2012 to join the National Procurement Service for Wales in a number of key commodity areas (outlined in paragraph 4.1 of the report). At the time it was decided to 'opt out'/continue with the Authority's own Procurement Strategy in the remaining areas (outlined in paragraph 4.2 of the report), which has resulted in a greater level of flexibility in the Authority's procurement processes. Officers explained that as the NPS function continues to develop and key contracts and frameworks are delivered, it may be beneficial for the Authority to 'opt in' to arrangements in which they originally decided not to participate, including Legal Services, which is currently being tendered by the NPS.

1.3 The report also proposed that Cabinet gives delegated authority to the Head of Procurement, to opt into such arrangements when able to demonstrate value for money for the Authority. All decisions would be supported by an internal business case and agreed with the appropriate Head of Service. The same flexibility will be required in relation to opt outs.

1.4 Discussion of the report ensued and Members sought reassurances in regards to the proposal to 'opt in' to the Legal Services Category Area. Officers confirmed that this arrangement should provide value for money and benefit the Authority as it is being tendered on behalf of the Welsh Public Sector, and assured Members that all eventualities had been examined prior to preparing this proposal. Officers also responded to general queries relating to the delegated authority proposal and the comparative value of the NPS to the outgoing Welsh Purchasing Consortium.

1.5 Following consideration of the report, the Policy and Resources Scrutiny Committee, by a show of hands and the majority present (and in noting there were 2 abstentions,) recommended to Cabinet that for the reasons contained therein:-

(i) That the Authority remains opted out of the commodity areas outlined in paragraph 4.2 of the report until such time that Officers can demonstrate best value to opting in;

(ii) That the Authority takes forward the opportunity to opt in to the Legal Services framework currently being developed by the NPS;

(iii) That the decision to opt in and or out of commodity areas in the future be delegated to the relevant member of CMT for the service area and Head of Procurement in consultation with the Cabinet Member for Corporate Services.

1.6 Members are asked to consider the recommendations.

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Appendices:
Appendix 1 Report to Policy and Resources Scrutiny Committee on 14th April 2015 – Agenda Item 8

POLICY AND RESOURCES SCRUTINY COMMITTEE – 14TH APRIL 2015

SUBJECT: **NATIONAL PROCUREMENT SERVICE (NPS) FOR WALES PROGRESS REPORT**

REPORT BY: **ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER**

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1. PURPOSE OF REPORT

1.1 The purpose of the report is to advise Members of the progress made with the National Procurement Service (NPS) for Wales and to seek the views of Scrutiny on the proposed recommendations to Cabinet on the Authority's future working arrangements with the NPS.

2. SUMMARY

2.1 Cabinet received a report in November 2012, which made recommendations to join the Welsh Governments National Procurement Services. Members approved the recommendations within the Report.

2.2 At the time of reporting in 2012, the level of information available to Officers from the NPS was high level and lacked detail as to the actual category areas that would be adopted on an 'All Wales' basis. The National Procurement Service has been in operation for over twelve (12) months, individual category details are currently being defined. We are now in possession of a detailed forward work plan (pipeline) for the next two (2) years (an electronic copy of which is available upon request from Procurement Services - procurement@caerphilly.gov.uk).

3. LINKS TO STRATEGY

3.1 The information contained within this report supports and facilitates the following key strategies:

- Buying Smarter in Tougher Times
- Wales Procurement Policy 2012
- Caerphilly CBC Procurement Policy and Strategy 2013

4. THE REPORT

4.1 In 2012, Cabinet approved the action to join the National Procurement Service for Wales for the following ten (10) Category Areas:

- Information Communication & Technology
- Utilities

- Facilities & Management Services
- Human Resources
- Consultancy
- Healthcare
- Construction Materials (Outside the WHQS Remit)
- Furniture & Soft Furnishings
- Mail Services
- Clothing

4.2 The Authority via a Cabinet decision decided to opt out of the NPS and to continue with the Authority's own Procurement Strategy for the following Category areas:

- Vehicle Management
- Catering
- Legal Services
- Construction Materials Associated with WHQS
- Stationery – as long as the Joint Supplies (CBS) is in existence
- Educational Supplies – as long as the Joint Supplies (CBS) is in existence

4.3 Within the last twelve (12) months the NPS has awarded three (3) contracts and are currently in the procurement process for fourteen (14) (via four (4) formal contract notices, eight (8) prior information notices (PIN) and two (2) Speculative Notices). Contract Management of a number of existing contracts have also been transferred from the Welsh Purchasing Consortium (WPC) to the NPS.

4.4 As the NPS function continues to develop and we see the delivery of key contracts and frameworks, it may be beneficial for the Authority to consider using arrangements, which the Authority originally decided not to participate.

4.5 The NPS has a robust and complicated 'opt out' procedure for use if and when an organisation wishes to withdraw from a commodity area that it had initially committed to using. This process requires sign off by the Procurement Delivery Group and Procurement Board. This process is only applicable to organisations that have given a commitment to join a specific category area. To date only a limited number of "opt out" requests have been received and all have been rejected.

4.6 The decision taken by Cabinet in 2012 has left this Authority in a strong position when deciding which contracts should remain under the Authority's control, having opted out for a number of category areas as detailed in paragraph 4.2 of this report. The decision taken in 2012 has given the Authority greater flexibility than other Authorities whom decided to 'opt in' for all category areas. These Authorities now find themselves involved in lengthy processes when trying to opt out of a contract that is not suitable.

4.7 Given the prudent approach already taken there has not been a requirement to reconsider the Authority's position as we have worked successfully within the remit of the Cabinet decision taken in 2012. However, the NPS are currently tendering the provision of legal services, which is seen as beneficial to the Authority. Officers have therefore given a provisional indication that we would wish to participate going forward, subject to Cabinet approval.

4.8 Going forward the Authority will require flexibility in opting into contract arrangements, which are seen as beneficial to the Authority. It is therefore recommended within the report that Cabinet gives delegated authority to the Head of Procurement, in consultation with the Cabinet Member for Corporate Services, to opt into such arrangements when able to demonstrate value for money for the Authority. All decisions to be supported by an internal business case and agreed with the appropriate Head of Service. The same flexibility will be required in relation to opt outs.

4.9 A decision was taken by the Joint Committee of the Welsh Purchasing Consortium (WPC) on 24 September 2014 that funding for the current WPC model will be terminated at 31 March 2016. As a result of this decision, the work of the WPC as we know it will cease. During the transition period of expiring WPC Contracts and starting new NPS Contracts it is possible that we will see gaps in the availability of compliant contracts. Therefore, the Authority will need to manage these issues as and when necessary to reduce the risks of non-compliance to the Authority.

4.10 The decision taken by the WPC Joint Committee is based on the fact that most of its work has now transferred to the NPS and to continue with such an organisation is an unnecessary duplication and cost to organisations such as Caerphilly CBC.

5. EQUALITIES IMPLICATIONS

5.1 The NPS Delivery Group has recently noted that an All Wales Framework will promote the benefits of the Welsh language, in line with the proposed requirements of the Welsh Language (Wales) Measure 2011, and Equalities in Procurement is one of the Wales-specific duties under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

5.2 The Council's Procurement pre-tender questionnaire contains a requirement that organisations undertaking work or providing services on behalf of the council do so in a manner that complies with the Council's Strategic Equality Plan and Objectives. This ensures that third parties do not inadvertently put the council at risk of failing to comply with its Equalities and Welsh language statutory duties.

5.3 An **EqIA screening** has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance and no potential for unlawful discrimination and/or low level or minor negative impact have been identified, therefore a full EqIA has not been carried out

6. FINANCIAL IMPLICATIONS

6.1 Welsh Government has committed to an investment of £2.4 million per annum to develop the NPS for Wales. Welsh Government will centrally fund the NPS for three (3) years to 2016/2017, after which the model will switch to a self-funding rebate model from 2017/2018 onwards. It is envisaged that the NPS will charge 0.45% levy on all purchases through NPS Contracts to fund their operation.

7. PERSONNEL IMPLICATIONS

7.1 The staffing implications for the development of a NPS are currently unknown. There is a possibility that some staff may have TUPE rights in relation to the commodity areas suggested as Common and Repetitive.

8. CONSULTATION

8.1 Officers have been consulted on the content of the report and views have been reflected within the report.

9. RECOMMENDATIONS

9.1 Scrutiny Committee is asked to consider this report and its recommendations and comment for future consideration by Cabinet.

9.2 That the Authority remains opted out of the commodity areas in paragraph 4.2 of this report until such time that Officers can demonstrate best value to opting in.

9.3 That the Authority takes forward the opportunity to opt in to the Legal Services framework currently being developed by the NPS.

9.4 That the decision to opt in and or out of commodity areas in the future will be delegated to the relevant member of CMT for the service area and Head of Procurement in consultation with the Cabinet Member for Corporate Services.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To ensure the Authority is making procurement decisions, which can demonstrate best value to the Organisation whilst maintaining adherence to the Authority's Procurement Strategy, which includes SME Development.

11. STATUTORY POWER

11.1 Local Government Act 1972 and 2000.

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Background Papers: Procurement Review Files (contains recent review)
Procurement KPI File
Procurement Spikes Observatory Database
NPS Full Business Case (available in the Members Library)
NPS Procurement Report (November 2012)

Appendices:
Contact Procurement Services (procurement@caerphilly.gov.uk) for an electronic copy of the Procurement Activity Pipeline

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CABINET – 29TH APRIL 2015

SUBJECT: **DRAFT SHARED PARENTAL LEAVE POLICY**

REPORT BY: **ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER**

1.1 The attached report, which sought the views of Members on the introduction of a Shared Leave Parental Leave Policy, was considered by the Policy and Resources Scrutiny Committee on 14th April 2015, prior to its presentation to Cabinet.

1.2 The report outlined a new Shared Parental Leave Policy, in line with new legislation introduced in England Wales on 1st December 2014, to allow employees leave to care for a child after birth or placed for adoption in the first year following the birth or adoption. Shared parental leave is a statutory right for all children due to be born or placed for adoption on or after 5th April 2015. The draft policy (attached at Appendix 1) outlined the arrangements and notification requirements before a period of Shared Parental Leave (SPL) and the entitlement to pay during the SPL period.

1.3 Members were advised that consideration had been given to whether the Authority should adopt a statutory or enhanced Occupational Shared Parental Pay Scheme and whether the Council's Maternity Pay Policy should be reduced. It was explained that such arrangements could be cost-prohibitive and may not be compatible with the Council's People Management Strategy in recruiting and retaining a balanced workforce, and were therefore not recommended to Members.

1.4 Members were asked to note that Gary Enright (Unison Branch Secretary) was unable to attend that evening's meeting but had emailed the Vice-Chair to confirm the support of the Trade Unions for the new Policy.

1.5 Following consideration of the report and the draft Policy, the Policy and Resources Scrutiny Committee unanimously recommended to Cabinet that for the reasons contained therein:-

(i) Members note that the Shared Parental Policy is based on the statutory entitlement and in all aspects other than pay it mirrors the Council's Maternity and Adoption Policies;

(ii) The Council do not adopt an enhanced Occupational Shared Parental Pay Scheme;

(iii) The Maternity Pay scheme is not reduced to the statutory scheme only;

(iv) The Shared Parental Leave Policy (attached at Appendix 1) be adopted.

1.6 Members are asked to consider the recommendations.

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Appendices:

Appendix 1 Report to Policy and Resources Scrutiny Committee on 14th April 2015 – Agenda Item 11

POLICY AND RESOURCES SCRUTINY COMMITTEE – 14TH APRIL 2015

SUBJECT: DRAFT SHARED PARENTAL LEAVE POLICY

REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER

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1. PURPOSE OF REPORT

1.1 The report is seeking the views of Members prior to its presentation to Cabinet for approval for the introduction of a Shared Parental Leave Policy for the employees of Caerphilly County Borough Council.

2. SUMMARY

2.1 The report brings forward a Shared Parental Leave Policy to allow employees leave to care for a child after birth or placed for adoption in the year following the birth or adoption. Shared parental leave is a statutory right for all children due to be born or placed for adoption on or after 5 April 2015. The draft policy outlines the arrangements and notification requirements before a period of Shared Parental Leave (SPL) and the entitlement to pay during the SPL period.

3. LINKS TO STRATEGY

3.1 The Policy links to the People Management Strategy and therefore to all other strategies, including the Council's Strategic Equality Plan and supplementary guidance. The Council relies on employees to deliver all its strategies and service provision.

4. THE REPORT

4.1 Shared Parental Leave allows employees leave to care for a child after birth or placed for adoption in the first year following the birth or adoption. Shared parental leave is a statutory right for all parents with children due to be born or placed for adoption on or after 5 April 2015. The draft policy outlines the arrangements and notification requirements before a period of SPL and the entitlement to pay during the SPL period. A copy of the draft policy has been attached at Appendix 1.

4.2 As all employers in England and Wales are required to implement the provisions of the new legislation, (the legislation became effective on 1 December 2014 for any births or placements for adoption taking place on or after 5 April 2015.)it was suggested by the HR Directors Network which includes all Welsh Local Authorities that a working group be established to draw up a common policy across all twenty-two Councils in Wales, with only minor differences to take account of any local arrangements in place e.g. leave arrangements, contacts for pension issues, etc. A working group was set up in November 2014, which included an officer

from the Council and the attached draft policy has been predominately, with a few minor local changes, based on the outcome of the group's work. The local changes include references to annual leave and bank holidays, pension contributions and salary sacrifice arrangements. These local changes mean that except in relation to the pay and for antenatal/post natal classes, employees who take advantage of the SPL policy are afforded the same rights as employees who take either maternity or adoption leave.

4.3 SPL allows employees who are parents for babies or newly adopted children the opportunity to share up to 52 weeks leave between the parents should they wish to do so. This can be at different times or concurrently.

4.4 In order to qualify for this type of leave the mother has to curtail her maternity or adoption leave and give notice of her intention to take advantage of SPL. The other parent also has to be eligible to take advantage of SPL. Even if the other parent is ineligible for SPL, the Council's employee may still be eligible, but they do not have to work for the same employer, just as long as they are eligible for the leave.

4.5 Employees are required to give their Manager a minimum of eight weeks notice to take SPL. Leave can be taken in one continuous block, i.e. a period of continuous SPL or by giving notice that three separate periods of leave are requested during the SPL period, i.e. discontinuous leave. Employees are able to return to work in between periods of SPL. Under the legislation, the Council is able to refuse discontinuous leave requests or request that the leave is taken at an alternative time. Employees are able to change the date that they require the leave to start as long as this allows for the eight weeks notice prior to both the new and original commencement date of the SPL.

4.6 The Shared Parental Pay (General) Regulations 2014 ("the statutory scheme") provide that employees who take advantage of SPL (whether male or female) are only entitled to statutory payments (£139.58 per week from 5 April 2015 or 90% of normal earnings if lower.) The Council's Maternity and Adoption Policies, which are based on nationally agreed terms and conditions, provide a higher element of occupational pay as is the case for maternity and adoption leave. The Local Government Association and the Welsh Local Government Association have confirmed that there is no proposal to amend the nationally agreed terms and conditions to provide for enhanced shared parental pay. Although the Civil Service has adopted such a scheme, few employers across the UK have adopted enhanced shared parental pay schemes.

4.7 Paying enhanced occupational pay only to women on maternity leave or the main adopter on adoption leave is a provision, criterion or practice (PCP) with which some men and women cannot access may be indirectly discriminatory but it is considered justified in the circumstances. The cost of providing enhanced shared parental pay is considered prohibitive in light of the current savings required. The costs would also be disproportionate to the discriminatory impact as both female and male employees can access the statutory shared parental pay.

4.8 The option of removing the enhanced occupational maternity pay so that all employees receive pay in line with the statutory schemes has been considered but this would involve the Council moving away from nationally agreed terms and conditions and it may mean that the Council would have difficulty recruiting younger female employees. It may also mean that the Council has difficulty retaining employees who expected to be able to access the enhanced occupational maternity pay when they joined the Council. There is also concern that there may be disruption to the Council's services if larger numbers of employees have access to generous leave schemes. The Council is also conscious that to allow a more generous shared parental pay scheme than other local employers may mean that the Council is subsidising leave schemes of other less generous local employers.

4.9 Where both parents qualify for statutory Shared Parental Pay (ShPP) they must decide how this period of pay (up to 37 weeks) is to be divided between them. The number of weeks where payment is made cannot exceed the 39 weeks of the maternity/adoption leave period.

It should be remembered that mothers, under health and safety legislation, must have a period of two weeks maternity/adoption leave after the birth or placement for adoption so there are only 37 weeks ShPP that can be shared between the parents.

4.10 In the same way that employees on maternity and adoption leave are able to return to work for up to ten days to maintain contact by undertaking Keeping in Touch days, employees on SPL are able to return to work for up to twenty days during the SPL period. Whilst undertaking these SPL In Touch (SPLIT) days, employees are paid their normal salary for the hours worked. It is not compulsory for employees to undertake these SPLIT days.

4.11 The introduction of SPL has resulted in the right to Additional Paternity Leave being withdrawn (as it is replaced with SPL), the Council's Paternity Leave Policy will be amended to reflect this change.

4.12 Previously when an employee commenced maternity or adoption leave, Managers were able to plan on the employee being absent for a given period of time. This allowed the employee's absence to be covered either by other employees absorbing the duties or by appointing someone for the maternity/adoption leave period. This will be more difficult under SPL as employees are able to return to work during the SPL period for up to three separate periods of time. It may mean that the type of cover arrangements used may change to that of temporary week to week contracts or agency cover to accommodate any discontinuous arrangements. As the take up of SPL is unknown at the moment, the Council is unsure whether this will pose a problem for resources in the future.

4.13 The new policy will be placed on the Council's HR Support Portal and employees will be made aware of the new policy via an all user email to employees and Managers. Managers of employees who do not have access to the Council's email system or Intranet will be asked to make their employees aware of the new policy. A series of Frequently Asked Questions will also be posted on the Council's Intranet to help both employees and Managers understand the provisions of the legislation and the Council's policy.

4.14 The policy will apply to all employees except those employees directly employed by schools. For the policy to apply to schools each School Governing Body is required to adopt the policy. The HR Strategy and Development Team will be working with colleagues in the EAS to facilitate this process.

5. EQUALITIES IMPLICATIONS

5.1 An EIA screening has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance and some potential negative impact has been identified affecting one or more of the target equality groups. A full EIA has been carried out and the summary and recommendations are included below. The completed EIA is attached as Appendix 2.

6. FINANCIAL IMPLICATIONS

6.1 The financial implications are not known at present, as it will depend on the number of employees who take advantage of the Shared Parental Leave Policy.

7. PERSONNEL IMPLICATIONS

7.1 The personnel implications of introducing this policy are covered in the main report. There will be implications for covering this leave, particularly if it is taken discontinuously - this will be managed by each Service Area.

8. CONSULTATIONS

8.1 There are no other consultation responses other than those included in the report. The Council's Trade Unions and Senior Policy Officer (Equalities and Welsh Language) have been consulted on the introduction of the new policy.

9. RECOMMENDATIONS

9.1 Members are asked to note that the Shared Parental Leave Policy is based on the statutory entitlement and in all aspects other than pay it mirrors the Council's Maternity and Adoption Policies.

9.2 Cabinet be advised that Members do not recommend that the Council adopts an enhanced Occupational Shared Parental Pay scheme.

9.3 Cabinet be advised that Members do not recommend that the Maternity Pay scheme is reduced to the statutory scheme only.

9.4 That Members consider the contents of the Report and recommend to Cabinet that the Shared Parental Leave Policy attached at Appendix 1 is adopted.

10. REASONS FOR THE RECOMMENDATIONS

10.1 Shared Parental Leave is a statutory right and this policy sets out the Council's processes. Introducing an enhanced scheme for Shared Parental pay or reducing the Council's Maternity Pay Policy (which would involve changing the terms and conditions of all existing employees) could be cost prohibitive and may not be compatible with the Council's People Management Strategy in recruiting and retaining a balanced workforce.

11. STATUTORY POWER

11.1 Local Government Act 1972
Local Government Act 2000
Employment Rights Act 1996
Shared Parental Pay (General) Regulations 2014
Shared Parental Leave Regulations 2014

Author: Susan Christopher, Principal HR Officer
Consultees: Nicole Scammell, Acting Director of Corporate Services
Chris Burns, Sandra Aspinall, Dave Street, Corporate Management Team
Gareth Hardacre, Head of Workforce and Organisational Development
HR Service Manager (Customer Services)
HR Managers
Gail Williams, Interim Head of Legal and Democratic Services
Angharad Price, Interim Deputy Monitoring Officer
Dave Thomas, Senior Policy Officer (Welsh Language and Equalities)
HR Strategy Group
Councils recognised Trade Unions

Background Papers: Shared Parental Pay (General) Regulations 2014
Shared Parental Leave Regulations 2014
Shared Parental Leave – A Good Practice Guide for Employers - ACAS
Department of Business and Skills Technical Guide
Advice Received From Both The Local Government Association and the Welsh Local Government Association

Appendices:
Appendix 1 Draft Shared Parental Leave Policy
Appendix 2 Equality Impact Assessment

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Shared Parental Leave Policy

Version of Policy:	***Version 1***
Draft Number:	***4***
Policy Ratified By:	***Cabinet***
Date Ratified:	
Effective Date of Policy:	**5th April 2015**
Review Date:	
Applicable To:	**All Caerphilly employees except employees directly employed by Schools unless the School Governing Body has adopted the Policy.**
Equalities Sentence:	**All Equalities considerations have been taken into account when drafting this Policy. These have been reflected in all documentation during the consultation and governance processes.**

The Council's recognised trade unions have been consulted on this policy.

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A greener place to work
Man gwyrddach i gweithio

CAERPHILLY COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL CAERFFILI

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NOTES

In this policy, the term Manager is used to encompass anyone who has the responsibility of managing employees, including Head teachers. The policy is available on the Council Intranet site, from Managers, or from HR.

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INTRODUCTION

1. Caerphilly County Borough Council believes that its employees are its most valuable resource. Lack of recognition of an employee's outside commitments helps to contribute to negative effects, which may result in low morale, poor service provision and excessive overhead costs.

2. Caerphilly County Borough Council is committed to Equal Opportunities and the principles of work life balance working practices and seeks to ensure that policies and practices meet the requirements of the Equality Act 2010.

3. This Scheme embraces the statutory requirements of current legislation.

4. This policy must be cross-referenced with all other relevant Council policies and procedures.

WHAT THE POLICY COVERS

5. This policy outlines qualifying employees' right to take shared parental leave (SPL) to care for a child due to be born or placed for adoption on or after 5th April 2015. It also outlines the arrangements and notification requirements before a period of SPL and the entitlement to pay during SPL.

6. SPL gives you and your partner more flexibility in how to share the care of your child in the first year after birth or adoption than simply taking maternity/adoption and paternity leave. Assuming you are both eligible, you will be able to choose how to split the available leave between you, and can decide to be off work at the same time or at different times. You may be able to take leave in more than one block.

7. This policy must be used to apply for any periods of SPL.

8. If you are the mother you cannot start SPL until after the compulsory maternity leave period, which lasts until two weeks after birth.

9. If you are the child's father or the mother's partner, you should consider using your two weeks' paternity leave before taking SPL. Once you start SPL you will lose any untaken paternity leave entitlement. SPL entitlement is additional to your paternity leave entitlement.

GUIDING PRINCIPLES

10. SPL allows employees with the main caring responsibilities for babies or newly adopted children the opportunity to share up to 52 weeks leave between parents should they wish to do so. The 52 weeks is reduced by any maternity leave that is taken – there is a compulsory period of 2 weeks maternity leave. SPL does not replace ordinary paternity leave.

11. The only provision for parents having a child via a surrogacy arrangement under this legislation is where a parental order has been made. The Council will deal with requests for SPL in these circumstances on a case by case basis. Heads of Service should discuss any cases with HR.

12. To be entitled to SPL you must:

    - be the mother, father, or main adopter of the child, or the partner of the mother or main adopter (each will be referred to in this policy as a parent – a partner is a spouse, civil partner or someone living with you in an enduring family relationship but not your sibling, child, parent, grandparent, grandchild, aunt, uncle, niece or nephew);

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- have (or share with the other parent) the main responsibility for the child's upbringing;
- have at least 26 weeks continuous service with the Council [or continuous local government service] at the 15th week before the expected week of childbirth or at the week in which the main adopter was notified of having been matched for adoption with the child (known as the relevant week);
- still be in continuous employment until the week before any SPL is taken.

In addition the other parent must:

- have at least 26 weeks employment (employed or self employed) out of the 66 weeks prior to the relevant week;
- have average weekly earnings of at least £30 during at least 13 of the 66 weeks prior to the relevant week.

13. If the other parent meets these conditions, but does not qualify for SPL themselves, the Council's employee may still be entitled to the whole SPL period.

ENTITLEMENT TO SHARED PARENTAL PAY

14. In addition to the requirements regarding entitlement to leave as outlined above, if you wish to claim Shared Parental Pay (ShPP) you must have an average weekly earnings equal to or above the Lower Earnings Limit over the eight week period ending with the relevant week.

15. A maximum of 39 weeks ShPP (reduced at least by the 2 weeks compulsory maternity leave period) is payable and this will be reduced by the number of week's statutory maternity/adoption pay or maternity allowance already taken by the mother or main adopter. ShPP is a standard weekly rate (or 90% of your normal weekly earnings if this is lower) which is set by the government each tax year.

16. In all cases the statutory notification, declaration and information requirements must be followed. In particular there are limited exceptions to the requirement to give 8 weeks notice. These are

- In the case of the father/partner, where the mother dies.
- In the case of the mother, where the father/partner dies.
- Where the baby is born more than 8 weeks early.

17 The Shared Parental Pay (General) Regulations 2014 do not provide for you to be paid 90% of earnings for the first 6 weeks of the ShPP period where this is higher than the statutory rate as is the case for statutory maternity/adoption pay. You are not able to work for any other employer, whilst on a period of ShPP, unless the arrangement was in place prior to the commencement of the ShPP.

18 If both parents qualify for ShPP they must decide who will receive it or how it will be divided and inform their respective employers in writing accordingly. ShPP will end once the total received by both parents (including any weeks of SMP, MA or SAP) reaches 39 weeks. The legislation also prescribes a date after which no further ShPP will be paid even if the full 39-week entitlement has

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not been used up. In relation to the birth of a child, ShPP must be used before the child's first birthday. In relation to the adoption of a child, ShPP must be used before the first anniversary of the date the child was placed for adoption. SLP and ShPP may be suspended where you are too ill to care for your child. In that situation, you may be entitled to sick pay if you are not fit for work.

SHARED PARENTAL LEAVE OPTIONS

19. SPL allows the leave to:

- start on any day of the week;
- only be taken in complete weeks (e.g. starts on Tuesday and finishes following Monday);
- be taken in up to three separate blocks of leave;
- be taken by both parents at the same time as long as the combined leave does not exceed a total of 50 weeks, taking into account the need for the mother/main adopter/intended parent to take a minimum of 2 weeks;
- be taken at separate times by the parents.

20. You and your Manager should, where possible, have an informal discussion prior to you giving formal notification of your intention to take SPL so that statutory (and contractual) entitlements to other types of leave and pay can be discussed, and to ensure that plans for any discontinuous periods of leave can be considered as early as possible (See Pattern of Shared Parental Leave below).

SHARED PARENTAL LEAVE CONDITIONS

21. You have the option to choose SPL at any time whilst you are eligible (within a year of the birth/adoption) as long as you meet the notification requirement of notifying at least eight weeks before the start date, apart from in the limited exceptions outlined in paragraph 16 above.

22. You have the option to give three separate notifications of a period of SPL.

23. Parents do not have to be working for the same employer to be eligible. A mother/main adopter can only share parental leave with **one** other person. It should be noted that SPL can only be used by the mother/main adopter after they have either returned to work, or given notice that reduces their maternity/adoption leave, confirming when the maternity/adoption leave will come to an end in the form of a 'maternity curtailment notice'. This notice is binding and cannot be withdrawn except in the following circumstances:

- if it becomes apparent that neither parent is entitled to SPL or ShPP;
- if the curtailment notice was given before the birth and is revoked within 6 weeks of the birth (in this case another curtailment notice can be submitted);
- if the other parent dies.

NOTICE OF ENTITLEMENT AND INTENTION

24. The notification requirements for SPL and ShPP are very specific and detailed. Other than for specific exceptions the legislation does not allow the Council to waive the 8 week notification period.

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25. You will need to complete the form at Appendix 1 as fully as possible which has been designed to assist you to provide the required information and declarations. You should return this form to your Line Manager, who will forward it on to HR.

26. The minimum requirements by law are:-

- ‘ A maternity curtailment notice’ (if appropriate);
- Notice of entitlement and intention;
- A period of leave notice.

27. In practice, at least your first period of SPL will be identified in your initial notice of entitlement and intention to take SPL. You are entitled to submit a maximum of a further two 'periods of leave' notices. Each notice must be given at least eight weeks before you want to start a period of leave, stating the dates of the leave and the dates on which ShPP will be claimed, if applicable.

28. If your first 'period of leave' notice is given prior to the birth/placement of your child, the notice may express the start date in relation to the date of birth/placement, for example 'starting two weeks after the baby is born for a period of four weeks'.

PATTERN OF SHARED PARENTAL LEAVE

29. SPL can be taken as either a 'continuous' block or multiple 'discontinuous' blocks.

A Continuous Block

This is an unbroken period of leave, e.g. for a period of six weeks leave. If you are eligible for SPL, you have a statutory right to take SPL in this way.

If you request a continuous period of leave in each period of leave notice, you will be entitled to take that period of leave and this will be confirmed to you in writing.

Discontinuous Block

This is a period leave but with breaks in between the leave where you return to work, e.g. 3 weeks leave, followed by a return to work for 6 weeks, followed by another period of leave.

30. Discontinuous leave can only be taken with the Council's agreement, and once a request for discontinuous leave has been made the request must be discussed by you and your Line Manager within a period of 14 calendar days. Your Manager will discuss your requests with you to determine whether the request

- can be accommodated and the leave approved;
- propose an alternative pattern of leave which can be agreed;
- or the request can be refused.

Your Line Manager’s decision will be confirmed in writing.

31. If no agreement is reached within two weeks of the period of leave notice being submitted you can:

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- take the leave requested in one continuous block, beginning on the original start date;
- take a continuous block of leave starting on a new date, as long as the new date is later than the original start date and your Line Manager is notified of the new date within five days of the two week period referred to above;
- withdraw the request at any time up to the 15th day after it was originally made. If the request is withdrawn in these circumstances it will not count as one of the three requests allowed.

VARYING A PERIOD OF LEAVE

32. You can submit a request to vary a period of leave in the following ways:

- vary the start or end date as long as the variation is requested at least eight weeks before the original start date and the new start date;
- vary or cancel the amount of leave requested at least eight weeks before the original start date;
- request that a single period of leave becomes a discontinuous period of leave or vice versa.

33. A variation will count as one of your three periods of leave notice requests (See above) unless:

- it is made as a result of the child being born earlier or later than the expected week of childbirth. The usual eight week notice requirement may be modified if the child is born early and the new start date for the period of leave is the same length of time following the birth as in the original notice. In this case notice to vary the start date should be given as soon as reasonably practicable after the birth of the child;
- the Council has requested the variation.

SHARED PARENTAL LEAVE - KEEPING IN TOUCH DAYS (SPLIT DAYS)

34. The Council has the right to ask you to attend work on occasional days during the SPL period. These days could be for training, to attend department meetings, or just for keeping in touch in line with same principle as KIT days for maternity and adoption leave. There is no obligation on you to work during SPL and there is no obligation on the Council to offer you work. You will accrue pension for any SPLIT days worked.

35. There are 20 SPLIT days available during SPL which are in addition to the 10 KIT days available during maternity and adoption leave.

36. You may work for up to 20 SPLIT days without bringing the SPL to an end. Any work undertaken during SPL will not extend the SPL period. If you undertake any work you will be paid at your normal rate of pay inclusive of any ShPP entitlements.

TERMS AND CONDITIONS DURING SPL

37. Your contract of employment continues in force during your period of SPL and you are entitled to receive all your contractual benefits, except for remuneration. SPL does not affect incremental salary increases or honorarium payments. If you are entitled to receive a telephone allowance as part of your remuneration you will continue to do so for the period of your paid SPL.

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PENSION CONTRIBUTIONS

38. Pension contributions will continue to be made during any period when you are receiving Shared Parental Pay (ShPP) but not during any period of unpaid SPL. Your contributions will be based on actual pay whilst the Council's contributions will be based on the salary that you would have received had you not been taking SPL. If you wish to consider making additional payments you should contact Payroll.

    Your pension benefits will remain the same as if you had not been absent from work on SPL. If you require any further details on the Scheme please contact the Greater Gwent Pensions Section at Torfaen County Borough Council on 01495 766266 or alternatively visit the website www.greatergwentpensions.co.uk.

ANNUAL LEAVE AND BANK HOLIDAYS

39. SPL does not affect annual leave entitlement and existing conditions of service apply. Therefore an employee will be entitled to their full annual leave provision during the period of their SPL. An employee may end their SPL and immediately commence annual leave, without having to physically return to work. This must be agreed with the Line Manager in the normal manner. If an employee's SPL spans two years and they have not used all of their annual leave prior to commencing their SPL they will be able to carry any remaining annual leave into the new year.

40. SPL does not affect Bank Holiday entitlement and existing conditions of service apply. Any employee who is on SPL will receive a day back in lieu. Employees may return to work and immediately commence accrued Bank Holiday leave. This must be agreed with the Line Manager in the normal manner.

SALARY SACRIFICE

41. If you have joined any of the Council's salary sacrifice schemes, arrangements will be made with you to ensure that any salary sacrifice schemes continue during your period of SPL as part of your continuing contractual benefits and in line with the similar arrangements in place for those employees on Maternity and Adoption leave. When you return to work, the total value of the salary sacrifice payments accrued during the period where no salary reduction has taken place will be notified to you and an agreement made with Payroll as to how the outstanding amount will be repaid.

RETURNING FROM SPL

42. If you wish to return early from SPL you must notify your Line Manager at least eight weeks before both the original end date and the new end date. The Council can insist that you still take the eight week notice period as SPL before returning.
43. If you return to work immediately after a period of SPL which (together with any statutory maternity/adoption leave taken in relation to the same child) is **26 weeks or less,** you will return to the same job.

44. If you do not wish to return to work at the end of a period of SPL, you must give your Line Manager notice in the usual way.

45. If you return to work immediately after a period of SPL which (together with any statutory maternity/adoption leave taken in relation to the same child) is **26 weeks or more** you will normally be entitled to return to the same job unless that is not reasonably practicable in which case you will return to another job which is suitable and appropriate under the circumstances.

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46. Your right to return means that you will return on terms and conditions that are no less favorable than those that would have been applied had you not been absent. Your return will be at the same level of seniority, pension rights and any other similar rights.

47. Under Flexible Working legislation the Council shall take all reasonable steps to accommodate requests from employees to return on less or different hours following a period of SPL. Employees have no automatic right to return to work on reduced hours and such requests shall be considered in light of operational and organisational considerations. Please refer to the Council's Flexible Working Policy for details.

PROTECTION FROM DETRIMENT AND DISMISSAL

48 You are protected from suffering detriment or unfair dismissal for reasons related to taking, or seeking to take SPL.

49. This policy and its associated provisions covers employees on fixed term contracts. If the fixed term contract ends immediately before or during the SPL period, the future of the post will be decided after considering the operational requirements of the Service.

FRAUDULENT CLAIMS

50. The Council can, where there is a suspicion that fraudulent information may have been provided or where the organisation has been informed by the HMRC that a fraudulent claim was made, investigate the matter further in accordance with the Council's Disciplinary Procedure, acting in a non-discriminatory manner in relation to any of the protected characteristics defined in the Equality Act 2010. There is also provision in the legislation for the Council to check any employee's entitlement to ShPP or SPL.

INTERPRETATION OF THE POLICY

51. In the event of a dispute relating to the interpretation of this policy the Head of Workforce and Organisational Development or the Human Resources Service Manager will make the final decision on interpretation.

REVIEW OF THE POLICY

52 A review of this policy will take place when appropriate. Any amendments will be consulted on with all the relevant parties. However, in the case of amendments relating to legislative requirements, the scheme will be amended and reissued.

APRIL 2015

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Notice Of Entitlement And Intention To Take Shared Parental Leave (SPL) Form

Employees with a child due to be born or placed for adoption on or after 5th April 2015 who wish to take shared parental leave (SPL) to share the main caring responsibilities with the other parent/partner must submit this form to their Line Manager at least eight weeks before the start date of the first period of SPL.

To be entitled to SPL you must:

- be the mother, father or main adopter/intended parent of the child, or partner of the mother or main adopter/intended parent (referred to in this form as parent);
- have (or share with the other parent) the main responsibility for the care of the child;
- have at least 26 weeks continuous service at the 15th week before the expected week of birth or at the week in which the main adopter was notified as having been matched for adoption with the child (known as the relevant week);
- still be in continuous employment until the week before any SPL is taken.

The other parent must have at least 26 weeks employment (employed or self-employed) out of the 66 weeks prior to the relevant week and have average weekly earnings of at least £30 during at least 13 of those weeks.

Please refer to the Shared Parental Leave Policy before completing this form.

Section 1 - Basic Details

Employee Name:	
Employee Number:	
Service Area:	
Child's expected date of birth/date of placement for adoption:	
Child's actual date of birth/date of placement for adoption (if known):	
Start date of mother/main adopter's/intended parent's maternity/adoption/surrogacy leave (or pay period:*)	
End date of mother/main adopter's/ intended parent's maternity /adoption/surrogacy leave (or pay period *):	

***** the start and end dates of the statutory maternity/adoption/surrogacy pay or maternity allowance period if the mother/main adopter/intended parent is not entitled to statutory leave

Section 2 - Shared Parental Leave Details

The total amount available is 50 weeks minus the number of weeks leave/pay already taken by the mother/main adopter/intended parent according to the dates given in Section 1.

Total number of weeks SPL available:	
Number of weeks SPL you intend to take:	
Number of weeks SPL the other parent intends to take:	
Indication of start and end dates of SPL that you intend to take: ***This indication is non-binding. You must submit a formal period of leave notice for each period of SPL you wish to request for it to be binding. Complete the section below if you wish your request for any/all of these periods of leave to be treated as a period of leave notice***	
Do you wish the dates indicated for the period/s of leave to constitute a formal (binding) period of leave notice?: **Delete as applicable**	Yes/No Yes for the following dates only:

Section 3 - Shared Parental Pay Details

The total amount of Shared Parental Pay (ShPP) which may be available is 37weeks minus the number of weeks' pay already taken by the mother/main adopter/intended parent according to the dates given in Section1.

Total number of weeks ShPP available:	
Number of weeks ShPP you intend to claim:	
Number of weeks ShPP the other parent intends to claim:	
Indication of start and end dates of your ShPP periods:	

Section 4 - Employee Notice Of Curtailment Of Maternity/Adoption/Surrogacy Leave

Complete this section if you are the employee named in this notice and you are the mother or main adopter or intended parent. You must give at least eight weeks' notice of your curtailment date. If you are entitled to maternity leave the curtailment date must be at least two weeks after the birth of your child (four weeks if you work in a factory).

I wish my maternity leave to end on _____ (insert date)

Section 5 - Employee Declaration

I confirm that I meet the following conditions:

- I am the mother, father or main adopter or intended parent of the child, or the partner of the mother or main adopter;
- I have (or share with the other parent) the main responsibility for the care of the child and am taking SPL in order to care for the child;
- I have at least 26 weeks continuous service with the Council at the 15th week before the expected week of birth or at the week in which the main adopter was notified of having been matched for adoption with the child (known as the relevant week):
- I intend to be in continuous employment until the week before any SPL is taken:
- If I am claiming shared parental pay I have average weekly earnings equal to or above the Lower Earnings Limit over the eight week period ending with the relevant week I agree to inform the Council immediately if I cease to meet the conditions for entitlement to SPL or ShPP.

If you are the mother or main adopter or intended parent:

- I have submitted a curtailment of maternity/adoption/surrogacy leave notice by completing Section 4 above

Signature:	
Print Name:	
Date:	

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Section 6 Declaration Of Other Parent

Name:	
Address:	
National Insurance Number::	

I confirm that I meet the following conditions:

- I have at least 26 weeks employment (employed or self-employed) out of the 66 weeks prior to the 15th week before the expected date of birth or at the week in which the main adopter was notified as having been matched for adoption with the child (known as the relevant week);
- I have average weekly earnings of at least £30 during at least 13 weeks of the 66 weeks prior to the relevant week;
- I agree to inform your employee immediately if I cease to meet the two conditions above;
- I consent to your employee taking SLP and ShPP as set out in Sections 2 and 3 above.

If you are the mother/main adopter/intended parent:

- I have curtailed my maternity leave and pay/adoption/surrogacy leave and pay/maternity allowance or will have done so by the time your employee starts SPL.

I consent to you processing the information contained within the declaration.

Signature:	
Name:	
Date:	

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EQUALITY IMPACT ASSESSMENT FORM

December 2014

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work 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.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

NAME OF NEW OR REVISED PROPOSAL*	Shared Parental Leave Policy
DIRECTORATE	Directorate of Corporate Services
SERVICE AREA	HR
CONTACT OFFICER	Susan Christopher
DATE FOR NEXT REVIEW OR REVISION	2017

***Throughout this Equalities Impact Assessment Form, 'proposal' is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

INTRODUCTION

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities issues have been consciously considered throughout the decision making processes of the work undertaken by every service area in the Council and work done at a corporate level.

The form should be used if you have identified a need for a full EIA following the screening process covered in the Equalities Implications in Committee Reports Guidance document (available on the Equalities and Welsh Language Portal on the intranet).

The EIA should highlight any areas of risk and maximise the benefits of proposals in terms of Equalities. It therefore helps to ensure that the Council has considered everyone who might be affected by the proposal.

It also helps the Council to meet its legal responsibilities under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Welsh Language Measure 2011. There is also a requirement under Human Rights legislation for Local Authorities to consider Human Rights in developing proposals.

The Council's work across Equalities, Welsh Language and Human Rights is covered in more detail through the Strategic Equalities Objectives and Action Plan 2012.

This approach strengthens work to promote Equalities by helping to identify and address any potential discriminatory effects before introducing something new or changing working practices, and reduces the risk of potential legal challenges.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the Equalities and Welsh Language Portal (the Committee report guidance mentioned above, the Consultation and Monitoring guidance) and the Council's Equalities and Welsh Language team can offer support as the EIA is being developed - the contact email is **equalities@caerphilly.gov.uk**.

PURPOSE OF THE PROPOSAL

1	**What is the proposal intended to achieve?** *(Please give a brief description of the purpose of the new or updated proposal by way of introduction.)* The policy gives employees their statutory entitlement to shared parental leave and pay as part of their terms and conditions of employment.

2	**Who are the service users affected by the proposal?** *(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc.)* Employees

IMPACT ON THE PUBLIC AND STAFF

3	**Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?** *(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)* The policy is only applicable to employees who meet the statutory requirements (An EIA was completed by the UK Government when the statutory scheme was introduced.) Under Local Government terms and conditions of service, which are nationally agreed, there is a more beneficial system of Occupational Maternity leave and pay; shared parental leave and pay applies only when maternity leave is curtailed.
	<u>Actions required</u>

4	**What are the consequences of the above for specific groups?** *(Has the service delivery been examined to assess if there is any indirect affect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's disability, race, gender, sexuality, age, language, religion/belief?)* The policy ensures that any employees who are parents can take leave in the first year after the birth of their child or after adoption. The policy applies to both male and female employees who have the main responsibility of caring for a child. While shared parental leave is designed to give both parents the opportunity to participate in caring for their child during its first year, the operation of the scheme is dependent on the mother choosing to bring her maternity leave to an end or the main adopter bringing their adoption leave to an end. In *Shuter v Ford Motor Company Ltd ET/3203504/13*, a male employee whose employer failed to provide enhanced additional paternity pay while providing enhanced maternity pay claimed direct and/or indirect sex discrimination. The tribunal rejected Mr Shuter's analogy with *Alvarez* when he argued that his comparator was a female employee who had given birth and taken maternity leave exceeding 20 weeks. The rationale behind this comparator was that, since the earliest point at which a woman could elect to end her maternity leave and transfer the balance to the other parent, the purpose of leave from that point was for childcare. The tribunal considered that the right to take additional paternity leave was not a free-standing right but was dependent on the mother choosing to return to work. In each case, the mother would make that decision in the light of her own personal circumstances. The Council do not therefore consider that not paying enhanced occupational shared parental pay is direct discrimination. However, the Council accepts that paying enhance occupational pay only to women on maternity leave and main adopters on adoption leave is a provision, criterion or practice (PCP) with which some men and women cannot access, and may be indirectly discriminatory. In *Shuter* (above), the only question for the tribunal (due to Ford conceding the other points) was whether Ford could justify its PCP, of paying women basic pay when on leave beyond 20 weeks after the birth of a child when looking after the child, as a proportionate means of achieving a legitimate aim. The tribunal accepted that Ford's aim in paying full basic pay to women on maternity leave was to recruit and retain women in its male-dominated workforce. The tribunal concluded that this aim was being successfully achieved by the enhanced maternity package, as demonstrated and supported by documentary evidence going back to 1999. The tribunal also accepted that the aim was legitimate. The Council has a balance of female and male employees. The enhanced occupational maternity pay has been a part of local government terms and conditions for many decades. The enhanced adoption pay is also part of nationally agreed terms and conditions. There is anecdotal evidence to suggest

	that they enable the Council to recruit and retain female employees. In addition to this, the Council has acknowledged that it has an ageing workforce and is actively considering ways to encourage younger employees. Enhanced occupational maternity pay is also a key tool in recruitment of younger female employees. The cost of providing enhanced shared parental pay is considered prohibitive in light of the current austerity and savings required. The costs would also be disproportionate to the discriminatory impact as both female and male employees can access the statutory shared parental pay. The option of removing the enhanced occupational maternity and adoption pay so that all employees receive pay in line with the statutory schemes has been considered but this would involve the Council moving away from nationally agreed terms and conditions and it may mean that the Council would have difficulty recruiting younger female employees. It may also mean that the Council has difficulty retaining employees who expected to be able to access the enhanced occupational maternity pay when they joined the Council. There is also concern that there may be disruption to the Council's services if larger numbers of employees have access to generous leave schemes. The Council is also conscious that to allow a more generous shared parental pay scheme than other local employers may mean that the Council is subsidising shared parental pay, adoption and maternity schemes of other less generous employers.
	Actions required

INFORMATION COLLECTION

5	**Is full information and analysis of users of the service available?** *(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more groups? If so,* what *has been done to address any difference in take up of the service? Does any savings proposals include an analysis of those affected?)* It is not known at present what the take up of shared parental leave or pay may be. The policy will be reviewed to consider the implications once it has begun.
	Actions required

CONSULTATION

6	**What consultation has taken place?** *(What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have the Council's Equalities staff been consulted? Have you referred to the Equalities Consultation and Monitoring Guidance?)* Consultation has been undertaken with the Council's recognised trade unions, Senior Policy Officer (Equalities and Welsh Language), Legal and Governance, Corporate Management Team, HR Strategy Group.
	Actions required

MONITORING AND REVIEW

7	**How will the proposal be monitored?** *(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)* The decision on whether the statutory Shared Parental Leave Scheme is to be retained or an enhanced Shared Parental Leave Scheme is to be introduced will be reviewed one year after the introduction of the Scheme. This review will be undertaken looking at the numbers of applications for Shared Parental Leave received, feedback from other local Councils in Wales, any case law, any complaints and trade union feedback received.
	Actions required

8	**How will the above be evaluated?** *(What methods will be used to ensure that the needs of all sections of the community are being met?)* Review to be undertaken one year after the policy has been effective, taking account of the feedback received from the avenues identified above.
	<u>Actions required</u> Evaluation of the feedback received.
9	**Have any support / guidance / training requirements been identified?** *(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equality training of some sort?)* Training for HR employees in operation of the policy/legislation – undertaken on 5th March 2015. Guidance provided to Managers on the operation of the policy in the light of requests that they receive. Equalities guidance document on entitlements of parents to Shared Parental Leave and associated policies to be placed on the HR Support Portal for all employees. Frequently Asked Questions to be added to the HR Support Portal.
	<u>Actions required</u> Equalities guidance to be written and Frequently Asked Questions to be added to the HR Support Portal.

10	**Where you have identified mitigating factors in previous answers that lessen the impact on any particular group in the community, or have identified any elsewhere, please summarise them here.** Please refer to Section 7.
11	**What wider use will you make of this Equality Impact Assessment?** *(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)* To inform any future decisions on the policy.
	Actions required • EIA, when completed, to be returned to equalities@caerphilly.gov.uk for publishing on the Council's website.

Completed By:	Susan Christopher
Date:	19th March 2015
Position:	Principal HR Officer
Name of Head of Service:	Gareth Hardacre

CABINET – 29TH APRIL 2015

SUBJECT: VELOTHON WALES 2015 – PROPOSED ROAD CLOSURES

REPORT BY: DEPUTY CHIEF EXECUTIVE

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1. PURPOSE OF REPORT

1.1 To consider the responses to the public consultation on road closures for the proposed Velothon Wales 2015 event, and determine whether or not to proceed with advertising a temporary road closure order.

2. SUMMARY

2.1 A new cycling event called 'Velothon Wales' is proposed to be held on 14 June 2015 that will involve establishing three routes affecting the county borough: a 50km and a 140km route for up to 15,000 cyclists to take place as a sportive (mass participation) event followed by a 194km UCI class race for up to 200 elite (Professional) cyclists. In order to cater for the event, extensive road closures are required along the proposed routes for the duration of the event to permit the safe passage of the participating cyclists, restricting vehicular access across and along these roads and effectively isolating local communities, businesses, churches and other stakeholders

2.2 A public consultation on the proposed road closures was undertaken between the 17-24 April 2015, and the responses received at the time of writing this report are included in this report for Cabinet's consideration. As Members will see, some of the responses are opposed to the staging of the event and the necessary road closures while others are in support. Any subsequent responses received will be reported to Cabinet at the meeting.

3. LINKS TO STRATEGY

3.1 To work towards the Council's corporate objective of improving peoples' living environment through targeted actions, regulation, information and advice.

3.2 Engineering Services Division Objective: To work towards a safer environment through positive measures to reduce road accidents, and particularly for protecting and providing for vulnerable road users.

4. THE REPORT

4.1 The Major Events Unit (MEU) of Welsh Government is supporting the Event Organiser, Lagardère Unlimited UK to establish a new cycling event called 'Velothon Wales' on 14 June 2015 as part of a planned global roll out of the UCI Velothon Majors Series. The event will involve establishing three routes: a 50km and a 140km route for up to 15,000 cyclists to take place as a sportive (mass participation) event followed by a 194km UCI class race for up to 200 elite (Professional) cyclists.

4.2 The Council has previous experience of involvement with major cycling events with the Tour of Britain cycle race but, the scale of the Velothon Wales event is substantially larger as is the impact, disruption and inconvenience it will result in within the county borough. However, the Welsh Government has made it clear they see this as an important high profile event for promoting Wales, and tourism especially, and has made a significant financial contribution to attract the event to Wales.

4.3 In order to cater for the event, roads along the proposed routes will need to be closed between 07:00 and potentially 18:00 hours to permit the safe passage of the participating cyclists, restricting vehicle access across and along these roads and effectively isolating local communities, businesses, churches and other stakeholders. There is potential for restricted trading for businesses affected by this route and normal Sunday bus timetables will be impossible to maintain.

4.4 Following scrutiny of the detailed Traffic Management Plan and the proposed road closures necessary to safely hold the event, Cabinet agreed (at its meeting on 25 March 2015) to proceed with a public consultation exercise on the proposed road closures.

5. EQUALITIES IMPLICATIONS

5.1 A full Equality Impact Assessment has not been undertaken on this report, however all operational work concerning the proposed road closures is undertaken following a wide public consultation on the detailed proposals and the publication of the proper order, allowing for objections to be made by local residents. Any negative impact on individuals or groups raised will be considered in the final decision.

6. FINANCIAL IMPLICATIONS

6.1 There was no financial obligation on the authority in relation to the staging of the event.

6.2 There could be a relatively low financial cost to the authority of Officers attending the event on the day in order to protect local stakeholder interests although a request could be passed to the Event Organiser to pay for these additional costs.

7. PERSONNEL IMPLICATIONS

7.1 None.

7.2 In order to protect the authority's interests and to support the staging of the event nominated Officers have been invited to participate in the running of the Command, Communication and Control centre on the day of the event. Officers have also requested that they are present on the day of the event in the Advance Route Inspection vehicle to ensure that the proposed Traffic Management Plans are being implemented as proposed.

8. CONSULTATION

8.1 The proposals were consulted upon in accordance with the Councils approved procedure between the 17 -24 April 2015. A list of all stakeholders is included in Appendix 1.

8.2 At the time of writing this report 31 responses were received to the proposals as detailed in Appendix 2. As Members will see, some of the responses are opposed to the staging of the event and the necessary road closures while others are in support. Any responses received subsequently will be reported at the meeting.

8.3 The Event Organiser has separately implemented a Stakeholder Communications and Engagement Plan with those directly affected by the proposed routes. A helpline has been set up by the Event Organiser so that the public can engage directly with them.

8.4 All responses from consultations on this report have been incorporated in the report.

9. RECOMMENDATIONS

9.1 Cabinet consider the responses to the consultation summarised in Appendix 2.

9.2 Cabinet decide whether or not to proceed with advertising a temporary road closure order for the event.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To ensure due consideration is given to the consultation responses prior to deciding on whether or not to proceed with advertising the temporary road closure order.

11 STATUTORY POWER

11.1 Local Government Act 2000. The Road Traffic Regulations Act 1984 as amended by Road Traffic Regulation (Special Events) Act 1994.

Author: Clive Campbell, Transportation Engineering Manager
Consultees: Chris Burns, Interim Chief Executive
Pauline Elliott, Head of Regeneration and Planning
Paul Hudson, Events and Marketing Manager
Stephen Pugh, Communications Manager
Ian MacVicar, Group Manager Operations
Gail Williams, Interim Head of Legal Services and Monitoring Officer

Background papers: 'Velothon Wales 2015' report to Cabinet – 25 March 2015

Appendicies:
Appendix 1: List of stakeholders consulted
Appendix 2: Summary and consideration of objections/support received to the advertised proposals

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Appendix 1 – list of stakeholders consulted

Key Stakeholder Groups

All CCBC Councillors (email / drop in)
Town / Community Councils (direct email)
Community Partnerships (direct email)
Youth Forum (via Co-ordinator)
50+ Forum (via Development Officer)
Business Forum (via Co-ordinator)
Tourism Association (via Tourism Officer)
Utilities (electric, water, gas) (direct email)
CCBC staff – esp. social care (via HoS email)
Emergency Services (via ESAG)
ABHB (via email)
GAVO (via Liaison Officer)
LSB (via Programme Manager)
Town Centre Gazettes (via Town Centre Manager)

Residents / Community

CCBC Website (online article)
CCBC Social Media (link to CCBC website)
Local Media (Media Release)
Printed information available at

- All Libraries
- All Leisure Centres
- Customer Service Centres
- Caerphilly Visitors Centre
- Cash Offices
- Housing Offices
- Reception areas
- Community Centres
- Adult Education centre
- Visitor attractions

Other Stakeholders

Businesses along the route (direct email or post)
Churches / Chapels (direct email or post)
Farms (short route)
Residential/Nursing Homes (via Social Services)
Taxi firms / Private bus hire companies (direct email or post)
Emergency Vets in Ystrad Mynach (direct email)
Public Transport (via CCBC public transport team)
Sports groups / clubs (via CCBC sport &leisure team)
Supermarkets – esp. in terms of deliveries (email):

- ASDA (Blackwood / Caerphilly)
- TESCO (Ystrad Mynach / Caerphilly / Risca)
- SAINSBURYS (Pontllanfraith)
- MORRISONS (Bargoed and Caerphilly)
- ICELAND (Caerphilly)

Appendix 2: Summary and consideration of objections/support received to the advertised proposals

Response	Received from	Date Received	Reply/Recommendation
Please note that I have no enthusiasm for this Event. I see it as in imposition on Council Tax and Commercial Premise Tax payers of our Caerphilly County Borough. I cannot support even on the premise of Health that this is a good idea. To disrupt the highway network for the sake of any sport is unacceptable. I see no economic benefit to this whatsoever. Should any serious accidents to cyclists occur whilst they are in Caerphilly they will be transported out of Borough as our Local Emergency Unit as Ystrad Fawr would not be able to assist. We do not need this sort of whole day disruption and I am concerned at Welsh Government thinking this is an acceptable	Local member	11/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. Access to Ysbyty Ystrad Fawr hospital will be maintained throughout the event.
I wish to raise my concerns over the cycle race proposed for Sunday June 14th. This clashes with the Caerphilly Flower Festival which is financed by the Town Council. The Festival entails a lot of hard work by the churches and societies taking part. Visitors will have difficulty accessing the churches on that day as will worshipers. Will the open top bus be able to transport people to the various venues? Furthermore many elderly worshipers require lifts to their place of worship. At Van Road U.R.C. we have a minister coming from Newport on that day, hopefully she will be able to reach us. To rub salt into wounds we have cancelled our morning service on Sunday 21st because of the 10k run. It seems that those who organise these events have no regard for the Christian community in Caerphilly, the efforts made to make the Flower Festival successful and visitor friendly, and the revenue it brings to the town.	Local Church Secretary	20/04/2015	Comments noted. The Council's Event Safety Advisory Group has not been made aware of this event but will facilitate co-ordination between the respective event organisers to minimise any impact.

As the secretary of a local church community in Caerphilly (the Christadelphians), I would like to register an objection to the extent of the proposed road closures for this event. This will severely hamper or completely prevent many of the congregation getting into Caerphilly on that day as many outside the town itself. It is yet another example (along with the 10K bike ride and the Big Cheese) that impact on the regular arrangements of local inhabitants, and that impact on their freedom of worship. Given that the 10K ride is planned for the following Sunday, that means that there will be 2 consecutive Sundays of disruption. It would be nice to hear that the Velothon will not enter the borough at all.	Local Church Secretary	18/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. The issues will be raised with the event organiser to check whether further accommodations can be made.
I have been searching the website for information regarding road closures on 14th June 2015. From what I can find, it appears the 50k route will pass through Caerphilly by coming from Basaleg towards Machen, turning towards Draethen and passing the Maenllwyd inn and St James's church before heading into Caerphilly town centre along Van Road. Could you please let me know if any of the roads along this route will be closed? I live in Rudry, next door to St James's church and directly on the road so any road closures would effect me considerably. I am also planning a birthday party on the Saturday night and will have many guests staying the night, so any road closures will affect their ability to get home on the 14th June.	Resident of Rudry	17/04/2015	All of the affected routes identified will be closed to vehicular traffic between approximately 07:00 and 09:30. Guests would need to wait until the roads have reopened before leaving. The event organiser is expected to provide more precise details on the duration of closures prior to the event (via their website).
I understand from Press reports that there are to be extensive road closures in an around Caerphilly on the14th June 2015 for a period of up to 9 hours in connection with the above event. This will also involve disruption over Caerphilly Mountain and into Cardiff which is the route many normally take on a Sunday. . Does this mean that there will be no way through or around Caerphilly for the large number of people who pass through Caerphilly on Sundays for work, shopping and other activities in Cardiff, not to mention traffic	Member of the public	16/04/2015	Drivers would need to use the A468/A469 and A470 routes in order to travel from Caerphilly to Cardiff. Detailed plans of the proposed road closures are available of the Council's website and the event organiser's website. The emergency services have been fully

responding to emergencies. A complete closure of routes through or around Caerphilly is not feasible Will there be alternative routes marked out for such travellers and if so could these be published well before the event otherwise many people will be extremely disadvantaged on the day?			consulted on the planning for this event and will be represented in the control centre on the day. Rail services would be unaffected.
Maesycwmmer Community Council are concerned that access to the village will be severely restricted by this event. We would like to be reassured that the organisers will do everything possible to minimise the disruption to residents. We are also concerned about access to the village for carers on the day.	Community Council	16/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. However, the event organiser has offered some mitigation to maintain restricted access that will be kept open for as long as possible during the event.
I am concerned about the road closures for the Velothon on Sunday June 14th. Road closures on a Sunday are going keep many people isolated at home. There will be disruption to bus services which are few on Sundays as it is. My daughter works in Cardiff in a hotel and has problems getting to and from work when there are big events in the city as she is unable to take her car to work due to road closures and these are normally on Saturdays or week days. There a few trains or buses running on Sundays. I assume the council will request the train and bus companies for more transport on that Sunday as many people have to go to work and lose money if they can't get to work. Taxis will also lose money as they will be unable to travel to their fares. Also many people go to church on Sundays and will not be able to get there. Many people also visit relations or sports activities and as it is a holiday season, any visitors will have trouble getting to Caerphilly to visit the castle or even to watch the event. Not a good thing for tourism. I assume you have arranged for extra transport. Please have a rethink about road closures.	Member of the public	16/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. Liaison with bus operators has been undertaken with a view to maintaining services as far as possible however, there will be significant disruption and the bus operator should be contacted for details of any changes to services.
The route for the Velothon as outlined would have significant impacts on residents in my ward. The closure of bypass from	Local Member	16/04/2015	Comments noted.

Ystrad Mynach to the Cedar Tree roundabout will likely mean that many residents will have to change their travel arrangements on that day, incurring greater inconvenience. The closure of Bedwas Road will make it impossible for residents living in Meadowland Close and Long Heath Close to get out. Can you inform me if this is correct? I'm also mindful of any other streets that will effectively be blocked off. Can I request a meeting with the organisers and CCBC as soon as possible to discuss these issues? I wish to add my above comments to the consultation which ends on 24th April.			In order to facilitate a safe event, full road closures are necessary. Where possible mitigation to maintain at least restricted access is proposed. Alternative parking arrangements are being considered for residents of Meadowland Close and Long Heath Close.
Once again Caerphilly residents will be subjected to total disruption for a sporting event that will gridlock the town It may be on a Sunday, but what will be the cost to the local businesses and to the already cashed strapped Council? Apart from the publicity (sic) for our beautiful town, what are real, tangible benefits? In none of information provided is there anything purporting to be a cost benefit analysis. The Council have for this event and previous cycling events been noticeably secretive on the financial aspects and telling the residents where their money is being (mis)spent When will the Council actually put the residents first? They are, after all, the people who contribute to the inflated salaries of the senior officers	Member of the public	15/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. The Council has not been asked to make any financial contribution to the event. There are potentially significant health, well-being and economic benefits to be derived from the staging of the event. For example, 35% of adults across the UK are considered as cyclists whereas in Wales the percentage of adults considered as cyclists is 30%, significantly below the UK average. The direct economic impact of the event is estimated at in excess of £3m to the Welsh economy.
As a resident of Crumlin, I am totally against this road closure. There are currently road closures around Newbridge and as a result all the traffic is being diverted through Crumlin, peak times are a nightmare! I live on Hillside Road in Crumlin which is narrow and only one way traffic can pass on some points of the road, the volume of traffic taking short	Resident of Crumlin	14/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. The emergency services have been fully

cuts at present is getting dangerous. The road is full of potholes which is dangerous as cars swerve around them narrowly missing parked cars. We are experiencing enough disruption at present as far as I'm concerned so why should we be put through anymore? Closing major roads is a joke, what about emergency services? Do any of you live in the proposed areas that are going to experience this? Lots of residents in Crumlin feel the same including my neighbours.			consulted on the planning for this event and will be represented in the control centre on the day.
With ref to the above subject. I would like to ask how can they possibly close the roads to traffic for this cycling event to take place. How is this going to affect Maesycwmmer residents it is hard enough to get access in and out of the village as it is. These proposed road closures are ludicrous for a cycling event to take place.	Resident of Maesycwmmer	13/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. However, the event organiser has offered some mitigation to maintain restricted access that will be kept open for as long as possible during the event.
I as a resident of Castle Park, must show a protest about the proposed road closures for the bicycle event in June. The protest is that we in Castle Park would have no vehicle access to any main routes. I would also state the obvious that if we can' get out, then, access in would also be a problem. I am all for these events happening in Caerphilly, however not at the expense of the access of the residents once again.	Resident of Caerphilly	13/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. Castle park residents will be able to access the Lansbury Park distributor road and then A468 / M4 via Bedwas / Rhiwderin after 09:30 hours.
At the recent drop-in consultation regarding the above, you said officers would be checking out the proposed alternative routes. You will be aware from the meeting that I am particularly concerned about the back road of Ynysddu which is a residential road running from Ynysddu to The Mill Pontllanfraith. This lane can take normal traffic but is not suitable for heavy 2-way traffic. My concerns were highlighted yesterday when the road	Local Member	13/04/2015	The lane will not be signed as a diversionary route and will therefore only be used by local drivers who are already familiar with it. A significant amount of advanced signage is to be erected in advance of the Full Moon roundabout, as well as on the B4251 route, to advise northbound drivers that the B4251 will be closed at Wyllie. This signage will deter the vast majority of drivers from travelling

between the Sainsbury roundabout and Pontllanfraith was closed. Even though Sunday traffic is considered to be light in comparison with week-day traffic and there were plenty of alternative routes that drivers could choose, the build up of traffic at junctions was considerable. The proposed closure of the Main A470 takes place there will be very few alternative routes available. There will be major disruption and I am concerned that this lane will be not be able to take the additional traffic. One example was last year when there was a fatal accident on the B4251 - when the traffic was being directed to this lane to avoid the accident scene, the police had to be called to turn traffic around when the lane become gridlocked. [*My ward Member colleague*] also shares my concerns and we would be grateful if you would come back to us on this.			north from Full Moon.
I am a convenience store owner on the A472 at Maesycwmmer. I am very unhappy that you could even consider closing the road past my store for 8-9 hrs of peak trading hours. I cannot afford to close for the day as I have to pay my staff, my rates, my mortgage etc weather I open or not. So who is going to compensate me for my loss of trade. I am a convenience store and I need to be convenient. Also the people of Maesycwmmer will not be able to get in or out of the village if the road is closed.	Business owner in Maesycwmmer	13/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. However, the event organiser has offered some mitigation to maintain restricted access that will be kept open for as long as possible during the event. Any claims for financial loss must be submitted to the event organiser for consideration.
Surely the road being closed at the town end of Van rd is not required it should be the library side of the street. This will allow limited access for the residents at the top of town. Can somebody explain who made the decision to shut Caerphilly off for 9 hrs in the tourist season. what a bright idea	Resident of Caerphilly	11/04/2015	Comments noted. In order to facilitate a safe event, full road closures, including this location, are necessary.
Thank you for consulting, we and our shop tenants would never condone road closures in this area during trading hours. We have experienced many such 'events' in recent	Centre Manager Castle Court Shopping Centre	09/04/2015	Comments noted. In order to facilitate a safe event, full road

years and have proven they have a detrimental effect upon our trade.			closures are necessary.
I find it quite unbelievable that the Welsh Assembly Government can agree to such widespread road closures over such a long duration cutting off so many communities for virtually the whole day, so that a family fun ride and third rate cycle race can take place. Pantside in Newbridge will be totally cut off all day, the only route out of Blaenau Gwent will be south through Newbridge and via Westend, Abercarn. This route will have to carry all the traffic that is using the A467 and A472 going toward Pontypool as this road is also shut, meaning traffic for Cwmbran is forced to travel via Newport to get there. Traffic from the Sirhowy Valley and Blackwood will have to go through the Springfield Estate to cross the route of the race as the organisers will not allow traffic to cross any of the closed roads on the level, only pedestrians who can cross at designated points. How are Health Visitors and Carers going to visit the sick, how are the 600,000 people that live in the Greater Gwent area supposed to go about their daily business. This area is not like a big city, where there are alternative means of transport like the underground. In many cases there is no public transport on a Sunday and no alternative routes for people to get to work. This event has been signed up to for a 5 year period by the Welsh Government. I believe there will by a huge public outcry over this, it has not been advertised at all in the press other than the normal PR good points, with promises of TV coverage for the area and an increase in tourism. I have spoken to a number of local businesses who are on the direct route of the race, they have not been approached by the organisers. One local	Member of the public	08/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary. The event organiser will undertake an extensive stakeholder engagement exercise in advance of the event. Together with the substantial advance signage of the road closures, residents and road users will be able to make an informed choice about their options. The extent of the consultation on the proposed road closures is identified in Appendix 1. This includes liaison with the Council's Social Services to accommodate any specific needs for the delivery of services, bus operators etc.

business in Crumlin will lose over £9000 because he is shut for the day. I have asked Stagecoach about changes to bus timetables and they are in the dark as well. The organisers are not talking to people. They should be taking out newspaper ads in the same way that Network Rail has covered the Easter rail closures. The numbers of people affected are much the same, an entire region is being brought to a standstill. People may be able to alter routes they use and plan around it if they know about it but information about road closures will not be released until May and many people will not know until "This road will be Closed" signs are erected a few days before the event. I also believe information about your consultation is hidden away in the back of the CCBC website so not as to draw to much attention to it. This event not only affects Caerphilly County but large areas of Torfaen, Monmouthshire and Newport and even closes Junction 28 of the M4 Motorway, the level of disruption is far beyond the publics level of tolerance. It needs urgent rethinking.			
I have just seen the information regarding the road closures for the Velothon Wales in June. I live on Corbetts Lane and the entrance to this road will be closed on the day, meaning that the residents will not be able to leave the street, and there will be no access to the Cedar Tree pub/hotel. Would you please confirm how long the closure will be in place, and at what time of day.	Resident of Caerphilly	07/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary from between 07:00 and 18:00 hours. However, the event organiser has offered some mitigation to maintain restricted access that will be kept open for as long as possible during the event. The event organiser is expected to provide more precise details on the duration of closures prior to the event (via their website).

Responses to the planned road closures were generally negative, most young people consulted did not feel interested in the event and felt it is causing too much disruption. Comments from them: "could they use a less busy route or a cycling track instead?" "How will workers such as carers get to their calls?" "People may be delayed trying to get to hospital" "They should have spoken to local residents before organising it"	St Cenydd Youth Club	20/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary.
I am a resident of Ystrad Mynach and therefore live on the route of the proposed Velothon Wales to be held on June 14th 2015. Following the success and excitement generated by the Tour of Britain coming to Caerphilly in recent years and then the disappointment following the loss of the event by the council, I was extremely excited when I found out that the UCI Velothon Wales event was coming to Caerphilly and through my home town of Ystrad Mynach. And then, when I realised that I would be able to ride the same route as the professionals on closed roads I thought it was too good an opportunity to miss and signed up for the sportive event. 15,000 other people from all over the world obviously felt the same way, with many of them riding for charitable causes, just like the London Marathon. Now I understand from reading the press that there is a chance that the council will not sanction the closure of the roads for the event. As a local resident I think it would be a huge mistake not to close the roads for this event on the grounds of both safety and the message it would send out to the world about Caerphilly, which has become an iconic cycling destination in recent years following very positive worldwide TV coverage of the event, showing our beautiful county in a very positive light. Added to that, the popularity of the event was obvious as the streets of Ystrad Mynach and Caerphilly were teeming	Resident of Ystrad Mynach	20/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary and will be implemented by the event organiser.

with spectators in a real carnival atmosphere. With the recent high profile successes of Welsh professional riders like Geraint Thomas and Luke Rowe this will hopefully add to the occasion and get the locals out in big numbers again for Velothon Wales. People from all over the world will be taking part in the event and it will give them a great experience of our county if the council gets behind it. Hopefully many will be inspired to come back as there are many great cycling routes in Caerphilly County and surely isn't this exactly the sort of sustainable tourism, taking advantage of the fantastic scenery of our hills and valleys, that the council should be encouraging? Frankly, it will be an embarrassment if the roads are not closed in the Caerphilly Council area or if the ride does not pass through as a result and the council is bound to be cast in a negative light in TV commentary of the event and in the press. I have read comments in the press from a councillor along the lines of "It'll do nothing for this area," which is a sad reflection on the mind-set of some of our elected representatives. Well, do we want to welcome the world and show off our county or do we want to remain mired in a narrow minded, short sighted bubble where nobody can see beyond their own valley? It should be obvious that this is a huge opportunity for Caerphilly that should not be missed and, if it is missed, will say much for the confidence, ambitions and horizons of the council.			
I am writing as requested to state my views on the above venture. After Caerphilly Council have already ditched plans to have the cycle tour of Britain come through Caerphilly, I am dismayed that Caerphilly council think this event will cause disruption. Surely such an amazing activity can only be good for Wales and Caerphilly. There will be huge interest and lots of local cyclists will be taking part, for goodness sake surely people can manage with road closures for this major event. Come on Caerphilly Council welcome, support and	Resident of Caerphilly	17/04/2015	Comments noted.

embrace this opportunity.			
We welcome the Velothon to Wales and Caerphilly CC but would like to make a few points. I am chairperson of S.A.F.E (Safety And Facilities for Equestrians) SAFE is a voluntary, non-profit making bridlepath group, affiliated to The British Horse Society, working in the South Wales area. Statistics show over 3000 road accidents between cars and horses occur every year. Many local country lanes now experience a lot of traffic particularly at commuter time <u>Caerphilly Mountain Area. The closure of Mountain Road B4263 with A469.</u> I am concerned that traffic deciding not to re route to the A470 will take roads thro Mornington Meadows and/or Van Road towards Rudry, Cardiff/Newport and Watford Road (Caerphilly Miners), Ffordd Waunwaelod and Blackbrook Road, near Black Cock Inn to Heol-Pen-y-Bryn, Blaengwynlais and to Tongwynlais or Rhiwbina. All these routes would pass through areas of horse routes /bridlepaths (towards Rudry Caerphilly CC Links & Loops routes, Wernddu, Coed-y-whipps, Cefn Mably and in Blaengwynlais area Forest Fawr, Forest Ganol, Cwm Nofydd) ....so I feel we some warning notices for road users through these areas are neccessary. Drivers often think they can hoot their horn and speed through the lanes and oncoming traffic will hoot back. If we could have some signage to warn drivers they are on rural roads and may meet horseriders/walkers/pleasure cyclists. We will through our bridlepath group alert our members that they will meet greatly increased volume of traffic on Sunday 14th June. Any help or advice we can give on the siting of notices etc	Equestrian Group	15/04/2015	Comments noted. They will be passed to the event organisers for consideration as part of the signing for the event.

please contact me.			
I am very much for the Velothon passing through Caerphilly. As a resident of Caerphilly- the closures will affect me, however I think that this is totally worth it for a single day for the benefits it will bring. I know many of the cyclists will be raising money or charity & Caerphilly will be showcased in a very positive way.	Resident of Caerphilly	14/04/2015	Comments noted.
As a member of a local bike club (Castle Bikes, Trethomas) I'd like to urge the council to support the planned road closures for this event. As far as I can see it the positives would be: 1 – Increased footfall in the town and surrounding areas due to spectators (both locals, and those coming in to the area for the event), which will generate revenue 2 – Raised profile of the local cycling scene which will improve the image of the area as a destination for cyclists (the notorious Mountain Rd is one of the featured climbs that thanks to the event is being advertised GLOBALLY FOR FREE). Cyclists visiting the area spend money. 3 – Inspiration for local children (and adults) to get fit by cycling and so reduce long-term costs of many illnesses 4 – Inspiration for cycling a sustainable form of transport that reduces pollution, congestion and road damage. 5 – Very many of the thousands of participants will be locals – as local constituents surely their enjoyment, and fitness is valuable? We're only talking about roads being closed for a matter of hours, compared to the long term benefits mentioned above, it's crazy not so support this event. I honestly cannot understand why the council isn't grasping this opportunity with both hands. Look at what has happened to the cycle tourism industry in Yorkshire after the TdF, obviously this event is not on the same scale but it's big news amongst the cycling community in Wales (and England), will attract amateur and professional cyclists to the area, and it can't fail to improve the image of the area – please see the big picture!!	Member of the public	12/04/2015	Comments noted.

Do the people of Monaco regret having the Grand Prix? Does London regret having the Marathon?			
Well done on allowing this event to pass through Caerphilly. I am in full support of this event, and can see the benefits it will bring to our County.	Resident	10/04/2015	Comments noted.
I would like to write in support of the proposed road closures for Velothon Wales to be held in June this year. Although living in Machen we will not be a little restricted in where we can go that weekend, the event looks fantastic and we will be out supporting the riders and racers as they climb the mountain!	Resident of Machen	09/04/2015	Comments noted.
I have actually signed up for the event & have booked myself into a B&B in Penarth. I'll also be having a day either side exploring the local area including Caerphilly so I think it will provide extra tourism to the area, I'm travelling from Lincolnshire so it shows the level of interest in the event. I admit most of the benefit will be felt in Cardiff but cycling through the route could easily sway many to come back to the area if the views on the Velothon Wales route videos are anything to go by. I don't think it would be sensible to open any of the roads with the number of riders involved, I personally feel it could lead to greater risk for any road users.	Member of the public	09/04/2015	Comments noted.
Very quickly - I've already spent the entry fee as well as over £200 (non refundable) on local hotels for two nights spanning the event. I'll inevitably spend a lot more on food etc etc I did all this as it was closed roads. Simple. It was sold as closed roads. Keep it closed roads. We'll bring in far more money than will be lost because someone couldn't get to work on time...tell them to cycle!	Member of the public	09/04/2015	Comments noted.
I have no problem with the proposed road closures to enable the Velathon to come through the borough. I feel that the positive exposure this event will bring outweighs the	Member of the public	07/04/2015	Comments noted.

inconvenience of a few hours of road closure. Providing sufficient trains are laid on for shoppers then I see no issue.			
I am the estate manager for [*a local*] pub. I write to you with some concerns regarding the proposed Velothan cycle race planned for 14 June My Client is just about to close the pub for a refurbishment. It is due to re-open on 2 June but we have been advised you are proposing to close off the roads around the pub for the Velothon cycle race on 14 June for around 9 hours (although the exact hours for the race are not stated). This coming so close to the re-opening means potentially a lot of the goodwill generated by promotions and marketing could be lost. I think, importantly how do you anticipate that the public will be able to access the pub during the event, where will the nearest parking be? If it is any distance off then we don't think people will come to the restaurant which could mean a loss of the day's takings. How do you propose to mitigate these potential losses? What steps are being taken to support businesses that will be affected during the event – signs etc? During what hours is the race taking place?	Local business	20/04/2015	Comments noted. In order to facilitate a safe event, full road closures are necessary from between 07:00 and 18:00 hours. However, the event organiser has offered some mitigation to maintain restricted access that will be kept open for as long as possible during the event. The event organiser is expected to provide more precise details on the duration of closures prior to the event (via their website). The issues will be raised with the event organiser so that they can make direct contact with the business to see what accommodations can be made.
I live in Llanbradach. I wish to travel to church in Cardiff leaving at 09.15 on the day of the race. Please can you confirm if I can access the A470 bypassing Nelson to the Aberdare roundabout. Also will the road be closed between the roundabout at the end of the Llanbradach bypass and the Ceder Tree roundabout? If so this will stop me accessing the Caerphilly bypass to proceed to the A470 to Cardiff.	Resident of Llanbradach	20/04/2015	Access to the A470 will be maintained as the A469 northbound lane by passing Llanbradach will remain open. Access southbound at the Coed-y-Brain roundabout on the A469 may be available via a contra-flow system allowing access to Cardiff via Nantgarw Hill and the A470. Details will be confirmed by the event organiser prior to the event.