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Date: 4th March 2020

Dear Sir/Madam,

A meeting of the **Cabinet** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Wednesday, 11th March, 2020** at **10.30 am** to consider the matters contained in the following agenda. You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so. A simultaneous translation will be provided if requested.

All Committee meetings are open to the Press and Public, observers and participants are asked to conduct themselves with respect and consideration for others. Please note that failure to do so will result in you being asked to leave the meeting and you may be escorted from the premises.

Yours faithfully,

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

Christina Harrhy
INTERIM CHIEF EXECUTIVE

A G E N D A

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

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

A greener place Man gwyrddach



To approve and sign the following minutes: -

3 Cabinet held on 26th February 2020. 1 - 8

To note the Cabinet Forward Work Programme.

4 Cabinet Forward Work Programme. 9 - 10

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

5 Education Achievement Service (EAS) Business Plan (2020-2021) and Local Authority Annex 2020-2021. 11 - 62

6 Strategic Equality Plan, Objectives and Actions 2020-2024. 63 - 120

7 Integrated Transport Unit Collaboration. 121 - 134

8 Publication of Gender Pay Gap Data 2019 – Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. 135 - 144

9 Authorisation of Officers in Public Protection - Minimum Unit Pricing (MUP) of Alcohol. 145 - 148

10 Storm Dennis. 149 - 152

11 To receive and consider the following report which in the opinion of the Proper Officer may be discussed when the meeting is not open to the public and first to consider whether the public interest requires that the meeting should be closed to the public for consideration of this item: 153 - 154

12 Sale of Land Adjacent Ty Dyffryn, Ystrad Mynach. 155 - 162

Circulation:

Councillors C.J. Cuss, N. George, C.J. Gordon, Mrs B. A. Jones, P.A. Marsden, S. Morgan, L. Phipps and Mrs E. Stenner,

And Appropriate Officers.

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Agenda Item 3



CABINET

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, TREDOMEN ON WEDNESDAY, 26TH FEBRUARY 2020 AT 10.30 A.M.

PRESENT:

Councillor B. Jones- Presiding Chair

Councillors:

N. George (Environment and Neighbourhood Services), C.J. Gordon (Corporate Services), S. Morgan (Regeneration, Transportation and Sustainability), L. Phipps (Homes, Places and Tourism) and E. Stenner (Finance, Performance and Planning).

Together with:

C. Harry (Interim Chief Executive), R. Edmunds (Corporate Director – Education and Corporate Services), D. Street (Corporate Director – Social Services and Housing), M.S. Williams (Interim Corporate Director – Communities).

Also in Attendance:

K. Cole (Chief Education Officer), P. Warren (Learning, Education and Inclusion Services), A. West (21st Century Schools, Admissions and Exclusions Manager), E. Sharma (Consultation and Public Engagement Officer), K. Peters (Corporate Policy Manager), A. Dallimore (Regeneration Services Manager), T. McMahon (Community Regeneration Manager), S. Richards (Head of Education Planning and Strategy) S. Harris (Interim Head of Business Improvement Services and Acting S151 Officer), R. Tranter (Head of Legal Services and Monitoring Officer) and C. Evans (Committee Services Officer).

J. Fabes (Lead Officer – Post 16), L. Jarvis (Headteacher – St. Martins Comprehensive School) and C. Parry (Headteacher – Lewis School Pengam).

Councillor K. Etheridge (Leader of the Independent Group).

1. APOLOGIES FOR ABSENCE

Apologies for Absence were received from Councillor P. Marsden and M.S. Williams (Interim Corporate Director – Communities).

2. DECLARATIONS OF INTEREST

Councillor C. Cuss declared a personal interest in Agenda Item 8 - Post 16 Collaboration Arrangements as a LEA appointed governor at Idris Davies School.

3. CABINET – 12TH FEBRUARY 2020

RESOLVED that the minutes of the meeting held on 12th February 2020 were approved as a correct record.

4. CABINET FORWARD WORK PROGRAMME – TO NOTE

Cabinet were provided with the Cabinet Forward Work Programme, which detailed the scheduled reports from 12th January 2020 to 7th October 2020. Members were reminded that the Cabinet Forward Work Programme is a working document and therefore subject to change.

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

RESOLVED that subject to the aforementioned amendment, the Cabinet Forward Work Programme be noted.

MATTERS ON WHICH EXECUTIVE DECISIONS WERE REQUIRED

5. NEW PERFORMANCE FRAMEWORK 2020

The report provided Cabinet with a new Performance Framework for the Council that is fit for purpose and supports the developments of future operating models.

It was noted that the Council's Performance Framework has been in its current format for several years and has formed a foundation stone of the Council's governance arrangements. As the Council embarks on its ambitious Transformation Programme, Team Caerphilly, alongside the emergence of new legislation such as the Local Government and Elections (Wales) Bill 2019, it is both timely and opportune that the Framework is redeveloped and enhanced.

The report introduced the key components of the new Performance Framework, how the components interrelate and the reporting arrangements that have been established to embed the framework into operational use.

Cabinet thanked the Officer for the report and discussion ensued.

It was noted that the new Performance Framework will provide a more modern and flexible framework, able to adapt to the requirements of all services, for example seasonal performance data, threats and risks such as Winter Maintenance and Salt stocks.

A Member sought clarification around the Action plan Programme at Appendix B of the report, and the Actions listed as "Not Started". Officers explained that whilst there has been significant progress in a number of areas surrounding the Transformation Agenda, due to the employment and imbedding of the Transformation Managers and Formalisation of Performance Methodology, some actions are currently in progress but not yet complete.

Discussions took place around the Dashboards and it was noted that these are regularly reported to Corporate Management Team (CMT), which help to identify any risks or challenges, which can easily be addressed in order to mitigate any further issues. The new Performance Framework will permeate throughout the Authority from reporting to CMT, Cabinet and Scrutiny, to the transformation of the Staff Performance Process and will provide a clear and useable monitoring system throughout.

Following consideration and discussion, it was moved and seconded that the report be deferred. By a show of hands, this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report the New Caerphilly Performance Framework 2020 be approved.

6. GATEWAY TO EMPLOYMENT – CAERPHILLY SKILLS AND APPRENTICESHIP ACADEMY

The report sought Cabinet endorsement to develop a pilot model to deliver a sustainable, and framework compliant programme that provides holistic skills, training and apprenticeship provision that includes work experience, placements and apprenticeships and provide work experience and taster opportunities for school pupils as well as provide support, advice and guidance to schools to help those who do not wish to follow a traditional attainment pathway to access alternative provision via an apprenticeship route.

The report sought provision of ring fenced sustainable job opportunities through Caerphilly County Borough Council as an employer, supporting the Well-being Objective 2 of the 2018-2023 Corporate Plan.

It was noted that apprenticeships offer considerable benefits to society and the economy. They provide people with the opportunity to develop job related competencies, technical skills, numeracy and literacy skills and self esteem. They also play an important role in tackling youth unemployment. Skills developed through Apprenticeships contribute to higher value-added economic activity. They are good for growth and social mobility.

A training, skills and apprenticeship scheme within Caerphilly CBC would respond to the Council's emerging workforce development plans, whilst also being synergistic with the Cardiff Capital Region City Deal and its aim to create a range of apprentice and employment opportunities that satisfy the needs of industry, business and commerce in SE Wales. It will ensure the priority sectors are targeted to maximise opportunities from the Cardiff Capital Region and support the growth sectors in the region, providing opportunities across a range of demographic and socio-economic profiles.

The Academy would provide a holistic mentoring, employment support, training and apprenticeship programme for all ages, to meet the current and future skill requirements of the Council. In addition, it would make a significant impact on reducing levels of inactivity and unemployment amongst local residents throughout the county borough.

Cabinet were asked to note that the Gateway would provide a single referral route, which would help support the agenda.

Cabinet thanked the Officer for the report and discussion ensued.

Discussions took place around buy-in from schools and age range for the programme and it was noted that initial conversations are underway, but there seems to be support from schools, many of which expressing disappointment that these opportunities haven't been available to date.

A Member sought further information around the programme, with particular focus on local employment opportunities. Officers explained that Sectoral Analysis has been undertaken which identifies the strengths within the borough and where the opportunities and growth areas are. For example, it was noted that the North of the Borough has a number of Life Sciences businesses, looking to expand, for which skills are required, and it is hoped that a local workforce can be developed to align with this need. In addition, Sector specific events

have been organised in which local employers are invited, aiming to tailor training with colleges and employers to develop the skills required in Apprenticeship programmes. Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officer's Report:

- i) The development of a pilot Caerphilly Skills and Apprenticeship Academy – Gateway to Employment be agreed from April 2020 for initially a year.
- ii) That the £127k additional cost to fund the pilot be funded from the Education and Corporate Services reserves.

7. CONSULTATION AND ENGAGEMENT FRAMEWORK 2020-2025

The report provided Cabinet with a draft Consultation and Engagement Framework which sets out an approach to further enhance consultation and engagement across Caerphilly County Borough communities and highlighted the continued importance of effective consultation and engagement and the clear strategic link to the decision making process.

The #TeamCaerphilly – Better Together Transformation Strategy, endorsed by Cabinet in June 2019 highlights the importance of engaging and working with our communities as one of its primary themes.

The Council is committed to ensuring high quality, citizen focussed services, and in future proofing these services, recognises the need to ensure effective engagement is central to the decision making process – involving residents in the design of local services and the things that affect them.

In addition, the council is focussing on further strengthening the relationship between it and the community – residents, businesses, voluntary and community groups. Caerphilly County Borough has a vibrant and engaged voluntary and community sector, which offers significant opportunity to maximise community participation.

Through the #TeamCaerphilly – Better Together transformation journey, the council must also continue to be open and honest with our communities in order to manage expectations; communities themselves will need to play a key part in helping shape the transformation process.

The draft Consultation and Engagement Framework 2020-2025 sets out our approach to further enhance consultation and engagement across Caerphilly County Borough communities. It highlights principles and standards for how the council will engage- to build clear, shared expectations and a two way ongoing dialogue that enables a focus on what can be achieved.

Cabinet thanked the Officers for the report and following agreement from the Chair, welcomed Councillor K. Etheridge, Leader of the Independent Group to the Meeting to speak on this item.

Councillor Etheridge welcomed the Consultation and Engagement Strategy, but requested Cabinet have consideration for the creation of a Community and Partnerships Scrutiny Committee, which can oversee Consultation exercises and remove the barrier between the Authority and the Public, further enhancing the Team Caerphilly agenda. In addition, it was suggested that Councillor be more visible and accessible to the Public. In discussing the View Point Panel, it was suggested that a proforma be completed by each of its Members, outlining their skills and expertise, in order to hold more focus groups and engage more constructively.

It was requested also, that future reports to Policy and Resources Scrutiny include the Leaders of the Opposition Parties, Trade Unions and the Voluntary Sector as Consultees in order to be more inclusive.

Cabinet thanked Councillor Etheridge for his Feedback and question and it was noted that a number of his suggested consultation methods have been already undertaken, however, it was agreed that more could be done to encourage further engagement from the public. Officers added that every report published is available on the Council's Intranet and Internet, which is accessible to all. It was noted that both Leaders of the Opposition Parties are Members of the Policy and Resources Scrutiny Committee, and therefore will have the opportunity to discuss the report and the Trade Unions spoke at the relevant Scrutiny Committee on this item. It was added that the Voluntary Sector were consultees on both the Consultation and Engagement Report and an additional report, which will be considered at a later date.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands, this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report the principles and approach, as outlined in the draft Consultation and Engagement Framework 2020-2025 be endorsed and adopted.

8. POST 16 COLLABORATION ARRANGEMENTS

The report, which was provided to the Education Scrutiny Committee on 18th February 2020 as an information provided an update to Cabinet on the progress made to date in relation to the post-16 aspects of the Post-16, Single Sex and Surplus Places Review underway within the County Borough, and sought approval to procure and implement the required IT packages that will enhance and support students as they progress toward Post 16 Education and allocate additional funding to resource the review.

It was noted that Cabinet have established a Review Board to oversee the review of Post-16 Provision, Single Sex Education and Surplus Places across Caerphilly, and the report provided an update on as to the current position of the review with a specific focus on the Post 16 element.

While the work of the Board is to develop long term sustainable solutions to the challenges of Post 16, Single Sex and Surplus Places across Caerphilly, it has identified an opportunity to improve the current provision of post-16 education in the Borough in the short term by refining and enhancing the nature of the collaborations that already exist across Upper Rhymney and the Caerphilly Basin secondary schools.

Cabinet were informed that Secondary school partnerships have been in place in the Caerphilly North (Upper Rhymney Valley Consortium – Heolddu, Idris Davies 3-18, Lewis Girls and Lewis School Pengam) and the Caerphilly Basin (Bedwas, St Cenydd and St Martins) areas for a number of years. The Board have identified the potential for these partnerships to be strengthened through a formal partnership agreement and the establishment of a management board that could ensure effective delivery. The arrangement also has the potential to provide students with access to a broader curriculum and improve the overall costs and outcomes at Post 16.

Support is in place to both partnerships to help make the necessary changes and the new arrangement is on course to be introduced at the start of the academic year 2020-21. In the meantime the Review Board will move forward with discussions on the longer term issues of Post 16, Surplus Places and Single Sex Education. The review of the secondary school estate in the Caerphilly Basin and Caerphilly North and the place of post-16 provision within that will be the focus of the next meeting of the Review Board on 31st January 2020.

Cabinet thanked the Officers for the report and welcomed Mr J. Fabes, (Lead Officer for Post 16), Mr M. Jarvis (Headteacher - St Martins Comprehensive) and Mr C. Parry (Headteacher – Lewis School Pengam).

Mr Fabes provided Cabinet with a presentation on the Post 16 Collaboration Arrangements and the Review of Post-16 education, single sex education and surplus places, noting the work undertaken with Heads, Curriculum leads of 6th Form to further develop effective and more formalised sixth-form collaboration through fresh approaches and closer integration. Cabinet noted that there are two Post-16 partnerships, Caerphilly Basin Partnership and Upper Rhymney Valley Partnership (URVP).

Cabinet noted that the key benefits of the collaboration include developing a rich and varied curriculum for learners across both partnerships with higher quality outcomes for learners and better value for money and a more sustainable model of delivery. It was noted that a Memoranda of Understanding has been developed for each partnership, which will formalise the agreements including the aims, governance, management and course provision.

Cabinet were informed of the development of a new website and online joint prospectus, procurement of a system that will provide support, guidance and information on progression pathways.

Cabinet were provided with a brief video, highlighting a recent open evening event held at Penallta House, which provided learners with an opportunity to explore a number of further education options, such as 6th form subjects, colleges and Careers Wales.

Mr C. Parry (Headteacher – Lewis School Pengam) explained that the Collaboration is an important process to schools improvement and whilst the partnerships have been in place for a number of years, the formalisation and memorandum of understanding removes any barriers, helps build on apprenticeships and provides more and clear pathways for learners.

Mr M. Jarvis (Headteacher – St Martins Comprehensive) explained that process allows reflection on the practices currently in place and effective scrutiny, whilst allowing opportunities to support one another and share best practice. of the processes and pra

Cabinet thanked the Officers, Lead Officer and Headteachers for the report, presentation and video.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report:

- i) The information contained in the report be noted;
- ii) The use of £48k of Education and Corporate Services retained underspend reserve be approved to purchase and implement the required IT systems to support the enhanced arrangements. This would procure the system for 2 years for all 12 Secondary Schools;
- iii) The use of £10k of Education and Corporate Services retained underspend reserve be approved to extend the lead LA Officer until 31 March 2020.

9. FREE SCHOOL MEALS (FSM) STRATEGY

The report, which was considered by the Education Scrutiny Committee on 24th September 2019 provided an outline of the Education Strategy that aims to further improve the attainment

of pupils in receipt of Free School Meals (FSM).

The report provided a summary of the revised strategy to improve the attainment of this group of pupils. The Strategy recognised the need to accelerate improvement, taking account of local and national data. The document included the following areas:

- Effective use of grant funding;
- The role of schools in raising attainment;
- The role of the Local Authority in raising attainment;
- The role of parents; carers;
- The role of partners.

The Strategy also recognised that some pupils, in receipt of free school meals, attain in line or above the expected level at all stages of education from Early Years to end of Key Stage 5. However, the document aimed to ensure that all pupils, regardless of prior attainment, make very good progress throughout their school education. In addition to sharpening accountability processes in place to monitor, track and evaluate the progress of this group of learner, the document identified the establishment of a new 'Pupil Aspiration Board' which aims to specify and share the very best practice taking place across Caerphilly Schools.

Cabinet thanked the Officer for the report and discussion ensued.

In discussing the report, it was noted that the BBC news had reported on work undertaken in this area and in particular the work undertaken across Wales.

Cabinet were asked to note that this is a working document, which will act as a guide for provision and work in this area. In considering recent data, Cabinet were asked to note that learners in receipt of FSM have made considerable progress in Caerphilly, better than the Welsh average and are outperforming Nationally in Numeracy, as a result closing the gap between FSM and non-FSM learners.

A Member, in noting the work undertaken to pull together the Strategy, sought further information on the work undertaken to remove the stigma of Free School Meals and increase the uptake. Officers explained that a number of things have been done to raise the profile across both Primary and Secondary, which include improving relationships with parents, building an element of trust, to building a more robust digital system with Secondary Schools, which minimises the stigma. In addition, it was noted that work is underway with Rents and Benefits departments, to consider the dissemination of the Grant through this section, to remove the link to schools, thus reduce the stigma further.

Members were keen to increase the uptake of Free School Meals, for those eligible, which would entitle learners to the adequate support if required, as well as increase grant funding from Welsh Government.

Following consideration and discussion, it was moved and seconded that the recommendations in the Officers report be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report the Free School Meals (FSM) Strategy be endorsed.

The meeting closed at 11.42am.

Approved and signed as a correct record subject to any corrections made at the meeting held on 11th March 2020.

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Cabinet Date	Title	Key Issues	Author	Cabinet Member
25/03/20 10:30	(16) Community Asset Transfer Policy to be finalised and approved by Cabinet	Strategic Plan - Development of a policy and options to deliver a framework for Community Asset Transfer	Peters, Kathryn;Broadhurst, Timothy;	Cllr. Phipps, Lisa
25/03/20 10:30	Safer Recruitment Procedure		Donovan, Lynne	Cllr. Gordon, Colin J
25/03/20 10:30	Ed tech update/ Budget report		Lucas, Liz	Cllr. Gordon, Colin J
08/04/20 10:30	EOTAS Strategy	The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners. The Local Authority has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.	Cole, Keri	Cllr. Jones, Barbara
08/04/20 10:30	Pontllanfraith New Development Play Area	The report seeks Cabinet approval to construct a new play area off the Courthouse car park on the B4251 in Pontllanfraith to replace a play area that will be decommissioned if and when the Chartist Gardens development progresses.	Williams, Mark;Heading	Cllr. Phipps, Lisa
22/04/20 10:30	Public Spaces Protection Order: Dogs on sport pitches	To seek Cabinet approval to undertake a consultation on a draft Public Spaces Protection Order to ban dogs from Council sports pitches.	Hartshorn, Robert	Cllr. George, Nigel
22/04/20 10:30	Commercial & Investment Strategy		Camp, Victoria	Cllr. Morgan, Sean
22/04/20 10:30	21st Century Schools Update	To obtain approval from Cabinet to proceed to the full consultation	West, Andrea	Cllr. Jones, Barbara

#Team Caerphilly -Transformation		
10/06/20 10:30	Strategy - 6 Monthly Update	Peters, Kathryn Cllr. Stenner, Eluned
10/06/20 10:30	Community Safety Warden Service	Hartshorn, Robert Cllr. George, Nigel
10/06/20 10:30	CCBC Net Zero Carbon Plan	Kyte, Rhian Cllr. Morgan, Sean
08/07/20 10:30	School Crossing Patrols	Lloyd, Marcus Cllr. Morgan, Sean
09/09/20 10:30	Leaseholder Management Charges	Couzens, Shaun Cllr. Phipps, Lisa
Ystrad Mynach to Blackwood Bus		
07/10/20 10:30	Link	Lloyd, Marcus Cllr. Morgan, Sean
Review of Charging for Services		
07/10/20 10:30	(Bulkies & Pest Control)	Hartshorn, Robert Cllr. George, Nigel
07/10/20 10:30	Community Centres Service Review	Williams, Mark S;Reynolds, Jeff; Cllr. George, Nigel



CABINET – 11TH MARCH 2020

SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2020-2021) AND LOCAL AUTHORITY ANNEX 2020-2021

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

-
- 1.1 The attached report outlined the Education Achievement Service (EAS) Business Plan (2020-2021) and Local Authority Annex 2020-2021. This report was considered by the Education Scrutiny Committee on 24th February 2020 prior to consideration by Cabinet on 11th March 2020.
 - 1.2 Members were advised that the EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks Members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex as part of the regional consultation process.
 - 1.3 The scrutiny committee noted that the business plan sets out how the EAS plans to deliver school improvement services across all schools, pupil referral units and funded non-maintained nursery settings on behalf of each Local Authority. The plan sets out how LAs will be supported to deliver their statutory function, by addressing their individual improvement priorities and promoting improved pupil outcomes.
 - 1.4 The business plan priorities have been derived from LA strategic plans, progress from the previous business plan and areas identified through self-evaluation and external research. The scrutiny committee were advised of the strengths and areas for development within Caerphilly which are detailed in the LA Annex, which can be aligned to the provision of LA services to ensure that all pupils meet their full potential.
 - 1.5 Members sought clarification in respect of the terminology used in the business plan for targets. The scrutiny committee were advised that these terms are based on Estyn reporting, and that 'Nearly All' refers to 95% and above, 'Majority' meaning over 60%.
 - 1.6 Scrutiny Committee Members asked if there were negative impacts upon schools where staff provides peer learning support to other schools. Members were advised that the key factor in mitigating impact upon schools is for this to be planned in advance. This allows schools to use the funding from the EAS to recruit or backfill posts. Officers advised that the LEA are also aware of the potential impact and will ensure, through their monthly meetings, that support provided is not at the expense of the school providing the peer support. In some instances schools can mitigate impact by not timetabling a class for a teacher, who is providing support elsewhere.
 - 1.7 Members sought assurance that the key driver for the reduction in EAS challenge advisors and an increase in peer learners was financial as opposed to it being the best model. The scrutiny committee were referred to the report which stated that the best challenge advisors are those that are currently practising. There is no financial benefit to the EAS as the financial savings are passed on to the schools who are freeing up staff to provide the

learning. There is also an additional benefit to those staff who subsequently backfill or deputise allowing them to grow and develop their skills and experience. However it was acknowledged that it is important to ensure that a balance is struck when deciding whether to release a member of staff, to ensure that it is the right time for both the school and the member of staff.

- 1.8 The scrutiny committee commented that it would be helpful if they could be provided with a breakdown in respect of Caerphilly for the 'Summary of Progress 2019/20' detailed on page 11 of the draft plan and also would like to receive the mid –year review of the plan going forward. Members were assured that formatting and errors contained within the business plan would be corrected before submission to Welsh Government.
- 1.9 Following consideration and discussion the Education Scrutiny Committee unanimously agreed to recommend to Cabinet that:
- (i) The comments of the Education Scrutiny Committee contained herein are considered by Cabinet.
 - (ii) The EAS Business Plan is endorsed prior to its submission to Welsh Government.
- 1.10 Cabinet are asked to consider the report and the above recommendations.

Author: Catherine Forbes-Thompson, Scrutiny Manager – forbecl@caerphilly.gov.uk

Appendices:

Appendix Report to Education Scrutiny Committee 24th February 2020 – Agenda Item 8



EDUCATION SCRUTINY COMMITTEE - 24TH FEBRUARY 2020

SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2020-2021) and LOCAL AUTHORITY ANNEX 2020-2021

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

1. PURPOSE OF REPORT

- 1.1 This report asks for members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

2. SUMMARY

- 2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks for members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

3. RECOMMENDATIONS

- 3.1 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process, and provide a written response as appropriate.
- 3.2 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.

4. REASONS FOR THE RECOMMENDATIONS

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

5. THE REPORT

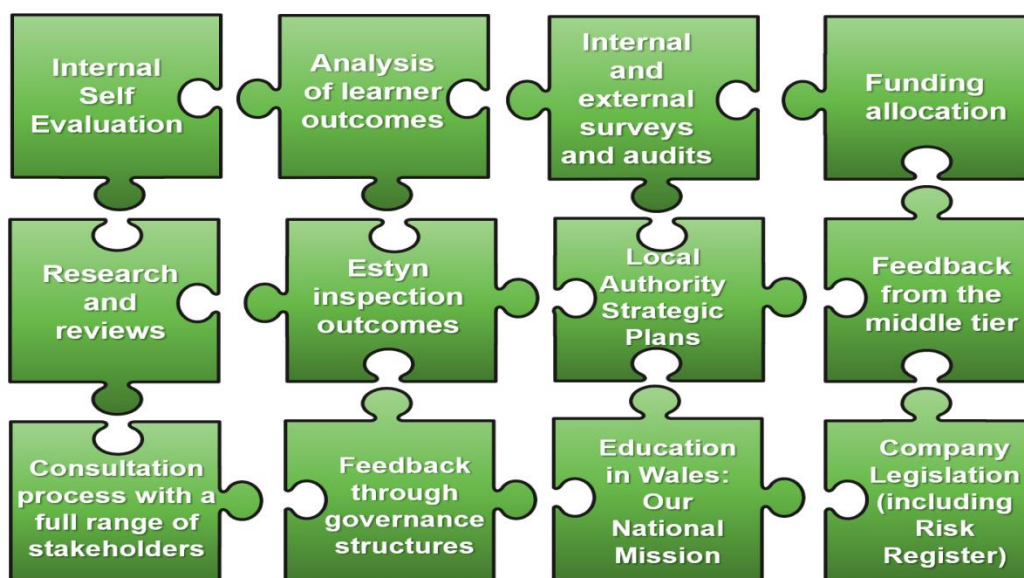
- 5.1 This report asks for members to consider the full contents of the draft EAS Business Plan

2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly. The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.

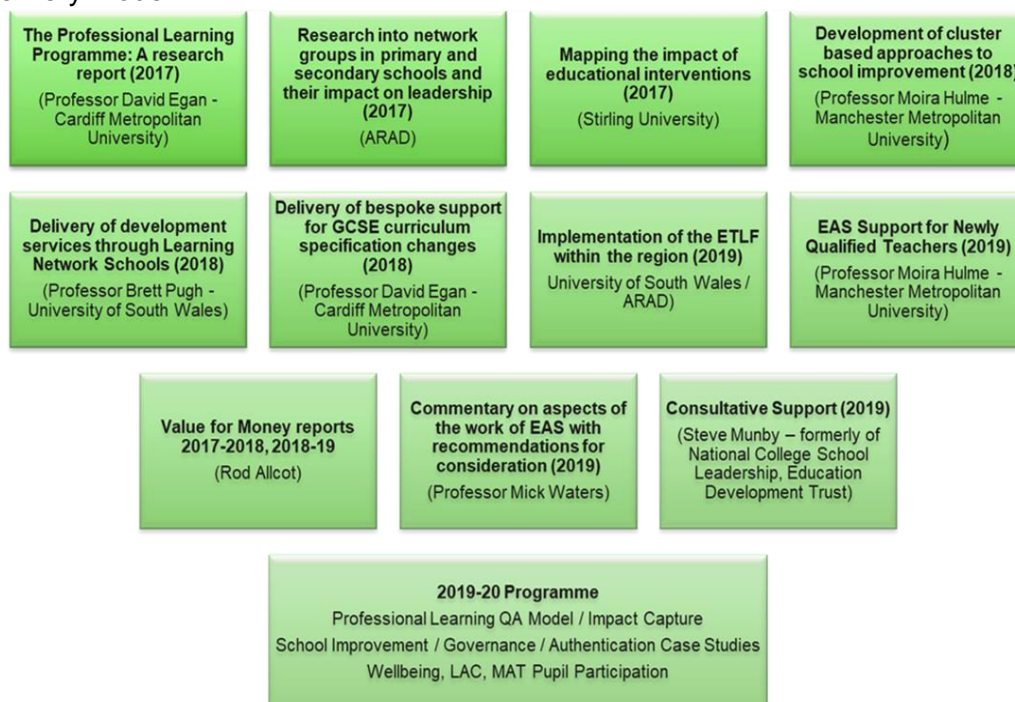
- 5.2 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2020–2021) outlines the programme of work that is required to continue to improve outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.
- 5.3 Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes and external research.
- 5.4 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 5.5 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.
- 5.6 Please note that a mid-year evaluation of the current business plan (2019/20) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes (created in November 2019). Within the context of evolving accountability arrangements school and where appropriate under Welsh Government guidance aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.
- 5.7 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement.
- 5.8 The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a regionally funded professional learning lead

who co-ordinates this work at school level.

- 5.9 All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities
- 5.10 For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.
- 5.11 Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



5.12 A wide range of research has also been undertaken to assist with refining the regional delivery model:



5.13 The Business Plan is in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region.

5.14 The final version of the Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans

5.15 This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Caerphilly LA to support additional local authority priorities, as appropriate.

5.16 The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.

5.17 Caerphilly Strategic Priorities 2020/21 (as provided by the LA):

Strategic priorities for 2020/2021	Main link (s) to the improvement strands within the Business Plan
Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	Improvement Strand: 1,2 and 3
Further improve the quality of leadership across all phases of education. *	Improvement Strand: 1 and 2
Increase the number of pupils achieving 3 A-A* at Key Stage 5.*	Improvement Strand: 1, 2 and 3
Improve attainment and progress of vulnerable learners across all phases of education, with particular focus on more able pupils in receipt of free school meals.*	Improvement Strand: 1, 2 and 3
Further improve pupils' acquisition digital competency skills. *	Improvement Strand: 1 and 2

5.18 EAS Improvement Strands:

Improvement Strand	Description
1	i) Developing a high-quality education profession ii) Inspirational leaders working collaboratively to raise standards
2	Strong and inclusive schools committed to excellence, equity and wellbeing
3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system
4	EAS Business Development

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Caerphilly LA and schools, have their own specific strategies to support vulnerable learners.

5.19 The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017-2021), are based upon findings from educational research and best practice and address the priorities in each local authority strategic plan.

5.20 As a result of internal self-evaluation we still need to work with local authorities to:

- Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.
- Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.

- Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.
- Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.
- Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
- Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.

5.21 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.
- Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.
- Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.
- Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

5.22 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.
- Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.
- Design and deliver national professional learning.
- Ensure that elected members are fully apprised of changes to accountability arrangements.
- To secure an indicative 3-year grant funding model.

LA Annex Documents

5.23 Each LA Annex contains an overview of national categorisation for the LA, a summary of the schools in any Estyn follow-up category, aggregate pupil progress information, attendance / exclusion information and a summary of key performance areas. The

improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

How does the EAS support schools to identify and address their school improvement priorities?

5.24 Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

5.25

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

- Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.
- All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools.
- Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result.
- Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day.
- The quality of SDPs within the secondary phase continue to improve with many being at least good
- Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners.
- All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales.
- Nearly all schools will develop as effective learning organisations.
- Nearly all schools are demonstrating progress against the national language charter framework objectives.
- A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders.

- The region has a comprehensive leadership development pathway for aspiring and existing leaders.
- All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken.
- The model for delivery of governor training will be reviewed and revised.
- Worked collaboratively with middle tier partners to support the realisation of the national mission.
- A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.
- The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.
- Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.
- An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.
- A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners.
- A broader range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy
- The delegation rate to schools is maintained at 94%.
- Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board.
- Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

Risks

5.26 Caerphilly LA Risks:

- Not a high enough percentage of learners make the expected rate of progress and achieve appropriate outcomes at Key Stage 4, particularly in the English language and Capped 9 measures.
- The pace of improvement in the quality of leadership across all phases of education is insufficient.
- The number of pupils achieving 3 A-A* at Key Stage 5 remains too low.
- Pupils' do not acquire sufficient digital competency skills

These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Caerphilly LA Service Improvement Plan and the Education Strategic Plan.

5.27 Regional Risks: As part of the internal EAS risk management process several aspects have been identified as potential barriers to the successful implementation of this Business Plan. These clearly set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs. These are:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- Schools / settings that require improvement are not: identified at an earlier enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;

- Agreed actions are not carried out in a timely manner by identified parties;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

6. ASSUMPTIONS

6.1 There are no specific assumptions.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- A prosperous Wales
- A resilient Wales
- A more equal Wales
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report content (Education attainment) contributes to the Well being Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement.

9. EQUALITIES IMPLICATIONS

9.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan.

10. FINANCIAL IMPLICATIONS

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

10.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional

distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring too.

- 10.3 Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.
- 10.4 Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows: Caerphilly LA's contribution for 2020/21 is £1,005,705 compared with £1,021,020 in 2019/20.
- 10.5 The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members. Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

11. PERSONNEL IMPLICATIONS

- 11.1 There are no personnel implications.

12. CONSULTATIONS

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation.

13. STATUTORY POWER

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

- Appendix 1: Education Achievement Service for South East Wales: Business Plan (2020-2021)
Appendix 2: LA Annex Document 2020-2021

Author: Debbie Hartevelde, Managing Director, Education Achievement Service

Consultees: Education Achievement Service Staff
SEWC Directors and Diocesan Directors
Regional Joint Executive Group
Education Achievement Service Company Board
Education Achievement Service Audit and Risk Assurance Committee
Individual Local Authority Education Scrutiny Committees
Regional Headteacher Strategy Group
Pupil Consultation
Richard Edmunds, Corporate Director, Education and Corporate Services
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Christina Harray, Interim Chief Executive
Dave Street, Corporate Director, Social Services & Housing
Mark S. Williams, Corporate Director Communities
Councillor Barbara Jones, Cabinet Member for Education & Achievement
Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee
Councillor Carol Andrews, Vice Chair, Education for Life Scrutiny Committee
Lynne Donovan, Head of People Services
Jane Southcombe, Financial Services Manager
Rob Tranter, Head of Legal Services and Monitoring Officer
Steve Harris, Interim Head of Business Improvement Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Ros Roberts, Business Improvement Manager.



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

Education Achievement Service for South East Wales: Business Plan (2020-2021)

“Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership”

The Education Achievement Service (EAS) Business Plan has undergone a thorough consultation process. The consultees are listed below:

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

The final version of the Business Plan will be formally agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

<p>Cllr K Preston</p> <p>Chair of Education Achievement Service Company Board</p>	
<p>Cllr D Yeowell</p> <p>Chair of Joint Executive Group</p>	
<p>Ms D Harteveld</p> <p>Managing Director, Education Achievement Service</p>	
<p>Mr Will McClean</p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

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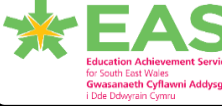
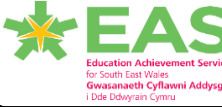
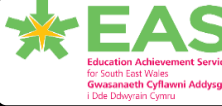




Section 1: Regional context

Why the EAS? Why this model?

The centralised model of service delivery that has been adopted across the South East Wales region has enabled efficiencies to be realised, economies of scale to be secured, particularly in relation to avoiding duplication of functions and the ability to secure a range of educational expertise within the region. The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity.

“The regional approach to deployment of resources allows economies of scale to be achieved; and the impact on service delivery of reduced EAS resources is being mitigated by a concerted effort to build compensatory capacity within schools to allow the quality of support to schools to be maintained.” (EAS Value for Money Report 2018/2019)

Key regional facts and figures

 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>The number of pupils of compulsory school age within the region in 2019 was 72,698. This represents 19% of all pupils in Wales.</p>
 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019).</p>
 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>There are 20 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region.</p>
 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019).</p>
 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019).</p>
 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>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).</p>
 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%.</p>
 <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddwyreain Cymru</p>	<p>Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by a local authority and attend a school in the region.</p>

Overview of school numbers in the region

Caerphilly (19.7% FSM)

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



Blaenau Gwent (22.7% FSM)

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



Monmouthshire (11.3% FSM)

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



Newport (19.4% FSM)

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



Torfaen (22.0% FSM)

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



Overview of regional school staffing

Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	511	575
Caerphilly	1,519	1,366
Monmouthshire	679	642
Newport	1,427	1,283
Torfaen	773	751
EAS	4,909	4,617

Overview of regional school governors*

Local Authority	Number of school governors*
Blaenau Gwent	323
Caerphilly	1076
Monmouthshire	461
Newport	822
Torfaen	405
EAS	3087

* Correct as at 4.02.2020

Section 2: Overview

What does the EAS do on behalf of, and in partnership with, local authorities and other organisations?

The EAS is a not for profit limited company that is owned by the five local authorities in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages), pupil referral units and funded non-maintained nursery settings on behalf of each local authority. This plan supports the role that local authorities have in delivering their statutory functions, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development and Welsh in Education
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working and a move towards the creation of a self-improving school system. The EAS remains committed to supporting the development of a skilled bilingual workforce in both Welsh and English medium schools. This approach is enabling teachers and leaders to learn from each other, from within and outside the region, to try out new approaches and to engage with educational research as the backdrop for improvement.

Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. The region has commissioned several external reviews over the past 3 years that have helped to shape future direction based upon effective principles of a self-improving system.

A summary of these bilingual supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;

- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Delivery of Professional Learning for a school, cluster or at regional level

5. Learning Networks Schools (LNS)

Where schools engage with schools across or beyond the region to develop practice in teaching, learning and leadership

LNS offer a range of support in specialist areas such as curriculum development (Areas of Learning and Experience (AoLEs)), or key themes such as well-being, teaching and learning or aspects of leadership. Schools can access support in a specific subject area such as Languages, Literacy and Communication (LLC), Welsh or Science, Technology, Engineering and Maths (STEM). Additionally, LNS can be provided to support individual schools in their improvement journey in all relevant aspects of school improvement.

1. Geographical Cluster Working

Working together to secure collective accountability of learner progress

A cluster-based professional learning lead organises and co-ordinates support for, and access to, professional learning. Each school has a regionally funded professional learning lead who co-ordinates this work at school level. The cluster-based lead provides schools within the cluster with updates and development materials to support all key priorities, to include: Schools as Learning Organisations (SLOs), Professional standards for teaching and leadership, Excellent Teaching and Learning Framework (ETLF). This work is disseminated to all schools / practitioners through their nominated school lead. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and local authority partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

4. Core Offer and Professional Learning (PL) Experiences

The EAS PL offer provides opportunities for individuals, school, clusters, to engage with a wide range of PL which is underpinned by the aims of the National Mission

EAS core staff and schools provide access to a wide range of professional learning opportunities that support the realisation of the National Mission, promoting the enabling objectives. The PL offer is underpinned by the National Approach to Professional Learning (NAPL) and encourages leaders, teachers, teaching assistants and governors to engage in a range of PL opportunities within and beyond the region. As well as having opportunities to engage with international best practice and research.

Regional Professional Learning: Delivery Model

1. Geographical Cluster Working

5. Learning Network Schools

2. Peer Working

Working together and learning with colleagues to secure improvements in teaching, learning and leadership that secures improved outcomes for all learners

3. Self-Chosen Networks

Where schools engage with networking opportunities, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase

The EAS supports school leaders to develop well designed, well managed, rigorous peer review that involves senior leaders, middle leaders and teachers in one of the most valuable and impactful activities that schools in a mature, sector-led system can undertake. Adopting this approach helps to build a culture of trust-based accountability, backed up by a focus on tangible improvement, and a commitment to school to-school support.

4. Core Offer and Professional Learning Experiences

The region provides funded opportunities for schools and settings to network in self-chosen triads / small groups on an annual basis. Bids, which are agreed by members of the Headteacher Strategy Group need to reflect regional priority areas identified within the EAS Business Plan and must include an element of action-based research. Each networking group submits an evaluation at the end of the project. Good practice is captured and shared.

Wherever possible, resources are available in a digital format to enable schools to use these for staff professional learning.

What is the delivery model for services across the region?

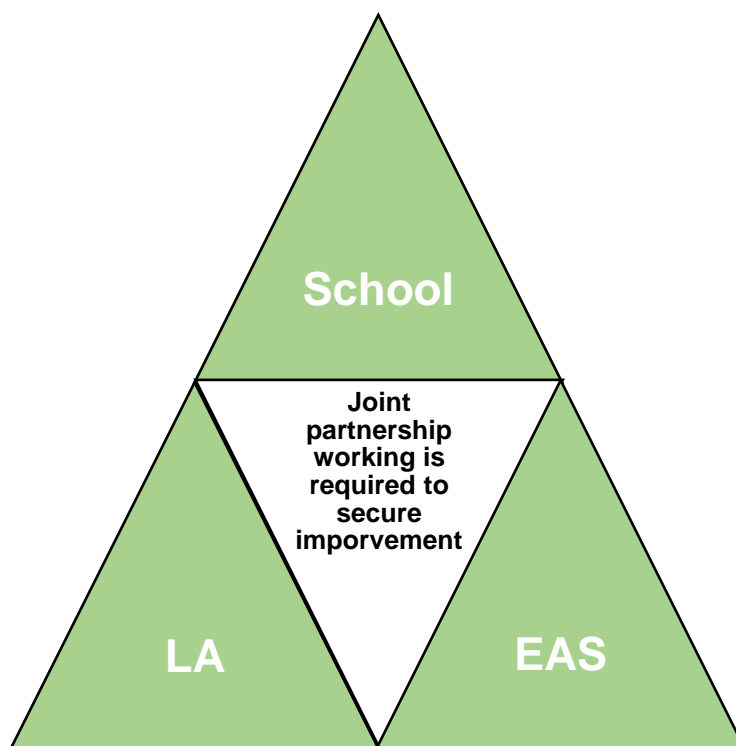
The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis and can therefore be delivered through the medium of Welsh or English. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a partially funded professional learning lead who co-ordinates this work at school level. Support via the numerous funded learning network schools is also organised on a geographical basis to support this delivery model ensuring provision is available through the medium of Welsh and English.

The cluster-based professional learning lead also provides schools within the cluster with updates and bilingual development materials to support all key priorities within the National Mission, to include: Curriculum for Wales, Schools as Learning Organisations and the Professional Standards for Teaching and Leadership. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school that supports regional delivery of key information and latest key information with regards to the new Curriculum for Wales. The EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors, local authority partners and middle tier organisations to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes and /or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis and are reported to local authorities.

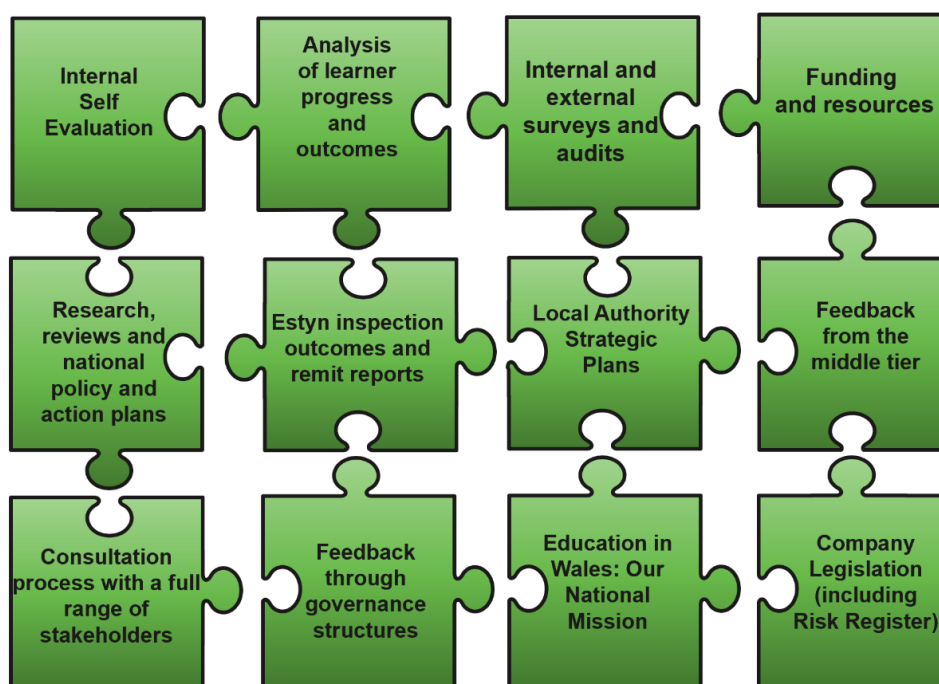
The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst local authorities retain the statutory responsibility for schools and school improvement. For sustained school improvement to happen it is essential that the culture and recognition for change is embedded and well understood within each school and that all partners work together, recognising that each (school, LA and EAS) has its role to play in securing improvements.



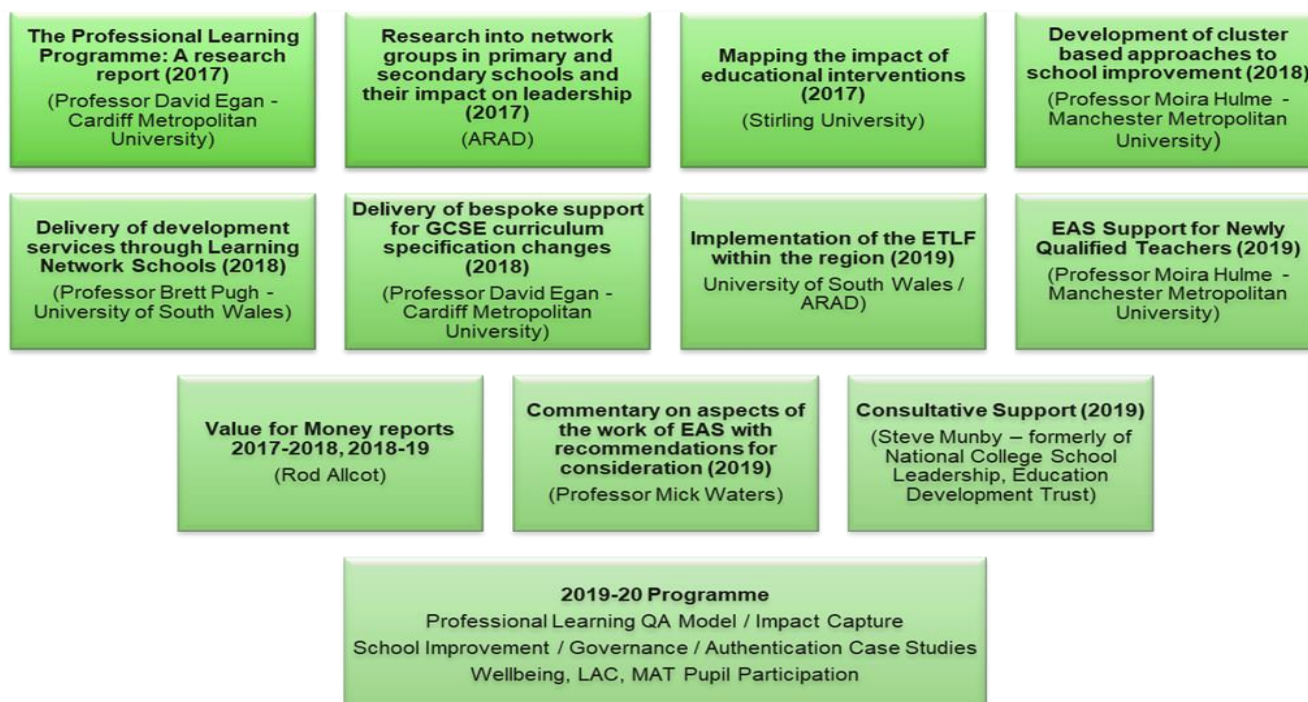
Section 3: Business Plan 2019/2020

Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to implement the curriculum for Wales and to continue to build upon the self-improving system within and across schools and settings. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research (facilitated via grants from Welsh Government):



“Systems and processes, these are excellent. The Business Planning processes are consultative and transparent. The Hwb system enables data and information to be held in one place and is significantly reducing bureaucracy and workload, whilst enabling a clear record to be kept of actions and impact. Grant planning is transparent and clear.”

“EAS welcomes external challenge and is not resting on its success. It is keen to bring in external expertise to review its progress and to learn from elsewhere. External reviews from Manchester Metropolitan University, Cardiff Metropolitan University, Professor Mick Waters and others have helped to keep EAS on the front foot and to be thinking strategically about further improvement.”

Dr. Steve Munby: Review of EAS current practice and direction of travel (October 2019).

How has the EAS reported on the progress and impact of the previous Business Plan in 2019/2020 to its local authority partners?

The EAS has been held to account on a regular basis through its governance structure of which local authorities are represented on all groups, including the Joint Executive Group, the EAS Company Board and the EAS Audit and Risk Assurance Committee. Throughout 2019/2020 there have been regular impact reports on the progress of the Business Plan to these groups. These reports have also been made available to each local authority in a timely manner to enable local authority officers to keep all elected members fully apprised of the impact of the work of the EAS.

These include: reports on pupil outcomes and progress (including vulnerable learners), progress on schools causing concern, regular updates on outcomes/impact from regional / local authority self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director’s Annual Report, outcomes from regional school and governor surveys.

There have been regular quality assurance meetings between local authority Directors of Education and senior EAS officers to discuss the quality of service that has been provided by the EAS and the pace of progress of schools causing concern. The meetings have been an effective mechanism enabling clear lines of accountability and communication so that timely action is taken by all parties.

In addition, each local authority has received a termly overviews that contain the impact and engagement of schools in EAS support and professional learning. The quantity of information that is supplied to each local authority on the impact of the work of the EAS is too great to contain within this plan but it can be found in the documents mentioned above and the supporting documents referenced at the end of this plan.

Key facts and figures in 2019/2020

The following facts and figures are a snapshot of a few of the successes achieved during 2019/2020:



As a result of internal self-evaluation, we need to work with local authorities and schools to:

Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.



Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.



Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.



Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts.



Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.



Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.

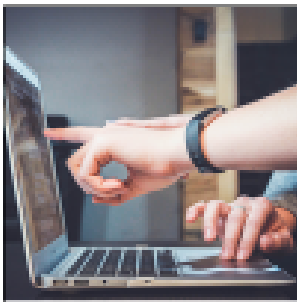


As a result of internal self-evaluation, we need to work with local authorities and schools to:

Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.



Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.



Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.



Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

As a result of internal self-evaluation, we need to work with other regions, Welsh Government and middle tier partners to:

Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.



Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.

Design and deliver national professional learning.


Ensure that elected members are fully apprised of changes to accountability arrangements.




To secure an indicative 3-year grant funding model.

Local authority education strategic priorities 2020/21 (provided by each local authority)


This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.

The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

Local Authority	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Blaenau Gwent 	Accelerating early language acquisition skills between the ages of 3 to 7. *	1, 2 and 3
	To increase value-added progress in English and maths between key stage 2 and 3 and particularly between key stage 3 and key stage 4. *	1, 2 and 3
	To increase attainment in English and maths in key stage 3 at Level 6+. *	1, 2 and 3
	To improve attainment in English and maths (maths in particular) at level 2 in key stage 4*	1, 2 and 3
	To improve value-added progress for our most vulnerable learners, particularly between key stage 3 and key stage 4. *	1, 2 and 3

Local Authority	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Caerphilly 	Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	1, 2 and 3
	Further improve the quality of leadership across all phases of education. *	1 and 3
	Increase the number of pupils achieving 3 A-A* at Key Stage 5. *	1 and 3
	Improve attainment and progress of vulnerable learners across all phases of education, with particular focus on more able pupils in receipt of free school meals*	2
	Further improve pupils' acquisition digital competency skills *	1 and 3
Monmouthshire 	Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
	Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
	Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
	Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2
Newport 	Improve provision and outcomes for FSM learners in all key stages. *	1, 2 and 3
	Reduce variance in outcomes, teaching and leadership, particularly at key stage 4. *	1, 2 and 3
	Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.	2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	2

Local Authority	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
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<p>Torfaen</p> 	<p>Improve the progress that FSM pupils make across all key stages, particularly key stage 4 by ensuring LA services compliment and support regional provision. *</p>	<p>1, 2 and 3</p>
	<p>Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time. *</p>	<p>1, 2 and 3</p>
	<p>Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure good and sustained pupil outcomes. *</p>	<p>1, 2 and 3</p>

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools.

These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and local authorities, have their own specific strategies to support and promote improved outcomes for learners. The EAS will endeavour, as appropriate, and within available resources to support local authority strategic plans to maximise the impact on learner outcomes.

EAS Business Plan 2020/2021

The actions below have been developed in collaboration with our key partners, linked to each local authority strategic priorities. They represent the key priorities for the region to deliver in 2020/21. However, they are not exhaustive, and we recognise the importance of continuing to deliver our core business to a high standard. These actions are complemented by a regional professional learning offer for school staff and governors.

Improvement Strand 1	<p>i) Developing a high-quality education profession</p> <p>ii) Inspirational leaders working collaboratively to raise standards</p> <ul style="list-style-type: none"> • Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time. • Developing leaders and providing them with the opportunity to learn with and from others.
What will the EAS do?	
<p>1.1 Quality assurance and impact of all professional learning</p> <ul style="list-style-type: none"> • Continue to provide schools with guidance to complete, publish and evaluate the impact of their Professional Learning Plan. • Pilot the regional model for quality assuring all professional learning to capture impact. <p>1.2 Curriculum for Wales</p> <ul style="list-style-type: none"> • Provide all schools with access to the national professional learning programmes, for all staff, to support the implementation of the curriculum for Wales. This will be jointly delivered with regional innovation schools and professional learning schools. • Provide schools with examples of effective school development actions for curriculum reform and support schools to implement these. • Encourage all schools to be research informed by creating a network of lead enquirers from professional learning schools to develop the capacity for professional enquiry in all schools. • Use the outcomes of the engagement visits completed by Estyn to support the development of a set of common expectations around the implementation of the curriculum for Wales. • Review the regional Welsh language strategy in collaboration with school leaders and other partners, considering the findings in future delivery models. <p>1.3 Schools as Learning Organisations</p> <ul style="list-style-type: none"> • Design and facilitate professional learning that encourages schools to develop as effective learning organisations. This will include a range of approaches such as e-learning, school to school working and research. • Provide a coordinated programme of support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities. • Support the remaining schools who have yet to engage the schools as learning organisation (SLO) survey. • Share case studies where schools and clusters are effectively developing as learning organisations. • Provide support and guidance to schools about how to use the SLO survey to inform school development priorities 	

1.4 Teaching and Learning

- Identify and share effective whole school strategies for teaching and learning from within and beyond the region to increase expectations around achieving excellent outcomes for learners.
- Support schools to use a range of first-hand evidence to improve the quality of teaching and learning through a modelled, shared and guided approach.
- Identify and work with effective leaders, teachers and teaching assistants across the region from all phases to share best practice that captures the progress of learners. This will include the development of a regional online resource that will include pupils work, portfolios, film clips of teachers, learners and leaders.
- Provide a range of delivery models and access to a wider range of professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region.
- Identify and share through planned professional learning, successful examples of provision, teaching and application of skills that evidences pupil progression across all phases from within and beyond the region.
- Continue to work in partnership with key partners, to include Welsh Government and Higher Education Institutions to offer a programme of professional learning to develop staff proficiency in the Welsh language.

1.5 Professional learning teaching assistants

- Provide a professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.

1.6 Professional Learning for statutory induction

- Continue to refine and develop the induction support for Newly Qualified teachers, including the role of the school-based induction mentor, the role of the external verifier and the support provided beyond the statutory induction period. Strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

1.7 Initial Teacher Education

- Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education.

Inspirational leaders working collaboratively to raise standards

1.8 National professional learning offer for leaders

- Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes: Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers.
- Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.

1.9 Identifying, recruiting and retaining effective leaders

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors.
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship

- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a national mentoring and coaching programme to develop and support school leaders and governors.

1.10 Governors as leaders

- Review and refine the Governor Support Clerking Service Level Agreement, to ensure that it supports effective governance.
- Review and refine the delivery model for professional learning (not including the mandatory training) for governors using the cluster-based 'train the trainer' approach.
- Further develop online resources for governors, including tools to assist with self-evaluation.
- Provide opportunities for collaborative professional learning for school leaders and governors.
- Identify governors who can undertake a range of roles within and beyond their own school, providing bespoke professional learning to strengthen and build capacity within the region.
- Explore and encourage peer support arrangements for governing bodies to secure improvement.

1.11 Specialist HR

- Work with local authorities to complement existing services.
- Provide specialist HR professional learning for school leaders to include the implementation of the Professional Standards for Teaching and Leadership and managing performance.

1.12 Targeted support for the secondary phase (in addition to above)

- Review and refine the current model for the development of teaching and learning strategies in identified schools, use the outcomes to engage a further cohort of secondary schools.
- Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches.
- Continue to provide professional learning for Chairs and Vice Chairs of governors in secondary schools focussing on improving the quality of leadership and teaching and learning.
- Support schools to explore a range of models to help them prepare for the implementation of curriculum for Wales.
- Review and refine co-ordinated Challenge Adviser and subject specific support and delivery in identified schools e.g. intensive block time, challenge adviser and school to school model
- Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners.

1.13 Specific focus on improving the outcomes of Vulnerable Learners

- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Review and refine the secondary Vulnerable Learner Lead programme, sharing effective practice across selected clusters and primary schools.
- Design and facilitate national online resources to complement the middle leadership programme for more able and Seren school leads.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU provisions.

Improvement Strand 2

Strong and inclusive schools committed to excellence, equity and wellbeing

- Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.

What will the EAS do?

- To provide a programme of professional learning through a 'Train the Trainer' approach that provides the foundations of universal provision across all schools and settings. This will include strategy development and professional learning for: FSM learners, LAC learners, Known Adopted learners, Young Carers, More and Most Able Learners and those who have English as an additional language.
- Embed the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings.
- To extend the use of first hand evidence within schools to support and challenge the progress that is made by vulnerable learners.
- To create an online interactive curriculum tool that captures the resources available to support schools in shaping their provision for Health and Wellbeing at a local and regional level.
- To co-construct a professional learning programme in partnership with local authorities on 'Improving pupil engagement and behaviours in learning' based upon the principles of adverse childhood experiences agenda.
- Review and extend the network of schools engaged with the 'Raising the achievement of disadvantaged youngsters' programme.
- To improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- To introduce a revised regional approach to improve the monitoring and impact of the pupil development grant that includes a professional panel attended by local authority officers.
- Work with local authorities to ensure that local authority strategic plans for vulnerable learners are complimented by the regional strategy.
- Will work in partnership with local authorities to analyse attendance and exclusions data and support school leaders to share effective practice and to improve outcomes, as appropriate.
- To support the Regional Transformation Officer to update stakeholders on ALN Reform and support the shaping of a professional learning programme to meet the changing requirements of ALN Reform.
- To continue to support schools and settings with the planning, monitoring and evaluating of grant plan expenditure. Continue to provide schools with guidance to complete, publish and evaluate the impact of the Pupil Development Grant.

Targeted support for the secondary phase (in addition to above)

- To engage with Career Wales to design a programme that offers learners career advice from year seven onwards in order to map their flightpaths to their desired destinations.
- Extend the RADY programme for identified secondary schools and their feeder primary schools.

Improvement Strand 3

Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system

- Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.

What will the EAS do?

- Provide schools with a range of targeted support focussed on school development priorities in line with their current support level.
- Implement the regional approach to schools causing concern in partnership with local authorities and Diocesan Directors that includes regular schools causing concern meetings and regional schools causing concern register to monitor and increase the progress that schools make.
- Where concerns arise in any school or setting the EAS will share relevant information with local authorities and Diocesan Directors to inform next steps and where appropriate this may include the use of statutory powers to accelerate progress.
- Working alongside key partners including Estyn, Welsh Government, local authorities and school leaders, pilot an approach to supporting schools causing concern to identify appropriate and timely support and intervention in order to accelerate progress.
- Embed the regional strategy for target setting with a key focus on the school's context at a local level, and further develop the use of pupil progress data at school level in line with the national guidance.
- Provide professional learning opportunities for schools, governing bodies and local authorities to understand the changing assessment and accountability arrangements within the reform agenda.
- Support the piloting of the national evaluation and improvement resource (NEIR) in identified regional schools and ensure key learning is shared with all schools and settings.
- Provide professional learning to all schools and settings to promote effective self-evaluation, improvement planning processes and effective strategies for formative and summative assessment.
- Formally monitor and evaluate the quality and impact of self-evaluation and development planning for all schools and settings to secure improvement in progress and attitudes of learners, the quality of teaching and learning and the quality of leadership.
- Further develop the regional approach of 'School on a page' so that a broader range of information is used for accountability purposes focused on pupils' wellbeing and attitudes to learning, the standards achieved and progress made by all pupils including those in vulnerable groups, the quality of teaching and learning in schools and settings as well as the quality of leadership.
- Provide ongoing professional learning for elected members on how they can use this broader range of school information to hold schools to account more effectively, promoting cultural and behavioural change.
- Support and advise local authorities, as appropriate, in the delivery of their statutory functions for SACRE and the development of individual Welsh in Education Strategic Plans.

Supporting a self-improvement system

- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning.
- Provide further opportunities for schools to develop self-chosen networks of professional practice, based upon common improvement needs.

- Commission a range of evaluative research reports in priority areas to provide recommendations to further develop key areas of service delivery.

Targeted support for the secondary phase (in addition to above)

- Refine and extend the peer working programme to include middle leaders, to support a broad range of subjects across the curriculum in the secondary phase.
- Explore external systems that will support schools to set targets, track pupil progress, measure value added performance and engagement in learning.
- Provide guidance and support for schools to set appropriate local targets in line with school development priorities whilst retaining the focus on individual pupil level target setting.
- Support schools' engagement with consultations regarding reforms to key stage 4 qualifications.
- Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5 for all learners.

Specific focus on improving the outcomes of Vulnerable Learners

- Improve the analysis of progress data that pertains to vulnerable learners.
- Continue to refine the grant planning system and the processes in place to support the planning, reviewing and evaluating of impact of expenditure in line with the research from the Education Endowment Foundation.
- Refine the role of the Wellbeing and Equity LNS to become more focused on an area of work.
- To continue grant discussion meetings with local authority partners to focus on provision and progress of vulnerable learners.

Improvement Strand 4

EAS Business Development

- Developing systems and processes that enable the company to effectively and efficiently support schools and settings promoting improved pupil outcomes.
- Develop a workforce that embodies the core values and mission of the EAS.
- Ensure the EAS adheres to legislative requirements.

What will the EAS do?

- Continue to refine the business model for the EAS to ensure that it aligns to and addresses regional priorities and national priorities.
- Work with key partners to deliver a more sustainable funding model that aligns with the workforce plan and secures an updated Collaboration and Members Agreement.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent our values and vision.
- Embed performance management processes and extend the professional learning opportunities for staff that meet individual and service needs.
- Ensure the effectiveness of the company board and the audit and risk assurance committee, through appropriate professional learning.
- Continue to develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level.
- To continue to publish the regional grant allocations and maximise delegation rates to schools.
- Ensure that systems and processes are in place to enable the effective delivery of the Governor Support Service Level Agreement.
- Refine the value for money model, further exploring access to comparative data.
- Enhance the use of self-evaluation processes to ensure our work has impact on improving outcomes, provision and leadership.
- Ensure the efficient delivery of accurate performance data and wider intelligence to support effective self-evaluation and service delivery.
- Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement, to include the development of a regional pupil forum.
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.

Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners. A majority of schools perform in line with modelled outcomes based on FSM eligibility.

The model for delivery of governor training will be reviewed and revised enabling more governors to undertake professional learning on a cluster basis.

A broader range of evaluation strategies will be developed and used that do not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy.

Nearly all schools are demonstrating progress against the national language charter framework objectives.

An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.

Through the review of the Regional Welsh Language Strategy good progress has been made in addressing the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.

Through self evaluation many schools are making good progress in achieving the milestones set out within the nationally agreed documentation for the realisation of the new curriculum for Wales.

The quality of SDPs within the secondary phase continue to improve with many schools using improved self-evaluation activity to inform improvement priorities. Many make at least good progress.

All schools causing concern will be held to account for the pace of progress and where this is too slow appropriate action will be taken or advised in a timely way.

A regional professional learning programme and talent management framework will be implemented enabling a more strategic approach to identifying, developing and retaining good quality leaders within the region.

A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.

Challenge Advisers will use a wider range of first-hand evidence to support schools in promoting improved progress and outcomes for all learners, including vulnerable groups.

All schools and settings engaged in the pilot pedagogy programme will have developed a bespoke teaching and learning strategy for their school that is beginning to improve the quality of teaching and learning and reduce within school variation.

Nearly all secondary schools who have engaged with the programme for cross curriculum skills development and have improved their provision as a result with impact evident through a range of first-hand evidence.

Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.

The revised learning network schools' model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.

EAS governance arrangements will be strengthened through the appointment of additional non-executive directors to broaden the breadth and balance of skills on the company board.

Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

The EAS will achieve the Investors in People Award and will demonstrate strong progress against the outcomes of the EAS learning organisation survey.

An online resource for Health and Wellbeing, bespoke to each local authority will enable schools to be signposted to effective provision, promoting improved pupil outcomes for vulnerable learners.

The delegation rate to schools is maintained at 94%.

Section 4: Delivery arrangements for 2020/2021

Governance and funding

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

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

The progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual local authority annex document. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level. In addition, the progress made towards the implementation of key actions will be reported at each meeting of the Joint Executive Group and Company Board.

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

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and through evaluation and improvement events with Welsh Government officials, These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / local authority self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

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

Consortium funding

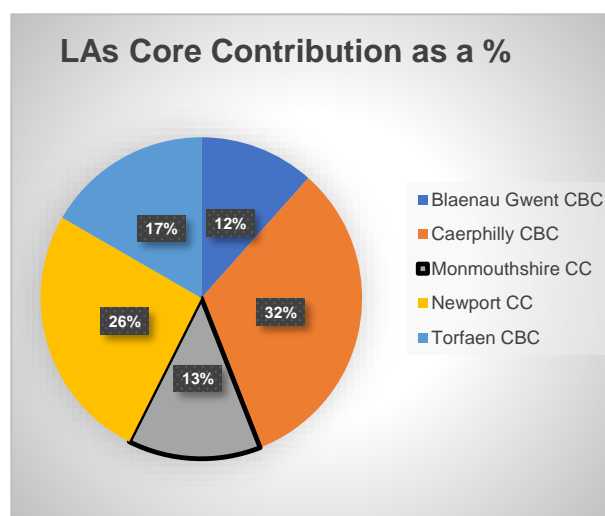
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it.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

Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.

Local authority contributions

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows:

Local Authority	£
Blaenau Gwent CBC	358,985
Caerphilly CBC	1,005,705
Monmouthshire CC	414,127
Newport CC	803,293
Torfaen CBC	516,355
Total	3,098,465



In terms of the above £0.357m of this figure is used to secure capacity within the Challenge Adviser team from current serving headteachers and £0.2m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

Regional school improvement grants

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

Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

Grant Name	Grant Total	Amount delegated to schools	Delegation*	Regionally Retained
	Indicative Calculation 2020/21			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	24,930,697	23,133,194	93%	1,797,503
- Professional Learning for Teachers	2,231,515	2,231,515	100%	0
- Other grant initiatives	3,527,764	2,658,940	75%	868,824
Pupil Development Grant (PDG)	18,064,750	18,064,750	100%	0
PDG (Lead Regional PDG Adviser)	100,000	0	0%	100,000
Seren Pre 16	98,400	98,400	100%	0
Seren Post 16	55,000	55,000	100%	0
Total	49,008,126	46,241,799	94.4%	2,766,327

*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.

The following circumstances will not be classed as delegated:

- Staff seconded from the LA or the consortium to a school(s) or a cluster(s).
- Staff working wholly or partly in schools and paid for from a local authority or consortium retained budget.
- Staff or services that form part of an SLA – this type of activity will be classed as non - delegated.
- Monies delegated from the consortium to a local authority.

Several factors including funding, delivery of the business plan, workload, and the expectation placed by LAs, EAS, WG on the benefit of the grants has led to an enhanced live common school and cluster grant planning tool being proposed for 2020/21. This school planning tool delivers on each of these factors. WG Hwb will be used as the host and accessible to key staff within the individual school, LA and the EAS.

The tool has been designed to capture all grant costs associated with the national mission, provide transparency on school and regional spend, report on intended impact and outcome of the grant including direct reference to the Sutton Toolkit. The tool also can cross reference to the school development plan and the one plan approach will be piloted with several schools in 2020/21. To further strengthen the transparency every school across the region will have live access to the individual grants delegated to each and every school.

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 in order to support governing bodies to deliver their responsibilities.

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only one school opted not to buy into the clerking service in 2019/20. The indicative funding for 2020/21 is £0.388m.

Section 5: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Long term overview 2021-2023
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans
- Mid-year and final year review of EAS Business Plan 2019/2020

Local Authority Specific Annex 2020-2021

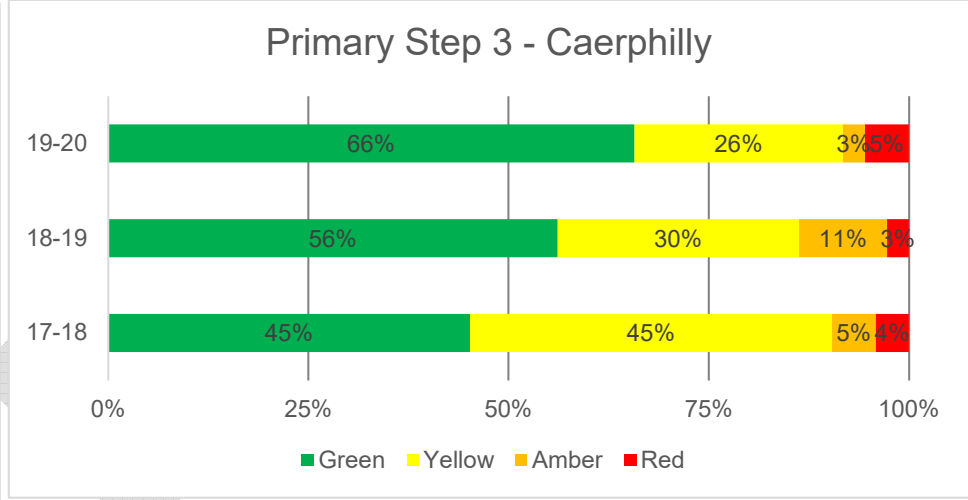
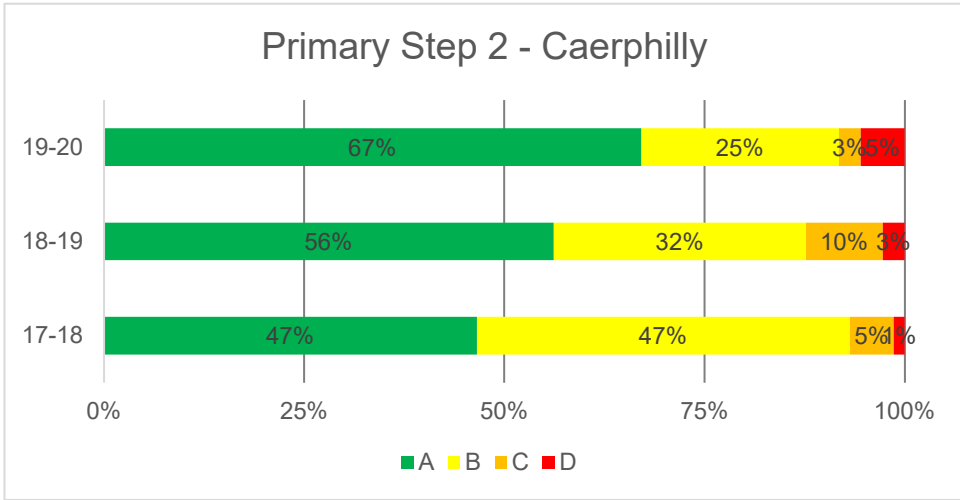
Local Authority: Caerphilly

Summary of National Categorisation of schools in the Local Authority in 2017-2018, 2018-2019 and 2019-2020

Step 2 - Primary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	4	34	34	1%	5%	47%	47%
	18-19	2	7	23	41	3%	10%	32%	56%
	19-20	4	2	18	49	5%	3%	25%	67%
South East Wales	17-18	2	17	83	88	1%	9%	44%	46%
	18-19	5	16	63	105	3%	8%	33%	56%
	19-20	6	11	55	117	3%	6%	29%	62%

Step 3 - Primary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	3	4	33	33	4%	5%	45%	45%
	18-19	2	8	22	41	3%	11%	30%	56%
	19-20	4	2	19	48	5%	3%	26%	66%
South East Wales	17-18	8	14	81	87	4%	7%	43%	46%
	18-19	5	18	62	104	3%	10%	33%	55%
	19-20	6	13	54	116	3%	7%	29%	61%

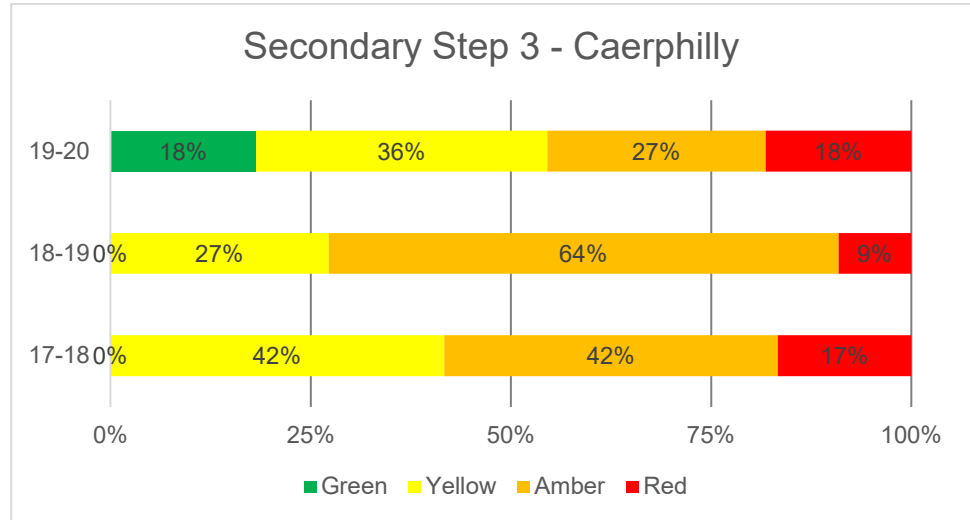
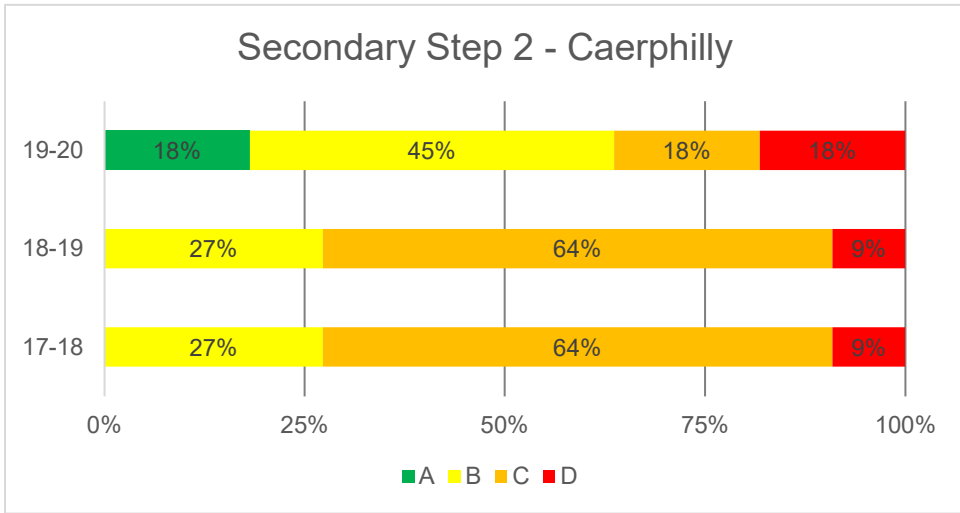
Please note that Step 1 is no longer used, Step 2 is Leadership and Step 3 is Overall Support Category



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Step 2 – Secondary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	7	3	0	9%	64%	27%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	2	5	2	18%	18%	45%	18%
South East Wales	17-18	6	14	7	6	18%	42%	21%	18%
	18-19	5	14	7	6	16%	44%	22%	19%
	19-20	7	8	10	7	22%	25%	31%	22%

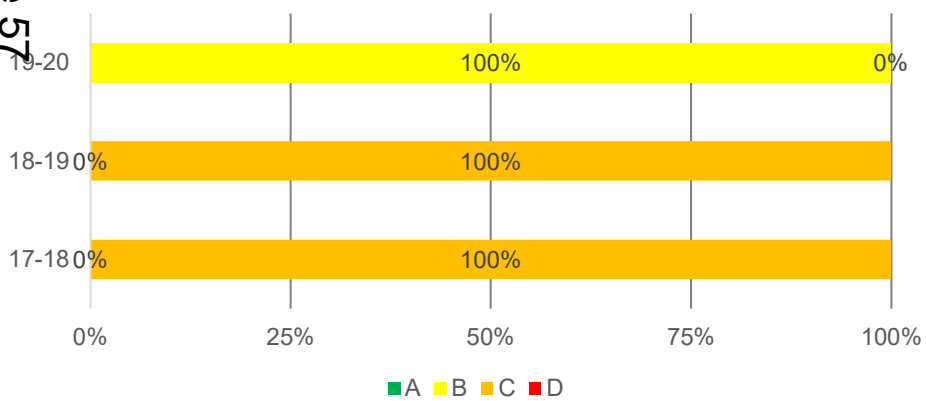
Step 3 - Secondary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	2	5	5	0	17%	42%	42%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	3	4	2	18%	27%	36%	18%
South East Wales	17-18	9	9	12	3	27%	27%	36%	9%
	18-19	6	14	6	6	19%	44%	19%	19%
	19-20	9	8	8	7	28%	25%	25%	22%



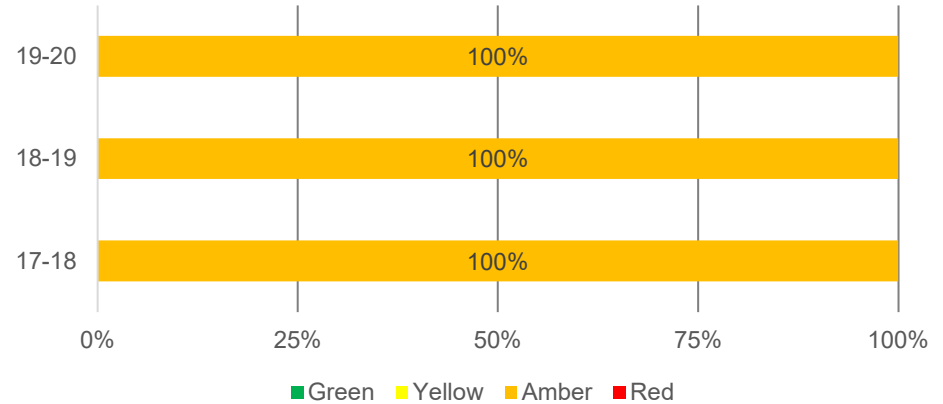
Step 2 – All through schools		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	0	1	0	0%	0%	100%	0%
South East Wales	17-18	1	1	1	0	33%	33%	33%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	0	2	0	33%	0%	67%	0%

Step 3 – All through schools		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	1	0	0	0%	100%	0%	0%
South East Wales	17-18	1	2	0	0	33%	67%	0%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	1	1	0	33%	33%	33%	0%

All Through (3-16/18) Step 2 - Caerphilly



All Through (3-16/18) Step 3 - Caerphilly



LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Pentwynmawr Primary	Jul-18	Sep-18	Estyn Review
Primary	Phillipstown Primary	Nov-18	Jan-19	Estyn Review
Primary	Ynysddu Primary	Jul-19	Sep-19	Estyn Review
Primary	Ysgol Bro Sannan	Oct-19	Dec-19	Significant Improvement
Primary	Ysgol Gymraeg Gilfach Fargoed	Oct-19	Dec-19	Significant Improvement

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	Significant Improvement (after monitoring visit Feb 19)
Secondary	Islwyn High	Oct-18	Dec-18	Estyn Review

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High Level Pupil Progress Analysis - 2019 - FP to KS2 / KS2 to KS3

LA/Region: Caerphilly

Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	328	93.6	6.1
LLC - English	1731	90.2	9.1
Mathematics	2077	90.7	8.8

Matching

2015 FP cohort	2019 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
357	335	91.9	97.9
1825	2169	94.8	79.8
2182	2169	95.2	95.8

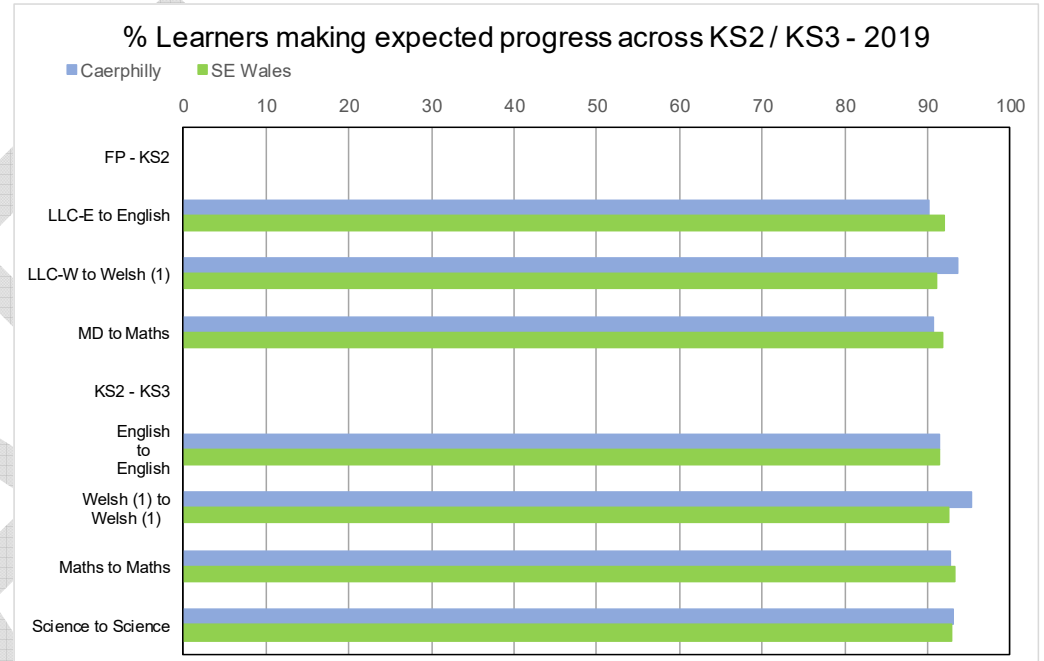
* 2019 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	282	53.9	41.5	95.4
English	1873	37.4	54.1	91.5
Mathematics	1873	48.3	44.5	92.7
Science	1873	47.3	45.9	93.1

Matching

2016 KS2 cohort	2019 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
305	286	92.5	98.6
1990	1959	94.1	95.6
1990	1959	94.1	95.6



Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	90.2	93.6	90.7	
KS2 to KS3 Expected Progress (1 Level)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	91.5	95.4	92.7	93.1

LA Summary and issues

- Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures.
- Further improve the quality of leadership across all phases of education.
- Increase the number of pupils achieving 3 A-A* at Key Stage 5.
- Improve attainment and progress of vulnerable learners across all phases of education, with particular focus on more able pupils in receipt of free school meals.
- Further improve pupils' acquisition digital competency skills

Attendance/Exclusions

- Over the past 4 years, attendance at primary schools remained stable at 95.0%, and is in line with the Wales average.
- Attendance at secondary schools has increased overall since 2015, and is now above the Wales average.
- Unauthorised absence in primary schools has increased to 1.2%, although it is below the Wales average.
- At secondary schools, unauthorised absence has increased since 2015 from 1.7% to 2.0%. The Wales figure has increased from 1.3% to 1.7% in this time.

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Exclusion figures are reported by LA

- Exclusions of 5 days or fewer has increased overall since 2015/16
- Exclusions of over 5 days has increased overall since 2015/16
- There was 1 permanent exclusion in primary schools in 2018/19
- Permanent Exclusions: 2015/16- 14, 2016/17- 16, 2017/18- 26; 2018/19- 21

Inspection/Categorisation

- The percentage of schools judged at least Good for Standards of achievement was 75%. 79% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised Green has continued to increase in 2019/20, but the percentage of schools in the amber / red categories has decreased. There are two secondary schools categorised as red from amber in 2018/19, however one school moved from red to amber. Overall, 45% of secondary schools are categorised as either red or amber and 18% are categorised as green.

Schools requiring Improvement 20-2020 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2019-2020, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2019-2020. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Bedwas High School	Crumlin High Level
Blackwood Comprehensive	Cwmcarn Primary
Idris Davies 3-18	Islwyn High School
Llanfabon Infants	Risca Comprehensive
Phillipstown Primary	Ysgol Bro Sannan
Ysgol Cwm Rhymni	Ysgol Gymraeg Gilfach Fargoed

The content of this LA Annex has been agreed by:

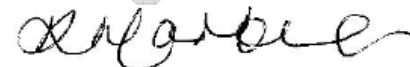
LA Director / Chief Education Officer:

Mrs. Keri Cole

Cabinet Member for Education:

Cllr. Barbara Jones

EAS Managing Director



Ms. Debbie Harteveld

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CABINET – 11TH MARCH 2020

SUBJECT: STRATEGIC EQUALITY PLAN, OBJECTIVES AND ACTIONS 2020-2024

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

-
- 1.1 The attached draft Strategic Equality Plan, Objectives and Actions 2020-2024 was considered by the Policy and Resources Scrutiny Committee on 25th February 2020. Members were asked for their views on the draft Strategic Equality Plan prior to it being considered by Cabinet on 11th March 2020.
 - 1.2 The scrutiny committee were advised that the Public Sector Equality Duty in Wales came into force on 6th April 2011 and included a requirement for public authorities to develop and publish a Strategic Equality Plan every four years. The Council has had a Strategic Equality Plan (SEP) in place since 2016, and must now update this for the next 4-year cycle.
 - 1.3 Members sought clarification on Objective 2 of the Corporate Plan 2018-2023, enabling employment, which was also reflected as part of Equality Objective 2. Two Members requested information on action being taken in the north of the County Borough to increase employment and the number of people accessing services and commercial opportunities in town centres. Officers advised that the issues raised related more to regeneration policies rather than the Equality Plan, and highlighted the Draft Heads of the Valleys Masterplan which utilises the Cardiff Capital Region Investment Fund to support the region's economic growth.
 - 1.4 A Member asked about the support available to Elected Members and the voluntary sector so that they can galvanise and facilitate community cohesion. Issues highlighted in the Draft Plan under Equality Objective 3: promote and facilitate inclusive and cohesive communities. Officers advised that training sessions with Regional Community Cohesion Officers could be arranged and different forms of current public engagement were highlighted. Discussion ensued on the need to explore better and new ways of engaging and galvanising communities in order to make them more inclusive and cohesive. Members suggested that public seminars be established with the support of Regional Community Cohesion Officers in order to improve public engagement. Discussion also ensued on the implications of possible future funding cuts to the voluntary sector. Members were advised that future funding was currently being considered as Service Level Agreements with the voluntary sector had not been reviewed since 2008.
 - 1.5 Members raised the issue of deprivation as a key factor that can lead to examples of inequality. Officers advised Members about partnership working that had taken place in order to combat challenges caused by deprivation. The regeneration of the Lansbury Park Housing Estate in Caerphilly was given as an example.
 - 1.6 Members sought clarification with regard to Equality Objective 7: reducing the Gender Pay Gap. One Member wanted to know why part-time posts, which are mostly held by females, attracted salaries in the lower quartiles according to data contained in the Strategic Equality

Plan. Officers advised that the data indicated that part-time posts attracted salaries in the lower quartiles, regardless of gender. But, because of societal reasons the responsibility of childcare still falls disproportionately upon women and that therefore females tended to favour part-time employment in order to accommodate this commitment. One Member queried the suggested action of reviewing and updating HR policies regularly to include matters such as flexible working, part-time or job-share options and shared parental leave. It was suggested that a bolder response was needed. Officers advised that a review would help the Council to understand the size and causes of any pay gaps and identify any issues that need to be addressed. It was outlined how a future action plan would help tackle any causes identified. Discussion ensued on further measures such as the possibility of developing childcare facilities within council buildings. Officers advised that a report on the Gender Pay Gap was coming to Cabinet next month. Members were also advised that the council was confident that any gender pay gap did not stem from paying male and female employees differently for the same or equivalent work. The gender pay gap is the result of roles in which male and females currently work and the salaries that these roles attract.

- 1.7 The Chair summed-up the views expressed by Members during the meeting. It was outlined that the Strategic Equality Plan should include:
- (i) The establishment of public seminars in communities to increase greater Community Cohesion. Regional Community Cohesion Officers to be asked to explore new ways of promoting and increasing public engagement.
 - (ii) Exploration of new ways of eliminating the Gender Pay Gap, the reduction of which was identified as an Equality Objective in the draft Strategic Equality Plan.
- 1.8 Following consideration and discussion the Policy and Resources Scrutiny Committee unanimously recommend to Cabinet that:
- (i) The views outlined in 1.7 are given full consideration.
 - (ii) The Strategic Equality Plan, Objectives and Actions 2020-2024 be presented to Council for its approval as adoption as Council policy.
- 1.9 Cabinet are asked to consider the report and the above recommendations from the Scrutiny Committee.

Author: Mark Jacques, Scrutiny Officer – jacqu@caerphilly.gov.uk

Appendices:

Appendix Report to Policy and Resources Scrutiny Committee 25th February 2020 – Agenda Item 8



POLICY & RESOURCES SCRUTINY COMMITTEE – 25TH FEBRUARY 2020

SUBJECT: STRATEGIC EQUALITY PLAN, OBJECTIVES AND ACTIONS 2020-2024

REPORT BY: CORPORATE DIRECTOR – EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 The Report is seeking the views of Members and provides information on the Council's draft Strategic Equality Plan 2020-2024 (Appendix A).

2. SUMMARY

- 2.1 The Public Sector Equality Duty in Wales came in to force on 6th April 2011 and included a requirement for public authorities to develop and publish a Strategic Equality Plan every four years. The Council has had a Strategic Equality Plan (SEP) in place since 2016, and must now update this for the next 4-year cycle.
- 2.2 This has also ensured that the Council has a good foundation in place to meet three of the Well-being goals of the Well-being of Future Generations (Wales) Act 2015.
- 2.3 The views of Policy and Resource Scrutiny Committee are sought on the draft Strategic Equality Plan, to inform a version to be presented to Cabinet and Council for its approval for adoption as Council policy.

3. RECOMMENDATIONS

- 3.1 The views of Policy and Resource Scrutiny Committee are sought on the draft Strategic Equality Plan 2020-2024, to inform a version to be presented to Cabinet and Council for its approval for adoption as Council policy.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To allow the adoption of the Strategic Equality Plan 2020-2024 for the next 4 years.

5. THE REPORT

- 5.1 Since April 2016, the Council has had in place a four-year operational document known as the Strategic Equality Plan - Equalities and Welsh Language Strategic Objectives; this has been accompanied by a separate Action Plan.
- 5.2 The Strategic Equality Plan 2020-2024 has undergone a full revision compared with the previous version, in order to reflect changes in best practice, changes in the objectives or to provide additional information. The combined Objectives and Action Plan have been developed to take achievements and progress into account and merged them into one

operational document.

5.3 The Strategic Equality Plan has been developed so that the Council can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010.

5.4 A comprehensive engagement process took place during November and December 2019 to involve as many people as possible in developing the draft Equality Objectives and to give an opportunity for suggestions for additional or alternative objectives and any relevant actions. An engagement report has been produced (Appendix B).

5.5 Feedback on the consultation process was very supportive of the draft objectives on the whole. Areas for improvement and barriers identified have been included as actions under each relevant Equality Objective.

5.6 The Equality Objectives included in the Strategic Equality Plan are:

- **Service Planning and Delivery** – Understand and remove the barriers people face when accessing services
- **Education, Skills and Employment** – Improve education opportunities for all
- **Community Cohesion** – Promote and facilitate inclusive and cohesive communities
- **Inclusive Engagement and Participation** – Engage with citizens to encourage participation, to have their voices heard when planning service delivery
- **Welsh Language** – To ensure the Welsh speaking public can access services that comply with the statutory requirements
- **Inclusive, Diverse and Equal Workforce** – Create a workforce which reflects and respects the diversity of the communities within the county borough
- **Reducing the Gender Pay Gap**

5.7 The Gender Pay objective is a requirement of the Public Sector Equality Duty.

5.8 Conclusion

The updated Strategic Equality Plan and associated actions will ensure that the Council has a fit-for-purpose document in place to demonstrate compliance with the latest statutory Equalities and Welsh Language duties. It has been developed in line with legislative requirements and guidance produced by the Equality & Human Rights Commission.

6. ASSUMPTIONS

6.1 No assumptions have been made in preparing this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The following Council policies are relevant to the decision being requested:

7.2 Corporate Plan 2018-2023

Objective 1 - Improve education opportunities for all – this objective is reflected in the Strategic Equality Plan 2020-2024 as Equality Objective 2. We need to identify and remove the barriers to accessing education, training and employment which will positively contribute to creating cohesive and resilient communities. The skills agenda is fundamental to economic development and economic prosperity.

Objective 2 - Enabling employment - this objective is also reflected in the Strategic Equality Plan 2020-2024 as part of Equality Objective 2.

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being – Housing can be seen as a barrier to accessing other goods and services and can impact on people's mental health and well-being. Living in conditions where you feel safe and belong is vitally important and these are considered within Equality Objectives 2 and 3 of the Strategic Equality Plan.

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity promotes prosperity and minimises the adverse impacts on the environment – Transport can be seen as a barrier to accessing services and employment within the county borough. This was a theme which was discussed within the focus groups we held as part of the consultation process. Transport is considered within Equality Objective 2, increased and improved transport links will enable and encourage people to access education, training, employment and services easily.

Objective 6 - Support citizens to remain independent and improve their well-being – This is a key thread within the Strategic Equality Plan. If citizens live in the right living conditions and have easy access to transport, these enable them to reach education, training and employment opportunities. They also support citizens to access goods and services independently and to participate in consultations around service planning and delivery. By having their voices heard, services can be tailored to suit the needs of citizens thus empowering them to feel included. It includes supporting people to help themselves by providing comprehensive advice and guidance including signposting to other services. It's about having meaningful conversations with people to help them identify what matters to them, which will inform services to suit their needs.

Welsh Language Standards

Equality Objective 5 in the Strategic Equality Plan supports the Welsh Language. Language is not considered a protected characteristic under the Equality Act 2010, however communicating with citizens in line with their language preference is a statutory duty under the Welsh Language (Wales) Measure 2011 and the Council's Welsh Language Standards Compliance Notice. A number of the actions are underpinned by the county borough's Five Year Welsh Language Strategy 2017-2022.

Shared Ambitions Strategy

This strategy outlines the Council's commitment to work with schools and the Education Achievement Services (EAS) to improve educational attainment and achievement and links with Equality Objective 2.

Communication and Engagement Strategy

The availability of information in various formats is essential in ensuring that all citizens are able to participate in any or all engagement exercises. Whilst advances in technology enable us to provide information in digital formats, there continue to be barriers that prevent citizens from engaging.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 The Strategic Equality Plan contributes to all 7 of the Well-being Goals which are:-

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh Language
- A globally responsible Wales

The Strategic Equality Plan is consistent with the five ways of working as defined within the sustainable development principle in the Act and are as follows

- Long Term – Any actions identified in the Plan will be used to plan service delivery over the next 4 years and will be reviewed and updated should any actions be met within the 4 year timeframe of the Plan.
- Prevention – By having a Plan in place ensures that services understand what is expected of them to deliver inclusive services and without discrimination.
- Integration – There is a crossover between the Strategic Equality Objectives and the Objectives of the Corporate Plan 2018-2023. This ensures consistency in meeting objectives and reporting. It also places a stronger and joined-up link between services and the Plans the Council already has in place.
- Collaboration – Working with key stakeholders is important to learn and understand how we can improve on how we currently deliver services based on the actions in the Plan.
- Involvement – The Strategic Equality Plan is about making citizens feel equally valued whilst recognising that people have different needs and delivering services in a non-discriminatory way. To understand what people's needs are its very important to involve them in any service planning, design and delivery. The public consultation responses on the Strategic Equality Objectives assisted us in identifying key actions to include in the final version of the Plan.

9. EQUALITIES IMPLICATIONS

9.1 The Equality Act 2010 introduced a general equality duty and a specific public sector equality duty that is applicable to Councils. Section 149 of the Equality Act 2010 (Public Sector Single Equality Duty) requires public authorities to demonstrate that they have paid 'due regard' in their decision-making process to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not.

The relevant protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

9.2 The Council must have due regard to the impact of any proposals on those with a protected characteristic. The Council has a specific duty to publish information to demonstrate how it has paid due regard to the aims above as part of its decision-making. Undertaking an Equality Impact Assessment screening exercise (and if necessary a full Equality Impact Assessment) would be evidence that the Council has considered its legal obligations in making the decision on the recommendations in this report.

9.3 The equality objectives provide a positive impact on all groups with protected characteristics. An Equality Impact Assessment has been undertaken. Whilst an effort was made to engage

with all sectors of the community, it is evident that no responses were received from individuals representing local religious groups or the black and minority ethnic community. This is particularly concerning as we are not aware if there are any support / advocacy groups in the borough representing the needs of BAME and Religious citizens. As a result, actions within the equality objectives will ensure efforts are made to develop communication and engagement routes with BAME and religious groups and citizens to ensure their voices are heard in the future.

10. FINANCIAL IMPLICATIONS

10.1 There are no financial implications aligned to this report.

11. PERSONNEL IMPLICATIONS

11.1 Equality Objective 6 - Inclusive, Diverse and Equal Workforce and Equality Objective 7 – Reducing the Gender Pay Gap both relate to Human Resources activities. The Gender Pay objective is a requirement of the Public Sector Equality Duty.

11.2 In light of the requirements of the Welsh Language Standards and the wider requirements of the Public Sector Equality Duty, any personnel implications will be dealt with as they arise by Human Resources and the Equalities, Welsh Language and Consultation Team, and reported on in the annual reports.

12. CONSULTATIONS

12.1 All responses from consultations have been incorporated in the report.

13. STATUTORY POWER

13.1 Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
Welsh Language (Wales) Measure 2011
Well-being of Future Generations Act (Wales) 2015
Human Rights Act 1998
Local Government (Wales) Measure 2011

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Cllr Eluned Stenner – Cabinet Member for Finance, Performance and Planning
Cllr James Pritchard – Elected Member – Equalities Champion,
Stephen Harris – Interim Head of Business Improvement
Robert Tranter – Head of Legal Services and Monitoring Officer
Lynne Donovan – Head of People Services
Keri Cole – Chief Education Officer
Liz Lucas – Head of Customer and Digital Services
Rhian Kyte – Head of Regeneration and Planning
Mark Williams – Interim Head of Property Services
Kathryn Peters – Service Improvement and Partnerships Manager
Ros Roberts – Business Improvement Manager
Christopher Hunt – Community Cohesion Coordinator (West Gwent)

Background Papers:

Appendices:

Appendix A [Strategic Equality Plan 2020-2024](#)

Appendix B [Strategic Equality Plan 2020-2024 - Consultation Report](#)

Appendix C [Strategic Equality Plan 2020-2024 - Equality Impact Assessment](#)

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- **ABOUT US**

The Caerphilly county borough covers an area stretching from the Brecon Beacons National Park in the north, to Cardiff and Newport in the south. It is bordered to the north by Merthyr Tydfil, the west by Rhondda Cynon Taf, and to the east by Blaenau Gwent and Torfaen local authorities.

The area lies at the heart of both the South Wales Valleys and the Cardiff Capital Region. The Caerphilly county borough occupies some 108 square miles (28,000 hectares) of the Valleys area of South East Wales. It is a little over 18.6 miles long and nearly 11 miles wide, and is formed by the valleys of three rivers: the Rhymney, Sirhowy and Ebbw. The county borough has 180,000 residents living across a mixture of urban and rural communities. Three quarters of the county borough is used for agriculture and forestry. The Council is the 5th largest local council in Wales and is the largest employer in the area.

The Council employs nearly 9,000 staff with 73 % of them living in the county borough. They are employed into a variety of different roles within service areas which make up the following Directorates:

- Corporate Services and Education
- Social Services and Housing
- Communities

The Directorates are headed by Corporate Directors and together with the interim Chief Executive make up the Corporate Management Team who oversee the strategic management of the council's business. The Council operates a cabinet style of local government which is led by a Leader and who is supported by 8 Cabinet Members. We have 73 elected Councillors who have a variety of roles including agreeing the Council's policy framework, Council Tax and budget.

Our vision and values are an integral part of our Transformation Strategy #Team Caerphilly – Better Together. Its aim is to transform the way in which we have previously delivered services. It will examine how services are prioritised, how they can become more business efficient, explore new opportunities for greater customer focus and digital delivery, consider alternative delivery models and seek commercial opportunities.

Central to this programme of transformational change is our new mantra of **‘Social Heart and Commercial Head’**. This recognises our commitment to public service and the needs of our citizens, while also demonstrating our desire to explore new innovative, commercial opportunities where appropriate, to generate additional income to reinvest in services to help them remain resilient.

Our purpose in this strategy is:

“To create capacity and foresight to develop solutions to some of the county borough’s biggest challenges, ensuring the Council understand and responds to the changing needs and priorities of our communities.”



The outcomes we aim to achieve are:

- To have strong working relationships with our communities and partners to maximise the use of our collective resources to ensure a resilient county borough for the future.
- To embed a new operating model that will encourage innovative approaches to service delivery and ensure that we are making the best use of our resources.
- To help close the gap between poverty and prosperity through improving educational attainment and stimulating the local economy to create high quality jobs.

The Council's equalities statement makes its commitment clear;

The Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

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

Respect for diversity is a key issue as our communities change and develop in the 21st century; respect for the old and the new and respect for every individual who lives or works here, who represents the county borough, or who visits here.

Council services must reflect these diverse needs and Caerphilly County Borough Council already has a strong background in delivering accessible services in a sensible, measured and cost-effective way. The cuts to council budgets being made at the time of publishing this plan have to take into account the impact on the most vulnerable in society through Equality Impact Assessments, which carry the full authority of this plan.

The Council is committed to ensuring it achieves value for money from its third party procurement recognising the value of using procurement to support its wider Cultural, Social, Economic and Environmental objectives, in ways that offer real long-term benefits to the community it serves and the people of Wales, whilst balancing the issues of value for money.

Our Programme for Procurement needs to be a living strategy, flexible, adaptable and alive to the changing environment; modular in nature so that it is easy to review and update annually in line with developments in the procurement landscape. Our approach will be continuous improvement to bring about real change and to improve the lives of those who live and work within our borough.

The Council will use its procurement processes to foster positive social change where appropriate. The Council has adopted the Ethical Supply Chain Code of Practice and we will apply this to foster fair working conditions for all.

The plan will be monitored each year in order to review the impact of the progress we make and our statutory Equalities Report will continue to be published. It will also be publicised and promoted widely both internally and externally in order to raise awareness of the work being done.

- **CONTEXT**

This Strategic Equality Plan has been developed to primarily demonstrate the Council's commitment to meeting the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. It highlights links to legislation and regulations covering the Welsh Language Standards and Human Rights issues and how it supports 4 of the 7 aims of Welsh Government's *Well-being of Future Generations (Wales) Act 2015*; *A healthier Wales, A more equal Wales, A Wales of cohesive communities* and *A Wales of vibrant culture and thriving Welsh language*. It also outlines how the council will meet its responsibilities under the Public Sector Equality Duty, to advance equality and inclusion for all protected groups.

Building on our previous equalities work the Plan explains to staff, citizens, stakeholders and elected members, how Caerphilly County Borough Council intends to deliver its equalities commitments whilst continuing to be an inclusive organisation that does not tolerate discrimination of any kind.

To assist us in writing this Plan, we engaged with our citizens, staff, stakeholders and elected members. We also used a range of equality information which supported us in defining what would be our equality objectives for the next 4 years, and by listening to them we hope that these objectives are both meaningful and achievable for us to deliver.

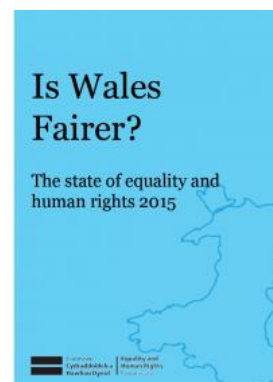
We looked at what priorities there were to consider both nationally and at a council level, and based them on what evidence we had available to us to support the work. A lot of work has been undertaken over the years into assessing our progress against the Public Sector Equality Duty through service plans and the self-assessment process.

We considered external sources of information such as reports by the Equality and Human Rights Commission and Welsh Government, policies and priorities, research reports and other relevant statistics available to help us.

A number of external reports undertaken by the Equality and Human Rights Commission have supported and influenced the development of our new equality objectives.

Is Wales Fairer? 2015 – Equality and Human Rights Commission

The Equality and Human Rights Commission (EHRC), [Is Wales Fairer? 2015](#) report looked at 7 key challenges that needed to be addressed in Wales. According to the report, inequalities and abuses of human rights are entrenched and will require a concerted effort from individuals and public, private and third sector organisations to tackle and reduce them.



The 7 challenges identified were:

1. Close the attainment gaps in education
2. Encourage fair recruitment, development and reward in employment
3. Improve living conditions in cohesive communities
4. Increase access to justice and encourage democratic participation
5. Improve access to mental health services and support people experiencing poor mental health
6. Prevent abuse, neglect and ill-treatment in care and detention
7. Eliminate violence, abuse and harassment in the community

These are ongoing challenges; however, progress has been made towards meeting them via a number of effective action plans within the Council. For example, in March 2018 the Council adopted a set of Well-being Objectives for 2018-2023 within its [Corporate Plan](#). Well-being Objective 1 is **Improve education opportunities for all** and this will be addressed through the Shared Ambitions Strategy 2019-2022. A full list of relevant supporting documents is included within each the objectives.

Is Wales Fairer? 2018 – Equality and Human Rights Commission

The format of the latest report from the EHRC; *Is Wales Fairer? 2018*, outlines the following themes. The objectives within the Plan have been developed to align with these themes;

- Education
- Work
- Living Standards
- Health
- Justice and Personal Security
- Participation



The report identifies that some progress has been made in making Wales fairer, but suggests that there is much more work that needs to be done. The Equality and Human Rights Commission's key focus will be socio-economic disadvantage, disability, gender and race and these will be reflected in the Council's Strategic Equality Objectives 2020-2024.

When developing our equality objectives, both *Is Wales Fairer? 2015* and *Is Wales Fairer? 2018* were fundamental in guiding us to the equality objectives we are consulting on and which are detailed in this document.


The Action Plan in Section 2 identifies how the equality objectives and actions link to the themes identified in the *Is Wales Fairer? 2018* report.

To help to improve the annual actions, we also welcome any ongoing, general comments on the content, quality and accessibility of this document and on the impact of those actions on the people we serve and the people we employ.

If you have any comments or would like to know more about the work the Council is doing please contact:

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- **LEGISLATION**

Equality Act 2010

The Equality Act 2010 brings together and replaces previous anti-discrimination laws in a single Act. The Act includes a Public Sector Equality Duty (PSED), which has replaced all the individual duties previously in place, namely race, disability and gender equality. Section 149 of the Equality Act 2010 sets out the Public Sector Equality Duty, which places a duty on the Council, and other public organisations, to have due regard when making decisions and delivering services to ensure that we meet the requirement to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In advancing equality of opportunity between people who share a protected characteristic and those who don't we must also ensure that we;

- Remove and minimise disadvantages experienced by people due to their protected characteristics.
- Take steps to meet the needs of people from protected groups whether these are different to the needs of other people.
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The third aim refers to fostering good relations and this means tackling prejudices and promoting understanding between people who share a protected characteristic and those who don't. This might mean in some circumstances that some people are treated more favourably than others as long as it's within the provisions of the Act.

There are 9 protected characteristics listed under the Equality Act 2010:

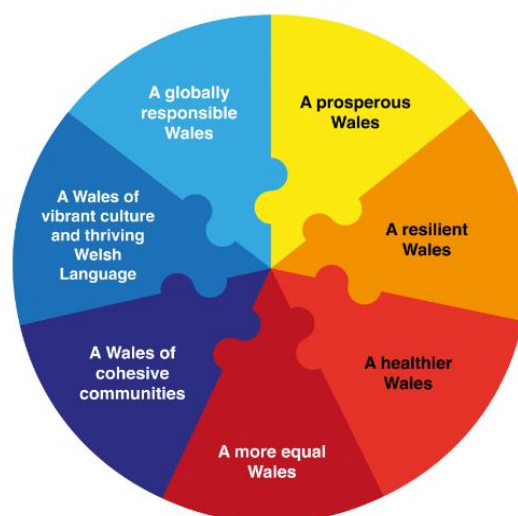
- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Marriage and Civil Partnership

In Wales we have specific statutory duties placed on us, which are regulations that set out the actions the Council must take to comply. The regulations were published by Welsh Government in April 2011 and include the following areas;

- **Equality Objectives** – prepare and publish a set of equality objectives which meet the Public Sector Equality Duty.
- **Engagement** – involve people who represent one or more protected characteristics and who have an interest in how the Council undertakes its functions.
- **Equality Impact Assessments (EIAs)** – undertaking EIAs and publishing them alongside reports which require decisions.
- **Equality Information** – collect and publish equality information which ensures compliance with the Public Sector Equality Duty.
- **Employment Information** – collect and publish workforce monitoring data annually.
- **Pay Difference** – ensure the Council has an equality objective which specifically relates to gender pay differences.
- **Staff Training** – promote knowledge and understanding of the Equality Act 2010, the Public Sector Equality Duty and the specific duties in Wales. Use performance assessment procedures to identify and address the training needs of staff.
- **Strategic Equality Plan** – publish a strategic equality plan which sets out the Council’s Equality Objectives to meet the Public Sector Equality Duty.
- **Procurement** – when procuring works, goods and services from other organisations, include conditions relevant to the Public Sector Equality Duty within procurement processes.

Well-being of Future Generations (Wales) Act 2015

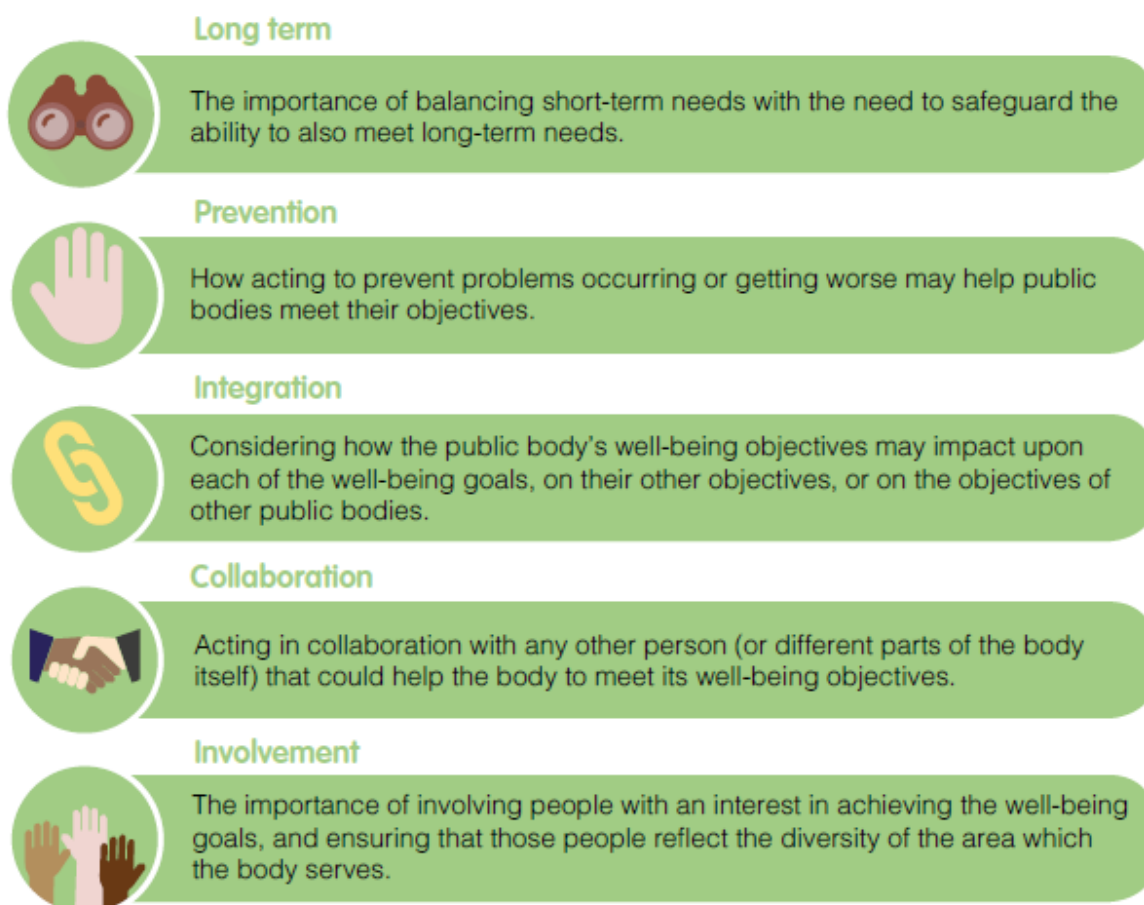
The Council is committed to ensuring that the [Well-being of Future Generations \(Wales\) Act 2015](#) is embedded within its service delivery and activities. The Act puts in place a sustainable development principle with a view to improving the economic, social, environmental and cultural well-being of Wales. This will help us to create a Wales that we want to live, in now and in the future.



To make sure that we are all working towards the same vision, the Act puts in place 7 well-being goals, and whilst the Council's Strategic Equality Plan will cut across all of the well-being goals, the Plan specifically supports progress against the following 3 goals:

- A Wales of Vibrant culture and thriving Welsh language
- A Wales of cohesive communities
- A more equal Wales

The Sustainable Development Principle of the Act tells the council what to consider in meeting its duties under the Act. The Council, when making decisions has to consider the impact the decision could have on future generations. To do so there are 5 ways of working set out that must be considered and applied when making decisions. They are:



The 5 ways of working have been used to shape the Council's equality objectives.

Welsh Language (Wales) Measure 2011

The Welsh Language (Wales) Measure 2011 replaced the Welsh Language Act 1993 and as part of the legislation, in Wales the Welsh language has equal legal status with English and must not be treated less favourably.



Public bodies must comply with a set of national Welsh Language Standards which the Welsh Language Commissioner issued via a [Compliance Notice](#) to the Council. The Compliance Notice sets out which of the 176 standards in the legislation apply to the Council, along with any exemptions and their implementation dates.

Welsh language issues are not covered by the Equality Act but rather have a set of Standards under the Welsh Language (Wales) Measure 2011, it has long been recognised that the equality and Welsh language policy agendas complement and inform each other. This is further reinforced by the goal within the Well-being of Future Generations (Wales) Act 2015 – A Wales of vibrant culture and thriving Welsh language.

Welsh Language developments will be made corporately in line with the aims of the Measure, which:

- confirmed the official status of the Welsh language;
- created a new system of placing duties on bodies to provide services through the medium of Welsh;
- created a Welsh Language Commissioner with strong enforcement powers to protect the rights of Welsh speakers to access services through the medium of Welsh;
- established a Welsh Language Tribunal;
- gives individuals and bodies the right to appeal decisions made in relation to the provision of services through the medium of Welsh;
- created a Welsh Language Partnership Council to advise Government on its strategy in relation to the Welsh language;
- allowed for an official investigation by the Welsh Language Commissioner of instances where there is an attempt to interfere with the freedom of Welsh speakers to use the language with one another.

It is for these reasons that Welsh Language has been integrated into the Equality and Welsh Language Objectives and Action Plan, and has been given a corporate equality objective of its own.

Section 2:

- **Strategic Equality Objectives and Action Plan**

Equality Objective 1	
Service Planning and Delivery – Understand and remove the barriers people face when accessing services	
Context	
<p>This objective focuses on the provision of accessible and inclusive services to the citizens of the county borough. We will achieve this by continuing our engagement with service users to identify and eliminate barriers to services.</p> <p>Barriers experienced by groups and individuals may include, accessing information in appropriate formats to suit their needs, mental health difficulties, transport, unemployment or accessibility to technology. Service areas should implement plans and strategies collaboratively to successfully address and remove identified barriers.</p> <p>Education, health & mental health services, housing, social services and transport are areas which we wish to improve upon.</p> <p>Empowering groups with protected characteristics to be able to access the services they need is a key focus for the Council.</p>	
Themes from Is Wales Fairer? 2018	
Education, Work, Living Standards, Health, Justice and Personal Security, Participation	
Relevant Protected Characteristics	
Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Race, Religion or Belief, Sex, Sexual Orientation, Welsh Language	
Supporting Documents	
<ul style="list-style-type: none"> ➤ Caerphilly Public Services Board's Well-being Plan 2018-2023 ➤ Corporate Plan 2018-2023 ➤ Well-being of Future Generations (Wales) Act 2015 ➤ Welsh Government - Digital Inclusion Framework ➤ Caerphilly County Borough Council – Customer and Digital Strategy 	
Actions:	
1.	Deliver on the principles in the Customer and Digital Strategy
2.	Ensure our staff have the necessary skills to deliver digital services
3.	Explore and consider adopting the Communication Access Symbol to ensure information is provided using different formats and language including BSL
4.	Upskill citizens to enable greater use of digital technology

5.	Identify service needs of specific user groups; what barriers prevent access; and what actions are required to remove those barriers
6.	Ensure the Council's website and intranet is accessible so that people with disabilities can still engage
7.	Improve the collection and recording of equalities monitoring information of our citizens across council services
8.	Collect equalities monitoring information for compliments and complaints
9.	Survey the council's building stock (and schools) in relation to accessibility using the Local Access Group
10.	Survey polling stations in relation to accessibility using the Local Access Group

<p>Why?</p> <p>Digital Inclusion – Upskilling citizens and staff enables them to use and access information digitally, removing a number of barriers and enabling citizens to be more engaged. This includes the use of social media and networking, the news, access to job opportunities, finance (online banking), transport information, housing options or even online purchases. Digital skills will enable citizens and staff to access details regarding council services, and have up to date information relating to developments which may affect them, such as consultations, roadworks, events etc.</p> <p>Equalities Monitoring – Improving how equalities monitoring information is collected will identify what issues exist within services, and if citizens with protected characteristics experience any issues or are accessing services equally. Equalities monitoring data will help us understand who our customers are and assist us in tailoring our services to suit their needs. Collecting this data for compliments and complaints will help identify areas where we are doing well and areas where we need to improve. This information will enable us to provide equality of access to services and the removal of identified barriers.</p> <p>Accessibility – By surveying the council's building stock, which includes schools and polling stations, we can identify buildings that have accessibility problems and work towards rectifying them. Buildings can present physical barriers which prevent citizens from accessing services, for example voting. Clear signage, lighting and access to services need to be taken into consideration as an element of this theme. As an authority we must ensure that we have staff with the necessary language skills, to exceed customer expectations, coupled with a sound and varied knowledge of council services.</p>
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Equality Objective 2	
Education, Skills and Employment – Improve education opportunities for all	
Context	
<p>The primary aim of this objective is to ensure that our communities are well equipped to secure sustainable and well-paid employment as a means of preventing poverty. Through ensuring our citizens are ready to enter the working environment we will prevent long term problems associated with low skills and un-employability.</p> <p><i>‘Improve Education opportunities for all’</i> as detailed in the Council’s Corporate Plan, will be delivered using outcomes identified within the Shared Ambitions 2019-2022 Strategy. This strategy outlines the Council’s commitment to work with schools and the Education Achievement Services (EAS) to improve educational attainment and achievement.</p> <p>Increasing the number of citizens accessing education, training and employment will positively contribute to creating cohesive and resilient communities that will thrive. The skills agenda is fundamental to the economic development and economic prosperity of the nation, Cardiff Capital Region and Caerphilly County Borough.</p> <p>Key to this will be focussing our work on reducing the number of young people who are not in employment, education and training, eliminating the economic inactivity gap; identify the skills gaps and shortages in priority sectors, increase the number and quality of apprenticeships and improve people’s perception of apprenticeships as a route into well-paid employment.</p>	
Themes from Is Wales Fairer? 2018	
Education, Work, Living Standards, Health, Justice and Personal Security, Participation	
Relevant Protected Characteristics	
Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation, Welsh Language	
Supporting Documents	
➤ ‘Is Wales Fairer? 2018 Report’	➤ Corporate Plan 2018-23
➤ Shared Ambitions 2019-22 Strategy	➤ Cymraeg 2050
➤ Prosperity for All Action Plan	➤ Nurture, Equip and Thrive (NET)
➤ Well-being of Future Generations (Wales) Act 2015	
Actions:	
1.	Improve the skills of citizens by providing opportunities to gain qualifications and support to obtain employment
2.	Develop support for Adult Community Education to deliver digital literacy courses that will support local employability programmes

3.	Aim to reduce the impact of poverty by supporting citizens into improved employment opportunities and conditions
4.	Meet the targets set within the local employability programmes by upskilling and supporting citizens into well-paid work
5.	Through investing in our educational and housing stock, and providing apprenticeships, training opportunities and work placements within our organisation, we will increase the number of local citizens who are skilled and qualified workers and contributing to Community Benefits
6.	To further develop an inclusive approach to apprenticeships

Why?	
<p>Skills and Employment Opportunities – By tackling the causes of poverty and ensuring our anti-poverty grant programmes are working collaboratively, we will maximise our ability to support the most vulnerable in our communities. Increasing the number of citizens accessing education, training and employment will positively contribute to creating cohesive and resilient communities that will thrive, thus improving quality of life and the health of those living within the county borough.</p> <p>Education Opportunities – The Council has listed <i>‘Improving educational opportunities for all’</i> as the first of its Well-being Objectives, and implemented a <i>Shared Ambitions Strategy</i> to drive this work forward. As an authority we have committed to an ambitious 21st century schools investment programme. The 21st Century Schools Band A programme was delivered on time and within budget. The first two projects of the equally ambitious Band B programme have been identified and will assist the Authority in meeting the needs of its most vulnerable learners and the Welsh in Education Strategic Plan.</p> <p>Transport – The Cardiff Capital Region City Deal is an ambitious investment programme. Designed to develop transport infrastructure and connectivity, as well as create employment and apprenticeship opportunities to positively promote local and regional regeneration. If transport infrastructure meets the needs of individuals wishing to access education, training and employment opportunities, this will promote prosperity and improve community cohesion.</p>	


Equality Objective 3	
Community Cohesion – Promote and facilitate inclusive and cohesive communities	
Context	
<p>Community cohesion as defined in Welsh Government’s Community Cohesion National Delivery Plan 2014-2016 (latest document) is described as the ability of all communities to function and grow in harmony together rather than in conflict. It aims to build communities where people feel confident, that they belong and are comfortable mixing and interacting with others, particularly with different people and people with different protected characteristics.</p> <p>Caerphilly adopts the principles that a cohesive community is one where:</p> <ul style="list-style-type: none"> • there is a common vision and a sense of belonging for all communities; • the diversity of people’s backgrounds and circumstances is appreciated and positively valued; • those from different backgrounds have similar life opportunities; • strong and positive relationships are developed between people from different backgrounds and circumstances in the workplace, in schools and within neighbourhoods. <p>When we refer to ‘communities’ we are often describing a geographical neighbourhood, but the term community may also be used to define individuals who share a protected characteristic (for example ethnicity or culture, age group, religion or belief, sexual orientation, language, gender) or interests.</p>	
Themes from Is Wales Fairer? 2018	
Education, Work, Living Standards, Health, Justice and Personal Security, Participation	
Relevant Protected Characteristics	
Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation, Welsh Language	
Supporting Documents	
<ul style="list-style-type: none"> ➤ Corporate Plan 2018-2023 ➤ ‘Is Wales Fairer? 2018 Report’ ➤ Well-being of Future Generations (Wales) Act 2015 ➤ Community Cohesion National Delivery Plan 2014-2016 	
Actions:	
1.	Raise the profile for discriminatory incidents reporting in schools through further staff training
2.	Evolve the regional integrated approach, to improve the health and well-being of individuals and families subjected to violence against women, domestic abuse and sexual violence.

3.	Advocate community diversity work with services and partners to celebrate equality of difference by championing commemorative and celebratory dates (i.e. Refugee Awareness Week, Holocaust Memorial Day, Hate Crime Awareness Week)
4.	Engagement – develop a minority communities citizens panel as a means to improving the engagement with lesser heard voices
5.	Community cohesion team will work with LEA and partners to develop improved equities practices and anti-discrimination work in schools. (This will include training to staff, raising the profile of discriminatory incident recording, support for schools to develop the inclusion of equalities work in the curriculum through schools workshops and a schools swap project linking a local school to one in a different and contrasting area”)
6.	Engage with EU nationals with regards to the EU Settlement Scheme
7.	Monitor community tensions –link with Partners and take proactive steps to mitigate tensions from escalating in the community
8.	To continue support for the LA’s engagement with the UK Refugee Resettlement Scheme (Still TBC)

Why?

The current political discourse following Brexit has, in some regions, had a significant impact on community cohesion - and the national raise in recorded Hate crime in the wake of the 2016 referendum further evidences the division in some communities. Addressing this division and providing equality of opportunity to all residents, regardless of protected characteristic, is essential to ensure Caerphilly encourages positive relationships within and between communities.

Community Cohesion – *A Wales of Cohesive Communities* is one of the 7 goals of the *Well-being of Future Generations (Wales) Act 2015*, this ensures cohesion remains at the heart of how the Council and other public bodies deliver policies and services now and in the future. The Act and Welsh Government’s *National Delivery Plan* work hand in hand, following the same principles of integration, collaboration and involvement, and ensuring policies and services remain responsive to local needs. The Delivery Plan aligns with Welsh Government’s Strategic Equality Plan, and demonstrates how we will continue to foster good relations and tackle deep-rooted inequality within our communities.

Equality Objective 4	
Inclusive Engagement and Participation – Engage with citizens to encourage participation, to have their voices heard when planning service delivery	
Context	
<p>The availability of information in various formats is essential in ensuring that all citizens are able to participate in any or all engagement exercises. Whilst advances in technology enable us to provide information in digital formats, there continue to be barriers that prevent citizens from engaging. Transport, mental health, socio-economic status, low literacy and numeracy skills and particular difficulties experienced by hard to reach or seldom heard groups, are some of the barriers that continue to prevent citizens from engaging with the council and wider support services.</p> <p>This Objective is reflected in one of our Corporate Objectives that looks at how we can ‘Support citizens to remain independent and improve their well-being’. It includes supporting people to help themselves by providing comprehensive advice and guidance including signposting to other services. It’s about having meaningful conversations with people to help them identify what matters to them, which will inform services to suit their needs.</p>	
Themes from Is Wales Fairer? 2018	
Education, Work, Living Standards, Health, Justice and Personal Security, Participation	
Relevant Protected Characteristics	
Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation, Welsh Language	
Supporting Documents	
<ul style="list-style-type: none"> ➤ Corporate Plan 2018-2023 ➤ ‘Is Wales Fairer? 2018 Report’ ➤ Well-being of Future Generations (Wales) Act 2015 ➤ Customer and Digital Strategy 2019-2023-2023 ➤ Team Caerphilly – Better Together Transformation Strategy ➤ Communication and Engagement Strategy (internal document) 	
 <small>CCBC Communication and Engagement Strat</small>	
Actions:	
1.	Support citizens to ‘help themselves’ by providing comprehensive advice and information, including signposting to other services
2.	Have ‘meaningful conversations’ to help citizens identify what matters to them to inform outcome focussed planning
3.	Identify and support carers
4.	Embed the <i>Consultation and Engagement Framework</i> into all consultation exercises undertaken by council services

5.	Identify service needs of specific user groups; what barriers prevent access; and what actions are required to remove those barriers
6.	Review and update our key stakeholder groups within the county borough that represent protected characteristic groups
7.	Review and strengthen internal processes for undertaking Equality Impact Assessments and related consultation
8.	Ensure that activities related to service change and transformation embed the principles of good consultation with communities as part of 'The Caerphilly Conversation'

Why?	
<p>Communication and Accessibility – We need to assist citizens in upskilling to acquire digital skills to access information and to participate online. The information we provide should be provided in an easy read format which uses plain language. We need to look at how we engage and consult with citizens via focus groups and the View Point Panel and increase participations and ensure that they are representative of the protected characteristics.</p> <p>Voice – Consult directly with key stakeholder groups to consult face to face. Using co-production will help build relationships with citizens, where they feel they can influence and make decisions around the services they need. Also builds trust and empowers the public in becoming involved in service design and delivery.</p> <p>Remove Barriers – Consider the Gunning Principles when planning any consultation. Planning sufficient time for consultation exercises and providing adequate information which allows people to make informed decisions / respond knowing the facts.</p>	

Equality Objective 5	
Welsh Language – To ensure the Welsh speaking public can access services that comply with the statutory requirements	
Context	
<p>Welsh language issues are not covered by the Equality Act 2010 but have a set of standards under the Welsh Language (Wales) Measure 2011. These are detailed in the regulations approved by Welsh Government as the Welsh Language Standards (No. 1) Regulations 2015.</p> <p>Internal working practices continue to evolve to ensure that the principle of language equality is respected in every aspect of service provision. To assist the council in meeting the requirements of the Welsh Language Standards and to meet the needs of the Welsh speaking population of the county borough, we work in partnership with organisations such as; Menter Iaith Caerffili, Fforwm Iaith, Welsh medium schools etc. This work is detailed in the county borough’s Five Year Welsh Language Strategy 2017-2022.</p> <p>We must comply with all agreed Welsh Language Standards as detailed in the Council’s Compliance Notice to ensure that the Welsh-speaking population, whether they be staff, citizens, students or visitors can access the council’s services in Welsh.</p>	
Themes from Is Wales Fairer? 2018	
Education, Work, Living Standards, Health, Justice and Personal Security, Participation	
Relevant Protected Characteristics	
Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation, Welsh Language	
Supporting Documents	
➤ Council’s Compliance Notice - Welsh Language Standards	➤ Cymraeg 2050
➤ Five Year Welsh Language Strategy	➤ Well-being of Future Generations (Wales) Act 2015
Actions:	
1.	Raise awareness amongst staff that come into contact with children and young people of the need to foster positive attitudes towards the Welsh language
2.	Develop bilingual leadership skills amongst young people to help them become community champions of the language within their communities
3.	Promote the availability of bilingual services by ensuring Welsh speakers and learners within service areas wear appropriate lanyards/badges
4.	Support the development and promotion of a directory of Welsh medium services available locally
5.	Ensure that Welsh medium events and activities are a part of the Council’s community events programme

6.	Promote Welsh language as a recognised objective for managers, to enable them to map Welsh language provision across their service area and increase capacity where necessary
7.	Consider the impact on the Welsh language when planning housing developments, in particular Welsh medium school places, street names etc.
8.	Ensure the council's website is fully bilingual and pages are monitored and updated in both languages on a rolling programme basis
9.	Ensure the council's Intranet has a Welsh interface and menus in line with Standard 126
10.	Create a campaign to attract young Welsh speaking citizens into youth work, sport and art activities as leaders
11.	Work with young people to raise awareness of the Welsh language as a valuable skill for training and employment
12.	Hold an annual Welsh language jobs fair to raise awareness of the value of the language to employment in the Welsh public sector and the ability to contact the council in Welsh by telephone, face to face and by written communication

<p>Why?</p> <p>Communication and Accessibility – Information must be available bilingually as required by the Welsh Language Standards. We will consider the needs of Welsh speakers and learners in relation to providing all communication. When consulting with citizens and delivering frontline services, staff must be equipped with the required Welsh language skills to deliver services as required by the Welsh Language Standards. By promoting the availability of bilingual council services we will increase the demand for these services and meet our obligations under the county borough's <i>Five Year Welsh Language Strategy</i> and Welsh Government's <i>Million Welsh speakers by 2050</i>.</p> <p>Voice – Engage and consult with local Welsh language groups and organisations, such as the Welsh Language Forum, Menter Iaith Caerffili, the Urdd etc. Encourage Welsh speaking citizens to become members of the council's Viewpoint Panel to ensure that it is representative. Co-production will help build relationships with Welsh speakers and learners so they feel they can influence and make decisions around the services they need. They can also support the Council to identify examples of good practice and where improvement is required.</p> <p>Remove Barriers – Working in partnership with Welsh medium groups and organisations will help us communicate with a wider audience. It will help us deliver services to members of our community, who may think that the Council does not deliver services through the medium of Welsh. Service areas should actively promote the availability of bilingual services, making Welsh speakers and learners feel a part of the community they live in and that they can access services using their language preference without having to ask.</p>

Equality Objective 6	
Inclusive, Diverse and Equal Workforce – Create a workforce which reflects and respects the diversity of the communities within the county borough	
Context	
<p>Creating a workplace which is safe and inclusive promotes a positive working environment where staff feel valued and empowered, enabling them to provide high quality services to our citizens.</p> <p>We need a greater understanding of the diversity of our workforce. To achieve this, collection of equalities monitoring data is crucial. Data must be captured at the beginning of the employment process and cleansed and updated on a regular basis.</p> <p>Fairness at work and good job performance go hand in hand. Tackling discrimination helps to attract, motivate and retain staff and enhances an organisation’s reputation as an inclusive employer.</p> <p>Equalities and Welsh language training equips staff with the skills and understanding required to engage with citizens sensitively. Upskilling staff to have an awareness of protected characteristics ensures that citizens with specific needs, receive services that are accessible and compliant.</p>	
Themes from Is Wales Fairer? 2018	
Education, Work, Living Standards, Health, Justice and Personal Security, Participation	
Relevant Protected Characteristics	
Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation, Welsh Language	
Supporting Documents	
<ul style="list-style-type: none"> ➤ Is Wales Fairer? 2018 Report ➤ Level 2 Disability Confident Employer ➤ Stonewall Diversity Champions 	
Actions:	
1.	Develop online equalities training which will be mandatory for all staff and elected members
2.	<p>Implement the National Training Framework on violence against women, domestic abuse and sexual violence.</p> <ul style="list-style-type: none"> • % of workforce who have completed Basic Awareness training (Group 1) / No of staff completed Basic Awareness training (Group 1) • % of identified staff who have completed Ask and Act training (Group 2) • % of identified staff who have completed Enhanced Training (Group 3) • Implement Refresher training where possible and appropriate

3.	Disability Confident – improve on our current standard
4.	Ensure compliance with specific regulations and encourage disclosure
5.	Re-establish our membership to support Stonewall’s Workplace Diversity Champions Index
6.	Work collaboratively to build the brand ‘Proud Councils’ to support Pride events
7.	Ensure appropriate Welsh language training is available to staff, from basic to advanced levels
8.	Provide opportunities for staff to improve their existing Welsh language skills for business use
9.	Provide opportunities for Welsh speaking staff and learners to use their language skills in the workplace

Why?	
<p>Workforce – The mantra of <i>Stonewall Cymru</i> is that ‘people perform better when they can be themselves’. We also believe to get the best out of our employees and ensure they provide the best services to our citizens; we must nurture a workplace culture that is safe and inclusive. Encouraging greater disclosure will support our equalities monitoring process and will provide us with a greater understanding of the diversity of our workforce.</p> <p>Stonewall Cymru – We will continue to work with Stonewall Cymru to re-establish our membership and position in the Workplace Diversity Champions Index.</p> <p>Disability Confident – We are currently a Disability Confident employer. Attainment to Level 3 accreditation status in acting as a champion for Disability Confident will help us to transparently express our commitment to support the recruitment, retention and development of disabled people who support our services to achieve and succeed as valued employees. In achieving recognition as a Disability Confident Leader, we can gain recognition from disabled staff in our business, disabled people outside of our business, our customers and the wider community through transparent recording and reporting on disability, mental health and well-being in the Council</p>	

Equality Objective 7	
Reducing the Gender Pay Gap	
Context	
<p>We are required to look at gender pay differences within the council and identify an objective that will address any identified difference.</p> <p>The Council publishes an annual Gender Pay Gap Statement 2018 which is a requirement under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. In addition The Public Sector Equality Duty in Wales requires us to produce annual data relating to jobs, grade, pay, contract type and working pattern broken down by gender. There is a further requirement to provide data across a number of protected characteristics in relation to employees at work.</p> <p>As a council we are confident that our gender pay gap does not stem from paying male and female employees differently for the same or equivalent work. The gender pay gap is the result of roles in which male and females currently work and the salaries that these roles attract.</p> <p>Our gender pay gap is reflective of the causes of gender pay gap at a societal level. For example research has identified that, although parents are increasingly flexible, the responsibility of childcare still falls disproportionately upon women. It is a fact within this data that the vast majority of part time posts are held by females and that these are the posts that attract salaries in the lower quartiles.</p>	
Themes from Is Wales Fairer? 2018	
Education, Work, Living Standards, Health, Participation	
Relevant Protected Characteristics	
Age, Marriage and Civil Partnership, Pregnancy and Maternity, Sex	
Supporting Documents	
<ul style="list-style-type: none"> ➤ Corporate Plan 2018-2023 ➤ ‘Is Wales Fairer? 2018 Report’ ➤ Chwarae Teg – State of the Nation 2019 Report 	
Actions:	
1.	Review the data relating to the workforce and determine actions required to meet the general duty as laid down in the Equality Act 2010 (Statutory Duties (Wales) Regulations 2011)
2.	Publish an annual Gender Pay Statement in line with the Equality Act 2010
3.	Use the <i>My Time</i> appraisal process to develop female staff
4.	Raise awareness of job and business opportunities to non-traditional groups (i.e. not stereotyping jobs to gender)
5.	Review and update HR policies regularly to include matters such as flexible working, part-time or job-share options, shared parental leave etc.

Why?

Reporting on gender pay gaps helps us to understand the size and causes of our pay gaps and identify any issues that need to be addressed.

Having a gender pay gap does not necessarily mean that there is gender discrimination. Publishing and monitoring pay gaps will help us understand the reasons for any pay gap and consider whether we need to develop an action plan to tackle the causes. For example, if analysis shows unequal distribution of men and women in occupations and the over-representation of women in lower paid positions.

Section 3:

• DEVELOPMENT OF EQUALITY OBJECTIVES AND THE ENGAGEMENT PROCESS

The Caerphilly We Want 2018-2023 – Well-being Plan – Caerphilly Public Services Board

For the past two years the Caerphilly Public Services Board, its partners and stakeholders, citizens and communities have been working together to assess the well-being of Caerphilly county borough and develop a set of shared objectives to improve well-being over the next five years.

The Well-being Plan; 'The Caerphilly We Want 2018-2023' sets out what the Public Services Board will deliver in collaboration with the statutory, private and third sectors together with our communities.

This, the first plan for the area aims to achieve long-term improvements in well-being and has 4 high level Objectives:

- **Positive Change** – A shared commitment to improving the way we work together
- **Positive Start** – Giving our future generations the best start in life
- **Positive People** – Empowering and enabling all our residents to achieve their own potential
- **Positive Places** – Enabling our communities to be resilient and sustainable

The Well-being Plan and its Delivery Plan show how the Public Services Board has chosen its objectives and the steps it intends to take to meet them.

The Plan has been developed using a wealth of data and consultation responses and sets out activity for the 5-year period of the Plan. In so doing the planned activity has been prioritised to make the best use of collaborative resources and maximise the contribution to the national well-being goals for Wales.

Social Services and Well-being (Wales) Act 2014

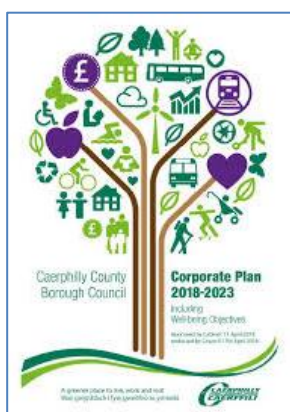
The Act came into force in April 2016 and means that councils must provide information, support and services in the way that the Act sets out. The Act gives individuals and their carers more of a say in the care and support they receive. To support people to achieve well-being, they will make decisions about their care and support in equal partnership with professionals. To help them to do so, they will have easy access to information and advice about what is available in their area.

A new assessment process for care and support will be based on what matters to them as an individual. It will consider their personal strengths and the support available to them from their family, friends and others in the community.

The Act focuses on helping people to stay well, to be safe from harm, to be as independent as possible and to be supported within and by their local community.

The Act has five principles:

- **Promoting Well-being:** Working with people to understand what matters to them and helping them achieve what is important for their well-being
- **Voice and control:** Putting people at the centre of their care; giving them a voice in making decisions about their life and control over reaching the outcomes that matter to them
- **Prevention and early intervention:** Increasing preventative services within the community to help people to keep well and help us to know when they may need extra support to prevent problems reaching a critical stage
- **Coproduction:** Providing opportunities for people to be involved in how their care and support is designed and provided
- **Collaboration:** Strong partnership working between the various organisations and people that support them, helping people live the life they choose for longer



The Corporate Plan 2018-2023 Including Well-being Objectives

In 2018 we set our six Well-being Objectives and incorporated them into our Corporate Plan. Setting objectives is not new, we have been setting Well-being Objectives and Improvement Objectives for a number of years; however this was the first time we have set objectives over a five year planning period.

We set our Well-being Objectives by using intelligence and data from the Well-being Assessment that was carried out to inform the PSB Well-being Plan. This told us about the concerns people had and the areas they would like to see improve.

The Objectives were also informed by our duty to deliver sustainability which is described within the five ways of working in each objective. We also looked at how we could build on strengths that support improvement in our action planning (and not just areas to improve)

We show how our Objectives contribute towards the seven national Well-being Goals and the areas below are not all that we do, indeed it is not possible to cover everything the Council does, but we have set these six objectives as they are critical to improving citizens' well-being both in the long and short term. These Objectives will be reviewed periodically and we will consult on any changes with our citizens.

Objective 1 – Improve education opportunities for all

Objective 2 – Enabling employment

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

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

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

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

Our Strategic Equality Objectives will support progression in advancing equality and inclusion for all protected characteristics and delivery of the Public Sector Equality Duty. The objectives will ensure we are fulfilling our obligations as outlined in the Well-being of Future Generations (Wales) Act 2015.

To ensure our Strategic Equality Objectives are relevant, views were sought on whether the objectives outlined would help the Council reduce inequalities in the workforce and assist service access and delivery.

Consultation Process and Outcomes

A formal consultation was conducted from 11 November 2019 to 6 December 2019. The consultation was widely promoted, accessible on a variety of platforms and was available bilingually and in easy read format.

The consultation was published on the Council's website. Downloadable versions of the survey were available in a variety of formats on request. Details of the consultation were shared via the Council's social media platforms reaching 4173 people and resulting in 187 engagements. A press release was prepared for local media and promoted on the Council's Website.

A number of engagement events with key stakeholder groups were held; members of staff from the Equalities, Welsh Language and Consultation Team attended the County meeting of Caerphilly People First and Parent Network Groups to seek participants' views in relation to each of the draft equalities objectives. A British Sign Language facilitator met with Deaf people across the county borough, she documented their views on the draft plan, and provided a summary of their comments. Similarly, Disability CanDo carried out consultation sessions with Disability Groups to seek their views on the draft equality objectives.

Consultation responses highlighted a number of overarching themes as well as specific issues and barriers in relation to the draft objectives outlined.

What people think we should do:

- Information should be provided in formats and language choice (including BSL) to ensure that it is accessible to all. This is particularly important in relation to key Council services (e.g. refuse and recycling) and not just targeted services within Social Services (*Equality Objective 1 – Action 3*)
- Council employees should have equality and diversity training (*Equality Objective 3 – Action 2*)
- Provide staff training to raise awareness of equalities and Welsh language issues to empower staff to identify and tackle discrimination and stereotyping (*Equality Objective 3 – Action 2*)
- Work with third sector organisations to identify ways in which we can work together in delivering our equalities duties (*Equality Objective 3 – Action 4*)
- Review and strengthen internal processes for undertaking Equality Impact Assessments and related consultation (*Equality Objective 4 – Action 7*)
- Keep respondents and the wider community informed about the progress of the Plan and other consultations that are undertaken
- The Council needs to ensure that the development of Welsh language education provision remains a priority
- The Council should take the lead in identifying reasons for the gender pay gap and work with others (in particular Welsh Government) to set out proposals on how to reduce the gender pay gap
- Ensure that Elected Members gain an awareness of equalities issues and ensure that there is clarity on the role of Elected Members in helping to deliver on equalities issues (*Equality Objective 3 – Action 2*)

Whilst an effort was made to engage with all sectors of the community, it is evident that no responses were received from individuals representing local religious groups or the black and minority ethnic community. This has been addressed as an action under Strategic Equality Objective 4 - *Review and update our key stakeholder groups within the county borough that represent protected characteristic groups.*

To see the report in full click on the following link: [Consultation Report](#) or alternatively please visit <https://www.caerphilly.gov.uk/Equalities>

Section 4:

- **DELIVERY AND MONITORING OF THE EQUALITY OBJECTIVES**

Corporate Plan

The Council has a 5 year Corporate Plan with six Well-being Objectives. Within those six objectives are actions to improve inclusivity and diversity across a range of areas.

Service Planning

The Local Government (Wales) Measure 2011, places a duty on local authorities to 'make arrangements' to continuously improve. Part of those arrangements is our planning cycles. Our planning cycles identify our priorities and built into this cycle is equalities, Welsh language and inclusivity aims.

Directorate Performance Assessment

We have introduced a new way of assessing and reporting called 'Directorate Performance Assessments' (DPA). These assessments are designed to bring together a range of separate reporting information into one 'single source of the truth'. The purpose is to provide learning into how each Directorate is performing, identifying cause and effect and to act on this knowledge to improve. This will include equality and language information and is also reported to Scrutiny Committees and Cabinet.

Performance Reporting

Once a year we report to the public on how we are performing against our Well-being Objectives and include updates on equalities and Welsh language improvements. We identify what has not gone well and what we have learnt and what we are doing to improve.

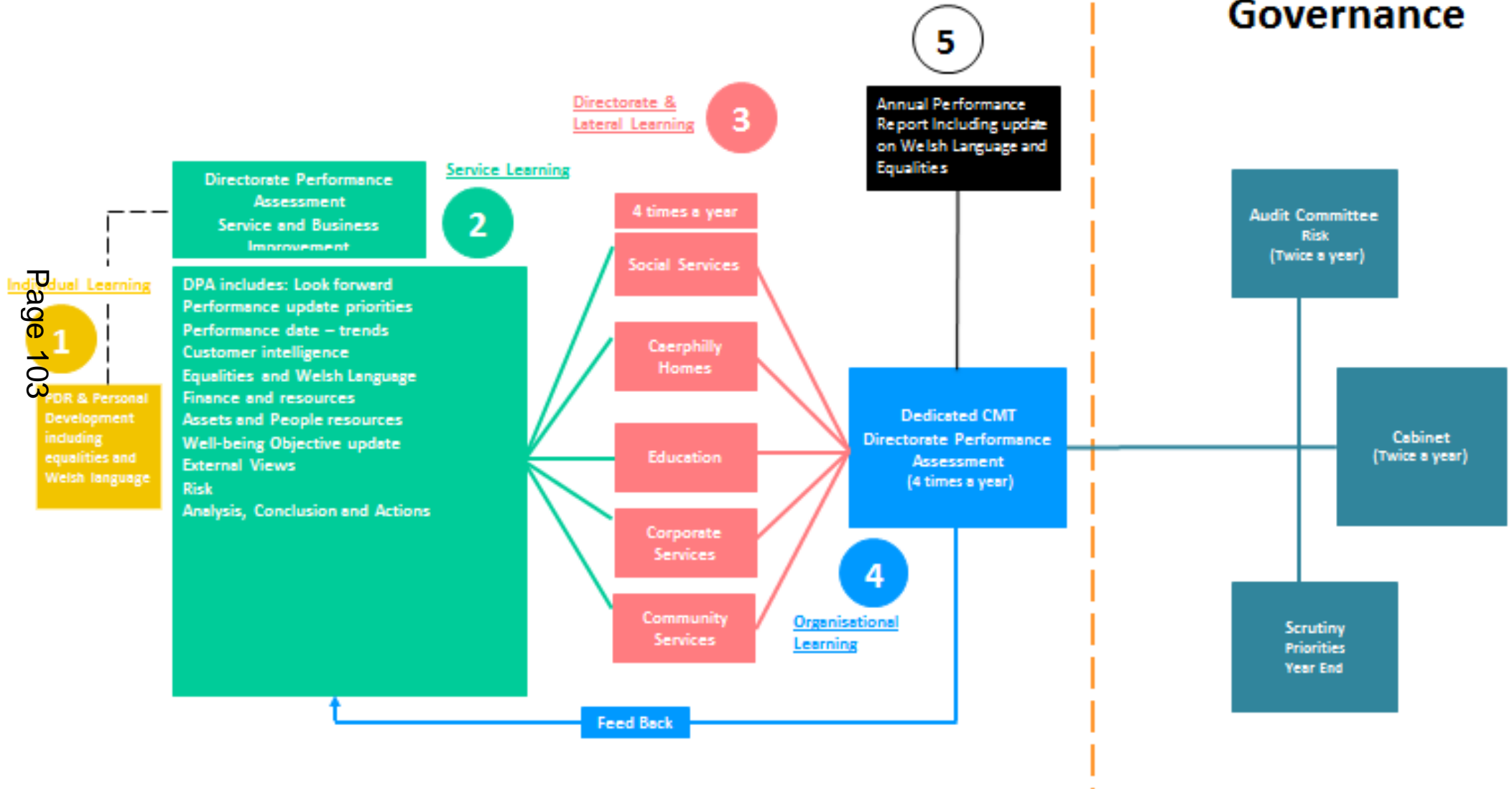
Strategic Equality Plan Annual Monitoring Report.

Under the Public Sector Equality Duty the Council has a legal duty to produce and publish a Strategic Equality Plan Annual Monitoring Report which reports on the Council's progress in delivering services against the statutory duties, the public sector equality Duties and the Council's own Strategic Equality Objectives. The report must be published by the 31st March each year

Internal Document

Performance and Equalities Reporting 2019

Reporting & Governance



Caerphilly County Borough Council Strategic Equality Plan 2020-24

Consultation Report

Introduction and Context

Alongside every local authority in Wales, to meet the Public Sector Equality Duty, Caerphilly County Borough Council is required by the Welsh Government to prepare a Strategic Equality Plan for 2020-2024. This needs to be published by April 2020. The Plan has been written to explain to staff, elected members, citizens and stakeholders, how Caerphilly County Borough Council intends to deliver its equalities commitments whilst continuing to be an inclusive organisation that does not tolerate discrimination of any kind.

Building on the ongoing commitment and previous work of the Council to achieve equality, the Council undertook a range of evidence gathering and pre-consultation engagement to develop the content of the draft Strategic Equality Plan and to develop draft Equality Objectives in a considered way:

- A review of legislative requirements
- A review of external reports and guidance from the Equality and Human Rights Commission
- A review of the Council's current Strategic Equalities Plan and associated documents and guidance
- A review of previous consultation exercises undertaken by the Council in relation to equalities issues
- An analysis of local and national datasets
- A review of the Welsh Government and other local authority equalities documents
- Engagement with service delivery managers within the Council
- Discussions with the Welsh Local Government Association, Welsh Government and other local authorities across Wales, regarding key equalities issues which are current and in the future that could be considered equality objectives

The draft equality objectives within the Plan were then subject to a period of formal consultation.

Purpose

The purpose of the formal consultation undertaken was to seek the views of citizens, elected members, staff and other stakeholders on the draft objectives outlined within the draft Strategic Equality Plan and to identify the most appropriate actions to help the Council achieve those objectives, once agreed. This approach will help identify meaningful actions based identified need and is in line with that of Welsh Government.

Specifically, the consultation invited respondents to give their views in relation to each of the draft objectives as outlined below:

1. Understand and remove the barriers people face when accessing services
2. Improve education opportunities for all
3. Promote and facilitate inclusive and cohesive communities
4. Engage with members of the community to participate and have their voices heard when planning service delivery
5. Ensure the Welsh speaking public can access services that comply with the statutory requirements
6. Create a workforce which reflects and respects the diversity of the communities within the county borough
7. Reduce the Gender Pay Gap

Views were sought on whether the objectives outlined will help the Council to reduce inequalities in the workforce and assist service access and delivery. Where respondents disagreed with any of the objectives they were asked to give reasons for their views. The consultation also asked respondents to highlight any areas of inequality not covered by the proposed objectives and to then identify key actions the Council should take to ensure that we reduce inequalities in the workforce and assist service access and delivery. Respondents were also asked whether their response to the consultation had been influenced because of any of the protected characteristics as this may have a bearing on the responses given.

Methodology (What we did)

The formal consultation took place over a period of 4 weeks from 11th November 2019 to 6th December 2019.

Supporting documents used in the consultation can be found in **Annex 1**

- a) Summary of Context and Strategic Objectives
- b) Easy read version
- c) Questionnaire
- d) Presentation used at face to face consultation meetings

To enable all those who wished to give their views to take part, all consultation documents were made available bilingually and in a variety of formats including easy read and large print. The consultation was promoted in a variety of ways and made available across a range of platforms. The primary consultation tool was a questionnaire but participants were encouraged to respond in a number of ways. Face to face consultation took place with groups who have a particular interest in this consultation and are harder to reach via other consultation methods.

Staff and Elected Members

The consultation was promoted internally to elected members and employees:

- via e-mail messages
- Service Managers via Management Network
- via the Council's Intranet page and
- paper versions were made available to non-office based staff where requested

Stakeholder groups

Details of the consultation and how to get involved were distributed widely to:

- local and regional organisations with an interest in equalities issues and local public sector partner organisations via e-mail distribution lists for wider circulation
- local third sector organisations via Gwent Association of Voluntary Organisations (GAVO) for wider dissemination
- local town and community councils via e-mail. All town and community council's held meetings within or just after the consultation period
- Caerphilly Viewpoint Panel members, Caerphilly People First, the Regional Community Cohesion Officer, Menter Iaith Caerffili, Disability Cando, Caerphilly 50+ Forum, Umbrella Cymru, Stonewall Cymru, Disability Wales, Deaf-Friendly and Caerphilly County Borough's Youth Service and LGBT Youth Group were contacted via e-mail and encouraged to take part

To give the opportunity for in depth feedback, face-to-face focus groups were held with:

Caerphilly People First

Members of staff from the Equalities team attended the County meeting of Caerphilly People First at their offices in Bargoed on 26th November 2019. A presentation was made to the group and participants views were sought in relation to each of the draft equalities objectives.

Caerphilly Parent Network

Members of the Equalities team attended both meetings with both Gelligaer and New Tredegar groups on 3rd December 2019. Details of the presentation were provided as a handout and the group members were guided through a discussion around the proposed equalities objectives.

Caerphilly Deaf Community

During the consultation period, a British Sign Language facilitator met with Deaf people across the county borough and asked their views on the draft plan. A written response summarising their comment was then provided to the Council.

Disability CanDo

On behalf of the Council, Disability CanDo carried out three sessions with

- **Dementia Friendly Café at St Gladwys Church Hall, Bargoed**
- **Mental Health Group at Platform Offices, Oakwood and**
- **Sight Club at Fleur De Lys Community Hall.**

Many of those contacted would not have been able to complete the survey online.

Residents and the wider audience

To reach as wide an audience as possible

- the consultation was highlighted on the front page of the Council's website with a link directly to the consultation documentation and an online survey. A paper version of the survey was also available for printing from the Website or on request in a variety of formats
- details of the consultation were shared via the Council's Twitter feed and Facebook page. The Facebook post reached 4173 people and 187 engagements
- A news release was prepared for the local media and shared on the Council's Website

Results

Responses and respondent profile

Overall, 15 respondents completed the questionnaire online. Of these, only two people were under the age of 50. Half of those who completed the survey had a disability, two thirds were female and all identified their ethnic origin as white and English as their main language. A number of those who responded to the consultation indicated that they had first-hand experience of equalities issues.

In addition, three written responses were received, one from representatives of the Deaf community, one from a local councillor and one from a local resident.

In total 12 members of Caerphilly Parent Network attended the face to face focus group discussions. These were split between two separate groups (5 participants in Gelligaer and 7 participants in New Tredegar). All were female and 2 were grandparents.

At the meeting with Caerphilly People First, there were 20 people with learning disabilities 13 men and 7 women. The youngest at the meeting was 22 years old and the oldest 78 years old.

The group sessions carried out by Disability CanDo represents the involvement across the three groups of 38 people with disabilities and 18 carers or support workers. Those with disabilities were between 40 and 60 years of age with a predominance of older people.

Whilst an effort was made to engage with all sectors of the community, it is evident that no responses were received from individuals representing local religious groups or the black and minority ethnic community.

Respondent views and emerging themes

The consultation responses highlighted a number of overarching themes as well as specific issues and barriers in relation to the draft objectives outlined.

A digest of the responses received can be found in **Annex 2**:

- a) Summary of survey responses generated by SNAP
- b) Notes from group discussions
- c) Caerphilly People First Newsletter
- d) Written responses received
 - a. Deaf community
 - b. Cllr. James Pritchard
 - c. Resident response
- e) Response from Disability Can Do

We have incorporated the relevant Equality Objective and Action alongside the feedback that follows to demonstrate how the views of consultees have informed some of the actions.

Context

It was recognised by those who responded to the consultation that Equalities needs to be a high priority for the Council. Whilst not statistically valid due to the small number of responses, there was agreement amongst those who did respond, that the objectives outlined are relevant. The importance of ensuring that measurable actions with clear timeframes are attached to each objective and that progress towards these actions is monitored.

Objective 1: Understand and remove the barriers people face when accessing services

Barriers identified:

- A lack of knowledge of how the Council works and what and how services are provided – often people do not know about services/education and training opportunities that are available to them
- Whilst digital options are useful to many they are not suitable for everyone in particular older people and adults with learning disabilities
- Libraries (and customer services) offer a vital point of face to face contact and resource to local communities in particular parents with young children and older people
- A lack of access to reliable public transport was considered a barrier to accessing services and impacts on the most isolated communities and the most vulnerable residents within those communities. Some feel very isolated as local facilities are being removed with no means to access services further afield
- Physical access can be a barrier (areas of Council responsibility in relation to this include maintenance of pavement surfaces, tree maintenance and street lighting)
- A lack of understanding of disabilities, mental health issues and other areas of equalities is seen to act as a barrier

What people think we should do:

- Information should be provided in formats and language choice (including BSL) to ensure that it is accessible to all. This is particularly important in relation to key Council services (e.g. refuse and recycling) and not just targeted services within Social Services (*Equality Objective 1 – Action 3*)
- Council employees should have equality and diversity training (*Equality Objective 3 – Action 2*)

No further comments came out of the consultation relating to this objective

Objective 2: Improve education opportunities for all

- Ensure that the education is a priority for the Council to ensure that all pupils are afforded the opportunity to learn in a cohesive environment
- Need to ensure adequate educational support for those with additional learning needs and consider the impact of the Additional Learning Needs Bill
- Need to improve employment opportunities for those with disabilities including autistic adults and those with learning disabilities
- Increase participation by removing barriers and ensuring that opportunities meet the needs/interests of residents

What people think we should do:

- To improve educational opportunities, there is a need to understand the difficulties people with disabilities have in accessing and maintaining employment and the impact a change of circumstances regarding employment can have on the lives of people with disabilities.

No further comments came out of the consultation relating to this objective

Objective 3: Promote and facilitate inclusive and cohesive communities

- On the whole, participants in the consultation feel safe and included within their communities although with those with both physical and mental health conditions expressed that they had encountered discrimination
- There is a role for Elected Members in galvanising community cohesion
- The important role of the voluntary sector in facilitating community cohesion needs to be fully recognised

What people think we should do:

- Provide staff training to raise awareness of equalities and Welsh language issues to empower staff to identify and tackle discrimination and stereotyping (*Equality Objective 3 – Action 2*)
- Work with third sector organisations to identify ways in which we can work together in delivering our equalities duties (*Equality Objective 3 – Action 4*)

No further comments came out of the consultation relating to this objective

Objective 4: Engage with members of the community to participate and have their voices heard when planning service delivery

- Consideration of Equalities issues should be a key factor when making decisions in relation to service development and change. Carrying out a thorough Equality Impact Assessment and the appropriate consultation is fundamental to this process
- Well informed communities are able to engage more effectively therefore communication is the key. Communication needs to be appropriate to all audiences and face to face engagement was considered to be very important to those taking part.
- We need to engage with our communities in a *meaningful* way (face to face) and not “pay lip service” to equalities issues
- We need to feed back to our communities to ensure that they recognise how their views are taken on board and empower them to get involved further
- In considering the needs of one protected group, ensure that this does not have a negative impact on other protected groups
- Ensure that we utilise local data sources to reveal patterns of inequality that may be addressed
- We need to engage with staff at all levels within the organisation as they are key to ensuring that services are communicated and delivered effectively to residents and service users

What people think we should do:

- Review and strengthen internal processes for undertaking Equality Impact Assessments and related consultation (*Equality Objective 4 – Action 7*)
- Keep respondents and the wider community informed about the progress of the Plan and other consultations that are undertaken

Objective 5: Ensure the Welsh speaking public can access services that comply with the statutory requirements

- Whilst not of direct relevance to participants, they recognised that a rise in the number of younger Welsh speakers means that this objective will be of increasing importance moving forward

What people think we should do:

- The Council needs to ensure that the development of Welsh language education provision remains a priority

No further comments came out of the consultation relating to this objective

Objective 6 and 7: Create a workforce which reflects and respects the diversity of the communities within the county borough and Reduce the Gender Pay Gap

- Whilst considered important by those who responded to the consultation, it was recognised that these are complex issues that the Council should take a lead on
- Diversity should be reflected in both the workforce and amongst Elected Members

What people think we should do:

- The Council should take the lead in identifying reasons for the gender pay gap and work with others (in particular Welsh Government) to set out proposals on how to reduce the gender pay gap

No further comments came out of the consultation relating to these objectives

Is there anything missing from the draft Plan?

- Ensure that Elected Members gain an awareness of equalities issues and ensure that there is clarity on the role of Elected Members in helping to deliver on equalities issues (*Equality Objective 3 – Action 2*)

Next steps

The outcomes of the consultation will be considered alongside feedback from staff and Service managers and will help to inform a revised version of the Council's Strategic Equality Plan 2020-2024 before it is approved and adopted in April 2020. Actions identified as part of the consultation will be included within the final Strategic Equality Plan.

Annex 2: Digest of comments

Comments have been redacted to protect anonymity of respondents

[Annex 2a SEP Survey Summary 11.12.19](#)

[Annex 2b SEP Consultation – Parent Network Notes New Tredegar](#)

[Annex 2b SEP Consultation – Parent Network Notes Gelligaer](#)

[Annex 2b SEP Consultation – Caerphilly People First Notes](#)

[Annex 2c SEP Consultation – Caerphilly People First Newsletter](#)

[Annex 2d SEP Consultation – Response Cllr Pritchard](#)

[Annex 2d SEP Consultation – Response Deaf Community](#)

[Annex 2d SEP Consultation – Response Resident](#)

[Annex 2e SEP Consultation – Response Disability CandDo](#)

EQUALITY IMPACT ASSESSMENT FORM

July 2019

THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

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

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- | | |
|----------------------------------|----------------------------------|
| • Age | • Race |
| • Disability | • Religion, Belief or Non-Belief |
| • Gender Re-assignment | • Sex |
| • Marriage and Civil Partnership | • Sexual Orientation |
| • Pregnancy and Maternity | • Welsh Language* |

* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

THE EQUALITY IMPACT ASSESSMENT

NAME OF NEW OR REVISED PROPOSAL*	Strategic Equality Plan 2020-2024
DIRECTORATE	Education and Corporate Services
SERVICE AREA	Business Improvement and Partnerships
CONTACT OFFICER	Anwen Cullinane
DATE FOR NEXT REVIEW OR REVISION	2024

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

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

The Council’s work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

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

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council’s Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact equalities@caerphilly.gov.uk for assistance.

PURPOSE OF THE PROPOSAL

1	<p>What is the proposal intended to achieve? <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The Strategic Equality Plan (SEP) and equality objectives contained within it have been developed to document the steps that the Council intends to take to meet its specific duties. It covers all protected characteristics: age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex, sexual orientation. It contains information about how the Council promotes equality, fosters good relations and deals with discrimination and harassment across all its services.</p>
2	<p>Who are the service users affected by the proposal? <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <p>Everyone who lives, works or visits the county borough, including members of staff, stakeholders, citizens, elected members and visitors of all protected characteristics.</p>

IMPACT ON THE PUBLIC AND STAFF

3	<p>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals? <i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>Yes the Strategic Equality Plan looks to identify and address any identified barriers which prevent people with protected characteristics from accessing services and to work with them to find solutions.</p>
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4	Is your proposal going to affect any people or groups of people with protected characteristics? <i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i>	
Protected Characteristic	Positive, Negative, Neutral	What will the impact be? If the impact is negative how can it be mitigated?
Age	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic. We consulted with the 50+ Forum on the Draft SEP Objectives. Feedback from the consultation has helped inform us of the relevant actions to deliver our services in a more improved and inclusive way.
Disability	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic. We consulted with the 50+ Forum, Caerphilly People First, Disability Wales and Disability Cando. Feedback from the consultation has helped inform us of the relevant actions to deliver our services in a more improved and inclusive way.
Gender Reassignment	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic. Umbrella Cymru, Stonewall Cymru and CCBC's LGBT Youth Group were consulted. Feedback from the consultation has helped inform us of the relevant actions to deliver our services in a more improved and inclusive way.
Marriage & Civil Partnership	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic.
Pregnancy and Maternity	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic.
Race	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic. Whilst an effort was made to engage with all sectors of the community, it is evident that no responses were received from individuals representing local black and minority ethnic community. This has been included as an action under Strategic Equality Objective 4 - <i>Review and update our key stakeholder groups within the county borough that represent protected characteristic groups.</i>
Religion & Belief	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic. Whilst an effort was made to engage with all sectors of the community, it is evident that no responses were received from individuals representing local religious groups. This has been included as an action under Strategic Equality Objective <i>Review and update our key stakeholder groups within the county borough that represent protected characteristic groups.</i>

Sex	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic. We consulted with Chwarae Teg specifically.
Sexual Orientation	Positive	The SEP has been written to ensure that nobody is discriminated against regardless of protected characteristic. Umbrella Cymru, Stonewall Cymru and CCBC's LGBT Youth Group were consulted. Feedback from the consultation has helped inform us of the relevant actions to deliver our services in a more improved and inclusive way.

5	<p>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>No negative impact on the Welsh language.</p> <p>Although Welsh language issues are not covered by the Equality Act 2010 but have a set of standards under the Welsh Language (Wales) Measure 2011. These are detailed in the regulations approved by Welsh Government as the Welsh Language Standards (No. 1) Regulations 2015.</p> <p>One of the Strategic Equality Objective's is specifically on the Welsh Language with its aim being to ensure that the Welsh speaking public can access services that comply with the statutory requirements</p>
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INFORMATION COLLECTION

6	<p>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users. <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>Our Strategic Equality Objectives will support us to continue making progress in advancing equality and inclusion for all protected characteristics and help us meet the Public Sector Equality Duty. The objectives will also ensure that we are meeting our obligations as outlined in the framework of the Well-being of Future Generations (Wales) Act 2015.</p> <p>In writing the plan we drew information from current plans that the council has in place set alongside relevant legislation and reports;</p> <p>Corporate Plan 2018-2023</p> <p>Equality Act 2010</p> <p>Welsh Language (Wales) Measure 2011</p> <p>Welsh Government's <i>Well-being of Future Generations (Wales) Act 2015</i></p> <p>Social Services and Well-being (Wales) Act 2014</p> <ul style="list-style-type: none">➤ Caerphilly Public Services Board's Well-being Plan 2018-2023➤ Is Wales Fairer? 2015(EHRC)➤ Is Wales Fairer? 2018 Report (EHRC)➤ Welsh Government - Digital Inclusion Framework➤ Caerphilly County Borough Council – Customer and Digital Strategy➤ Prosperity for All Action Plan➤ Cymraeg 2050➤ Council's Compliance Notice - Welsh Language Standards➤ Five Year Welsh Language Strategy➤ Nurture, Equip and Thrive (NET)➤ Community Cohesion National Delivery Plan 2014-2016➤ Communication and Engagement Strategy➤ Team Caerphilly – Better Together Transformation Strategy➤ Level 2 Disability Confident Employer➤ Stonewall Diversity Champions➤ Chwarae Teg – State of the Nation 2019 Report
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CONSULTATION

7	<p>Please outline the consultation / engagement process and outline any key findings. <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>A formal consultation was conducted from 11 November 2019 to 6 December 2019. The consultation was widely promoted, accessible on a variety of platforms and was available bilingually and in easy read format.</p> <p>The consultation was published on the Council’s website. Downloadable versions of the survey were available in a variety of formats on request. Details of the consultation were shared via the Council’s social media platforms reaching 4173 people and resulting in 187 engagements. A press release was prepared for local media and promoted on the Council’s Website.</p> <p>A number of engagement events with key stakeholder groups were held; members of staff from the Equalities, Welsh Language and Consultation Team attended the County meeting of Caerphilly People First and Parent Network Groups to seek participants’ views in relation to each of the draft equalities objectives. A British Sign Language facilitator met with Deaf people across the county borough, she documented their views on the draft plan, and provided a summary of their comments. Similarly, Disability CanDo carried out consultation sessions with Disability Groups to seek their views on the draft equality objectives.</p> <p>Consultation responses highlighted a number of overarching themes as well as specific issues and barriers in relation to the draft objectives outlined.</p> <p>Whilst an effort was made to engage with all sectors of the community, it is evident that no responses were received from individuals representing local religious groups or the black and minority ethnic community. This has been addressed as an action under Strategic Equality Objective 4 - <i>Review and update our key stakeholder groups within the county borough that represent protected characteristic groups.</i></p> <p>To view the full consultation please see the associated Consultation Report</p>
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MONITORING AND REVIEW

<p>8</p>	<p>How will the proposal be monitored? <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>The equality objectives have associated actions to make them measurable and results orientated. Progress will be monitored through service planning and Directorate Performance Assessments. These assessments are designed to bring together a range of separate reporting information into one ‘single source of the truth’. The purpose is to provide learning into how each Directorate is performing, identifying cause and effect and to act on this knowledge to improve. This will include equality and language information and is also reported to Scrutiny Committees and Cabinet.</p> <p>Once a year we report to the public on how we are performing against our Well-being Objectives and include updates on equalities and Welsh language improvements. We identify what has not gone well and what we have learnt and what we are doing to improve.</p> <p>Under the Public Sector Equality Duty the Council has a legal duty to produce and publish a Strategic Equality Plan Annual Monitoring Report which reports on the Council’s progress in delivering services against the statutory duties, the public sector equality Duties and the Council’s own Strategic Equality Objectives. The report must be published by the 31st March each year.</p>
<p>9</p>	<p>How will the monitoring be evaluated? <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>We will ensure that the actions outlined in the SEP will be delivered over its 4 year duration.</p>
<p>10</p>	<p>Have any support / guidance / training requirements been identified? <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>A number of training requirements were identified and have been incorporated as actions in the SEP</p>
<p>11</p>	<p>If any adverse impact has been identified, please outline any mitigation action.</p> <p>N/A</p>

12	<p>What wider use will you make of this Equality Impact Assessment? <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>The EIA will be appended to the report and the SEP for approval.</p>
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13	<p>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</p> <p style="text-align: right;">Please tick as appropriate:</p> <p>No major change – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p>Adjust the proposal – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p>Continue the proposal – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p>Stop and remove the proposal – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
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Form completed by:	
Name:	Anwen Cullinane
Job Title:	Senior Policy Officer – Equalities, Welsh Language and Consultation
Date:	06.12.19

Head of Service Approval	
Name:	Stephen Harries
Job Title:	
Signature:	
Date:	



CABINET – 11TH MARCH 2020

SUBJECT: INTEGRATED TRANSPORT UNIT COLLABORATION

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

- 1.1 The attached report outlined the proposal for the Integrated Transport Units (ITUs) of both Caerphilly and Rhondda Cynon Taf County Borough Councils to work collaboratively to create a centre of excellence for the delivery of passenger transport services across both local authorities. This report was considered by the Environment and Sustainability Scrutiny Committee on 11th February 2020.
- 1.2 Members were advised that ITUs provide services for public bus services, home to school transport and Social Services transport. Also, whilst harmonising processes and procedures where mutually beneficial, under the proposal each ITU would remain independent and self-sufficient.
- 1.3 During the course of the ensuing debate one Member raised the issue of Trade Union involvement, and asked if their views had been taken into consideration. Officers advised Committee that the relevant Trade Unions had been fully consulted as part of the Consultation Process, which included ITU staff, and their support for the proposal had been secured. It was highlighted that no redundancies are currently anticipated as a result of the collaboration proposal.
- 1.4 Discussion took place on the possibility of extending the collaborative approach with other local authorities to future work practices. Officers explained that this could be an option as the Council considered different ways of working, but ensuring necessary skillsets were in place would have to be a priority beforehand. One Member queried an assertion in the Financial Implications section of the report which highlighted that there are no direct financial implications arising from the report beyond the existing ITU budgets established by each council. The Member asked why no cost savings were identified as a result of amalgamating transport teams. Officers explained that savings would be made in the future after aligning services and ensuring that contracts are fully integrated. The Scrutiny Committee were advised that currently each ITU has contracts with different suppliers for services such as IT. Members were advised that collaboration would ultimately produce savings, but only after alignment was fully established.
- 1.5 The Scrutiny Committee sought clarification on the autonomy of the ITUs and one Member was keen to establish the impact on future applications for public transport funding. Officers gave assurances about the independence of each ITU and advised that grant applications in the future would still be submitted as unitary authorities.
- 1.6 Following consideration and discussion the Environment and Sustainability Scrutiny Committee unanimously recommended that:
 - (i) Cabinet is asked to approve the Council working with Rhondda Cynon Taf County

Borough Council to create a centre of excellence for the delivery of passenger transport services across Caerphilly and RCT.

- (ii) Delegated authority be sought from Cabinet for the approval and amendment of the business and delivery plan to the joint management team, and for the preparation and agreement of Terms of Reference for the joint board/ steering group in consultation with the respective Cabinet/ Executive Members.

1.7 Cabinet are asked to consider the report and the above recommendations.

Author: Mark Jacques, Scrutiny Officer – jacqum@caerphilly.gov.uk

Appendices:

Appendix Report to Environment and Sustainability Scrutiny Committee Report 11th February 2020 – Agenda Item 9



ENVIRONMENT AND SUSTAINABILITY SCRUTINY COMMITTEE – 11TH FEBRUARY 2020

SUBJECT: INTEGRATED TRANSPORT UNIT COLLABORATION

REPORT BY: INTERIM CORPORATE DIRECTOR – COMMUNITIES

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to seek Members views on the proposal for the Integrated Transport Units of both Caerphilly and Rhondda Cynon Taf County Borough Councils to work collaboratively to create a centre of excellence for the delivery of passenger transport services across both local authorities, prior to presenting recommendations to Cabinet.

2. SUMMARY

- 2.1 Caerphilly and Rhondda Cynon Taf Councils have been discussing the potential for the creation of a joint Integrated Transport Unit (ITU). Both councils already have well-run and adequately resourced ITUs providing services for public bus services, home to school transport and Social Services transport for vulnerable adults and children. The proposal is to underpin the good work that each council undertakes through its respective ITUs, and create resilience and capacity that will ensure business continuity.
- 2.2 The proposal is for a joint management structure to be put in place to manage the respective ITUs of each council, and through this collaboration the two councils would share resources to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.

3. RECOMMENDATIONS

- 3.1 Members are asked to consider the contents of this report and endorse the following recommendations that:
1. Cabinet is asked to approve the Council works with Rhondda Cynon Taf County Borough Council to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.
 2. Delegated authority is sought from Cabinet for the approval and amendment of the business and delivery plan to the joint management team, and for the preparation and agreement of Terms of Reference for the joint board/steering group in consultation with the respective Cabinet/Executive Members.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The Council is continually reviewing and adapting services in light of reducing funds from the

Government. Collaboration with neighbouring local authorities helps to improve the resilience of service delivery, ensuring that our residents continue to receive the best services.

- 4.2 Ensuring that the two councils are joined up will help to deliver the most efficient cost effective passenger transport service to residents and users. A joint management structure will identify and embed best practice, establish common processes and share of resources to create a single passenger transport centre of excellence, providing services across both councils.
- 4.3 With proposals for local government reorganisation being costly and disruptive, the current preference is toward the collaboration of service provision and back office functions between existing local authorities. The creation of the Cardiff Capital Region is a step toward the creation of regional Joint Transport Authorities. Developing a centre of passenger transport excellence, based around two of its strongest councils, offers a foundation on which to expand and provide services on a wider regional footprint for and on behalf of other councils.

5. THE REPORT

5.1 Background

- 5.1.1 The Welsh Government wants strong and empowered local government which can provide bold, determined and focused local leadership. The vision is for empowered local authorities that have the freedom, powers and values that drive them to look to the future, learning from the past but not stuck in it. Success will be measured by how much is being done better and the positive difference this makes to people's lives.
- 5.1.2 Their vision for local government is one that builds on its current strengths, reinvigorating not reinventing. It looks to those councils with the strength and scope to be bold and ambitious to work in the best interests of the communities they serve to work with other like-minded councils and make a difference, using public money more effectively.
- 5.1.3 The recent Welsh Government White Paper; Improving Public Transport, makes a case for regional working via Joint Transport Authorities. Whilst it is understood that this is not being taken forward as part of the drafting for the Bus (Wales) Bill, the Local Government and Elections (Wales) Bill 2019 makes provision for corporate joint committees to be established to support regional working and collaboration in areas such as transport.
- 5.1.4 In this period of ongoing austerity, the challenge requires a long term approach that transforms service delivery. Joint working helps to maximise opportunities and simplifies the complexities of repetition, reducing administrative burden, building on strengths and providing resilience.
- 5.1.5 In parallel, there are growing pressures on staff resources, particularly at the managerial level, where on a Wales-wide basis the pool of talent continues to diminish through retirement and increased competition for such managers from fellow councils, Transport for Wales and transport consultancies. Both councils have been affected by such pressures.
- 5.1.6 With this in mind, Caerphilly and Rhondda Cynon Taf Councils have been discussing the potential for the creation of a joint Integrated Transport Unit (ITU). Both councils already have well-run and adequately resourced ITUs providing services for public bus services, home to school transport and Social Services transport for vulnerable adults and children. The proposal is to underpin the good work that each council undertakes through its respective ITUs, and create resilience and capacity that will ensure business continuity.
- 5.1.7 This pooling of resources will enable greater resilience and long-term stability of service delivery, sharing of specialist skills, greater opportunities for personal development, business continuity, career development and the potential to scale up to provide services across a wider geographical footprint.

5.1.8 The current proposal envisages a virtual team based at the respective offices of the two councils. Consideration will be given to co-location as part of the wider regional agenda in the future.

5.2 Proposal

5.2.1 A joint management structure would be put in place to manage the respective ITUs of each council, and by working together the two councils would share resources to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.

5.2.2 Both councils are acting from a position of strength with well-run and adequately resourced ITUs. Caerphilly's ITU Team Leader and Rhondda Cynon Taf's Transportation Manager would work together under a Memorandum of Understanding (see Appendix 1), and form part of a joint management team, which would be supported by Caerphilly's Transportation Engineering Manager and Rhondda Cynon Taf's Service Director – Frontline Services.

5.2.3 A joint board/steering group would be established with Cabinet/Executive member and officer representation from each council covering Audit, Education, Finance, Human Resources, Social Services and Transport requirements to ensure that there is an even allocation of management and administrative resources across both councils, based on their current proportions. Terms of Reference for the joint board/steering group will need to be prepared and agreed.

5.2.4 The joint management team would be responsible for delivering performance reports (as required in the business and delivery plan) to the joint board/steering group, who will provide direction and oversight, and have the responsibility for reviewing performance and reporting back to their respective councils, supported by the joint management team.

5.2.5 The joint management team through, and working with the joint board/steering group, would be responsible for developing and agreeing a business and delivery plan to transform the service across the two councils into a single combined entity, where staff would work flexibly across council boundaries, using common processes to deliver excellent passenger transport, such as contract terms and conditions, fleet utilisation and procurement strategies, contract monitoring, DBS checks and clearance, eligibility assessment, infrastructure management, performance indicators etc. At this stage, whilst harmonising processes and procedures where mutually beneficial, each ITU would remain independent and self-sufficient.

5.2.6 For clarity; Policy decisions (such as eligibility criteria for school transport) will remain entirely a matter for the individual constituent councils. The joint transport unit will act as a centre of excellence in managing transport services in accordance with the prevailing policies of the individual councils, or any other council that may commission the unit.

5.3 Conclusion

5.3.1 The creation of a joint ITU with Rhondda Cynon Taf with an innovative, responsive and cost effective approach to passenger transport service delivery would meet the objectives of both councils and contribute to reducing their respective carbon footprints.

5.3.2 The pooling of resources under a memorandum of understanding, overseen by a joint board/steering group, will enable a structure to be built that will provide a lean and integrated transportation service, which is focused on the delivery of a safe, efficient and legislatively compliant range of passenger transport services to a broad range of clients, that has close working relationships with key partners, clear and effective cost control, and makes best use of the financial and staff resources for their respective councils.

5.3.3 This model, through further collaboration, would have the capacity and capability to be scaled up into a sub-Regional/Regional ITU within 2 years.

6. ASSUMPTIONS

6.1 No assumptions have been made in the preparation of this report. Only when a full 12 months of data is available will a full and clear picture be available on how the collaboration is performing against the original business and delivery plan.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The following Council policies are relevant to the decision being requested.

7.2 Corporate Plan 2018-2023

7.2.1 This ITU service contributes towards the following Corporate Well-being Objectives:

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

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

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This service contributes to the following Well-being Goals:-

- A prosperous Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A globally responsible Wales

8.2 This proposal contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that:

- Long term resourcing of operation and management solutions of this specialised service provision allows for more effective and predictable resource/ financial commitments going forward.
- The service helps to prevent less sustainable travel options being used thus contributing to the well-being of its communities.
- It forms part of an overall strategy for the integration of local and regional transport systems where sustainable public transport, contributing to a low carbon future, is the option of choice.
- Collaboration with other organisations and local authorities enables a more effective and efficient service delivery.

9. EQUALITIES IMPLICATIONS

- 9.1 An EIA screening has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance. No potential for unlawful discrimination and/or low level or minor negative impact has been identified therefore a full EIA has not been carried out.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no direct financial implications arising from this report beyond the existing ITU budgets established by each council, as there would be no cross subsidy between the respective ITUs. Any significant service change initiatives within the parameters of this proposal (e.g. investment in common management information systems) will be subject to further business case justification and future reports to members where needed.
- 10.2 The respective units are responsible for managing significant transport budgets across a range of services and functions and will have a combined gross revenue budget of £35 million.
- 10.3 This breaks down across three main service delivery areas as follows:

LA	RCTCBC	CCBC
Public Transport (bus)	£9,033,000	£5,596,000
Home to School	£10,246,000	£7,116,000
Social Services	£1,287,000	£1,500,000
Total	£20,566,000	£14,212,000

11. PERSONNEL IMPLICATIONS

- 11.1 There are no immediate planned personnel implications arising from the report. However, once established and working to the satisfaction of both authorities, a review of the future structure of the organisation will be considered along with any implications for support service providers such as Audit, IT, Procurement, HR etc. Any proposals arising would be the subject of a future report to Members.

12. CONSULTATIONS

- 12.1 All responses from consultations have been incorporated in the report.

13. STATUTORY POWER

- 13.1 The following enabling statutory powers apply to the ITU service.

- Transport Act 1985
- Transport Act 2000
- Transport (Wales) Act 2006
- Learner Travel (Wales) Measure 2008

- 13.2 There is no statutory basis to merge resources in this manner. However, it supports the underlying aims of the Welsh Government Green Paper Consultation Document "Strengthening Local Government: Delivering for People", which through the provision for corporate joint committees to be established to support regional working and collaboration in

areas such as transport, are being taken forward by the Local Government and Elections (Wales) Bill 2019.

Author: Clive Campbell – Transportation Engineering Manager: campbc@caerphilly.gov.uk

Consultees: Cllr. D.T. Davies – Chair of Environment & Sustainability Scrutiny Committee
Cllr. A. Hussey - Vice Chair of Environment & Sustainability Scrutiny Committee
Cllr. Philippa Marsden – Leader of the Council
Cllr. Sean Morgan – Deputy Leader and Cabinet Member for Regeneration, Transportation & Sustainability
Cllr B Jones – Deputy Leader and Cabinet Member for Education and Achievement
Cllr. Carl Cuss – Cabinet Member for Social Care and Wellbeing
Christina Harrhy – Interim Chief Executive
Mark S Williams – Interim Corporate Director of Communities
Jo Williams – Assistant Director (Adult Services)
Gareth Jenkins – Assistant Director (Children’s Services)
Marcus Lloyd – Head of Infrastructure
Sue Richards – Head of Education Planning & Strategy
Robert Tranter – Head of Legal Services and Monitoring Officer
Liz Lucas – Head of Customer and Digital Services
Stephen Harris – Interim Head of Business Improvement Services & Acting S.151 Officer
Lynne Donovan – Head of People Services
Geraint Roberts – ITU Team Leader
Mike Eedy – Finance Manager
Shaun Watkins – Principal Personnel Officer
Kathryn Peters - Corporate Policy Manager
Anwen Cullinane – Senior Policy Officer – Equalities and Welsh Language

Background Papers:
None

Appendices:
Appendix 1 – Memorandum of Understanding – ITU Passenger Transport Services
Appendix 2 – Summary of a Draft Business and Delivery Plan

Appendix 1 – Memorandum of Understanding – ITU Passenger Transport Services

Principle Points of Agreement

- CCBC and RCTCBC agree to create a centre of excellence for the delivery of passenger transport services across Caerphilly and Rhondda Cynon Taf.
- There will be a joint management structure to manage the respective Integrated Transport Units (ITUs) of each Council.
- The purpose of the joint management structure is to share management resources across the two ITUs.
- The joint management team will identify and embed best practice, establish common processes and the sharing of resources to create a single passenger transport centre of excellence, providing passenger transport services across both Councils.
- The aim will be to build a structure that through further collaboration has the capacity and capability to be scaled up into a sub-Regional/Regional ITU within 2 years.

Background

- Both Councils are acting from a position of strength with well-run and adequately resourced ITUs.
- The wider direction of travel is towards the creation of regional Joint Transport Authorities (WG White Paper).

Proposal

- The proposal is to underpin the good work that each Council undertakes through its respective ITUs, and to create resilience and capacity to ensure business continuity and to take on additional services beyond the boundaries of Caerphilly and Rhondda Cynon Taf.
- Develop a centre of excellence for the delivery of passenger transport services that is capable of expansion to provide services on a wider regional footprint for and on behalf of other Councils in the Cardiff Capital Region.
- That CCBC's ITU Team Leader and RCTCBC's Transportation Manager work under an MOU as part of a joint management team, supported by CCBC's Transportation Engineering Manager and RCTCBC's Service Director – Frontline Services.
- A joint board/steering group will be established with member and officer representation from each Council covering Audit, Education, Finance, Human Resources, Social Services and Transport requirements to ensure that there is an even allocation of management and administrative resources across both Councils, based on their current proportions. Terms of Reference for the joint board/steering group will need to be prepared and agreed.
- The joint management team will be responsible for delivering performance reports (as required in the business and delivery plan) to the joint board/steering group, who will provide direction and oversight, and have the responsibility for reviewing performance and reporting back to their respective Councils, supported by the joint management team.
- The joint management team through, and working with the joint board/steering group, will be responsible for developing and agreeing a business and delivery plan to transform the service across the two Councils into a single combined entity, where staff would work flexibly across Council boundaries, using common processes to deliver excellent passenger transport, such as contract terms and conditions, fleet utilisation and procurement strategies, contract monitoring,

DBS checks and clearance, eligibility assessment, infrastructure management, performance indicators, GDPR, data sharing protocols etc.

Output

- Create a joint/regional ITU that is acknowledged for excellence in innovative, responsive and cost effective passenger transport service delivery that meet the objectives of both Council's and contribute to reducing their respective carbon footprints.
- To provide a lean and integrated transportation service which is focussed on the delivery of a safe, efficient and legislatively compliant range of passenger transport services to a broad range of clients, that has close working relationships with key partners, clear and effective cost control, and makes best use of the financial and staff resources for their respective Councils.

Joint Working, Responsibilities and Delivery

- The joint management team will have responsibility for all passenger transport activities undertaken for and on behalf of each Council, deputising for each other when necessary and appropriate.
- The joint management team will prepare the business and delivery plan that reflects the direction and policies of each Council, identifying performance indicators/management framework to ensure the achievement of the objectives and performance targets as set out therein.
- The joint management team will investigate, identify opportunities, implement and manage the delivery of an innovative, environmentally responsible, high quality, cost effective and fully integrated passenger transport service that meets each Council's needs seamlessly.
- The joint management team will be responsible for the financial and budget management of passenger transport services across each Council.
- The joint management team will provide specialist and technical advice and guidance on legislative and regulatory requirements, ensuring that the legislative requirements, policies and procedures, regulations, regulatory requirements and minimum standards placed upon each Council in the delivery of passenger transport services are complied with and met.
- The joint management team will work closely with the client Directorates within each Council to clearly define respective roles and responsibilities in order to ensure that their requirements are met and services are delivered in a manner that is more customer focused and client led.
- The joint management team will develop policy, financial and operational systems, and liaise with partners, making recommendations to each Council as necessary to deliver better and more integrated services.
- The joint management team will ensure the provision of professional supervision and appraisal to members of the combined ITU in order to achieve the service aims and objectives of both Councils and ensure their continuous professional development and improvement.
- The joint management team will communicate effectively in a customer focussed manner with Councillors, Assembly Members and MPs, members of the public, customers, services users, Council departments, and professionals from other agencies, providing briefing and support for senior management and elected members from each Council, and ensuring that complaints, queries and requests are responded to in accordance with the policies and direction of each Council.
- The joint management team will act as client in the development, delivery and financial oversight of passenger transport capital projects on behalf of the Councils

- The joint management team will identify other collaborative opportunities with Councils across the Cardiff Capital Region to develop opportunities for greater integration in the delivery of a consistent, more efficient and effective service.
- The joint management team will participate in effective partnership working and engagement with Welsh Government, Transport for Wales, transport providers, other local authorities and voluntary organisations, contributing to and working on all aspects of regional and Wales wide passenger transport on behalf of both Councils.

Appendix 2 – Summary of the Draft Business and Delivery Plan

Streamlined DBS (Disclosure and Barring Service) checking process

- Develop a DBS process that will streamline the current procedure for carrying out DBS checks across the two authorities.
- Create a shared workspace that enables both CCBC and RCTCBC to share DBS data.
- Agree a combined Privacy Notice that will allow the transfer of DBS checks between the two authorities, reducing the duplication of checks for those companies that work for both CCBC and RCTCBC.

Indicative timescale for implementation: 3 – 6 months

Adopt common processes

- Carry out a best practice review on current policies and processes, and adopt a common approach between the two authorities that builds upon and uses Welsh Government Guidance as a minimum. This could include education transport, disabled concessionary bus pass entitlement – including companion passes, terms and conditions of passenger transport contracts.

Indicative timescale for implementation: 12 – 24 months

Education transport – Annual September project plan

- Carry out a best practice review on education transport project plans for the return to school each September, and adopt the most effective processes that reduce the large burden on staffing resources during the summer months. This will also reduce the risk of error when applying education transport policy, and allow resources to be focussed on implementing short notice transport requirements e.g. SEN transport.

Indicative timescale for implementation: 12 – 24 months (two academic years)

Increased procurement benefits

- Identify opportunities to expand the joint purchasing agreement for season tickets on local bus services.
- Develop a joint bus stop infrastructure framework.
- Expand the number of transport operators that are available to tender for both authorities.
- Increase the quality of transport operators that provide contracted services to both authorities.
- Review current procurement processes and systems and adopt common functionalities.
- Develop opportunities for cross boundary tendering on contracted and supported services, increasing the potential for greater contractor fleet utilisation.

Indicative timescale for implementation: 6 – 24 months

Bus stop infrastructure and publicity

- Carry out a best practice review on current methods of bus service promotion and provision of public transport information, and adopt the most effective and informative formats.
- Share staff resources to design bus service publicity.
- Adopt a minimum common policy for new bus stops.
- Develop a shared workspace that enables both CCBC and RCTCBC to operate a bus stop infrastructure and publicity database to assist in the maintaining of bus stops/shelters, with shared staff resources being used to maintain the database records. This includes communicating bus stop details with PTI Cymru.

Indicative timescale for implementation: 6 – 24 months

Concessionary bus pass administration

- Share staff resources to administer the concessionary bus pass scheme e.g. operator reimbursement, application processing - including determining entitlement; issuing lost/stolen replacements; identifying and managing fraud etc.

The extent and indicative timescale for this will be dependent on the long term arrangements through TfW.

Bus network management

- Share staff resources to co-ordinate and manage changes to the bus network.
- Review operator service changes and identify alternative provision.
- Implement replacement services following road closures.
- Procure tendered bus services.

Indicative timescale for implementation: 12 – 24 months

Training

- Adopt a common training requirement for contractors through terms and conditions of contracts.
- Identify, procure and arrange joint training sessions/courses.
- Sharing of course costs.
- Increased staff development through joint training opportunities and exposure to new/different ways of working.

Indicative timescale for implementation: 6 – 24 months

IT systems

- Carry out a best practice review on currently used IT systems e.g. route mapping software and information databases; and subject to cost impact, adopt the most beneficial systems that will improve the productivity of both services.

Indicative timescale for implementation: 12 – 24+ months

Greater utilisation of staffing skills and resources, and retention of key staff

- Identify and develop service improvements by utilising staff with specific skills sets to the best effect across both services.
- Utilise staffing resources for greater joint authority benefits, by reducing the duplication of tasks e.g. contract monitoring at schools and centres where both authorities operate contracted education and social services transport, and on local bus service monitoring on routes that operate cross boundary routes.

Indicative timescale for implementation: 6 – 12 months

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CABINET– 11TH MARCH 2020

SUBJECT: PUBLICATION OF GENDER PAY GAP DATA 2019 – EQUALITY ACT 2010 (SPECIFIC DUTIES AND PUBLIC AUTHORITIES) REGULATIONS 2017

REPORT BY: HEAD OF PEOPLE SERVICES

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to seek approval from Cabinet for the publication of the Authority's gender pay gap written statement 2019.

2. SUMMARY

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

3. RECOMMENDATIONS

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

pay gap reporting service.

4. REASONS FOR THE RECOMMENDATIONS

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

5. THE REPORT

- 5.1 The Council's gender pay gap data is required to be published on an annual basis, once accepted. There is a requirement under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations for this to be undertaken no later than the 30th March each year.
- 5.2 There are six calculations to carry out, and the results must be published on the employer's website and a government website within 12 months. Where applicable, they must be confirmed by an appropriate person, such as a chief executive.
- 5.3 Gender pay reporting is a different requirement to carrying out an equal pay audit.
- 5.4 Employers have the option to provide a narrative with their calculations. This should generally explain the reasons for the results and give details about actions that are being taken to reduce or eliminate the gender pay gap.
- 5.5 The written statement that is attached to this report contains the full details of the Council's gender pay gap position that the Council is required to publish under legislation.
- 5.6 With Cabinet's agreement, the statement will be published on the Council's Website and to the government on line using the gender pay gap reporting service (<https://www.gov.uk/report-gender-pay-gap-data>), and will be available for access by members of the public, press and interested pressure groups.
- 5.7 The Council's gender pay gap data and written statement is based on a high level snapshot of pay within the Council that shows the difference in the average pay between all men and women in our workforce. In accordance with the Specific Duties and Public Authorities Regulations, the data includes all employees of the Council who were paid on 31 March 2019.

5.8 Conclusion

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

6. ASSUMPTIONS

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

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 The remuneration of employees is an integral feature of our People Management Strategy

and frameworks and is a fundamental feature of the employment relationship.

7.2 **Corporate Plan 2018-2023.**

The Gender Pay Gap statement contributes towards the Corporate Well-being Objectives, as detailed below:

Objective 2 - Enabling employment

7.3 Strategic Equality Plan 2016-2020

Addressing the Gender Pay Gap is also an objective in the council's current Strategic Equality Plan.

8. **WELL-BEING OF FUTURE GENERATIONS**

8.1 Having considered the five ways of working, the Gender Pay Gap statement contributes to the following Well-being Goals:

- A more equal Wales
- A more prosperous Wales.

9. **EQUALITIES IMPLICATIONS**

9.1 The data highlights a gender pay gap in favour of males. In this data snapshot the mean gender pay gap difference is 8.3% and the median gap is 10.3%. This does not mean that the Council is paying males and females differently for work deemed to be of equal value. The identification of a gender pay gap provides a trigger for further investigation about the reasons why the gap exists.

9.2 The Council has committed to Equal Pay which is a more specific legal concept that deals with the pay differences between men and women carrying out comparable jobs. Equal Pay requires the scrutiny of information at the level of the individual employee to satisfy that there is equal pay for equal work. The Council continues to use the GLPC job evaluation scheme and the HAY job evaluation scheme to satisfy this specific purpose.

9.3 Last year's figures were 7.4% and 11.7% respectively, representing a 0.9% increase in the mean gender pay gap difference and a reduction of 1.4% in the median. The Council is not paying males and females differently for work deemed to be deemed of equal value. The Council continues to pay employees in line with its evaluated pay structures.

9.4 The Council recognises the importance of equality not only in the Well-being of Future Generations Act but explicitly through its Strategic Equality Plan 2016-2020; its introduction of Equal Pay through Single Status and withdrawal of piecework and bonus incentive Schemes in 2009 and its introduction of the Living Wage Foundation minimum hourly rate in 2012.

9.5 The gender pay written statement attached confirms the pay received by employees in March 2019 and reports on the facts of the current pay arrangements in place; therefore no specific Equalities Impact Assessment has been undertaken. Any previous changes to pay, terms and conditions that have led to this data have been assessed for equalities issues, as have other reports relating to CCBC employee pay issues such as the Living Wage report.

9.6 In determining the pay and remuneration of all of its employees, the Council has complied with all relevant employment legislation, including:

- The Equality Act 2010, including the requirements specifically in relation to Equal Pay

- Part Time Employment (Prevention of Less Favourable Treatment) Regulations 2000
- The Agency Workers Regulations 2010
- The Transfer of Undertakings (Protection of Employment) Regulations 2006, where relevant;
- The National Minimum Wage Act 1998.

10. FINANCIAL IMPLICATIONS

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

11. PERSONNEL IMPLICATIONS

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

12. CONSULTATIONS

- 12.1 All consultation responses have been reflected in this report.

13. STATUTORY POWER

- 13.1 Local Government Act 1972
 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 Localism Act 2011
 Local Government (Wales) Measure 2011
 Local Government (Wales) Act 2015

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 Lisa Downey, HR Service Manager
 Shaun Watkins, HR Service Manager
 Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language and Consultation

Appendices:

Appendix 1 Written Statement – Gender Pay Gap 2019

CAERPHILLY CBC

GENDER PAY GAP STATEMENT 2019

BACKGROUND

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

This data is required to be published on the Council's website and a government website by 30 March each year. The salary data within this statement is based on the snapshot date of 31 March 2019. The regulations also require employers to calculate and publish a separate gender bonus pay gap report. The Council however has no bonus scheme in place.

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

In contrast 'equal pay' is a more specific legal concept that deals with the pay differences between men and women carrying out comparable jobs. It requires the scrutiny of information at the level of the individual employee to satisfy that there is equal pay for equal work.

GENDER PAY GAP DATA

The employees included in this snapshot data are predetermined by the Specific Duties and Public Authorities Regulations. The Regulations apply the same definition of employee as the Equality Act 2019. This is a broad definition which includes zero hours' workers, apprentices and self-employed people.

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

The data is based on a snapshot date of 31 March 2019.

Total Number of Employees included in this data: 6666
 Number of Females: 4684
 Number of Males: 1982

1. Mean Gender Pay Gap – Ordinary Pay	8.3%
2. Mean Hourly Rate – Ordinary Pay (Male/Female)	(£12.65 / £11.60)
3. Median Gender Pay Gap – Ordinary Pay	10.3%
4. Median Hourly Rate – Ordinary Pay (Male/Female)	(£11.24 / £10.08)
5. Mean Gender Pay Gap – Bonus pay in the 12 months ending 31 March 2019	0
6. Median Gender Pay Gap – Bonus pay in the 12 months ending 31 March 2019	0
7. The proportion of male and female employees paid a bonus in the 12 month period ending 31 March 2019	Male 0 Female 0

Proportion of male and female employees in each quartile

Quartile	Female % (People)	Male % (People)
First Lower Quartile (£8.50 - £9.01)	87.5 (1458)	12.5 (208)
Second Quartile (£9.02 - £10.65)	66.3 (1105)	33.7 (562)
Third Quartile (£10.66 - £13.17)	64.4 (1072)	35.6 (594)
Fourth Quartile (£13.18 - £74.61)	62.9 (1049)	37.1 (618)

ORGANISATIONAL CONTEXT

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

Proportionately however, the data shows against the pure male population of the workforce that 10.49% of the 1982 employed occupy posts in the lower quartile, 28.36% in the 2nd quartile, 29.97% in the 3rd quartile and 31.18% in the 4th quartile. This compares to 31.13% of the 4684 pure female population of the workforce that occupy posts in the lower quartile, 23.59% in the 2nd quartile, 22.89% in the 3rd quartile and 22.39% in the 4th quartile.

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

Our gender pay gap is reflective of the causes of gender pay gap at a societal level. For example research has identified that, although parents are increasingly flexible, the responsibility of childcare still falls disproportionately upon women.

For example, it is a fact within this snapshot of data that the vast majority of posts in the lower quartile are part time posts. 1244 of these posts are Grade One in the Council's evaluated pay structure and held by females in the areas of cleaning, catering and breakfast club. Part time opportunities continue to attract female applicants in the vast majority of cases.

The Council's services are diverse and include cleaning, catering, refuse and recycling, housing, social services/care services, leisure, youth, libraries, education services including adult education, technical services, planning and highways.

In seeking to address the pay differential:

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

The different areas covered by the Council's legal requirements, called "protected characteristics" which include gender and other, wider equalities, human rights and language strands are covered in detail in the Council's Strategic Equality Plan [Strategic Equality Plan 2016 - 2020](#)

This link will take you to the Council's third Strategic Equality Plan (2016 – 2020). This plan followed a pilot version in 2011-2012 and four years of implementing a full plan from April 2012 to March 2016. The Council's fourth Strategic Equality Plan (2020 – 2024) is currently out for consultation and will be submitted to Council for ratification in April 2020.

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

The Council pays its workforce the living wage foundation minimum hourly rate of pay, to support some of its lowest paid members of staff across all directorates of the Council, i.e. £9.00 per hour as at 31st March 2019.

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

The Council has over many years, ensured a gender balance on appointment panels, carried out name anonymous recruitment, supported apprenticeships and joint partnerships working in the provision of its services including Inspire 2 work and the Nurture, Equip, Thrive Scheme.

The Council is committed to ensuring that employees have the right skills, knowledge and experience to carry out their roles and develop to fulfil their potential. The Council is committed to developing its current and future leaders through its ambitious and collaborative transformation agenda. This an inclusive agenda but not gender specific as females significantly outnumber males in all grades of the Council's pay and grading structures, which include:

- NJC for Local Government Services Staff (Grades 1 through to 12),
- HAY (Chief Officers),
- Soulbury (Education Advisers/Education Psychologists) and,
- Teachers

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

The Council is working consistently to close its Gender Pay Gap and no employer can afford to be complacent. Whilst the Council continues to deliver diverse services with a very high concentration of part time posts in the lower earnings quartile however, the opportunity to close this gap based on the number of females currently occupying said posts, will be limited.

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

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

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CABINET – 11TH MARCH 2020

SUBJECT: AUTHORISATION OF OFFICERS IN PUBLIC PROTECTION – MINIMUM UNIT PRICING (MUP) OF ALCOHOL

REPORT BY: INTERIM CORPORATE DIRECTOR, COMMUNITIES

1. PURPOSE OF REPORT

- 1.1 To inform Cabinet of new legislation on the Minimum Pricing of Alcohol in Wales and to seek authorisation under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 for officers of the Public Protection Division.
- 1.2 That the Councils Monitoring Officer makes the necessary changes to the Constitution to reflect the implementation of The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 and this be reflected in the update of the Constitution at the Annual Meeting of Council in May 2020.

2. SUMMARY

- 2.1 Officers within the Public Protection Division require additional authorisation under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 in order to enforce the legislation and carry out their duties.

3. RECOMMENDATIONS

- 3.1 That the Head of Public Protection be authorised under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018 so that officers within the division can utilise delegated powers to carry out their duties.
- 3.2 That the Council's Constitution be amended by adding The Public Health (Minimum Price for Alcohol) (Wales) Act 2018.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 In order to comply with statutory requirements and to ensure proper and effective enforcement of the legislation.

5. THE REPORT

- 5.1 Officers within Public Protection require authorisation under The Public Health (Minimum Price for Alcohol) (Wales) Act 2018. The Public Health (Minimum Price for Alcohol) (Minimum Unit Price) (Wales) Regulations 2019 come into force on 2nd March 2020 and sets the minimum unit price (MUP) at 50p.

- 5.2 The new law supports the Welsh Government's comprehensive work to tackle harmful and hazardous drinking by tackling the availability and affordability of cheap, strong alcohol, which is part of wider efforts to improve and protect the health of the population of Wales.
- 5.3 The Act establishes a local authority led enforcement regime. The intention is that local authorities in Wales will enforce the new regime utilising existing arrangements (led by Trading Standards) to inspect and regulate premises selling alcohol.
- 5.4 A national communications campaign has been launched ahead of the introduction of a minimum price for alcohol to make the public, retailers and those affected by the change aware.
- 5.5 Licensed premises that sell alcohol will be required to ensure they comply with minimum unit pricing. It will be an offence to sell or supply, or authorise the sale or supply of alcohol below the applicable minimum price. A minimum price will set a floor price, meaning that alcohol cannot be sold or supplied below that price. It will not increase the price of every drink, only those that are currently sold or supplied at below the MUP of 50p.
- 5.6 The Act includes a formula for how the applicable minimum price must be calculated. This formula is made up of the MUP of 50p, the percentage strength of the alcohol and its volume. This formula has been deliberately chosen so strong, cheap alcohol can be targeted because these drinks tend to be drunk by people who are more at risk of harm due to their drinking.
- 5.7 If an alcohol retailer is found to be selling, or authorising the sale of, alcohol below the 50p MUP, they can be issued with a Fixed Penalty Notice (FPN). The FPN amount will be £200 if payment is made within 29 days or £150 if payment is made within 15 days. A person found guilty of the offence of supplying alcohol in Wales below the applicable minimum price will be liable to a fine of up to Level 3 (currently £1,000).

5.8. **Conclusion**

Authorisation under the Act and associated regulations is required in order for officers to carry out their duties.

6. **ASSUMPTIONS**

No assumptions have been made in relation to this report as it merely requires officer authorisations to be amended in order to carry out their duties under the legislation which is effective from 2nd March 2020.

7. **LINKS TO RELEVANT COUNCIL POLICIES**

- 7.1 The Public Protection Enforcement Policy
Licensing Act 2003 Statement of Licensing Policy

7.2 **Corporate Plan 2018-2023**

The Public Protection Division has a major role in protecting, promoting and improving the health, safety and economic well being of our communities. This role includes the enforcement of numerous statutes, many of which include criminal sanctions on those who infringe the law. Enforcing public protection legislation is a statutory duty and this activity contributes to the following objective within the corporate plan:

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

8. WELL-BEING OF FUTURE GENERATIONS

8.1 Public protection is a statutory duty of the authority and contributes towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

8.2 The Well-being of Future Generations (Wales) Act 2015 sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. The principle is also known as the five ways of working and the following are relevant in relation to this report:

PREVENTION - Public Protection enforcement activity promotes compliance with legislation and promotes and protects public health and safety, thereby preventing harm from occurring. There is an emphasis on prevention as processes ensure that a number of checks and safeguards are in place before an activity is permitted or licenced.

INTEGRATION – Public Protection enforcement activity makes a contribution to a number of the Well-being Goals within the Well-being of Future Generation (Wales) Act 2015.

COLLABORATION – Public Protection services collaborate extensively with partner agencies including Gwent Police, Welsh Government, Aneurin Bevan Health Board, Natural Resources Wales, the Food Standards Agency, and the Health and Safety Executive.

9. EQUALITIES IMPLICATIONS

9.1 Welsh Government carried out extensive research and consultation before introducing the legislation including a comprehensive Equalities Impact Assessment and programme for review of the set MUP and potential impacts on people with protected characteristics. The Authority is under a duty to enforce the legislation in line with relevant guidance and the Public Protection Enforcement Policy.

10. FINANCIAL IMPLICATIONS

10.1 Welsh Government is providing funding to Local Authorities to inspect all “off licence” premises selling alcohol in the three month period after implementation on the 2nd March 2020. In future it is intended that the cost of enforcing the new legislation will be covered by the issue of Fixed Penalty notices and costs awarded after prosecution.

11. PERSONNEL IMPLICATIONS

- 11.1 Initially there will be additional workload due to the number of inspections required in the first three months and the need for advice and guidance on compliance to the trade. In the long term it is hoped that compliance levels will be high and that monitoring will take place during normal programmed inspections or in relation to complaints received.

12. CONSULTATIONS

- 12.1 This report has been sent to the Consultees listed below and all comments received are reflected in this report.

13. STATUTORY POWER

- 13.1 The Public Health (Minimum Price for Alcohol) (Wales) Act 2018, is a Cabinet function with the powers delegated to officers.

14. URGENCY

- 14.1 This decision is not urgent and therefore may be subject to the “call-in” procedure.

Author: Jacqui Morgan, Trading Standards, Licensing & Registrars Manager

Consultees: Cllr Nigel George, Cabinet Member for Environment and Neighbourhood Services
Cllr. D.T. Davies – Chair of Environment & Sustainability Scrutiny Committee
Cllr. A. Hussey - Vice Chair of Environment & Sustainability Scrutiny
Mark S. Williams – Interim Corporate Director, Communities
Rob Hartshorn, Head of Public Protection, Community and Leisure Services
Rob Tranter, Head of Legal Services/Monitoring Officer
Steve Harris, Interim Head of Business Improvement Services & S.151 Officer
Lynne Donovan, Head of People Services
Lee Morgan, Licensing Manager
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)



CABINET – 11TH MARCH 2020

SUBJECT: STORM DENNIS

REPORT BY: CORPORATE DIRECTOR OF EDUCATION & CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To seek Cabinet approval for the funding of the financial assistance package announced at Council on the 20th February 2020.

2. SUMMARY

- 2.1 The recent flooding events in the county borough as a consequence of Storm Dennis affected many properties and residents and businesses were left facing the devastating clean-up operation.
- 2.2. At the meeting of Council on the 20th February 2020 the Leader announced details of a financial assistance package for residents and businesses impacted by the floods. This consists of a one-off payment of £500 for qualifying households and £1,000 for businesses. Council was also informed that an initial sum of £250k would be set aside.
- 2.3 This report seeks Cabinet approval of a proposal to fund the £250k financial assistance package.

3. RECOMMENDATIONS

- 3.1 It is recommended that the £250k set aside for the financial assistance package is funded from a projected underspend in 2019/20 Capital Financing budgets.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that sufficient funding is identified and approved by Cabinet.

5. THE REPORT

- 5.1 In response to the devastating flooding caused by Storm Dennis, the Leader announced to Council at its meeting on the 20th February 2020 that £250k would be set aside for a financial assistance package for residents and businesses impacted by the floods. This consists of a one-off payment of £500 for qualifying households and £1,000 for businesses.

- 5.2 The table below provides details of the latest position in respect of the properties that have been affected by the flooding: -

	Residential Properties	Commercial Properties	Total
Total properties affected	189	38	227
Number inspected to date	110	28	138
Financial assistance agreed	100	28	128
Financial assistance declined	10	0	10

- 5.3 The Welsh Government is also providing financial support to those affected by the recent floods through its Discretionary Assistance Fund (DAF). Where Caerphilly CBC has granted financial support under its scheme, the Council will also submit an application to the Welsh Government on behalf of householders where consent has been given to do so. This funding consists of £500 for households that are insured and £1,000 where no insurance cover is in place. At this stage residents are not able to apply directly to the Welsh Government as the Council needs to confirm eligibility.
- 5.4 The Council is also assisting households with the disposal of carpets and furniture damaged by the flood water and charges have been waived for the provision of this service.
- 5.5 In circumstances where properties are uninhabitable and vacant (i.e. unoccupied and substantially unfurnished), and everyone living in the property has moved out and is living elsewhere while repairs are carried out, claims for council tax exemption will be considered on a case-by-case basis.
- 5.6 The purpose of this report is to propose to Cabinet that the £250k set aside for the financial assistance package is funded from a projected underspend in 2019/20 Capital Financing budgets.

5.7 **Conclusion**

This report provides details of the financial support package available to qualifying households and businesses affected by flooding due to Storm Dennis along with a proposal to fund the £250k that has been set aside.

6. **ASSUMPTIONS**

- 6.1 It is assumed that the £250k that has been set aside will be sufficient to meet the total cost of the financial assistance package. In the event of this sum being exceeded a further report will be prepared for Cabinet consideration.

7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 **Financial Regulations**

The financial support package has been announced in accordance with paragraph 6.04.2 of the Council's Financial Regulations: -

Nothing in these Financial Regulations shall prevent the incurring of expenditure which is essential to meet any immediate needs created by a sudden emergency within the meaning of Section 138 of the Local Government Act 1972 which may be authorised by

the Head of Corporate Finance subject to the spending being reported to the Cabinet as soon as is practicable.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 The financial support package has been set aside to help alleviate the pressures faced by households who have been affected by flooding. The effects are likely to be financial and health related. The allocation of Council budget to directly support affected households will assist people to recover more quickly. In releasing budget the outcome will be to support the following well-being goals: -

- Prosperous Wales
- Resilient Wales
- Healthier Wales
- A more equal Wales
- A Wales of cohesive communities

9. EQUALITIES IMPLICATIONS

9.1 This report is for a decision on the allocation of funds to assist flood relief. An equalities screening has shown a low impact on protected characteristic groups, with no disproportionate impact, the funding is allocated to affected households and businesses only. A full Equality Impact Assessment has not been applied.

9.2 Additional support is being provided by Social Services for people who are more vulnerable and require additional support in the recovery phases. This additional support does include older people and those with disabilities.

10. FINANCIAL IMPLICATIONS

10.1 It is proposed that the financial assistance package will be funded from a projected underspend in 2019/20 Capital Financing budgets.

10.2 An initial sum of £250k has been set aside. In the event of this sum being exceeded a further report will be prepared for Cabinet consideration.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications arising from this report.

12. CONSULTATIONS

12.1 This report has been sent to the Consultees listed below and all comments received are reflected in this report.

13. STATUTORY POWER

13.1 Section 138 of the Local Government Act 1972.

Author: Stephen Harris, Interim Head of Business Improvement Services and Acting S151 Officer.

E-mail: harrisr@caerphilly.gov.uk

Tel: 01443 863022

Consultees: Corporate Management Team
Rob Tranter, Head of Legal Services and Monitoring Officer
Cllr Philippa Marsden, Leader
Cllr Eluned Stenner, Cabinet Member for Finance, Performance and Planning



CABINET – 11TH MARCH 2020

PUBLIC INTEREST TEST – EXEMPTION FROM DISCLOSURE OF DOCUMENTS PARAGRAPH 14 SCHEDULE 12A LOCAL GOVERNMENT ACT 1972

SUBJECT: SALE OF LAND ADJACENT TY DYFFRYN, YSTRAD MYNACH

REPORT BY: HEAD OF LEGAL SERVICES & MONITORING OFICER

I have considered grounds for exemption of information contained in the report referred to above and make the following recommendations to the Proper Officer:-

EXEMPTIONS APPLYING TO THE REPORT:

Information relating to the financial or business affairs of any particular person (including the Authority holding that information) (paragraph 14).

FACTORS IN FAVOUR OF DISCLOSURE:

There is a public interest in the way in which the Council enters into contractual arrangements and manages its financial affairs.

PREJUDICE WHICH WOULD RESULT IF THE INFORMATION WERE DISCLOSED:

The report contains details of commercial offers submitted by private sector companies which may be of commercial benefit to their competitors if made public.

MY VIEW ON THE PUBLIC INTEREST TEST IS AS FOLLOWS:

That paragraph 14 should apply. I am mindful of the need to ensure the transparency and accountability of public authorities for decisions taken. However disclosure of the information contained in the report could prejudice the Council's longer term proposals should this information be made public.

On that basis I feel that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider these factors when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.

RECOMMENDED DECISION ON EXEMPTION FROM DISCLOSURE:

On the basis set out above I feel that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, and that the report should be exempt.

Signed:

Dated:

3/3/20

Post:

HEAD OF LEGAL SERVICES & MONITORING OFFICER

I accept/do not the recommendation made above.

Signed:

Proper Officer

Date:

3/3/20

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Agenda Item 12

By virtue of paragraph(s) 14 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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