



EAS

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



Education Achievement Service Regional Business Plan

April 2022 - March 2025



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

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

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

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

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

Section 1: Regional Context

Key regional facts and figures

- The number of pupils of compulsory school age within the region in 2021 was 73,324. This represents 19.3% of all pupils in Wales.
- There are 237 maintained schools in the region (which includes 4 pupil referral units), 15.8% of all maintained schools in Wales (EAS figure correct from September 2021, Wales figure from Pupil Level Annual School Census (PLASC), 2021).
- There are 21 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region
- The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 24.8%. This level of eligibility is the second highest of the four regional consortia with Central South Consortium highest with 25.1% (PLASC, 2021).
- In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).
- The percentage of pupils aged 5 or over from an ethnic minority background is 11.8%.
- Based on local authority reported numbers (March 2021), 847 children in the region are looked after (LAC) by a local authority and attend a school in the region. An additional 54 Looked After Children are educated in schools in England. (This data is no longer collected in PLASC).

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

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

Overview of school numbers in the region Jan 2022

Blaenau Gwent (31.4% FSM)

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

Caerphilly (24.9% FSM)

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

Monmouthshire (16.6% FSM)

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

Newport (23.1% FSM)

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

Torfaen (30.0% FSM)

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

Overview of regional school / PRU staffing

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

Section 2: Introduction

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

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

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

The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.

The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research. The pandemic has reminded us that positive change is and has been possible. Schools, settings and the EAS have seized opportunities to explore innovative ways of working and delivering meaningful learning experiences through a creative blended learning approach. These experiences should be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time.

Self-Evaluation: Strategic summary of progress 2020-2021

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

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

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

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

- Governing Body meetings moved online from the end of March 2020. In the subsequent 18 months over 1800 meetings were clerked, an average of 31 each week in term time.
- We have connected with more governors than ever across the region, offering a virtual PL programme from Summer 2020. Since then, we have delivered over 130 virtual events for governors, with over 2000 individual attendances.
- A comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning has been delivered. Attendance has been varied across each local authority.

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

- Nearly all lead PL schools have successfully completed the National Professional Enquiry Project focus for 20/21 in areas of assessment and progression, re-imaging schooling, inclusion, pedagogy and learning. All lead Curriculum for Wales Professional Learning schools are now ready to consolidate and extend their research and enquiry work across their cluster to continue their implementation of the Curriculum for Wales.
- Good progress and engagement in the national Coaching and Mentoring Facilitator Coach provision continues with approximately 138 trained facilitator coaches across the region.
- Good progress has been made facilitating the regional Coaching and Mentoring professional learning provision using the above facilitator coaches' group. Coaching and mentoring cohorts for Headteachers, Deputy Headteachers and Senior Leaders continue with additional cohorts commencing in the new year. Over 211 participants have applied for regional coaching and mentoring programme to date.
- 46 aspirational leaders have been identified via the Pilot Talent Management Framework process and have been supported with an individual professional learning package of support. Participating pilot schools are continuing through the implementation of the framework and feedback on the benefits of the process remain positive.
- Implementation of the national induction professional learning package has effectively progressed during the autumn terms 2021. Professional Learning for newly qualified teachers is ongoing which has included professional learning external verifiers and school-based induction mentors. All PL sessions facilitated are recorded and shared within a collaborative Microsoft Teams space.
- Over 90% of leaders agree that the EAS provides high quality professional learning that supports for leadership and teaching, access to inspirational guest speakers, digital support and access to an equitable national leadership offer.
- In 2020/2021 58 higher level teaching assistants achieved the qualification, a 98% pass rate, building capacity in schools across the region and demonstrating improvement overtime.
- Over 500 participants have accessed the Middle Leadership Development Programme. Nearly 900 positive evaluative comments have been received about the Professional Learning experience.

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

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

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

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

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

EAS Foundations

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

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

Next Steps: Strategic priorities for 2021-2022

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

The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, the EAS will work with local authorities to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on their important priorities and their support for learners. The timing, delivery and focus of the support will be carefully considered in respect of the challenges that are likely to continue. Based on ongoing self-evaluation the following are our strategic priorities for the coming year, these will be detailed in Section 4:

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

Section 3: Our Approach

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



South East Wales Statement of Intent 2025




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

Local authority priorities (Spring 2022)

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

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

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

Why? What are we aiming to achieve?

EAS Vision

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

In working towards the EAS Vision, it is critical that the EAS Business Plan reflects regional and local needs.

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

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

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

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

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

What will we do?

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

Leadership and Teaching

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

Curriculum for Wales

Provide professional learning and support for curriculum for Wales.

Health, Wellbeing and Equity

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

Governors: Provide a broad range of professional learning, support and advice.

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

How will we measure success?

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

Professional learning has been effective and appropriate to need.

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

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

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

There are many ways of capturing and sharing what the EAS does which are exemplified below:

How will we report?

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

EAS Website
Case studies
Supporting Our Schools Site

Impact capture reports
Meeting minutes
Partnership documentation

What are the foundations that enable activities to take place?

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

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

Assumptions

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

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

EAS Business Plan 2022-2025

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

Section 4: EAS Business Plan Activities 2022-2023

This section details the activities that will take place during 2022-2023. Each section has a set of success criteria which contributes to the overarching vision that we have for 2025. The support across each area is interrelated and should not be viewed in isolation.

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

Universal Provision	Success Criteria
<ul style="list-style-type: none"> Facilitate professional discussions to identify support aligned to improvement priorities and resource allocation, highlighting good practice to share more widely and provide opportunities for peer working. Undertake supported self-evaluation activities alongside leaders, focusing on the progress of learners including vulnerable groups. Provide professional learning for improvement and self-evaluation processes, including supporting the roll out of the National Resource for Evaluation and Improvement. Work with local authorities to complement existing education HR services and continue to develop a consistent approach to school improvement related HR matters across the region. Provide recruitment support for the appointment of Headteachers and as a panel member for Headteacher performance management. 	<ul style="list-style-type: none"> All schools have undertaken both an annual professional discussion and a supported self-evaluation activity to confirm their priorities and have identified bespoke support needs, enabling local authorities and the EAS to know schools and educational settings well. Schools have engaged effectively and collaboratively with peers to support the development of their priorities for improvement and share effective practice. All local authorities have clarity about the readiness of all schools and settings with regard to national reform. Governing Bodies who have engaged in professional learning have enhanced knowledge and skills enabling them to undertake their role effectively. Schools and leaders requiring higher or more intensive levels of support, have been effectively supported to identify priorities for improvement and are able to demonstrate progress in key areas. Team Around the School meetings have ensured that participant schools and settings received timely and appropriate support and challenge from the EAS and local authorities enabling them to make progress in key areas.
Targeted Provision	
<ul style="list-style-type: none"> Provide additional support to undertake self-evaluation activities alongside leaders. Facilitate professional learning or support for specific areas identified by the school or educational setting. 	

<ul style="list-style-type: none"> • Facilitate opportunities for peer-to-peer networks. • Support recruitment at key senior leadership positions. • Support targeted professional learning for Governing Bodies. • School Improvement Partners provide enhanced support for new and acting Headteachers. 	
<p>Bespoke Provision</p>	
<ul style="list-style-type: none"> • Allocate additional support for schools and educational settings requiring higher levels of support. • Broker school to school intensive support to undertake professional learning and supported self-evaluation activities alongside leaders. • Working in close partnership with local authorities and other partners to monitor the progress schools and or educational settings are making against their identified priorities. Review the impact of support and amend as needed via the Team Around the School and Multi-Agency processes. 	

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

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

- Provide a National Professional Learning offer for statutory induction, including support for Newly Qualified Teachers, School based Induction Mentors, External Verifiers.
- Provide a progressive pathway of professional learning to support the role of Teaching Assistants and Higher Level Teaching Assistants.
- Identify and develop a sustainable supply of diverse, high-quality, agile leaders to innovate and lead effective 21st century schools.
- Continue to work in partnership with Initial Teacher Education partners in securing high quality teacher education.

- Professional learning experiences have impacted on individuals' skills, knowledge and behaviours and where appropriate, on progressing whole school improvement priorities.
- All leaders who accessed national leadership development programmes have been supported by a trained leadership coach.
- An increasing number of leaders have accessed the national coaching and mentoring programme to support them in developing a coaching and mentoring ethos within their own settings.
- An increasing number of schools have accessed the Agile Leadership programme pilot, refining flexible, adaptable leadership skills and processes when developing Curriculum for Wales.
- An increasing number of schools have identified aspirational leaders through a Talent Management Framework approach ensuring an ongoing supply of effective leaders across the region.
- A sustainable supply of high quality Initial Teacher Education placements have been provided within schools across the EAS region.
- All school improvement partners have engaged in relevant regional and national professional learning to support them in their role.

Targeted Provision

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

Bespoke Provision

- Intensive and bespoke professional learning support for the entire workforce, focussed on identified areas of teaching and leadership.

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

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

<ul style="list-style-type: none"> • Allocate additional EAS support for schools and educational settings requiring higher levels of support. • Broker EAS school to school intensive support to undertake professional learning in Areas of Learning and Experiences / subject disciplines. • Delivery of specific professional learning activity at a school or cluster level. 	
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D. Health Wellbeing and Equity: Provide professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.

Universal Provision	Success Criteria
<ul style="list-style-type: none"> • Support to build the capacity within schools and educational settings to create an effective whole school approach to emotional and mental wellbeing. • Provide strategic support for the development of approaches to the Health and Wellbeing Area of Learning, including approaches to embedding diversity. • Support to develop strategic approaches to developing the United Nations Convention on the Rights of the Child and Human Rights. • Support the development of a tiered approach to the provision and teaching for disadvantaged and vulnerable learners and learners whose circumstances have changed during the pandemic. • Support for the development of language, social, emotional, physical and cognitive development in early years for those adversely affected by Covid. • Offer a tiered approach to the professional learning programme: Raising the Achievement of Disadvantaged Youngsters (RADY). • Work in partnership with local authorities Inclusions Leads and Looked After Children Education Officers to analyse and use attendance and exclusions data for vulnerable and disadvantaged learners. • Provide guidance and support for the effective use of the Pupil Development Grant (PDG). • Deliver the National Programme on teaching and learning (Mike Gershon). 	<ul style="list-style-type: none"> • Nearly all schools and settings will have a bespoke Health and Wellbeing curriculum offer in response to the feedback from learners on their needs. Those schools and settings that have required additional support in this area will have made timely improvements. • Schools and settings that have engaged in the Raising the Achievement of Disadvantaged Youngsters programme are able to demonstrate positive changes in attitudes to learning, engagement of Disadvantaged Families/Carers and improvement in attendance. • Schools and settings will have finalised 'Tiered Approach to Provision Plans' and will be using this to inform effective classroom management and positive relationships strategies and in creating a positive climate for learning. • Schools and settings will have a Family and Community Engagement Strategy and will be working towards their Family Friendly School Status. • Practitioners who have engaged with the Thinking Differently about Disadvantaged Learners programme will demonstrate the impact this has had on their Teaching and Learning Strategy/Policy and the development of their Anti-Poverty Strategy. • All participating secondary schools will have identified SEREN learners and supported them to engage in SEREN learning and experience events. 75% of participating SEREN learners have attended a Sutton Trust University.

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

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

Universal Provision	Success Criteria
<ul style="list-style-type: none"> • Provide a professional learning programme for Governors, including Welsh Government mandated training, the core role of the governor and support for understanding the role of the governing body and their contribution to school development priorities. 	<ul style="list-style-type: none"> • Governors who have accessed the governor pathway professional learning can demonstrate an improvement in their knowledge, skills and behaviours. • There is increased engagement with the professional learning programme for governors (based on previous year) and an increase

<ul style="list-style-type: none"> • Provide all governing bodies and individual governors with advice, support and guidance in relation to their roles and responsibilities. • Provide networking opportunities for groups of governors, to discuss best practice, identify common issues and explore solutions. • Offer all governing bodies a clerking service through the optional adoption of a Service Level Agreement. • Continue to provide a range of specialist HR professional learning for governors. 	<p>in overall satisfaction ratings for all EAS delivered professional learning for governors.</p> <ul style="list-style-type: none"> • All newly appointed governors attended mandatory training within the stipulated timescales and where this had not been undertaken the relevant Chair of Governors had been informed. • All new governors have been supported by a mentor from within their own governing body and all additional requests for mentor support have been met. • All delivery targets within the service level agreement for the provision of advice, clerking and statutory service to governing bodies have been met in accordance with service criteria. • Where a school had more than 3 vacancies for more than a term the Chair of Governors and Local Authority are informed.
<p>Targeted Provision</p>	
<ul style="list-style-type: none"> • Deliver optional programmes to further develop governors' skills and knowledge, enabling them to deepen their understanding of their role, to effectively support and challenge their schools. • Provide these programmes as part of a targeted Governor Pathway, aimed at specific groups of governors. • Provide targeted networking opportunities for specific groups of governors, to address specific issues. 	
<p>Bespoke Provision</p>	
<ul style="list-style-type: none"> • Provide additional specific professional learning for individual governing bodies, clusters of governing bodies or individual governors. • Individual supported Governing Body knowledge and expertise in relation to understanding of their role and responsibilities are enhanced. • Broker support for newly appointed Chairs of Governors, who would benefit from the support of an experienced mentor. • Provide opportunities for more experienced chairs of governors to further develop their skills and knowledge of governance. 	

EAS Foundations:

Business delivery

- A clear EAS vision for 2025 is articulated to schools and partners alongside the development of an effective communications strategy that meaningfully engage with all key stakeholders
- Review and refine the hybrid working model and develop a balanced approach to professional learning delivery that incorporates the benefits of the virtual environment alongside face-to-face delivery where appropriate.
- Embed the EAS evaluation model, continuing to welcome external challenge and support, including engagement with research partners to evaluate current programmes and inform future developments.
- Use the Investors in People (IIP) development programme to support service improvements.
- Continue to develop and refine the broad range of ICT systems that support the business model and review the systems that enable the delivery of support for governors.
- Support and advise local authorities, as appropriate, in the delivery of their statutory functions for the regional Standing Advisory Councils for Religious Education (SACREs) and the development of individual Welsh in Education Strategic Plans (WESP).

Staff Development

- Recruit, develop and retain a skilled, professional, well informed, and motivated workforce that represents the values and vision of the EAS.
- To maintain high levels of staff morale and wellbeing in the context of reduced funding and workforce planning.
- Implement new performance management processes that utilise digital functionality and enhanced system capability.
- Continue to develop collaborative ways in which the EAS team contribute to decision-making processes and are recognised more systematically for their successes.
- Provide all staff with the professional learning opportunities that enable them to undertake their role and develop professionally and personally whilst demonstrating an impact on service delivery.

Success Criteria

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

Funding and Resources

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

Section 5: Delivery arrangements and resources for 2022-2023

Governance

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

Consortium funding

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

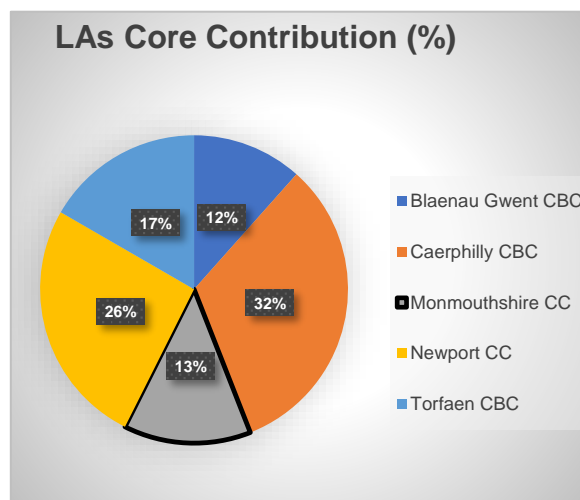
The delegation rate to schools increased to 95.5% in 2021-22, whilst the EAS staff profile has reduced by 53.1% since 2012.

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

Local authority contributions 2022-2023

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The local authorities' indicative figures for 2022-2023 are as follows:

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



In terms of the above £0.99m of this figure is used to secure capacity within the EAS team from current serving headteachers and schools and £0.18m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

Regional school improvement grants

The Collaboration and Members Agreement (CAMA) details the procedure to be followed for all regional school improvement grants received into the region from Welsh Government. Before the grant can be accepted approval to funding distribution is required from the local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

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

	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	tbc	tbc	tbc	tbc
- Professional Learning for Teachers	tbc	tbc	tbc	tbc
- Other grant initiatives	tbc	tbc	tbc	tbc
Pupil Development Grant (PDG)	tbc	tbc	tbc	tbc
PDG (Lead Regional PDG Adviser)	tbc	tbc	tbc	tbc
Seren Pre 16	tbc	tbc	tbc	tbc
Seren Post 16	tbc	tbc	tbc	tbc
Total	TBC	TBC	TBC	TBC

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

Governor Support Service Level Agreement

The EAS has responsibility for providing a Governor Support Service to all schools in the region. The service provides support to school governing bodies, headteachers, and individual governors. This includes advice, guidance, training, and an optional clerking service to support governing bodies to deliver their responsibilities.

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

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Strategic Education Plans
- Regional Grant Mapping Overview 2022–2023
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2022–2023

Strategic Summaries 2021-2022

Blaenau Gwent

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

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

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

System Leadership: 5 schools lead professional learning, supporting teaching and leadership across the EAS (11% of schools across the region).

PL Leads: Every school and setting is funded to develop the professional learning lead role, supporting the realisation of the Curriculum for Wales.

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

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

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

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

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

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

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

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

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

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

Caerphilly

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

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

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

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

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

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

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

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

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

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

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

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

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

Monmouthshire

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

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

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

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

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

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

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

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

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

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

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

Newport

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

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

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

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

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

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

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

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

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

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

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

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

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

Torfaen

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

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

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

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

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

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

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

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

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

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

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

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