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For all enquiries relating to this agenda please contact Sharon Hughes
(Tel: 01443 864281 Email: hughesj@caerphilly.gov.uk)

Date: 4th March 2021

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held via Microsoft Teams on **Wednesday, 10th March, 2021** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days.

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

Yours faithfully,

Christina Harrhy
CHIEF EXECUTIVE

A G E N D A

Pages

1 To receive apologies for absence.

2 Declarations of Interest.

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

To approve and sign the following minutes: -

3 Education Scrutiny Committee held on 11th January 2021. 1 - 6

4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.

5 Education Scrutiny Committee Forward Work Programme. 7 - 16

6 To receive and consider the following Cabinet Report*: -

1. Teachers' Pay Award 2020/21 – 13th January 2021.

**If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Sharon Hughes, 01443 864281, by 10.00 a.m. on Tuesday, 9th March 2021.*

To receive and consider the following Scrutiny reports: -

7 Education Achievement Service (EAS) Business Plan 2021-2022. 17 - 48

8 Directorate Performance Assessment Six Month Update 2020. 49 - 78

Circulation:

Councillors Mrs E.M. Aldworth, C. Andrews (Vice Chair), P.J. Bevan, A. Collis, C.J. Cuss, W. David, A. Farina-Childs, Ms J. Gale, D.T. Hardacre, D. Havard, M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry (Chair), J.E. Roberts and J. Simmonds

Co-opted Members:

Cardiff ROC Archdiocesan Commission for Education Representative (with voting rights on educational matters)
Mr M. Western

Parent Governor Representatives (with voting rights on educational matters) G. James (Parent Governor Representative) and Tracy Millington (Parent Governor Representative)

Outside Body Representatives (without voting rights)
Mrs J. Havard (NEU) and Mrs P. Ireland (NEU)

Caerphilly Governors Association (without voting rights)
Mr D Davies

And Appropriate Officers

HOW WE WILL USE YOUR INFORMATION

Those individuals that attend committee meetings to speak/give evidence will be named in the minutes of that meeting, sometimes this will include their place of employment or business and opinions expressed. Minutes of Meetings including details of speakers will be publicly available to all via the Council website at www.caerphilly.gov.uk. except for discussions involving confidential or exempt items.

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EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE REMOTE MEETING HELD VIA MICROSOFT TEAMS ON MONDAY, 11TH JANUARY 2021 AT 5.30PM

PRESENT:

Councillor T. Parry - Chair
Councillor C. Andrews - Vice-Chair

Councillors:

Mrs E. M. Aldworth, A. Collis, C. Cuss, A. Farina-Childs, Ms J. Gale, D. Havard, B. Miles and J. Simmonds.

Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), S. Richards (Head of Education Planning and Strategy), J. Southcombe (Finance Manager), A. West (21st Century Schools Manager), Clare Jones (Youth Forum Co-ordinator), C. Forbes-Thompson (Scrutiny Manager), S. Hughes (Committee Services Officer) and C. Evans (Committee Services Officer).

Also present:

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs T. Millington (Parent Governor Representative), Mr G. James (Parent Governor Representative), Mrs P. Ireland (NEU) and Mr D. Davies (Caerphilly Governors Association).

Also in Attendance:

Two Youth Forum representatives.

RECORDING ARRANGEMENTS

The Chairperson reminded those present that the meeting was being recorded and would be made available to view via the Council's website, except for discussions involving confidential or exempt items. Click here to view.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P. J. Bevan, W. David, D. T. Hardacre, M. P. James, Mrs G. D. Oliver, J. E. Roberts and R. Whiting (Cabinet Member for Learning and Achievement).

2. DECLARATIONS OF INTEREST

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

3. MINUTES – 26TH NOVEMBER 2020

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on Thursday the 26th November 2020 (minute numbers 1- 7) be approved as a correct record and signed by the Chair.

4. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

5. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

Cath Forbes-Thompson (Scrutiny Manager) presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme for the period January 2021 to May 2021 and included all reports that were identified at the Education Scrutiny Committee meeting held on Thursday 26th November 2020. Members were asked to consider the Forward Work Programme, alongside the Cabinet Forward Work Programme, prior to publication on the Council's website.

The Scrutiny Manager outlined proposed changes to the Forward Work Programme. It was proposed that the Exclusions Strategy report scheduled for the 22nd February 2021 be moved to the meeting scheduled for 17th May 2021 to allow Officers more time to consult with schools. It was also proposed that the WESP update scheduled for the meeting to be held on 17th May 2021 be brought forward to the next meeting of the Education Scrutiny Committee as an information item.

Following consideration of the report, and subject to the changes proposed, it was moved and seconded that the recommendations be approved. By way of a roll call voting process this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee Forward Work Programme be published on the Councils' website.

6. CABINET REPORTS

None of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

REPORTS OF OFFICERS

Consideration was given to the following reports.

7. JUNIOR & YOUTH FORUM PRIORITIES

Members received a report on the Junior and Youth Forum Priorities to inform them of the issues raised by children and young people via the Youth Service's Junior and Youth Forums. The report sought the views of Members prior to its presentation to Cabinet.

Two Youth Forum representatives delivered a presentation which outlined the Junior and Youth Forum issues for 2020 and gave an overview of the projects activity for 2020, including any plans to address the issues during 2021.

The Education Scrutiny Committee was informed that following the Youth Forum Conference in January 2020 and the Junior Forum meeting in November 2019, children and young people have identified issues important to them and have voted on Priority Issues for 2020. The Junior and Youth Forum issues were structured around five themes: Prosperous Caerphilly, Safer Caerphilly, Learning Caerphilly, Healthier Caerphilly and Greener Caerphilly.

The Youth Forum overall priority was voted for by 3310 young people representing the Youth Service, Schools and Youth Support Services. Members were informed that that the overall priority issue for this year is under the theme of Safer Caerphilly with 26% of the vote and the issue is raising awareness of emergency services, where young people have said they need to be educated more on what to do in an emergency situation. The Junior Forum identified a priority within each area Forum theme, raised via consultation and then voted for the overall priority issue. Members were informed that the overall priority issue for this year is under the theme of Safer Caerphilly with 25% of the vote and the issue is speeding cars can injure or kill people.

Members discussed the issues raised by children and young people via the Youth Service's Junior and Youth Forums and considered how to support the Junior and Youth Forum in addressing their priority issues.

Members and Officers acknowledged the hard work undertaken by the Junior and Youth Forum and thanked the representatives of the Youth Forum for their presentation.

Following consideration of the report, it was moved and seconded that the recommendations in the report be approved. By way of a roll call voting process this was unanimously agreed.

RESOLVED that the Education Scrutiny Committee:

(i) Supported the presentation of Junior and Youth Forum issues to Cabinet by young people.

(ii) Considered how to support the Youth Forum in addressing their Priority Issue - raising awareness of emergency services and educating young people of what to do in an emergency.

(iii) Considered how to support the Junior Forum in addressing their Priority Issue - speeding cars.

(iv) Had due regard to issues raised within the report by Children and Young People when making decisions which impact upon their lives.

8. BUDGET MONITORING 2020/21 (PERIOD 7)

Jane Southcombe (Finance Manager) presented the report which informed Members of the projected 2020-21 outturn position for the Directorate of Education and Lifelong Learning (LL) based on the most recent information available.

Members were informed that the current projected outturn position for Education and Lifelong Learning is an underspend of £341k. The projected outturn position for Corporate Services is an underspend of £1,191k, consequently overall the projected outturn position for Education and Corporate Services is an underspend of £1,532k.

The Education Scrutiny Committee was provided with an overview of the significant variances within Education which feed into the underspend position. Members were advised that work is going on with schools and the Directorate with regards to the Welsh Government Covid Hardship Fund and to date the Directorate has secured over £700k in grants to support additional expenditure and lost income costs.

A Member referred to the underspend on the Home to School/College Transport budget and sought clarification and further information on the contract values being supported to the level of 75% (April to August). Members were informed that early on in the pandemic it was agreed across Wales that transport contract values would be supported to the level of 75%, with a real concern that operators would go out of business without support and not be available when school and colleges return. Assurances were given that a lot of discussions would have taken place between Welsh Government and the Local Authorities.

Having fully considered the report, the Education Scrutiny Committee noted the contents.

9. MANAGING SCHOOL PLACES - FAITH MEDIUM

A. West (21st Century Schools Manager) presented the report which informed Members on how the demand for Faith Medium Education provision is being met within the County Borough. The Education Scrutiny Committee was informed that there is only one voluntary aided faith school within the Authority, namely St Helen's Roman Catholic Primary School. Of the cohort, 72.4% of the pupils attending are of the Catholic Faith with the remaining 27.6% from non-Catholic backgrounds. Members were notified that the information given in this report was obtained directly from the school.

Members were advised that currently St Helen's Roman Catholic School has an overall capacity of 210 (plus nursery) with a published admission number of 30. It was pointed out that St Helen's Roman Catholic School is their own admissions authority and therefore responsible for admitting the pupils and dealing with appeals. At present there are currently 213 pupils on roll of which 163 are of the Catholic Faith (excluding nursery). Members were asked to note that the additional 3 pupils were admitted via an appeals process.

The Scrutiny Committee was advised that St Helen's is the only Roman Catholic School in the authority and currently caters for the whole of Caerphilly County Borough Council. Members were made aware that the general expectation is for the pupils currently attending St Helen's to transfer at Year 7 into Cardinal Newman Secondary School (RCT), subject to parental preference. In relation to demand for Faith Medium Education hosted outside of county, it was confirmed that prior to the Covid outbreak in March 2020, the Authority was transporting 357 pupils out of the authority in order to meet parental preference.

Members were informed that in 2018 Caerphilly and other authorities developed a co-ordinated approach and devised a questionnaire to verify demand for places going forward. The purpose of the questionnaire was to establish parental demand, in particular for Welsh Medium Education but also incorporated a question to indicate demand for Faith Medium Education. It was highlighted that last year, from the 1,959 returns for Caerphilly, 2.06% of parents surveyed stated that they would opt for Faith Medium Education for their children, which is substantially lower than those of neighbouring authorities. Members were advised that the information provided does demonstrate that there is currently sufficient provision in place to meet demand for pupils from a Faith background within the County Borough.

Mr M. Western drew particular attention to the consultees for the report and asked if any other Faith organisations throughout the valley, other than St Helen's Roman Catholic School, were consulted in relation to drawing up the report. Concerns were raised regarding having one single Faith school in the county borough and it was considered that if there was another Faith school at the north end of the valley the demand would be there, but without addressing other Faith leaders the authority would not know. The Officer confirmed that the information contained

in the report was provided by St Helen's Roman Catholic School. It was highlighted that the School Admission Forum, which provides a vehicle for admission authorities and other key interested parties to discuss the effectiveness of local admission arrangements, would provide a vehicle whereby discussions could take place if there was further demand. Members were advised that as part of the Authority's process in managing and planning the provision of school places, the delivery of Faith Medium is continually monitored and there has never been any issues raised or any indication that demand is not being met. It was also reiterated that from the questionnaire returns for Caerphilly only 2.06% of parents stated that they would opt for their children to be educated through the medium of Faith.

A query was raised in relation to the general expectation for pupils currently attending St Helen's to transfer at Year 7 into Cardinal Newman Secondary School. The Officer explained that based on the numbers currently being transported out of the authority, at this present time there is not adequate demand to justify a secondary provision through the medium of Faith. The general expectation is subject to parental demand, an assumption cannot be made that there is natural progression to Cardinal Newman Secondary School.

The Education Scrutiny Committee noted the information contained in the report.

10. CAERPHILLY COUNTY BOROUGH LIBRARY SERVICE ANNUAL WELSH GOVERNMENT STANDARDS ASSESSMENT 2018-19

S. Richards (Head of Education Planning and Strategy) presented the report to inform the Education Scrutiny Committee of the progress made by the County Borough Library Service in seeking to meet the 6th Framework of Welsh Government Public Library Standards, Core Entitlements, and Qualitative Indicators, during 2018-19. This is the 2nd year of the Welsh Government Framework entitled, 'Connected and Ambitious Libraries 2017-2020.' It was highlighted that the Welsh Government Ranking Table, comparing each Local Authority's standards, ranks Caerphilly as number 5 of 22.

Members were informed that Caerphilly County Borough Library Service was assessed as meeting all 12 of the Welsh Government Core Entitlements. Members were also informed that Caerphilly County Borough Library Service was assessed as meeting, in full, 8 of the 10 Quality Indicators for Wales that have assigned targets and 2 in part with no indicators failed in their totality.

The areas of particular strength in the Authority's performance identified by the Welsh Government Standards Reference Group on assessing Caerphilly County Borough Library Service's submission for 2018-19 were highlighted. Other areas of performance that were below the average for Wales and that require further attention by the Council in maintaining its capability to deliver a strong performing service in the future were also highlighted.

Points of clarification were requested on various aspects of the report and Officers responded to the points raised. A Member sought clarification and further information in relation to the Quality Indicators that have been partially met. In relation to QI9 'Up-to-Date and Appropriate Reading Material', Members were advised that changes to the recording method implemented by the Welsh Government Assessment Reference Group, part-way through the year, impacted Caerphilly's performance. In relation to QI13 'Staffing Levels and Qualifications', Members were assured that qualified leadership is in place and staff development is supported. It was highlighted that in the 2018-19 Assessment, only 6 of the 22 Local Authorities met the professional staffing complement (QI13) and 5 of the 22 met the criteria for the acquisitions to stock (QI9).

The Head of Planning and Strategy emphasised that despite budget cuts, during 2018/19, the Library Service has maintained all 18 library service points and its accompanying level of provision.

The Education Scrutiny Committee noted the information contained in the report.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 10th March 2021 they were signed by the Chair.

_____

CHAIR

EDUCATION SCRUTINY COMMITTEE – 10TH MARCH 2021

SUBJECT: **EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME**

REPORT BY: **CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

1. PURPOSE OF REPORT

1.1 To report the Education Scrutiny Committee Forward Work Programme.

2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholder.

3. RECOMMENDATIONS

3.1 That Members consider any changes and agree the final forward work programme prior to publication.

4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on Monday 11th January 2021. The work programme outlines the reports planned for the period March 2021 to March 2022.

5.2 The forward Work Programme is made up of reports identified by officers and members. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the

council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1, which presents the current status as at 16th February 2021. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

6. ASSUMPTIONS

6.1 No assumptions are necessary.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The operation of scrutiny is required by the Local Government Act 2000. The Local Government Wales Measure 2011 and subsequent Statutory Guidance include requirements to publicise the work of scrutiny committees. The operation of scrutiny committee forward work programmes was agreed following decisions by Council in October 2013 and October 2015.

7.2 **Corporate Plan 2018-2023.**

Scrutiny Committee forward work programmes contributes towards and impacts upon the Corporate Well-being Objectives by ensuring that the Executive is held to account for its Corporate Objectives, which are:

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 Wellbeing of Future Generations (Wales) Act 2015

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

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report contributes to the well-being goals and is consistent with the five ways if working as defined within the sustainable development principle in that by ensuring the scrutiny function is effective when reviewing services and policies and ensure is considers the wellbeing goals.

8.2 The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- 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

9. EQUALITIES IMPLICATIONS

9.1 There are no specific equalities implications arising as a result of this report.

10. FINANCIAL IMPLICATIONS

10.1 There are no specific financial implications arising as a result of this report.

11. PERSONNEL IMPLICATIONS

11.1 There are no specific personnel implications arising as a result of this report.

12. CONSULTATIONS

12.1 There are no consultation responses that have not been included in this report.

13. STATUTORY POWER

13.1 The Local Government Act 2000.

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

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer
Robert Tranter, Head of Legal Services/ Monitoring Officer
Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer,

Legal Services
Councillor Teresa Parry, Chair Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair Education Scrutiny Committee

Appendices:

Appendix 1	Education Scrutiny Committee Forward Work Programme
Appendix 2	Cabinet Forward Work Programme
Appendix 3	Forward Work Programme Prioritisation Flowchart

Forward Work Programme - Education				APPENDIX 1
Date	Title	Key Issues	Author	Cabinet Member
10/03/21 17:30	Performance Report (DPA)		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
10/03/21 17:30	EAS Business Plan 2021-22		Cole, Keri;	Cllr. Whiting, Ross;
10/03/21 17:30	Information Item - WESP Update			Cllr. Whiting, Ross;
10/03/21 17:30	Information Item - The School Admission Arrangements 2022/23	There are no changes to the Arrangements this year.	Strathdee, Emma J.;	Cllr. Whiting, Ross;
22/03/21 17:30	21st Century Schools and Education Band B Programme – Statutory Objection Report for Ysgol Gymraeg Cwm Gwyddon		West, Andrea;	Cllr. Whiting, Ross;
22/03/21 17:30	21st Century Schools and Education Band B Programme – Statutory Objection Report for Trinity Fields School		West, Andrea;	Cllr. Whiting, Ross;
22/03/21 17:30	Information Item - Budget Monitoring Period 9		Southcombe, Jane;	Cllr. Whiting, Ross;
22/03/21 17:30	Information Item - 2021/22 Education Capital Report	To ensure members are kept informed of the individual schools identified as part of the 2021/22 Education Capital Programme	West, Andrea;	Cllr. Whiting, Ross;
21/04/21 17:30	21st Century Schools and Colleges Band B Programme – Phase 2 Proposal for Plasyfelin Primary	To seek members views on the next phase of the 21st Century Schools Band B projects in order to proceed to Business Case submission to Welsh Government.	West, Andrea;	Cllr. Whiting, Ross;
21/04/21 17:30	21st Century Schools and Education Band B Programme – Phase 2 Llancaeach Junior School and Llanfabon Infants School	To seek members views on the next phase of the 21st Century Schools Band B projects in order to proceed to Business Case submission to Welsh Government.	West, Andrea;	Cllr. Whiting, Ross;
21/04/21 17:30	21st Century Schools and Education Band B Programme – Phase 2 Proposal For Centre For Vulnerable Learners	To seek members views on the next phase of the 21st Century Schools Band B projects in order to proceed to Business Case submission to Welsh Government.	West, Andrea;	Cllr. Whiting, Ross;
17/05/21 17:30	Safeguarding Report			Cllr. Whiting, Ross;
17/05/21 17:30	Support & Challenge Update		Cole, Keri;	Cllr. Whiting, Ross;
21/09/21 17:30	Directorate Performance Report – Education Year End Report 2020/21		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
21/09/21 17:30	21st Century Schools – Band B Programme Update	For Members to be updated on the progress of the 21st Century Schools Band B programme.- Phase 1 & 2.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
02/11/21 17:30	21st Century Schools – Band B Update - Phase 2: Consultation	For Members to give their views on any proposals subject to consultation as statutory consultees prescribed by the School Organisation Code 2018	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
10/01/22 17:30	21st Century Schools – Band B - Phase 2: Consultation Report / Statutory Notice	For Members to consider the contents of 21st Century Schools consultation report prior to determination to proceed to Statutory Notice by Cabinet in December 2021.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
29/03/22 17:30	21st Century Schools – Band B - Phase 2: Objection Report	For Members to consider the contents of 21st Century Schools objection report prior to determination by Cabinet in April 2022.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
29/03/22 17:30	21st Century Schools – Band B Phase 3 – Proposals	To seek members views on the next phase of the 21stCentury Schools Band B projects in order to proceed to Business Case submission to Welsh Government.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;

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Forward Work Programme - Cabinet

APPENDIX 2

Date	Title	Key Issues	Author	Cabinet Member
17/03/21 10:30	Interim Report from the Task and Finish Group on the Non-Residential Care Charges	To recommend to Members that they request that Cabinet extends the current rate increase for the 2021/22 financial year. This would allow the Task and Finish Group to continue their inquiry and to draft recommendations for Cabinet's consideration on the charge for Non-Residential Care from 2022/23 onwards	Jacques, Mark	Cllr. Cook, Shayne
17/03/21 10:30	Ness Tar - Welsh Government Loan Agreement	To consider the WG loan requirements	Kyte, Rhian; Williams, Mark S	Cllr. Morgan, Sean
17/03/21 11:00	Fleet Review Update	*To update Cabinet on the progress to date on the service review of the Councils fleet.*	Cooke, Paul; Richards, Sue	Cllr. Ridgewell, John
24/03/21 10:30	Gender Pay Gap	For CMT and Cabinet to agree the Gender Pay Gap report which has to be published by 31st March	Donovan, Lynne	Cllr. Gordon, Colin J
24/03/21 10:30	Pen March Wind Farm – Opportunity for Council Investment	The Council have been presented with an opportunity to take a commercial interest in a wind farm project being taken forward by RWE Renewables on land north of Rhymney. In order for RWE to explore partnership options in more detail, they want the Council to enter into a non-legally binding Memorandum of Understanding.	Dallimore, Allan; Kyte, Rhian	Cllr. Morgan, Sean
24/03/21 10:30	White Paper on Rebalancing Care and Support	To share the proposal of the Welsh Government White Paper on Rebalancing Care and Support and to seek Members views with regards to a consultation response.	Street, Dave	Cllr. Cook, Shayne
24/03/21 10:30	Annual Equalities Report 2019/20	To seek Cabinet approval of the statutory Annual Equalities Report 2019/20 which provides an update of the progress made during the financial year 2019/20 against targets in the Council's Strategic Equality Plan 2016-2020.	Cullinane, Anwen; Peters, Kathryn; Richards, Sue	Cllr. Stenner, Eluned
24/03/21 10:30	Car Parking Charges	To update Cabinet on the latest position with the Economic impact on town centres caused by the coronavirus pandemic and to recommend further free car parking to support the local economy.	Williams, Mark S	Cllr. Ridgewell, John
24/03/21 10:45	Review of Corporate Complaints Policy and Unacceptable Behaviour Policy	To provide Cabinet with the views of the Audit Committee on the revised Concerns and Complaints Policy	Lane, Lisa	Cllr. Stenner, Eluned

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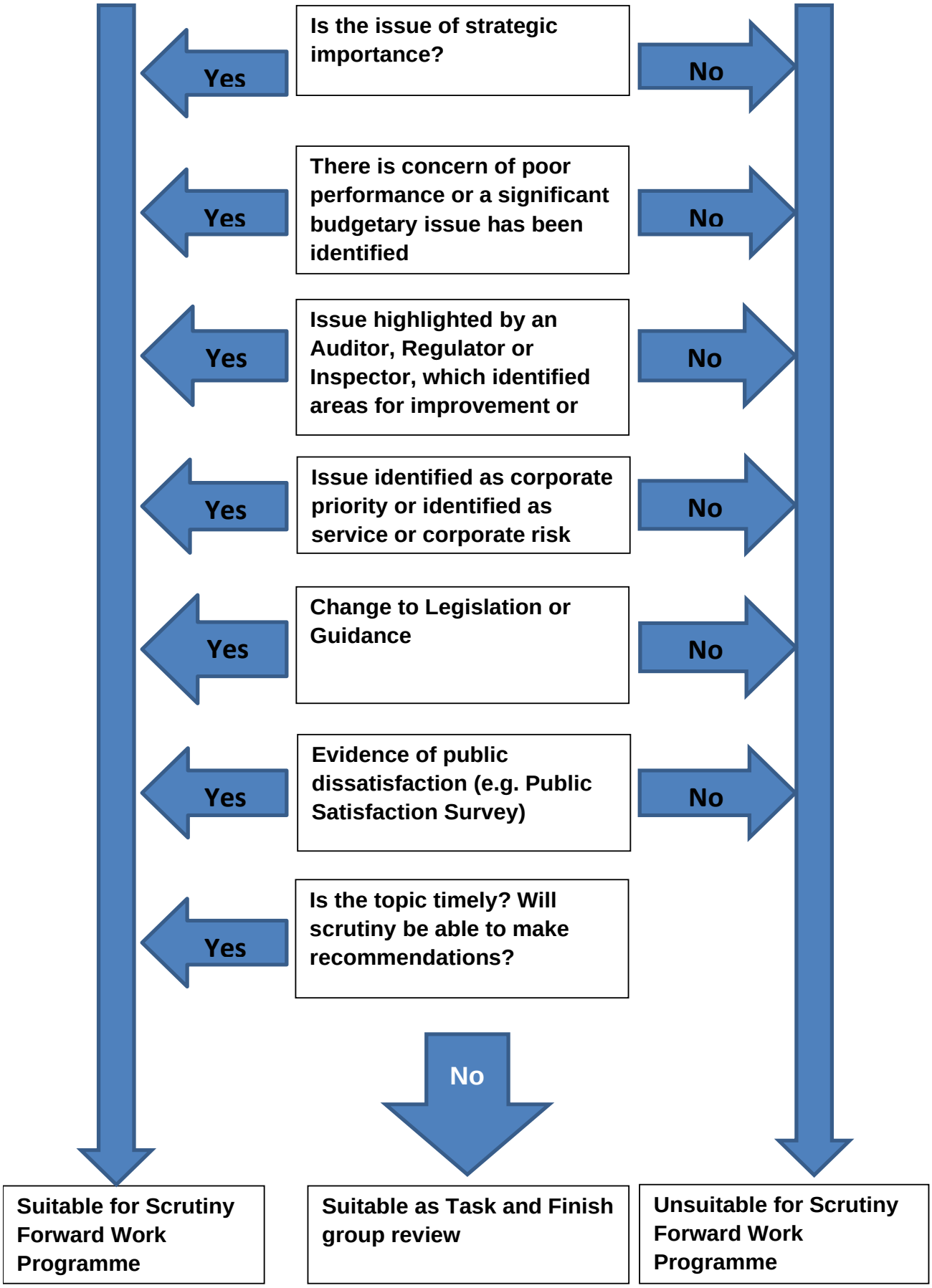
Scrutiny Committee Forward Work Programme Prioritisation



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Education Achievement Service Regional Business Plan

(April 2021-March 2022)

(Consultation 2nd Draft – accessible version)

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

Blaenau Gwent County Borough Council
Caerphilly County Borough Council
monmouthshire sir fynwy
Newport City Council
Torfaen County Borough Council

The final version of the Business Plan will be available in both Welsh and English.

This first draft document containing the high-level priorities has been shared with the following groups as part of the consultation process in December 2020:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Headteacher Strategy Group

Comments and feedback from the first consultation process have been considered in this draft version of the Business Plan.

This draft version of the Business Plan 2021-2022 will be shared with the following groups in January 2021. Views on the document can be submitted via this link: BP 2021-22 Feedback

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

The final version of the Business Plan 2021-2022 will be presented for agreement to the Regional Joint Executive Group and then to each LA Cabinet / Executive and Welsh Government in March 2021.

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

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Section 1: Position statement

“Especially in times of uncertainty, it is important for the organisation to be agile and to be able to respond quickly to changing needs. In these times of challenge, the continue to focus on staying close to schools, listening to the voice of school leaders and working closely with local authorities. Relationships and trust are crucial in times of uncertainty so in spite of the other pressures this needs to continue to be prioritised very strongly and time proactively put aside in diaries to do it.”

(Steve Munby: Review of the EAS - October 2020)

This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.

However, this plan will also need to consider how schools and settings will operate in a COVID-19 recovery phase and the support that will be required. Consideration will also be given to the priorities that were set and agreed prior to the pandemic in the previous Business Plan 2020-2021 depending on their relevance in the current climate.

The EAS will work collaboratively with local authority partners, schools and settings to implement the Business Plan. It is critically important that the EAS remains sensitive and responsive to the needs of the school workforce and will continue to be a highly supportive, reflective and responsive organisation.

The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research.

The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, the EAS will work with local authorities to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on their important priorities and their support for learners.

The timing, delivery and focus of the support will be carefully considered considering the challenges that are likely to continue into the summer and autumn terms 2021.

Section 2: Regional Context

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. There has been inevitable fragility in the ability of schools to offer support beyond their own settings because of the pandemic, this situation will be managed with sensitivity and will be constantly reviewed.

Key regional facts and figures

- The number of pupils of compulsory school age within the region in 2020 was 73,090. This represents 19% of all pupils in Wales.

There are 233 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2020, Wales figure from PLASC, 2020).

There are 20 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region.

- The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 20.9%. This level of eligibility is the second highest of the four regional consortia with Central South Consortium with Central South Consortium highest with 21.3% (PLASC, 2020).

- In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).

- The percentage of pupils aged 5 or over from an ethnic minority background is 11.3%.

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. (No new information available and not included on PLASC for 2020)

Section 3: Regional Priorities 2021-2022

The EAS will endeavour to be a professional partner working with schools to provide support using external expertise and experience. All schools and settings will be entitled to a range of professional learning and bespoke support which aligns to their school improvement priorities. Full consideration will be given to the current climate in which schools and settings are operating. Within this context the priorities of the EAS will be to:

A. To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.
B. Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.
C. Provide support to continue to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.
D. Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.
E. Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales, as appropriate.
F. Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.
G. Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.
H. Continue to support the development of leaders at all levels in schools and settings.
I. Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.
J. Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
K. Embed the EAS internal evaluation model, continue to welcome external challenge and support, ensure the effective and efficient support to schools and settings and adhere to legislative requirements that fully supports the wellbeing of staff.

Local authority education strategic priorities 2021/22 (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. The EAS will work in partnership with local authorities to support additional local priorities, as appropriate and those that arise from the changing local and national situation.

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, that rapid and sustainable school improvement can be achieved. This joined up approach will be even more critical as we work in partnership to support schools and settings during this challenging time.

Local Authority	Strategic priorities for 2021/2022	Main link(s) to improvement strands within the Business Plan
Blaenau Gwent	• Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community. • Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are eFSM. • Improve wellbeing for learners at all stages of development. • Secure strong progress in skills, particularly in English and mathematics at key stages 3 and 4. • Support schools who are identified as causing concern through regional protocols to secure improvement, in conjunction with the EAS.	
Caerphilly	• Further improve the quality of leadership across all phases of education. • Address the impact of the Covid-19 pandemic on pupil wellbeing and engagement. • Endeavour to ensure the implementation of remote and blended learning strategies provide high quality support to pupils across all phases of education. • Further improve pupils' acquisition of digital competency skills.	
Monmouthshire	Monmouthshire strategic priorities for 2020/21 aligned well with the following four recommendations from our Estyn inspection in February 2020. They are: R1 Improve outcomes for pupils eligible for free school meals. R2 Further strengthen the focus on increasing the number of pupils achieving excellent standards.	

	R3 Articulate a clear strategy for SEN provision. R4 Strengthen the use of information gathered through self-evaluation to better inform improvement planning. The year that followed has been unprecedented and in managing our response to the global pandemic, our priorities have taken a step back. Instead, we have adopted key strategic aims that can be responsive to emerging needs in a rapidly changing environment. Whilst the current uncertainty remains, we continue to work towards addressing our Estyn recommendations, and prioritising emerging need.	

Local Authority	Strategic priorities for 2021/2022	Main link(s) to improvement strands within the Business Plan
Newport	• Address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity. • Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs. • Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals. • Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils. • Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design.	

Torfaen	• Improve the progress (ensure catch up) of all learners, with a particular focus on FSM and vulnerable learners at key stage 4 by ensuring LA services compliment and support regional provision.* • 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. * • Ensure continued development and support for blended learning across all sectors in Torfaen.* • Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure strong, sustained pupil outcomes.*	

EAS Business Plan 2021/2022

The actions below have been developed in collaboration with our key partners, many of the actions have been refined from the originally agreed Business Plan 2020/2021 and the Revised Business Plan 2020/2021.

As noted above, the EAS will be sensitive and responsive to changing priorities as a result of the pandemic and may need to change direction and repurpose priorities as required. The support will be made available to all schools and settings, there is an understanding that schools and settings are likely to be facing continuing challenges. It will be the decision of leaders to determine the most appropriate type and timing of at any of the support on offer in line with their priorities.

Priority A	**To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.**

Link to National Mission	Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to: • R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils
What will the EAS do?
• Refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all disadvantaged and vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings. • Enhance the regional wellbeing offer to practitioners and learners. • 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. • Provide a programme of professional learning to build the capacity within schools and settings to support learners with their emotional health and wellbeing based upon the principles of adverse childhood experiences. • Support schools and settings to adopt the National Whole School Approach to Wellbeing and Mental Health.

Priority B	**Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
- R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals

What will the EAS do?

- Undertake professional dialogue with schools and LAs to agree on school's improvement priorities and support.

Supporting a self-improvement system

- Refine the Challenge Adviser Role to reflect national model for school support identification and ensure key focus on support for school improvement.
- Identify lead schools and settings considering strengths in leadership capacity, curriculum design, learning culture and behaviour to support system wide improvement, including support for distance and blended learning.
- Broker school-to-school collaboration and cluster working.
- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Develop a bespoke peer working model that builds mutual and reciprocal peer support to achieve increased levels of excellence across schools.
- Provide professional learning opportunities for schools, governing bodies and local authorities to understand the changing assessment and accountability arrangements within the reform agenda.

Supporting School Self Evaluation and Quality Assurance

- Further develop a boarder range of evaluation criteria that do not focus solely on end of key stage outcomes but look at a wider range of school improvement information, including quality and effectiveness of distance and blended learning.
- Provide professional learning to all schools and settings to promote effective self-evaluation, improvement planning processes and effective strategies for formative and summative assessment.
- 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.
- Support Schools to effectively quality assure their processes for distance and blended learning.
- Provide a comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning in order that they are able to hold schools to account more effectively.
- Establish mechanisms whereby schools may engage peers in the self-evaluation process to gain external perspective on improvement priorities including distance and blended learning.
- Support the continuing pilot of the national evaluation and improvement resource (NEIR) in identified regional schools as context dictates and ensure key learning is shared with all schools and settings.
- Further develop the use of pupil progress data at school level in line with national guidance on whole school target setting

Priority C	**Provide support to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

What will the EAS do?
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to: • R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
Teaching and Learning • Provide a range of delivery models and access to a wider range of blended professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region. • Use the established network of school practitioners to further enhance the regional website as a mechanism to share effective whole school strategies for teaching and learning, including distance and blended learning. • Support schools to use a range of first-hand evidence to improve the quality of teaching and learning, including distance and blended learning through a modelled, shared and guided approach. • 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. • Continue to support and work collaboratively with school leaders, as appropriate, to develop and refine whole school teaching and learning strategies, using a team around the school model. • Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches, virtual professional learning and networking opportunities. **Targeted support for the secondary phase (in addition to above)** • Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners. • 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. • Design and facilitate national online resources to complement the middle leadership programme for more able and SEREN school leads. • To support schools with Sixth Forms to have access to Russell Group Universities to support them with their SEREN learners. • Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5 for all groups of learners.

Priority D	**Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners**

	including those who have been disproportionality affected by school closures.

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals
- R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils

What will the EAS offer schools and settings?

Specific focus on improving the outcomes of Vulnerable Learners

- Implement the regional plan for Recruit, Recover and Raise Standards (RRRS) to provide appropriate support and guidance for identified learners to make progress.
- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development and RRRS grants to share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU and Special school settings.

Partnership Working: LA Inclusion Leads

- Implement a revised regional approach, as appropriate, to improve the monitoring and impact of the pupil development grant.
- Work in partnership with local authorities to analyse attendance and exclusions data for vulnerable and disadvantaged learners and support school leaders to share effective practice and to improve outcomes, as appropriate.
- Work in partnership with local authorities to analyse FSM and LAC data and provide additional advice and support for schools and settings who have an increase in these groups as a result of COVID.

Partnership Working: External Partners

- Continue to work in partnership with Challenge Education to support the 'RADY' network of schools engaged with the 'Raising the achievement of disadvantaged youngsters' programme.
- Commission and external evaluation of the impact of the RADY programme.

Partnership Working: ALN reform

- Work with local authority partners to explore and agree roles and responsibilities with regards to the EAS role in securing the effective regional provision for ALN.
- Support, as appropriate, the Regional ALN Transformation Officer to update stakeholders on ALN Reform and support the delivery of professional learning in line with the remit of the work of the EAS.

Targeted Support for Schools and Settings:

- Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected as a result of COVID pandemic.
- Refine the current Teaching and Learning Strategy to include an annex supporting the teaching and learning of disadvantaged and vulnerable groups of learners.
- Extend the use of first hand evidence within schools to support and ratify the progress that is made by disadvantaged and vulnerable groups of learners.
- Extend the Vulnerable Learner Lead Programme through primary and secondary settings.
- 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.
- 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 disadvantaged and vulnerable groups of learners.
- Improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- Deliver a regional programme across all settings supporting More Able and Seren Learners.

Priority E	**Provide professional learning and bespoke support and guidance to schools to help them realise Curriculum for Wales.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
- R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

What will the EAS do?

- Provide all schools with access to the national professional learning programmes to support the implementation of the curriculum for Wales. Ensure that this professional learning reflects the priorities set out in the national implementation plan.
- Provide schools with examples of effective school development actions for curriculum reform and provide bespoke support to schools and settings to implement these.
- Encourage all schools to be research informed by creating a network of lead enquirers to develop the capacity for professional enquiry in all schools.
- Review the regional Welsh language strategy in collaboration with school leaders and other partners, considering the findings for future delivery models.
- Encourage schools to actively seek resources and experiences that support learners to understand the stories of different groups, including diverse and minority groups, and enable

all learners to see themselves and their experiences and knowledge developed through the curriculum.

Priority F	**Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

What will the EAS do?

- In partnership with other regions and higher education institutions, provide a national mentoring and coaching programme to develop and support school leaders and governors.

Schools as Learning Organisations

- Ensure all professional learning is underpinned by the principles of effective learning organisations and encourages schools to develop as effective learning organisations.
- Provide coordinated support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities.
- Share case studies where schools and clusters are effectively developing as learning organisations.

Professional learning teaching assistants

- Provide a virtual professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.
- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities, Special Schools and PRU's.

Professional Learning for statutory induction

- Refine and develop a Nationally designed virtual induction professional learning offer to support all those who support the induction process including: Newly Qualified teachers, the school-based induction mentor, and the external verifier.
- Continue supporting early career teachers beyond the statutory induction period.
- Further strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

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, as appropriate within the current arrangements.

Priority G	**Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to: • R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs • R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design
What will the EAS do?
• Review all existing networks to ensure all practitioners have access to relevant networking opportunities with colleagues within and beyond the region. • In partnership with schools and settings continuingly review their capacity to support the wider system.

Priority H	**Continue to support the development of leaders at all levels in schools and settings.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to: • R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs • R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals
What will the EAS do?
• Further develop the strategic approach to identifying and supporting the next group of leaders within the region. **National professional learning offer for leaders** • Provide a blended 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.

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.

Specialist HR

- Work with local authorities to complement existing education HR services and provide a range of specialist HR professional learning for school leaders and governors.

Priority I	**Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

What will the EAS offer schools and settings?

- Continue to refine the delivery of the Governor Support Service Level Agreement (2020-22), ensuring governing bodies are supported through timely, constructive guidance that enables effective governance.
- Further develop professional learning for governors, including online materials, interactive and recorded workshops, regular briefings for all chairs of governing bodies, support for existing self-evaluation tools and the development of a cluster-based approach.
- Provide focused professional learning for chairs and vice chairs of governing bodies in secondary schools, that supports them in addressing phase specific challenges.
- Develop a pilot programme to develop coaching approaches for Chairs of Governors.
- Provide opportunities for collaborative professional learning for school leaders and governors, encouraging and enabling peer support arrangements for governing bodies to refine and develop their capacity to support their schools.
- Identify governors who can undertake additional roles within and beyond their own governing bodies, providing bespoke professional learning to strengthen and build capacity within the region.

Priority J	**To further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.**

Link to National Mission	Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

What will the EAS offer schools and settings?
• Work collaboratively with a range of partners to develop a regional approach that identifies and values the characteristics of an effective school. • Identify a broader range of evaluation strategies that do not focus solely on end of key stage outcomes but looks at a wider range of school improvement information. • Provide a comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning in order that they are able to hold schools to account more effectively. • Determine the support arrangements for all schools in line with national guidance considering how regional consortia and local authorities can agree with the school the additional support it needs to improve and to build its own capacity to improve and considering specifically distance and blended learning.

Priority K	**i. Embed the EAS internal evaluation model, continue to welcome external challenge and support and ensure the effective and efficient support to schools and settings.** ii. **Ensure the EAS adheres to legislative requirements and fully supports the wellbeing of staff.**

Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to: • R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design
What will the EAS do?
Business delivery model • Continue to refine the business model for the EAS to ensure that it aligns to regional and national priorities and addresses the needs of schools and settings. • Maintain the credibility of the service using EAS core staff and the move to the school led system whilst ensuring effective provision and value for money. • Embed the EAS internal evaluation model, continue to welcome external challenge and support and ensure the effective and efficient support to schools and settings. • Ensure the EAS adheres to legislative requirements and fully supports the wellbeing of staff. • Use the Investors in People development programme to support service improvements.

- 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.
- 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.

Staff Development

- To maintain high levels of staff morale and wellbeing in the backdrop of reduced funding and the implementation of change management processes.
- Continue to develop collaborative ways in which the EAS team contribute to and feel part of the decision-making processes and are recognised more systematically for their successes.
- Provide access to coaching and mentoring support for all staff.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent the service values and vision.
- Embed performance management processes and extend the professional learning opportunities for staff that meet individual and service needs.
- Ensure all EAS staff are well informed regarding all aspects of the reform agenda.

Funding, Resourcing and Governance

- 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.
- 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.
- Continue to publish the regional grant allocations and maximise delegation rates to schools.
- Refine the value for money model, further exploring access to comparative data.
- Managing a complex governance interface to ensure communication, satisfaction and engagement levels remain high.

Section 4: Ambitions for 2021/2022

Working in partnership with local authorities, schools and setting the ambitions for 2021/22 and beyond are challenging to capture without having clarity around the changing nature of the pandemic and the effect it will have on schools and settings. In this regard, the ambitions below need to be read within the context they have been derived:

- The EAS has placed wellbeing at the forefront of its work.
- There is a clear strategy to improve the quality of distance and blended learning experiences for learners. There has been good engagement in the regional strategy and many opportunities have been provided for schools to share to develop more effective teaching across and within schools and settings.
- Where schools and settings have engaged in the regional wellbeing support offer it has helped to support improvement in their provision for wellbeing.
- Schools and settings receive the right type of support, as appropriate to help them make progress against their school improvement priorities.
- Most schools can identify and provide the most appropriate support to specific groups of disadvantaged and vulnerable learners, including those who have been disproportionality affected by school closures, to help them to progress.
- A regional strategy developed in collaboration with practitioners provides a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals.
- The quality and impact of the provision for professional learning for educational practitioners and governors is good and those schools that have engaged are able to evidence the impact of this.
- Refined and extended networks ensure effective collaboration and communication to support school improvement.
- A range of professional learning and bespoke support provided to schools and settings helps them realise Curriculum for Wales.
- Working with schools and local authorities, a regional model of support will be developed and implemented, focusing on accurate self-evaluation using a broad range of characteristics, aligned to school improvement priorities.
- Evaluations of the impact of regional policies and practices developed since the start of the pandemic will be used to inform future ways of working and curriculum design.

Section 5: Delivery arrangements for 2021/2022

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 this 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, 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 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 though 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.

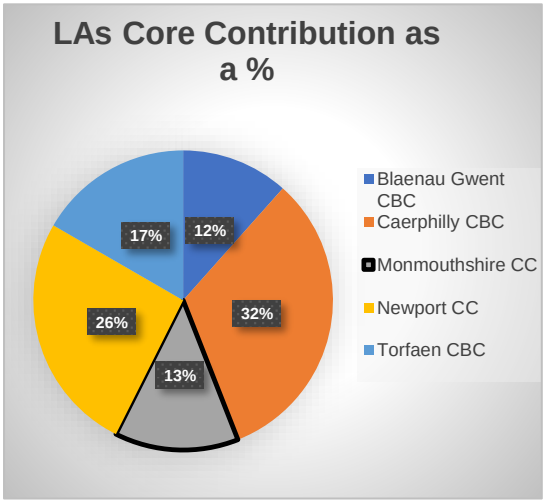
Delegation rates to schools has increased to 94.4% whilst the EAS staff profile has reduced by 53.1% since 2012.

Local authority contributions 2021/2022

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 £1.23m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2021/22 are as follows:

Local Authority	
Blaenau Gwent CBC	£351,806
Caerphilly CBC	£985,591
Monmouthshire CC	£405,844
Newport CC	£787,227
Torfaen CBC	£506,028
Total	**£3,036,496**



In terms of the above £0.796m of this figure is used to secure capacity within the EAS team from current serving headteachers and schools 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.

Grant Name (To be updated when information on grants is received from Welsh Government)	**Grant Total**	**Amount delegated to schools**	**Delegation* Rate**	**Regionally Retained**
	Indicative Calculation 2021/22			
	£	**£**		**£**
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	tbc	tbc	tbc	tbc
- Professional Learning for Teachers	tbc	tbc	tbc	tbc
- Other grant initiatives	tbc	tbc	tbc	tbc
Pupil Development Grant (PDG)	tbc	tbc	tbc	tbc

PDG (Lead Regional PDG Adviser)	tbc	tbc	tbc	tbc
Seren Pre 16	tbc	tbc	tbc	tbc
Seren Post 16	tbc	tbc	tbc	tbc
Total	**TBC**	**TBC**	**TBC**	**TBC**

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

Governor Support Service Level Agreement

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

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only two school opted not to buy into the clerking service in 2020/21. The indicative funding for 2021/22 is £0.387m.

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Annex documents 2021 – 2022
- Detailed Business Plan 2021–2022
- Regional Grant Mapping Overview 2021–2022 (to follow once detailed received from WG)
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2021–2022
- Local Authority Strategic Education Plans

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Education Achievement Service Regional Business Plan

(April 2021-March 2022)

(Consultation 2nd Draft)

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

Blaenau Gwent County Borough Council
Caerphilly County Borough Council
monmouthshire sir fynwy
Newport City Council
Torfaen County Borough Council

The final version of the Business Plan will be available in both Welsh and English.

This first draft document containing the high-level priorities has been shared with the following groups as part of the consultation process in December 2020:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Headteacher Strategy Group

Comments and feedback from the first consultation process have been considered in this draft version of the Business Plan.

This draft version of the Business Plan 2021-2022 will be shared with the following groups in January 2021. Views on the document can be submitted via this link: BP 2021-22 Feedback

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

The final version of the Business Plan 2021-2022 will be presented for agreement to the Regional Joint Executive Group and then to each LA Cabinet / Executive and Welsh Government in March 2021.

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

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Section 1: Position statement

“Especially in times of uncertainty, it is important for the organisation to be agile and to be able to respond quickly to changing needs. In these times of challenge, the continue to focus on staying close to schools, listening to the voice of school leaders and working closely with local authorities. Relationships and trust are crucial in times of uncertainty so in spite of the other pressures this needs to continue to be prioritised very strongly and time proactively put aside in diaries to do it.”

(Steve Munby: Review of the EAS - October 2020)

This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.

However, this plan will also need to consider how schools and settings will operate in a COVID-19 recovery phase and the support that will be required. Consideration will also be given to the priorities that were set and agreed prior to the pandemic in the previous Business Plan 2020-2021 depending on their relevance in the current climate.

The EAS will work collaboratively with local authority partners, schools and settings to implement the Business Plan. It is critically important that the EAS remains sensitive and responsive to the needs of the school workforce and will continue to be a highly supportive, reflective and responsive organisation.

The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research.

The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, the EAS will work with local authorities to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on their important priorities and their support for learners.

The timing, delivery and focus of the support will be carefully considered considering the challenges that are likely to continue into the summer and autumn terms 2021.

Section 2: Regional Context

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. There has been inevitable fragility in the ability of schools to offer support beyond their own settings because of the pandemic, this situation will be managed with sensitivity and will be constantly reviewed.

Key regional facts and figures

The number of pupils of compulsory school age within the region in 2020 was 73,090. This represents 19% of all pupils in Wales.
There are 233 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2020, Wales figure from PLASC, 2020).
There are 20 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region.
The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 20.9%. This level of eligibility is the second highest of the four regional consortia with Central South Consortium with Central South Consortium highest with 21.3% (PLASC, 2020).
In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).
The percentage of pupils aged 5 or over from an ethnic minority background is 11.3%.
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. (No new information available and not included on PLASC for 2020)

Overview of school numbers in the region Jan 2021

Caerphilly (21.6% 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 (25.5% FSM)

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

Monmouthshire (13.1% FSM)

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

Newport (19.5% FSM)

23	**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 (25.0% 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				
Blaenau Gwent	506	Teaching Staff	554	Support Staff
Caerphilly	1,523	Teaching Staff	1,389	Support Staff
Monmouthshire	644	Teaching Staff	648	Support Staff
Newport	1,475	Teaching Staff	1,316	Support Staff
Torfaen	779	Teaching Staff	773	Support Staff
In total / EAS	**4,927**	Teaching Staff	**4,680**	**Support staff**

Overview of the number of regional school governors	
Blaenau Gwent	327
Caerphilly	1063
Monmouthshire	429
Newport	768
Torfaen	396
EAS	**2983**

Section 3: Regional Priorities 2021-2022

The EAS will endeavour to be a professional partner working with schools to provide support using external expertise and experience. All schools and settings will be entitled to a range of professional learning and bespoke support which aligns to their school improvement priorities. Full consideration will be given to the current climate in which schools and settings are operating. Within this context the priorities of the EAS will be to:

A. To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.
B. Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.
C. Provide support to continue to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.
D. Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.
E. Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales, as appropriate.
F. Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.
G. Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.
H. Continue to support the development of leaders at all levels in schools and settings.
I. Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.
J. Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
K. Embed the EAS internal evaluation model, continue to welcome external challenge and support, ensure the effective and efficient support to schools and settings and adhere to legislative requirements that fully supports the wellbeing of staff.

Local authority education strategic priorities 2021/22 (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. The EAS will work in partnership with local authorities to support additional local priorities, as appropriate and those that arise from the changing local and national situation.

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, that rapid and sustainable school improvement can be achieved. This joined up approach will be even more critical as we work in partnership to support schools and settings during this challenging time.

Local Authority	Strategic priorities for 2021/2022	Main link(s) to improvement strands within the Business Plan
Blaenau Gwent	• Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community. • Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are eFSM. • Improve wellbeing for learners at all stages of development. • Secure strong progress in skills, particularly in English and mathematics at key stages 3 and 4. • Support schools who are identified as causing concern through regional protocols to secure improvement, in conjunction with the EAS.	
Caerphilly	• Further improve the quality of leadership across all phases of education. • Address the impact of the Covid-19 pandemic on pupil wellbeing and engagement. • Endeavour to ensure the implementation of remote and blended learning strategies provide high quality support to pupils across all phases of education. • Further improve pupils' acquisition of digital competency skills.	
Monmouthshire	Monmouthshire strategic priorities for 2020/21 aligned well with the following four recommendations from our Estyn inspection in February 2020. They are: R1 Improve outcomes for pupils eligible for free school meals. R2 Further strengthen the focus on increasing the number of pupils achieving excellent standards.	

	R3 Articulate a clear strategy for SEN provision. R4 Strengthen the use of information gathered through self-evaluation to better inform improvement planning. The year that followed has been unprecedented and in managing our response to the global pandemic, our priorities have taken a step back. Instead, we have adopted key strategic aims that can be responsive to emerging needs in a rapidly changing environment. Whilst the current uncertainty remains, we continue to work towards addressing our Estyn recommendations, and prioritising emerging need.	

Local Authority	Strategic priorities for 2021/2022	Main link(s) to improvement strands within the Business Plan
Newport	• Address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity. • Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs. • Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals. • Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils. • Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design.	

Torfaen	• Improve the progress (ensure catch up) of all learners, with a particular focus on FSM and vulnerable learners at key stage 4 by ensuring LA services compliment and support regional provision.* • 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. * • Ensure continued development and support for blended learning across all sectors in Torfaen.* • Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure strong, sustained pupil outcomes.*	

EAS Business Plan 2021/2022

The actions below have been developed in collaboration with our key partners, many of the actions have been refined from the originally agreed Business Plan 2020/2021 and the Revised Business Plan 2020/2021.

As noted above, the EAS will be sensitive and responsive to changing priorities as a result of the pandemic and may need to change direction and repurpose priorities as required. The support will be made available to all schools and settings, there is an understanding that schools and settings are likely to be facing continuing challenges. It will be the decision of leaders to determine the most appropriate type and timing of at any of the support on offer in line with their priorities.

<table>
<tr><td>Priority A</td><td colspan="3">To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.</td></tr>
<tr><td>Link to National Mission</td><td>Enabling objective 3: Equity, excellence and wellbeing</td><td>Link to LA Strategic Priorities</td><td>To be updated when LAs provide their strategic priorities</td></tr>
<tr><td colspan="4">Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:</td></tr>
<tr><td colspan="4">Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:
• R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils</td></tr>
<tr><td colspan="4">What will the EAS do?</td></tr>
<tr><td colspan="4">• Refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all disadvantaged and vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings.
• Enhance the regional wellbeing offer to practitioners and learners.
• 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.
• Provide a programme of professional learning to build the capacity within schools and settings to support learners with their emotional health and wellbeing based upon the principles of adverse childhood experiences.
• Support schools and settings to adopt the National Whole School Approach to Wellbeing and Mental Health.</td></tr>
<tr><td>Priority B</td><td colspan="3">Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.</td></tr>
<tr><td>Link to National Mission</td><td>Enabling objective 1: Professional learning
Enabling objective 2: Leadership
Enabling objective 3: Equity, excellence and wellbeing</td><td>Link to LA Strategic Priorities</td><td>To be updated when LAs provide their strategic priorities</td></tr>
<tr><td colspan="4">Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:</td></tr>
<tr><td colspan="4">Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:
• R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
• R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals</td></tr>
</table>

What will the EAS do?

- Undertake professional dialogue with schools and LAs to agree on school's improvement priorities and support.

Supporting a self-improvement system

- Refine the Challenge Adviser Role to reflect national model for school support identification and ensure key focus on support for school improvement.
- Identify lead schools and settings considering strengths in leadership capacity, curriculum design, learning culture and behaviour to support system wide improvement, including support for distance and blended learning.
- Broker school-to-school collaboration and cluster working.
- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Develop a bespoke peer working model that builds mutual and reciprocal peer support to achieve increased levels of excellence across schools.
- Provide professional learning opportunities for schools, governing bodies and local authorities to understand the changing assessment and accountability arrangements within the reform agenda.

Supporting School Self Evaluation and Quality Assurance

- Further develop a boarder range of evaluation criteria that do not focus solely on end of key stage outcomes but look at a wider range of school improvement information, including quality and effectiveness of distance and blended learning.
- Provide professional learning to all schools and settings to promote effective self-evaluation, improvement planning processes and effective strategies for formative and summative assessment.
- 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.
- Support Schools to effectively quality assure their processes for distance and blended learning.
- Provide a comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning in order that they are able to hold schools to account more effectively.
- Establish mechanisms whereby schools may engage peers in the self-evaluation process to gain external perspective on improvement priorities including distance and blended learning.
- Support the continuing pilot of the national evaluation and improvement resource (NEIR) in identified regional schools as context dictates and ensure key learning is shared with all schools and settings.
- Further develop the use of pupil progress data at school level in line with national guidance on whole school target setting

Priority C	**Provide support to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities
What will the EAS do?			
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs

Teaching and Learning

- Provide a range of delivery models and access to a wider range of blended professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region.
- Use the established network of school practitioners to further enhance the regional website as a mechanism to share effective whole school strategies for teaching and learning, including distance and blended learning.
- Support schools to use a range of first-hand evidence to improve the quality of teaching and learning, including distance and blended learning through a modelled, shared and guided approach.
- 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.
- Continue to support and work collaboratively with school leaders, as appropriate, to develop and refine whole school teaching and learning strategies, using a team around the school model.
- Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches, virtual professional learning and networking opportunities.

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

- Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners.
- 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.
- Design and facilitate national online resources to complement the middle leadership programme for more able and SEREN school leads.
- To support schools with Sixth Forms to have access to Russell Group Universities to support them with their SEREN learners.
- Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5 for all groups of learners.

Priority D	**Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals

- R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils

What will the EAS offer schools and settings?

Specific focus on improving the outcomes of Vulnerable Learners

- Implement the regional plan for Recruit, Recover and Raise Standards (RRRS) to provide appropriate support and guidance for identified learners to make progress.
- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development and RRRS grants to share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU and Special school settings.

Partnership Working: LA Inclusion Leads

- Implement a revised regional approach, as appropriate, to improve the monitoring and impact of the pupil development grant.
- Work in partnership with local authorities to analyse attendance and exclusions data for vulnerable and disadvantaged learners and support school leaders to share effective practice and to improve outcomes, as appropriate.
- Work in partnership with local authorities to analyse FSM and LAC data and provide additional advice and support for schools and settings who have an increase in these groups as a result of COVID.

Partnership Working: External Partners

- Continue to work in partnership with Challenge Education to support the 'RADY' network of schools engaged with the 'Raising the achievement of disadvantaged youngsters' programme.
- Commission and external evaluation of the impact of the RADY programme.

Partnership Working: ALN reform

- Work with local authority partners to explore and agree roles and responsibilities with regards to the EAS role in securing the effective regional provision for ALN.
- Support, as appropriate, the Regional ALN Transformation Officer to update stakeholders on ALN Reform and support the delivery of professional learning in line with the remit of the work of the EAS.

Targeted Support for Schools and Settings:

- Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected as a result of COVID pandemic.
- Refine the current Teaching and Learning Strategy to include an annex supporting the teaching and learning of disadvantaged and vulnerable groups of learners.
- Extend the use of first hand evidence within schools to support and ratify the progress that is made by disadvantaged and vulnerable groups of learners.
- Extend the Vulnerable Learner Lead Programme through primary and secondary settings.
- 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.
- 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 disadvantaged and vulnerable groups of learners.

- Improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- Deliver a regional programme across all settings supporting More Able and Seren Learners.

Priority E	**Provide professional learning and bespoke support and guidance to schools to help them realise Curriculum for Wales.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
- R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

What will the EAS do?

- Provide all schools with access to the national professional learning programmes to support the implementation of the curriculum for Wales. Ensure that this professional learning reflects the priorities set out in the national implementation plan.
- Provide schools with examples of effective school development actions for curriculum reform and provide bespoke support to schools and settings to implement these.
- Encourage all schools to be research informed by creating a network of lead enquirers to develop the capacity for professional enquiry in all schools.
- Review the regional Welsh language strategy in collaboration with school leaders and other partners, considering the findings for future delivery models.
- Encourage schools to actively seek resources and experiences that support learners to understand the stories of different groups, including diverse and minority groups, and enable all learners to see themselves and their experiences and knowledge developed through the curriculum.

Priority F	**Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

What will the EAS do?

- In partnership with other regions and higher education institutions, provide a national mentoring and coaching programme to develop and support school leaders and governors.

Schools as Learning Organisations

- Ensure all professional learning is underpinned by the principles of effective learning organisations and encourages schools to develop as effective learning organisations.
- Provide coordinated support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities.

- Share case studies where schools and clusters are effectively developing as learning organisations.

Professional learning teaching assistants

- Provide a virtual professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.
- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities, Special Schools and PRU's.

Professional Learning for statutory induction

- Refine and develop a Nationally designed virtual induction professional learning offer to support all those who support the induction process including: Newly Qualified teachers, the school-based induction mentor, and the external verifier.
- Continue supporting early career teachers beyond the statutory induction period.
- Further strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

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, as appropriate within the current arrangements.

Priority G	**Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to: • R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs • R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design			
What will the EAS do?			
• Review all existing networks to ensure all practitioners have access to relevant networking opportunities with colleagues within and beyond the region. • In partnership with schools and settings continuingly review their capacity to support the wider system.			
Priority H	**Continue to support the development of leaders at all levels in schools and settings.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities
Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:			
Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:			

- R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
- R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals

What will the EAS do?

- Further develop the strategic approach to identifying and supporting the next group of leaders within the region.

National professional learning offer for leaders

- Provide a blended 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.

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.

Specialist HR

- Work with local authorities to complement existing education HR services and provide a range of specialist HR professional learning for school leaders and governors.

Priority I	**Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

What will the EAS offer schools and settings?

- Continue to refine the delivery of the Governor Support Service Level Agreement (2020-22), ensuring governing bodies are supported through timely, constructive guidance that enables effective governance.
- Further develop professional learning for governors, including online materials, interactive and recorded workshops, regular briefings for all chairs of governing bodies, support for existing self-evaluation tools and the development of a cluster-based approach.
- Provide focused professional learning for chairs and vice chairs of governing bodies in secondary schools, that supports them in addressing phase specific challenges.
- Develop a pilot programme to develop coaching approaches for Chairs of Governors.
- Provide opportunities for collaborative professional learning for school leaders and governors, encouraging and enabling peer support arrangements for governing bodies to refine and develop their capacity to support their schools.
- Identify governors who can undertake additional roles within and beyond their own governing bodies, providing bespoke professional learning to strengthen and build capacity within the region.

Priority J	**To further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.**		
Link to National Mission	Enabling objective 2: Leadership Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

What will the EAS offer schools and settings?

- Work collaboratively with a range of partners to develop a regional approach that identifies and values the characteristics of an effective school.
- Identify a broader range of evaluation strategies that do not focus solely on end of key stage outcomes but looks at a wider range of school improvement information.
- Provide a comprehensive professional learning programme for elected members that supports the regional and national priorities around evaluation and quality assurance including distance and blended learning in order that they are able to hold schools to account more effectively.
- Determine the support arrangements for all schools in line with national guidance considering how regional consortia and local authorities can agree with the school the additional support it needs to improve and to build its own capacity to improve and considering specifically distance and blended learning.

Priority K	**i. Embed the EAS internal evaluation model, continue to welcome external challenge and support and ensure the effective and efficient support to schools and settings.** ii. **Ensure the EAS adheres to legislative requirements and fully supports the wellbeing of staff.**		
Link to National Mission	Enabling objective 1: Professional learning Enabling objective 2: Leadership Enabling objective 3: Equity, excellence and wellbeing Enabling objective 4: Evaluation, improvement and accountability	**Link to LA Strategic Priorities**	To be updated when LAs provide their strategic priorities

Link to Estyn Recommendations: Local authority and regional consortia support for schools and PRUs in response to COVID-19 Update report from June to November 2020:

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

What will the EAS do?

Business delivery model

- Continue to refine the business model for the EAS to ensure that it aligns to regional and national priorities and addresses the needs of schools and settings.
- Maintain the credibility of the service using EAS core staff and the move to the school led system whilst ensuring effective provision and value for money.
- Embed the EAS internal evaluation model, continue to welcome external challenge and support and ensure the effective and efficient support to schools and settings.
- Ensure the EAS adheres to legislative requirements and fully supports the wellbeing of staff.
- Use the Investors in People development programme to support service improvements.
- 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.
- 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.

Staff Development

- To maintain high levels of staff morale and wellbeing in the backdrop of reduced funding and the implementation of change management processes.
- Continue to develop collaborative ways in which the EAS team contribute to and feel part of the decision-making processes and are recognised more systematically for their successes.
- Provide access to coaching and mentoring support for all staff.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent the service values and vision.
- Embed performance management processes and extend the professional learning opportunities for staff that meet individual and service needs.
- Ensure all EAS staff are well informed regarding all aspects of the reform agenda.

Funding, Resourcing and Governance

- 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.
- 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.
- Continue to publish the regional grant allocations and maximise delegation rates to schools.
- Refine the value for money model, further exploring access to comparative data.
- Managing a complex governance interface to ensure communication, satisfaction and engagement levels remain high.

Section 4: Ambitions for 2021/2022

Working in partnership with local authorities, schools and setting the ambitions for 2021/22 and beyond are challenging to capture without having clarity around the changing nature of the pandemic and the effect it will have on schools and settings. In this regard, the ambitions below need to be read within the context they have been derived:

- The EAS has placed wellbeing at the forefront of its work.
- There is a clear strategy to improve the quality of distance and blended learning experiences for learners. There has been good engagement in the regional strategy and many opportunities have been provided for schools to share to develop more effective teaching across and within schools and settings.
- Where schools and settings have engaged in the regional wellbeing support offer it has helped to support improvement in their provision for wellbeing.
- Schools and settings receive the right type of support, as appropriate to help them make progress against their school improvement priorities.
- Most schools can identify and provide the most appropriate support to specific groups of disadvantaged and vulnerable learners, including those who have been disproportionality affected by school closures, to help them to progress.
- A regional strategy developed in collaboration with practitioners provides a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionally affected by the pandemic, for example pupils eligible for free school meals.
- The quality and impact of the provision for professional learning for educational practitioners and governors is good and those schools that have engaged are able to evidence the impact of this.
- Refined and extended networks ensure effective collaboration and communication to support school improvement.
- A range of professional learning and bespoke support provided to schools and settings helps them realise Curriculum for Wales.
- Working with schools and local authorities, a regional model of support will be developed and implemented, focusing on accurate self-evaluation using a broad range of characteristics, aligned to school improvement priorities.
- Evaluations of the impact of regional policies and practices developed since the start of the pandemic will be used to inform future ways of working and curriculum design.

Section 5: Delivery arrangements for 2021/2022

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 this 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, 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 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 though 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.

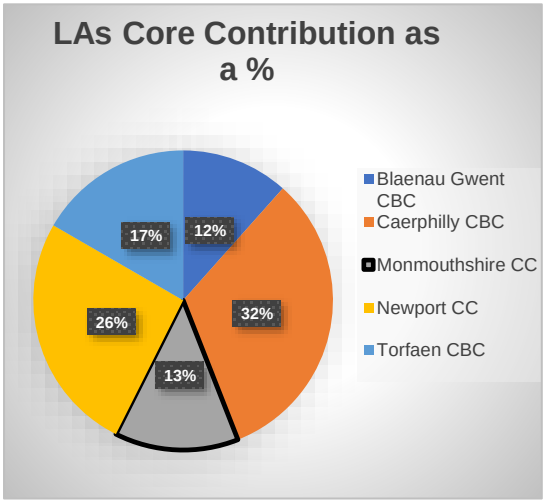
Delegation rates to schools has increased to 94.4% whilst the EAS staff profile has reduced by 53.1% since 2012.

Local authority contributions 2021/2022

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 £1.23m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2021/22 are as follows:

Local Authority	
Blaenau Gwent CBC	£351,806
Caerphilly CBC	£985,591
Monmouthshire CC	£405,844
Newport CC	£787,227
Torfaen CBC	£506,028
Total	**£3,036,496**



In terms of the above £0.796m of this figure is used to secure capacity within the EAS team from current serving headteachers and schools 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.

Grant Name (To be updated when information on grants is received from Welsh Government)	**Grant Total**	**Amount delegated to schools**	**Delegation* Rate**	**Regionally Retained**
	Indicative Calculation 2021/22			
	£	**£**		**£**
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	tbc	tbc	tbc	tbc
- Professional Learning for Teachers	tbc	tbc	tbc	tbc
- Other grant initiatives	tbc	tbc	tbc	tbc
Pupil Development Grant (PDG)	tbc	tbc	tbc	tbc

PDG (Lead Regional PDG Adviser)	tbc	tbc	tbc	tbc
Seren Pre 16	tbc	tbc	tbc	tbc
Seren Post 16	tbc	tbc	tbc	tbc
Total	**TBC**	**TBC**	**TBC**	**TBC**

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

Governor Support Service Level Agreement

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

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only two school opted not to buy into the clerking service in 2020/21. The indicative funding for 2021/22 is £0.387m.

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Annex documents 2021 – 2022
- Detailed Business Plan 2021–2022
- Regional Grant Mapping Overview 2021–2022 (to follow once detailed received from WG)
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2021–2022
- Local Authority Strategic Education Plans

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EDUCATION SCRUTINY COMMITTEE – 10TH MARCH 2021

SUBJECT: **DIRECTORATE PERFORMANCE ASSESSMENT SIX MONTH UPDATE 2020**

REPORT BY: **CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

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1. PURPOSE OF REPORT

1.1 To present Scrutiny with the new Education Directorate Performance Assessment (DPA) which is part of the Council's new Performance Framework.

1.2 The DPA provides information and analysis for the 6-month period April – September 2020. The DPA forms part of the overall Council 'self-assessment' activity, of which members are invited to discuss, challenge and scrutinise the information in the DPA.

2. SUMMARY

2.1 The Council's Performance Framework had been in its current format for several years and formed a foundation stone of the Council's governance arrangements.

2.2 As the Council embarked on its ambitious Transformation Programme, Team Caerphilly, alongside the emergence of new legislation such as the Local Government and Elections (Wales) Bill 2019, it became both timely and opportune that the Framework was redeveloped and enhanced.

2.3 The new Performance Framework was endorsed by Cabinet February 2020 and this report introduces one of the key components of the Framework, the Directorate Performance Assessment, (DPA). The DPA is a 'self-assessment' of Directorate's progress across a wide range of information types.

2.4 Directorate Performance Assessments are an opportunity to bring together a range of information and intelligence into one picture to answer the self-assessment question of 'how well are we performing and how do we know? Appendix A is the Education Directorate Performance Assessment up to September 2020.

3. RECOMMENDATIONS

3.1 Members review the attached document (Appendix A) and discuss, challenge and scrutinise the information contained within.

4. REASONS FOR THE RECOMMENDATIONS

4.1 Scrutiny members are involved in the 'self-assessment' process by scrutinising the information within the Directorate Performance Assessment. This also supports the principles within the new section (Part 6, Chapter 1) of the Local Government and Elections (Wales) Bill which provides for a new performance and governance regime for principal councils

5. THE REPORT

5.1 The Council started reviewing its Performance Management Framework 2 years ago with a view to making better use of the wide range of information and intelligence that it holds and to future proof any new processes in line with the new Performance legislation.

5.2 The new Performance Framework has been developed to meet several strategic and operational needs as well as to align with emerging legislation and further the Council's desire to be a high performing learning organisation focused on meeting the needs of its residents.

5.3 The framework was piloted in 2019 and endorsed by Cabinet February 2020

5.4 Part of the framework was to develop a reporting dashboard at directorate level. This report introduces and shares the Educations DPA. To show how the DPA fits into the overall framework the components are noted below:

5.5 **The Framework**

The Council's new Performance Framework has several component parts:

- Corporate Performance Assessment (CPA)
- **Directorate Performance Assessment (DPA)**
- Service Planning, identifying priorities resources and actions to improve.
- Risk Management – the barriers that may prevent improvement.
- MyTime Extra – personal learning and development, skills to deliver on objectives.

5.6 The Corporate Performance Assessment (CPA) dashboard is used by the Corporate Management Team (CMT) and Cabinet to monitor the Council's progress in delivering its strategic priorities, identifying and challenging areas of underperformance and discussing and agreeing any remedial actions that may be required.

The dashboard is received by CMT on a quarterly basis as well as being shared twice yearly with Cabinet. While the dashboard itself offers a rich insight, it is set at a high-level position and designed to be an 'at a glance' overall picture.
The detail that sits underneath it is within the DPA.

5.7 **Directorate Performance Assessment (DPA)**

The DPA dashboards are developed for all directorates. The report provides Directorate Management Teams with a range of data to keep progress under review, drive performance improvement and manage resources, intelligence and risks. Information within the DPA dashboards is grouped as follows:

- Overall summary of the Quarter
- Progress on a Directorate's Priorities
- Performance Data
- Customer Intelligence
- Resources – financial / workforce and assets
- Risk Register
- Well-being Objectives
- Lessons Learned
- Conclusion

The DPAs are received by Senior Management Teams on a quarterly basis providing opportunities to account for progress, challenge performance and agree improvement activity. Data from DPAs will be shared with relevant Scrutiny Committees twice yearly.

5.8 The focus of the Directorate Performance Assessments (Appendix A) is to continue our development as a learning organisation. The DPA is less about performance and targets (though they have their place) rather is designed to provide a wider picture of knowledge and learning, to identify cause and effect and to invite mature conversations that enhance learning which leads to improvement.

5.9 **Conclusion**

The Council's new Performance Framework as set out will provide Cabinet, Scrutiny Committees, CMT and DMTs with a regular and embedded mechanism for monitoring progress, managing performance and driving improvement. The dashboards, which provide 'a single source of the truth', enable key aspects of performance to be discussed, action to be agreed and learning to be generated. The ability to specifically link individual contributions to organisational goals provides a platform for every employee to understand how they fit and to be recognised for the part the play in delivering the Council's objectives

6. ASSUMPTIONS

6.1 No assumptions were thought to be required in this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 **Corporate Plan 2018-2023**

The DPA provides an update of progress and learning against the Council's well-being objectives noted below which are:

Objective 1 - Improve education opportunities for all
Objective 2 - Enabling employment

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

The Corporate Plan can be found on the intranet on the Policy portal, within the performance management section. **Click here to view.**

8. WELL-BEING OF FUTURE GENERATIONS

8.1 The Directorate Performance Assessment shows how the Directorate's priorities, risks and its own specific well-being objective contributes to the Well-being goals;

- **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 information is wide ranging and looks at the long-term balancing priorities with the short term and the long-term needs. The risks also identify those that impact the well-being of future generations. The actions being taken to deliver the priorities are part of preventing problems occurring, or getting worse, delivery of thee require involvement and a range of collaborations.

9. EQUALITIES IMPLICATIONS

9.1 This report is for information and has no decision-making requests, so the Council full Equality Impact Assessment process does not to be applied. Information on equalities and Welsh language will be included appropriately within the DPA's and CPA's as part of a picture of Directorate's self-assessments.

10. FINANCIAL IMPLICATIONS

10.1 There are no financial implications within this report, however the DPA (appendix A) has a section on resources including relevant budget out turns as part of the overall self-assessment of the directorate.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications within this report, however the DPA (appendix A) has a section called 'resources' which provides data on a range of workforce aspects.

12. CONSULTATIONS

12.1 Any consultation responses have been included with in this report.

13. STATUTORY POWER

13.1 The Local Government Measure (2009) and Local Government and Elections (Wales) Bill.

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Consultees: Christina Harrhy, Chief Executive
Richard Edmunds, Corporate Director of Education and Corporate Services
Dave Street, Corporate Director, Social Services
Mark S. Williams, Corporate Director Communities
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Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Steve Harris, Head of Financial Services and S151 Officer
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Planning & Strategy
Sarah Ellis, Lead for Inclusion & ALN
Sarah Mutch, Early Years Manager
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Financial Services Manager
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation)
Rob Tranter, Head of Legal Service and Monitor
Steve Pugh, Corporate Communications Manager

Appendices:
Appendix A Directorate Performance Assessment (April – September 2020)

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Education Services Directorate Performance Assessment

2020/21 Quarter 1 & 2 (6 Month Update)

Please select a section of your choice:

Summary & Priorities

Performance

Customer Intelligence

Resources

Risks

Well-being Objectives

Conclusion

A greener place to live, work and visit
Man gwyrddach I fyw, gweithio ac ymweld

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Education Services Directorate Performance Assessment

2020/21 Quarter 1 & 2 (6 Month Update)

Summary & Priorities

Quarter 1 & 2 (April to September) 2020

The performance period under review aligns with the first six months of the COVID-19 pandemic. It is important to recognise that during this time, Caerphilly Council and the communities it serves have been severely impacted by the virus with some services ceased, some delivered in alternative ways and many of the Council's staff redeployed in support of services that had not existed prior to the beginning of the financial year. The reintroduction of many of those services only a matter of months on, along with key governance processes such as the Council's DPA process, demonstrates how the Council has begun to return to a semblance of normality while also continuing to protect our people and place from COVID-19. I would like to record my appreciation of Education and School based staff for the way in which they have adapted, transformed working practices and done whatever has been asked of them during this time.

In terms of specific performance updates during Q1 and Q2, I would like to place on record my thanks for the way in which our Schools, supported by the LEA, have closed; transitioned in to childcare hubs; introduced an innovative approach to delivering FSM supported blended learning; partially reopened, and then opened again fully in September while doing everything in their power to keep staff and pupils as safe as possible. The work that has been done and the commitment and bravery that has been required cannot be underestimated. Since returning to school in September the focus has very much been on catching up with lost lesson time, particularly for examination age pupils as well as overcoming the significant challenges associated with a reintroduction of face to face teaching; home to school transport and hot school catering. The workload pressures on Head Teachers and LEA staff to support this effort have been immense and protracted and concerns are growing about the resilience of the school community should the pandemic response continue into the medium term. To assist, a wide range of financial, technical and wellbeing support is being wrapped around the sector.

Some of the specifics that have been achieved throughout the period are as follows:
- Safe systems of work and comprehensive Risk Assessments introduced ahead of a return to school along with COVID secure approaches to Transport, Catering and Pupil ingress/egress
- The introduction of an application process for childcare places across the emerging childcare hubs and the process of accepting children was developed and implemented in only a matter of days
- Free to use and publicly available WiFi has been installed across every school site to enable greater use of smart devices across school settings
- Levels of FSM uptake have increased by 20% following the introduction of an innovative FSM delivery approach that has placed food on the plates of every learner and also kept local businesses afloat
- Agreement and funding from Cabinet to introduce a whole Borough approach to cashless catering which is now being rolled out
- Creation of a daily COVID dashboard for schools to enable incidences of positive cases and associated self isolation periods to be monitored and managed to keep schools open in very difficult circumstances
- Further innovations have been introduced across the Library Service such as the Order and Collect Scheme which is now being rolled out across every Library setting
- Support for the vulnerable from across Education has been exceptional with vulnerable learners a specific focus throughout lockdown for functions such as the Youth Service, EWO and ALN Teams
- Staff from across Education have been redeployed into critical support roles for the organisation with Childcare Hubs, FSM delivery, the Council's Buddy Scheme, Customer First and even the AB UHB benefitting from the support of Education staff
- The 21st Century Schools Business Cases for the expansion of Trinity Fields and the relocation of Ysgol Gymraeg Cwm Gwyddon have been developed and approved for consultation by Cabinet

In response to COVID 19, the buddy scheme was set up beginning on the 16th March 2020 to deliver a community response to support vulnerable people and those who were self-isolating. The Corporate Policy Unit managed the system with assistance from across all Council Services. Services that had effectively shut down mainstream activity offered staff to the Buddy scheme as part of the normal working week. 590 staff responded as volunteers to support this group; to provide support with shopping, prescription pick-up, keeping in touch etc. At the peak 1560 Vulnerable People were registered on the scheme.

Name of Priority	Completion Date	RAG	Progress - Achievements - Comments
Aim the reduce the impact of poverty on Early Years	Ongoing		Welsh Government announced a new funded childcare scheme which we made operational during April 2020. This was a redirect of the Childcare Offer funding and aimed predominantly at children aged 0-5years from families of key workers who needed to attend the workplace as well as very vulnerable children. During April to 31st August 2020, we supported 555 children aged 0-5years with funded childcare places. Families First and Flying Start early intervention support was delivered virtually throughout the period, ensuring families were contacted and had access to support as they needed it. Many projects used social media closed groups to maintain contact, build peer support networks, support communities to support each other, doorstep drops of activity packs relevant to the age and stage of the children. Health visitors and family workers and additional needs workers in Flying Start continued to do in person contacts in clean rooms for families where there were greater concerns, including for those where there were safeguarding concerns, very vulnerable families, complex family needs, and digitally excluded. The doorstep drops of activity packs with the doorstep contact supported families who felt very isolated and were struggling to support their child's development. • Over 200 parents were supported through the parent network closed groups plus wider parents in the community through the food parcels. • 148 families with 151 children of which, 10 are pregnant, were being contacted weekly by parenting team. • 28 parents were being contacted weekly for support by ALN team with a further 6 being supported through in person contact in clean rooms. • 72 parents were supported with children's language delays and have since accessed in person support in clean rooms as well as virtual support. • The Flying Start childcare team initially was redirected to support key worker children alongside school hubs. However, they restarted for Flying Start children from 29th June and have continued since then to engage and support children's development. While the Flying Start children were not attending setting, 800 children had doorstep drops of individualised development activity packs. Also, during the summer holidays all children from the childcare settings had weekly delivery drops to support their development at home. The Childcare Offer was restarted from 1st September for working parents of 3 year olds in part time Education. 528 children accessed funded childcare placement through the Childcare Offer in September, saving parents just over £157k in childcare fees for September and supporting the sustainability of small local childcare businesses
Raise standards of attainment.	Ongoing		Prior to lockdown, Standards and provision at end of Foundation Phase and Key Stage 2 were judged to be good. This is evidenced by individual pupil level data, and Estyn outcomes However, two Welsh medium schools were inspected in Autumn 2019 where standards were judged by Estyn to be adequate. As a result, both schools were placed in the category of 'significant improvement'. Verified Key Stage 4 data for 2018/19 (verified by WG Core data sets, published January 2020) identified an improving trend across a range of legacy indicators and newly implemented interim measures. Summary over one year indicated improvements in SCC, Literacy, Numeracy, Science and all Legacy measures (except Level 1). This is against a national picture where there has been a decline in performance against a number of indicators. However, the number of pupils achieving no qualifications has also risen from 0.9% in 2017-18 to 1.7% in 2018-19. This is 0.8% higher than the national average. Key Stage 5 performance is a mixed picture which has resulted in an increased focus on performance measures related to pupils achieving 3 A-C and A*-A qualifications. In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for FP through to KS3. Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. Analysis of standards for this year cannot include aggregated LA data or individual school performance data and, therefore, comparison of year on year progress is not possible. Strategies have been initiated by schools that aim to minimise the impact of the disruption. This includes a range of professional learning activities for school and LA staff to develop effective blended and distance learning strategies. This pedagogical strategy is however in its infancy and will require significant ongoing development and refinement.
Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equity of opportunity.	Ongoing		Youth Workers have continued to work with pupils from Learning Pathway Centres to enable the attainment of accreditation during lockdown. In the past year and including the earlier stages of lockdown, 120 young people in the Youth Service have achieved over 340 national (non GCSE) qualifications and over 2600 young people have achieved over 8000 local awards
Reduce the Impact of Poverty upon communities	Long term and ongoing		Verified Key Stage 4 data for 2018/19 (verified by WG Core data sets, published Ja+L31n 2020) identified an improving trend across a range of legacy indicators and newly implemented interim measures for FSM pupils. The performance of FSM pupils was broadly in line with the Welsh average. As stated above, the cancellation of summer 2020 GCSE, AS and A level examinations has meant that the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. At the onset of lockdown, the Youth Service supported catering's food delivery arrangements by constructing and providing a suitable risk assessment for the delivery of FS meals for all CCBC staff and volunteers – youth workers contributed to the distribution of free school meals to vulnerable families throughout the lockdown period. Feedback from schools indicates that FSM pupils were more likely to be affected by the lockdown period. The Edtech strategy has been repurposed as a response to this (see below).

Education Services Directorate Performance Assessment

2020/21 Quarter 1 & 2 (6 Month Update)

Summary & Priorities

Quarter 1 & 2 (April to September) 2020

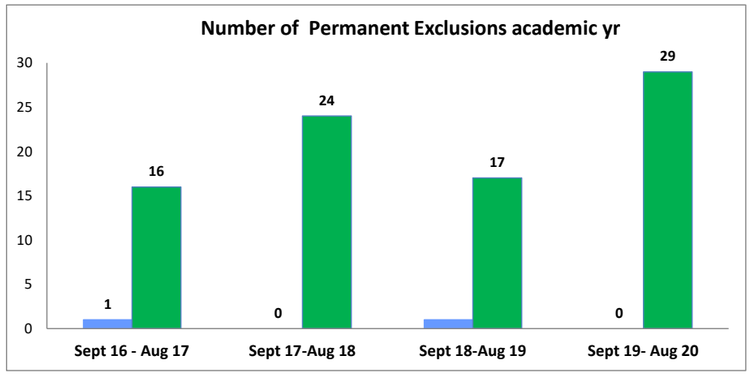
Help those who are able to follow a non-traditional attainment path.	Mar-20		Provision and standards during the period April to September was obviously dominated by the adaptions necessary to the pandemic. Whilst during the initial period our blended learning approach was called into action, towards the latter all provisions were active with re-integration programmes focused on wellbeing, of both staff and students, alongside the identification of learning gaps which have informed our curriculum diet for the Autumn Term 20. Of significance during this time has been the development of remote learning for our students currently on Home Tuition. Work has been undertaken by a large proportion of the EOTAS team in linking our LA based tutors with clusters of schools, developing IT capabilities of both adults and students and developing re-integration plans where appropriate. This has already had a positive impact in the reduction of resources used to employ agency workers. Savings are currently being re-directed towards the recruitment of further LA based tutors. The process of supporting these students has been significantly strengthened with the appointment of two Assistant Educational Psychologists who are working directly with students and their families, identifying barriers and facilitating progress back to mainstream schools. A key action arising from scrutiny of NEETs performance data and trends over the past 5 years has been the development of NEETs strategy that captures and harmonises related activity across the Education directorate and elsewhere within the authority. A draft is currently being refined and a specific set of actions will accompany release of the document late Autumn 2020.
Support learning that enables young and adult employment opportunities including a focus on 'future skills'	Long term and ongoing		Yearly targets have been achieved however this period covers the Covid 19 – lockdown and during this time we were only able to provide support to our participants via email and telephone calls. It must be noted that many of these participants have been unemployed for a considerable period and need intensive support to gain qualifications and employment. However, despite limited It access and initial difficult using emails and the internet 30 participants gained QCF employability related qualifications and 9 participants gained employment during this period. Youth Service Engagement and Progression arrangements have continued support for traineeship take up within the authority and is championing the new Wales-wide apprenticeship scheme. Destinations secured for school leavers include take up of significant amounts of training opportunities, vocational and otherwise, in further education.
Improve digital skills for all ages.	Long term and ongoing		The Edtech programme has also been repurposed in response to the national lockdown and risk to digitally disengaged learners. Wave 1 -3: The network infrastructure as part of waves 1-3 to replace network switches and access points is progressing. 33 schools completed, 37 school partially completed, 17 schools remaining. Wave 4: The investment in filtered Guest wifi throughout schools has enabled pupils to use their own suitably enabled devices. A further £1.4 m Edtech funding has been allocated to purchase 7710 Lenovo Chromebooks for learners without their own device. Roll out plan required to consider priority year groups to receive devices. As part of the Stay Safe, Stay Learning project a total number of 1076 laptop devices from 47 schools were repurposed into Chromebooks and suppled to learners. EAS have produced an IT self-evaluation toolkit to enable schools to identify strategic priorities in the development of digital learning. This initiative is in its infancy but is currently being trialled by schools that form part of the IT Stakeholder group.
Improve the learning environment.	Long term and ongoing		The 21st Century Schools Team have been managing a range of investment and development opportunities to support building improvements across schools in the Borough. • 21st Century Schools and Colleges Band A Programme – Trinity Fields refurbishment • 21st Century Schools and Colleges Band B Programme – Ysgol Gymraeg Cwm Gwyddon / Trinity Fields – proposals are currently at consultation stage and a report is being prepared for Cabinet to decide on whether to proceed with both projects. • CCBC Capital Maintenance Programme • WG Capital Maintenance Programme • WG Welsh Medium Grant • WG Childcare Grant • Community Hubs – Athletics track at Oakdale • Sporting Facilities – 3G pitches at St Cenydd, Lewis School Pengam, Cwm Rhymni (Gelli Haf)
Safeguard all children and young people in order to create a climate for learning, particularly the most vulnerable.	Sep-20		The education safeguarding coordinator post has been appointed. Training for schools (train the trainer is ongoing) and networks with secondary and primary DSPs have been established. School audits are being undertaken in line with the schedule. The LA has developed a formal exclusion strategy currently in draft and to be shared with Scrutiny and Cabinet outlining the vision for reducing exclusions. Processes for monitoring exclusions have been made more robust. The Educational Psychology Service (EPS) provided direct support to the childcare hubs including to the most vulnerable pupils linked to our special school, consultation regarding individual concerns and support for pupil and staff wellbeing. The EPS also set up a helpline for professionals and parents, which was accessed by both schools and parents who were struggling to cope with their children's ALN and increased anxiety. A virtual meeting was held with all of the secondary school Pastoral Leads to discuss how schools were supporting their most vulnerable pupils during the lockdown period; this provided an opportunity to provide guidance and for schools to share examples of good practice. The EPS also made contact with school ALNCo's to ascertain, via a survey, how ELSA support was being provided to the most vulnerable pupils during school closures. Bereavement support was also provided to both schools and parents, this included helping schools to identify which pupils would be most impacted by the bereavement, so that support could be provided to these pupils. The school-based counsellors provided weekly check-ins with the pupils who opted in to this service and who were receiving counselling prior to school closures. Online individual and small group CBT support was also provided to those pupils who were identified as very anxious, who were receiving this intervention prior to lockdown and who opted for this support to continue during lockdown. EP contact was made with all schools immediately prior to both the 2 week 'Check in, Catch up and Prepare' return to school in the summer term and the start of the Autumn term, to discuss how schools could support the return of pupils in general and specifically those they considered to be most vulnerable. Linked to this, the EPS created two guidance booklets based on a trauma-informed approach to support schools to prepare for pupils return to school by supporting their understanding of the impact of covid-19 on wellbeing and by providing guidance and practical strategies that schools could implement to support both staff and pupil wellbeing as a pre-requisite to create a climate for learning

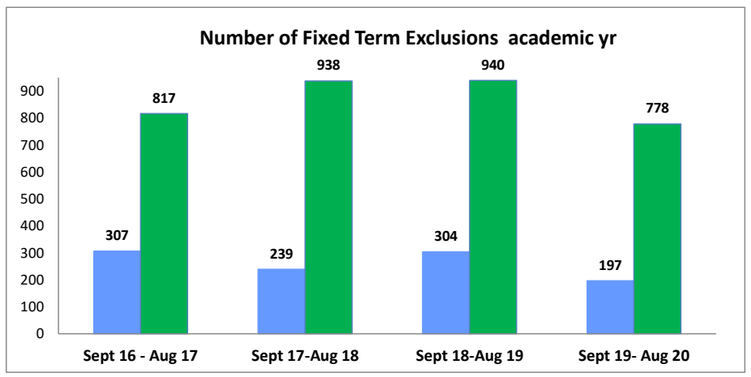
RAG	Status
Black	Not yet started or too early to report any progress (achievements/changes)
Red	Started but not progressing well
Amber	Started with reasonable progress achieved
Green	Going well with good progress

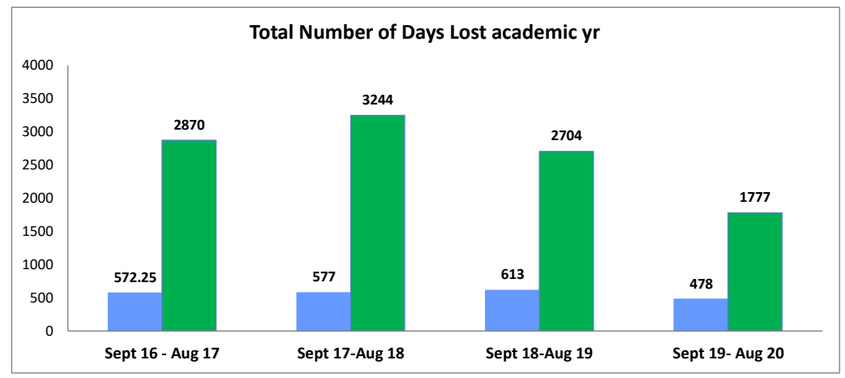
Performance

Priority 6 - Reduce the rates of exclusion, therefore impacting upon pupil attainment

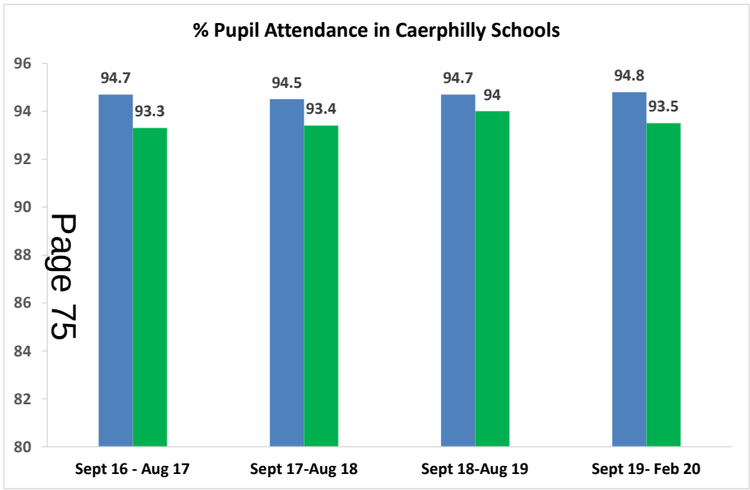
Primary Schools Secondary Schools







Priority 2 - Increase the percentage of pupil attendance across primary and secondary in order to maximise pupils' learning



Primary Schools Secondary Schools

* All exclusion data will be confirmed when verified

What is the Performance information telling us?

The LA revised attendance strategy impacted positively on improving attendance trends in secondary schools - a rise of 0.7% over 3 years. The September 2019 Welsh Government Statistical Release identifies improvement compared with other Local Authorities (18/19-7th, 17/18-17th, 16/17-21st). Primary attendance over three years made more marginal gains but was still favourable compared to other local authorities with similar numbers of FSM pupils.

However, the decision by Welsh Government to cancel all statutory data collections related to attendance and pause all statistical releases due to the coronavirus outbreak has meant that there will not be an official record of pupil attendance for 2019-2020. WG data collection (if any) for 2020-2021 will not be a measure of the impact of the attendance strategy, but largely reflect the number of pupils required to isolate as a result of advice from environmental health services. The education welfare service has repurposed itself to support the welfare of individual families, supporting the pupils return to school on a case by case basis.

Similarly, the statistical release for exclusions has also been paused, therefore, preventing a comparison against other local authorities. Prior to lockdown, pupil exclusion across a range of indicators remained too high (number of fixed term exclusions, number of pupils, number of permanents) and remains a significant area for improvement. As in the case of the educational welfare service, education psychology and the inclusion team work with schools and individual pupils to limit the number of exclusions during the lockdown period.

Q3 reporting will include internal data monitoring of both attendance and exclusion rates. A report (embedded below) is going to scrutiny 26th Nov to provide contextual information on this years data to members.

X:\2-SharedData\ Directorate Performance

Performance

Priority 1 - Improve outcomes for all learners particularly those within Key Stage 3 and 4
Priority 5 - Improve provision and outcomes for vulnerable groups

		2016/17		2017/18		2018/19		Targets		
		LA	Wales	LA	Wales	LA	Wales	All	FSM	Boys
KS4	Capped 9 Points Score (interim)					337.6	354.4	353	298	335
	WBacc Skills Challenge Certificate indicator – Points Score	24.5	28.6	33.7	36.5	36.4	36.4	38	31	35
	Literacy Indicator - Points Score	37.5	39.1	37.1	39.4	37.3	39.0	39	32	36
	Numeracy Indicator - Points Score	36.4	37.9	36.3	38.3	36.3	37.2	38	31	37
	Science Indicator - Points Score	38.0	39.0	34.8	36.8	35.1	36.8	37	29	35
	No qualifications	1.2	1.1	0.9	1.0	1.9	1.2			
KS4 - legacy measures	L2 inc E/W & M (exc. literature)	49.9	54.6	46.9	55.1	47.0	49.9			
	L2 inc E/W & M (inc. literature)					50.6	53.8	53	32	48
	L1	94.0	94.4	92.1	93.7	90.9	92.8			
	5+ A*-A or equivalent	13.5	16.8	12.1	18.0	15.2	18.0	18	5	13

*These figures are now confirmed and may vary from the original figures.

Foundation Phase, Key Stage 2, Key Stage 3.

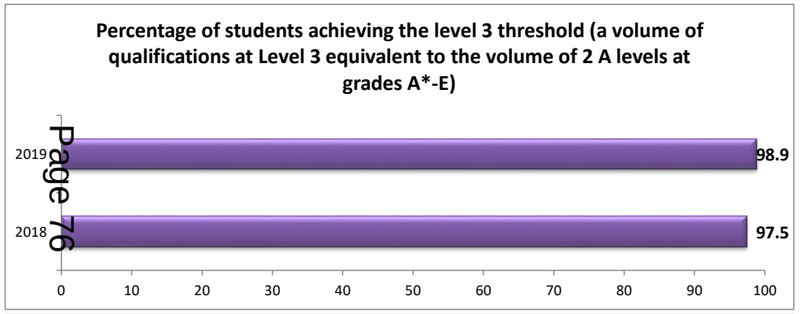
In 2018, teacher assessment data is to be utilised solely to inform approaches to teaching and learning int he classroom, rather than as a tool for accountability. Therefore, teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Key Stage 4

Measures
In 2019, Welsh Government have moved away from threshold measures. The interim performance measures are made up of five headline measures, all based on points scores. Reports on these measures will include Year 11s only.
Capped 9 score- calculates the average of the scores for the best awards for all individual learners in the cohort, capped at a specified vol ume of GCSEs or equivalent qualifications.
Literacy- calculates the average of the scores for all individual learners in the cohort, taking the best grade from any of the literat ure or first language Welsh or English GCSEs awarded to a learner.
Numeracy- calculates the average of the scores for all individual learners in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a learner.
Science- The science measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from science GCSEs awarded to a learner. Currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners.
Welsh Bacc Skills Challenge Certificate-The Welsh Baccalaureate Skills Challenge Certificate measure calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.

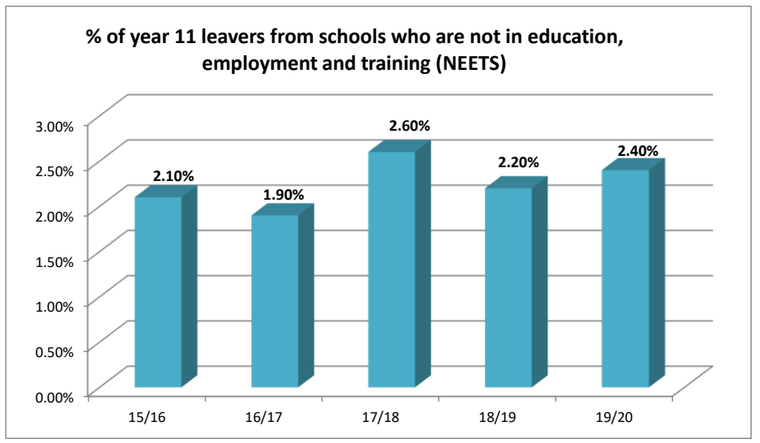
However, In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for FP through t o KS3. Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on KS4 and KS5 school performance m easures for 2019/20. Analysis of

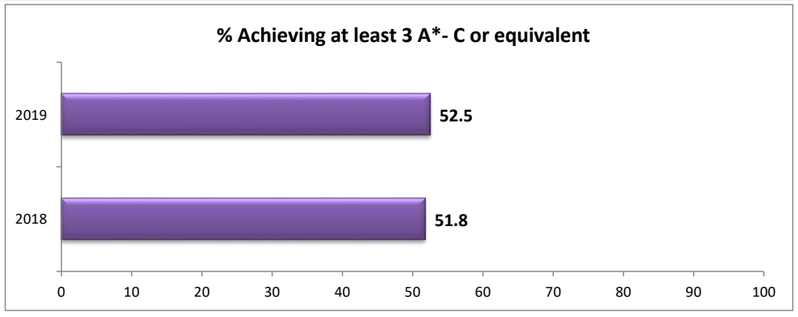
Year 11 A-level results

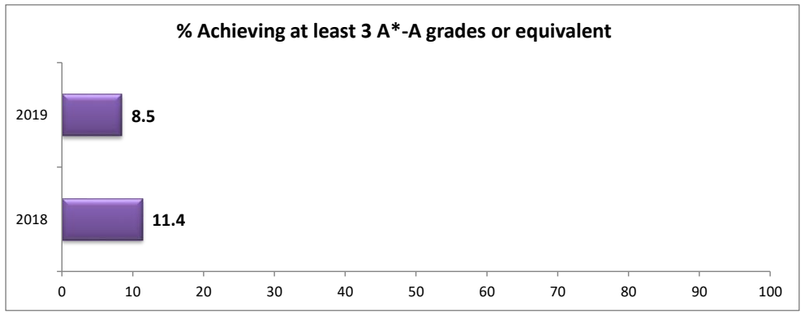


A-Level Context

See commentary for KS3 and 4.





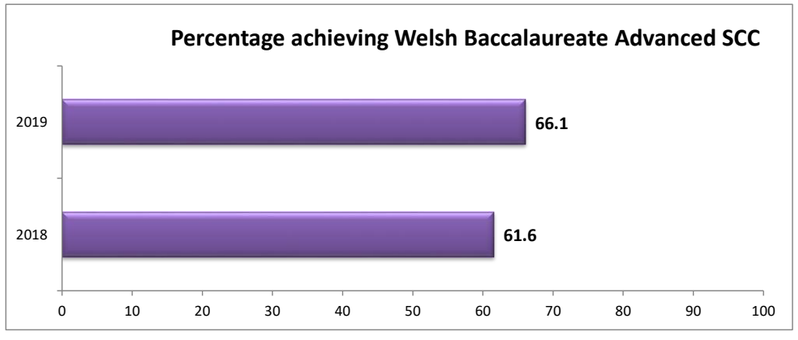


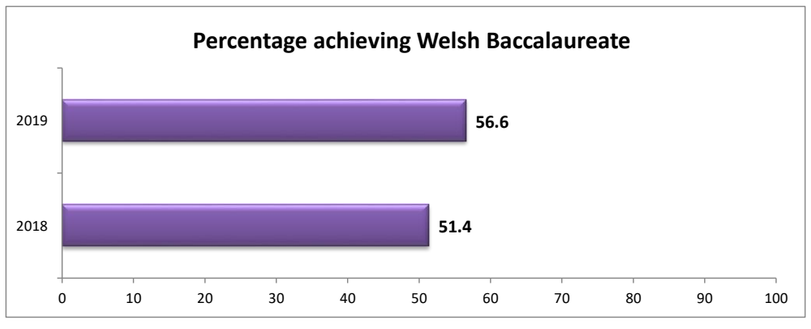
NEET Performance data received for Academic year 18/19 (above as 19/20) declined to 2.40% and this equates to 47 pupils out of 1937.
Of those 47 pupils 27 were unable to enter employment, education or training due to health or medical issues. This would give a performance of 1.03% for those 20 pupils who did continue into employment, education and training

Due to the Covid situation the NEET figure may rise for the next reporting period as the nature of the work requires considerable contact opportunity and face to face support and the Virus lockdown restricted this, compounded by the closure of Schools in the Summer term of 2020. This has resulted in elevated numbers of vulnerable young people without confirmed post-school destinations, particularly those already less engaged with schools for various reasons and this may result in a decline in NEETS-related performance.

We have identified this as a new risk in the Directorate Risk Register.

**Neet was 5.9% when we started recording this data in 2012*

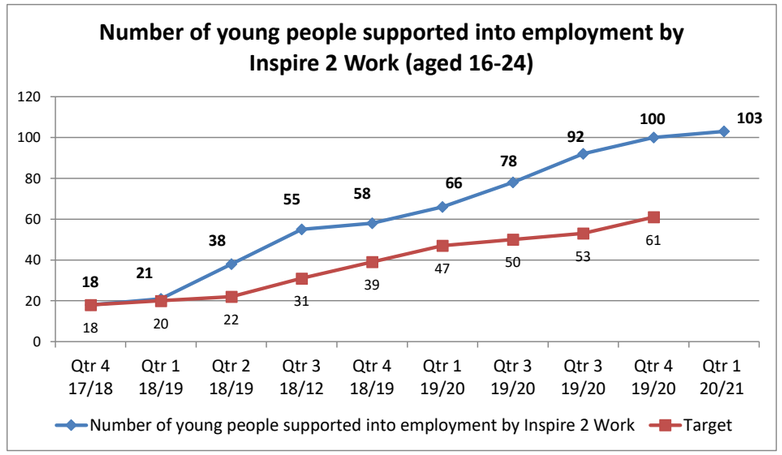


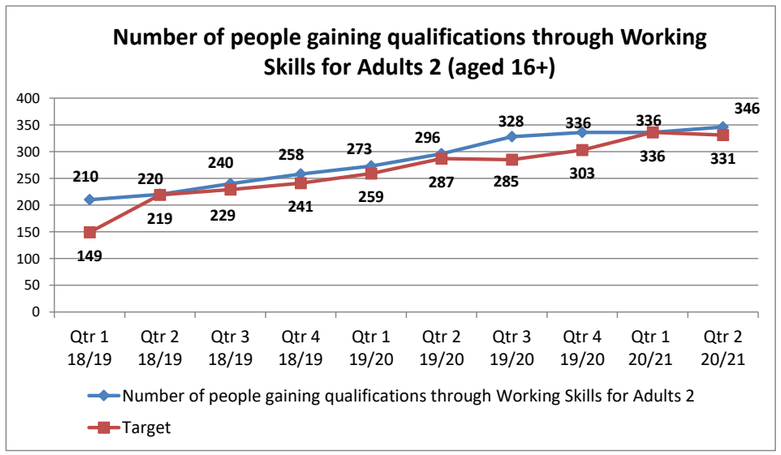


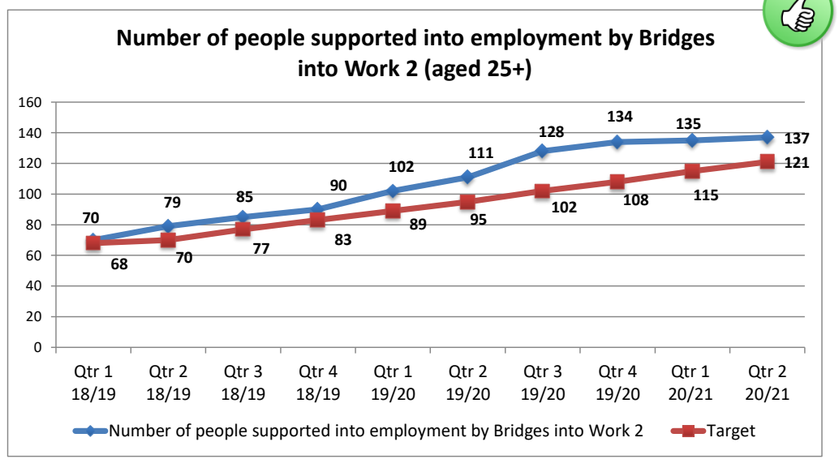
Performance

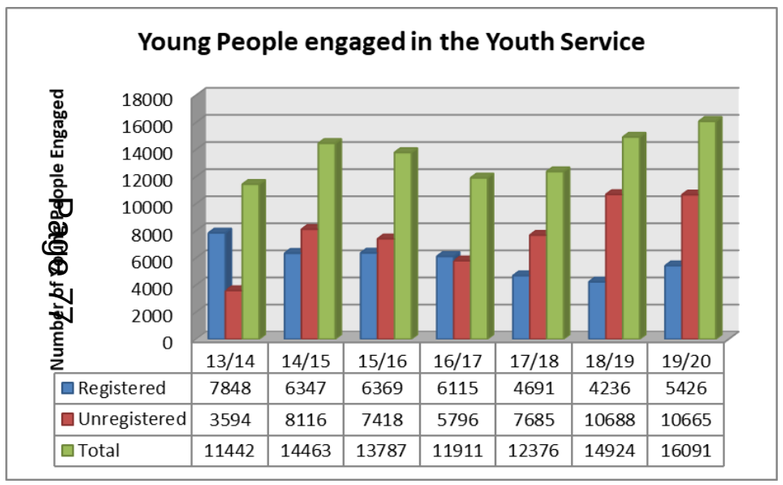
Priority 3 Reduce the Impact of Poverty upon communities
Priority 5 Improve provision and outcomes for vulnerable groups

All Adult Employability Targets are being exceeded.









Youth Service

The number of registered young people who engaged with the youth service during 2019/20 totalled 5,426 individuals. This exceeded the target of 4000. Registered young people include all those who consent to personal details and information being held and processed, and who access the service on a regular basis. 'Unregistered' young people include:
- Young people who use provisions as a drop in to access advice and support but may not want to register with the service
- Young people who engage with youth workers during detached and outreach work on the streets,
- Young people who benefit from sessions provided by youth workers in schools, colleges and other youth support services .

The number of registered young people engaged during 2019/20 represents 17% of the youth population (those aged 10-25 years), an increase on the previous year. The result comparers favourably to the Wales average recorded for 2018/19, where LA Youth Services engaged with an average of 15% of the youth population. Within our region, in 2018/19, Newport engaged 7%, Torfaen 10%, Blaenau Gwent 17% and Monmouthshire 26%. There are currently no figures available for 2019/20.

The decrease in the percentage of the population registered since 2013 could be due to a number of factors including :
- A loss of projects that had the capacity for large number of young people such as Communities first funded Hub Project.
- The changing nature of grant funded projects which has seen a shift to more targeted interventions with young people with more complex needs, as opposed to issued based work with large groups.

Employment Performance

This period covers the Covid 19 – lockdown and during this time we were only able to provide support to our participants via email and telephone calls. It must be noted that many of these participants have been unemployed for a considerable period and need intensive support to gain qualifications and employment. However, despite limited It access and initial difficult using emails and the internet 30 participants gained QCF employability related qualifications and 9 participants gained employment during this period.

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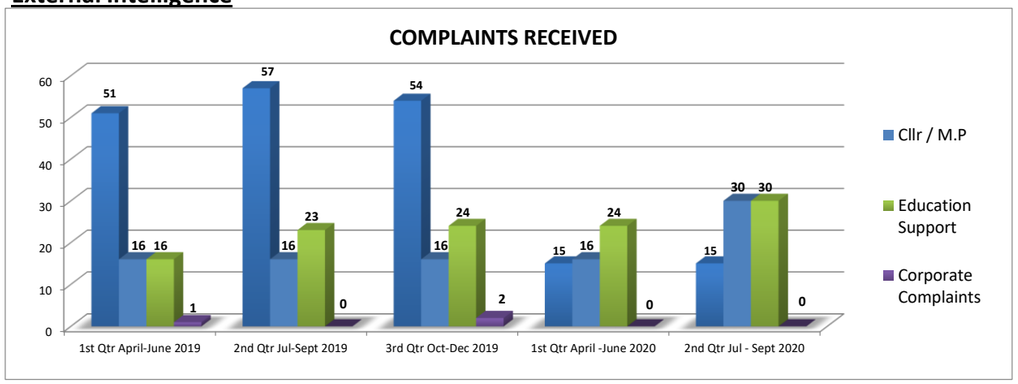
External Intelligence



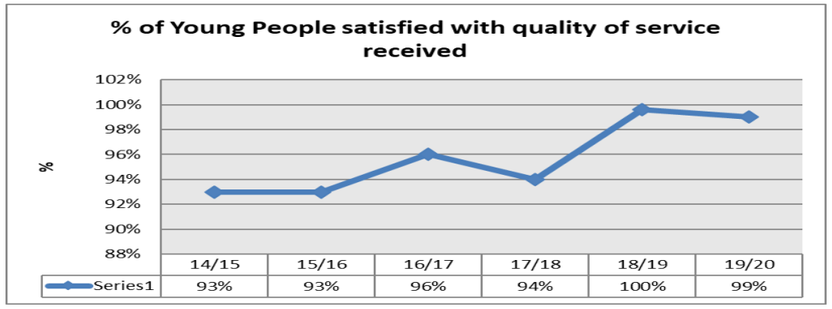
Notes:
Please note that 'Schools' figure only capture complaints that have come through to the L.A. Schools have their own complaints policy/process that must be dealt with by the school. However the L.A may give advice and guidance on these complaints but direct them back to the school for response, some complaints go straight to the school and the L.A will not record these. These numbers only reflect the complaints we are aware of.

Complaints April - Sept 2020

This period relates from the start of lockdown and COVID-19. These issues have dominated complaints and queries. Within the first couple of weeks of lockdown, we received a lot of queries and a high call volume relating to Hub placements for key workers. These were not logged as complaints but dealt with by the department.

COVID-19 is the common theme for these 2 quarters and will probably continue for some time to come, dealing with the concerns and anxieties of parents during the lockdown period, dealing with hub queries, planning the return to school and the actual return. We also recieved **3** compliments this quarter.

If there are any pressing issues or contentious complaints that arise throughout the year, management are kept informed and involved in the plan of action moving forward. Our schools have expressed uncertainty in how to handle complaints so were putting on a schedule of training for Head Teachers and Governors including managing conflict. The training will be in partnership with our internal complaints team, EAS and Legal Services



Satisfaction

A total of 1549 young people completed the survey, representing 28% of all registered young people. This is an excellent result, with many surveys conducted post lockdown to ensure the data was collected for the year.

99% of young people reported that they were very happy and happy with the service, exceeding the target of 80%.

In addition to this result, many very positive evaluative comments are received regularly, thanking youth workers for the support provided and for the experiences and

Estyn Inspections *

Primary Schools (26)	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	12%	12%	12%	15%	15%
Good	73%	73%	69%	73%	62%
Adequate	15%	15%	19%	8%	12%
Unsatisfactor	0%	0%	0%	4%	12%

Secondary & Special Schools (6)	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	17%	17%	17%	17%	17%
Good	33%	50%	50%	50%	33%
Adequate	50%	33%	33%	33%	50%
Unsatisfactor	0%	0%	0%	0%	0%

All Schools (32)	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	13%	13%	13%	16%	16%
Good	66%	69%	66%	69%	56%
Adequate	22%	19%	22%	13%	19%
Unsatisfactor	0%	0%	0%	3%	9%

Library Service 2019-2020 Core Performance comparisons to 2018-2019

Library Service Performance Area	2019-2020	2018-2019	Commentary	RAG Status
The percentage of adults who think the Borough Library Service is 'very good' or 'good' overall	98%	99%	Based on most recent Adult PLUS survey 2019 compared to 2017.	1% decline but still an excellent score
Average child satisfaction score with their local library out of 10	9.40%	9.40%	Based on July 2018 Children's PLUS survey across all service points.	Maintaining excellent and positive score
Percentage of adults who think that the customer care they received from their local library is 'very good' or 'good'	99%	99%	Based on most recent Adult PLUS survey 2019 compared to 2017.	Maintaining excellent and positive score
Total number of visits to library premises for the year 2019-2020	650,881	651,926	Due to the COVID-19 pandemic, all library buildings in the Caerphilly borough were instructed to close their doors to the public on: **Friday 20th March 2020** therefore an annual visitor count normally taken between 01/04/19-31/03/20 was not fully executed.	Despite the closure of library doors the visits to library premises remains consistent with the previous year and certainly will have exceeded last year's total if libraries had not closed.
Total number of active borrowers during the year	37,120	37,849	Due to the COVID-19 pandemic, all library buildings in the Caerphilly borough were instructed to close their doors to the public on: **Friday 20th March 2020** Due to the move to the All-Wales Library Management System, Caerphilly Library Service had no access to its existing Library Management System (Infor's: Vubis Smart) due to key integration work: From the **16th March 2020**, library services staff and the general public had no access at all to a Library Management System therefore new customers could not be registered.	Despite the closure of library doors and the unavailability of a Library Management system, the number of active borrowers remains consistent with the previous year and certainly may have exceeded last year's total
Total loans for the year (adult and child)	452,211	563,175	Significant decline in children and adult loans, predominantly children's issues caused by a number of factors.	19.4% decrease
Total loans for the year (adult and child) electronic downloads	49,275	32,092	Rise in customer loans of the eDigital services we provide: eBooks, eAudiobooks, eComics and eMagazines. Library service investment to these services continues.	34.8% increase
Number of Welsh Government Core Entitlements achieved in full or part	12 in full (projected estimate)	12 in full	Estimates based on evidence submitted as part of local authority standards return	Top quartile for Wales attainment possible
Number of Welsh	7 in full	8 in full	Estimates based on evidence submitted as part of local authority standards return.	

What is our External / Customer Intelligence telling us?

* The data in the table above represents an overview of Estyn inspections from September 2017 to March 2020. This is from the introduction of a revised framework for Estyn inspections to the period where all activity was suspended due to the coronavir us outbreak. Estyn's guidance on self-evaluation for local authority inspections states that judgements will be based on evidence from inspections over a three year period. Therefore, evaluations have to take all inspections during this timeframe into account. Estyn inspections have been suspended until September 2021.

In terms of Library's the number of visits to our library are reducing and this is a trend across Wales. Our School Engagement Strategy aims to reverse this by bringing younger children and growing the age profile of visitors.

The Library Standards for 19/20 are shown to the left, however it should be noted these standards have not yet been verified. We have not yet been given a verification date and if verification changes the outcome we will update this in quarter 3.

Score	RAG	Status
0	Black	Not yet started or too early to report any progress (achievements/changes)
1	Red	Started but not progressing well
2	Amber	Started with reasonable progress achieved
3	Green	Going well with good progress

Government measurable Quality Indicators achieved in full or part	1 in part 1 fail to meet 1 with no	2 in part	1 standard does not need to be reported on, had we been asked to report on this we would have fully met.	Reduction from last year's return. Possibility we may remain in top quartile for Wales.

Extract from - Action Plan 2020 Response to Regulator Proposals

Number and reference of action	Name of Report	Regulator Proposal	Action	PREVIOUS UPDATE	Service Officer Responsible	When will be completed by	CURRENT UPDATE - September 2020	Status	Percentage completed

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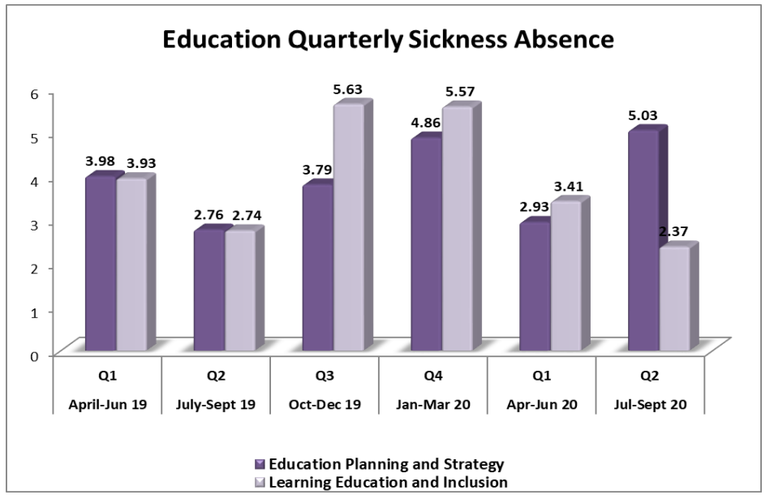
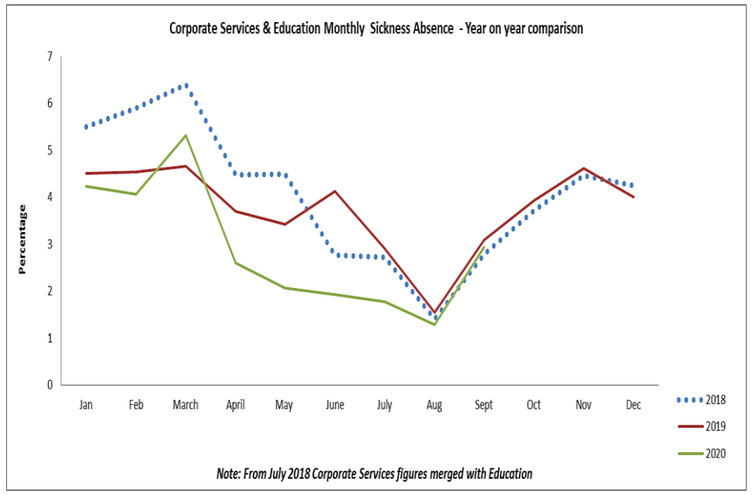
Resources - People





Education				
	Quarter 1		Quarter 2	
	Education	Schools	Education	Schools
Voluntary Leavers	3	25	11	71
Other Leavers	1	12	1	50
Total Leavers	**4**	**37**	**12**	**121**
New Starters	3	16	10	84
Number of Teacher Assistant Agency Staff	234	N/A	181	N/A
Headcount	**626**	**3338 = FTE 2504.78**	**623 = FTE 411.05**	**3311 = FTE 2480.56**
55 and over	163	607	165	597
% of headcount	26.03%	18.18%	26.48%	18.03%

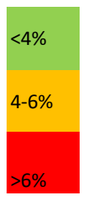
** Data not available as Agency staff are employed directly by schools

Q1 Monthly Breakdown	Apr-20			May-20			Jun-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.14	4.97	**5.12**	0.04	4.59	**4.62**	0.35	4.37	**4.72**
Early Years	1.13	1.61	**2.74**	1.65	2.23	**3.88**	0.00	2.25	**2.25**
Youth Services	0.00	0.26	**0.26**	0.40	0.22	**0.62**	1.65	1.88	**3.53**
School Improvement	0.00	2.65	**2.65**	0.00	2.77	**2.77**	0.00	2.01	**2.01**
Learning Education and Inclusion Total	**0.38**	**2.82**	**3.20**	**0.56**	**2.86**	**3.42**	**0.46**	**3.00**	**3.46**
Library Service	0.00	2.30	**2.30**	0.00	1.53	**1.53**	1.73	1.53	**3.25**
Adult Education	1.35	3.58	**4.92**	0.00	3.51	**3.51**	0.00	3.36	**3.36**
ESF Project Team	0.00	2.76	**2.76**	0.00	2.02	**2.02**	0.00	0.00	**0.00**
Admissions and Exclusions	0	8.09	**8.09**	0.00	0	**0.00**	0.00	0.00	**0.00**
Admin, Data and Information	0	0	**0**	0	7.79	**7.79**	0.00	16.06	**16.06**
Education Planning & Strategy Total	**0.23**	**2.83**	**3.06**	**0.00**	**2.27**	**2.27**	**0.82**	**2.36**	**3.17**

Q2 Monthly Breakdown	Jul-20			Aug-20			Sep-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.28	1.97	**2.25**	0.00	1.36	**1.36**	0.96	1.53	**2.49**
Early Years	1.48	1,16	**2.64**	0.80	0.92	**1.73**	1.01	1.46	**2.48**
Youth Services	2.27	2.26	**4.97**	0.51	2.06	**2.57**	2.60	1.95	**4.55**
School Improvement	0.00	1.21	**1.21**	0.00	0.00	**0.00**	0.00	1.81	**1.81**
Learning Education and Inclusion Total	**1.05**	**1.70**	**2.75**	**0.33**	**1.20**	**1.53**	**1.61**	**1.62**	**2.78**
Library Service	2.55	3.97	**6.52**	0.29	6.17	**6.46**	0.98	6.06	**7.04**
Adult Education	0.00	3.16	**3.16**	0.00	2.33	**2.33**	0.00	0	**0.00**
ESF Project Team	0.00	0.00	**0.00**	0.00	0.00	**0.00**	2.32	0.00	**2.32**
Admissions and Exclusions	0.00	0.00	**0.00**	0.00	0.00	**0.00**	0.00	16.94	**16.94**
Admin, Data and Information	0.00	15.41	**15.41**	0.00	15.36	**15.36**	0.00	16.52	**16.52**
Education Planning & Strategy Total	**1.22**	**3.44**	**4.65**	**0.14**	**4.39**	**4.51**	**0.98**	**4.94**	**5.92**

	Quarter 1			Quarter 2		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Primary Schools	0.12	1.58	**1.70**	0.73	0.98	**1.70**
Secondary Schools	0.19	1.06	**1.25**	0.61	0.71	**1.33**
Other 1	0.00	0.62	**0.62**	0.70	0.38	**1.08**
Other 2	0.59	3.24	**3.83**	0.47	1.16	**1.63**
Schools Total	**0.16**	**1.45**	**1.61**			

Key: Corporate Standard



The calculation in the iTrent sickness report for schools is not working. HR are aware of this and are working to resolve the problem.

Workforce information

% Sickness Absence- The names of the school setting/setting type have been removed in above figure to ensure the figures relatings to a specific setting are not revealed.

Resources-Finances / Assets - reported to Education Scrutiny November 2020

Summary	Original Estimate 2020/21 £'000	Revised Estimate 2020/21 £'000	Estimated Outturn 2020/21 £'000	Variance Under (over) 2020/21 £'000
Schools Related	118,513	118,513	118,494	**19**
Education	16,591	16,591	16,712	**(121)**
Lifelong Learning	3,799	3,799	3,795	**4**
Total Service Expenditure	**138,903**	**138,903**	**139,001**	**(98)**

Assets

The Council has 86 schools and 1 Pupil Referral Unit , 18 public libraries and 6 Community Education Venues (used predominantly by Youth and Adult Services)

Condition surveys undertaken for all schools support the Directorate when prioritising works to be carried out from a limited Capital budget, £1.4 million (this excludes Welsh Government capital grant funding). The surveys show backlog maintenance for P1, P2 & P3 tasks of circa £30m.

Fire Risk Assessment remedial works continues to be a challenge with £500K of the capital programme and £500K of the maintenance grant already allocated, and being closely monitored. Spend to date is circa £300k.

What is our People Resource and Asset Resource Information telling us?

In summary, based on actual income & expenditure details to the end of August 2020, together with data used to forecast for future months, the projected revenue overspend position for Education & Lifelong Learning is £98k. This variance is supported by an underspend position for Education and Corporate Services. Overall the current projection is an underspend for Education and Corporate Services of £211k.

In terms of Assets and Welsh Government Capital Grant Funding :

The Athletics track (£0.755m) - (located at Rhiw Syr Daffydd Primary) is almost complete, weather conditions mean that the top surface cannot be laid until the spring when we would anticipate a spell of good weather.

The 4 Welsh Medium grant schemes (£5.4m) and 14 Childcare schemes (£5.8m) are progressing well. The Welsh Medium schemes are joint funded with the Childcare schemes.

In addition to the £2.4m allocated in a previous year, an additional capital maintenance grant of £2.5m has been funded by Welsh Government for 2020/21. We are currently in the process of confirming schemes based on prioritisation within the condition surveys. To date circa £900k has been spent on projects. This funding is being used to target high priority areas, with a focus on roofs and boilers.

Band A 21st Century Funding - Work is continuing on the final Band A scheme at Trinity Fields (£1.3m), spend to date is circa £550k.

Delays have been experience in areas of the capital programme this year due to restrictions linked to the current pandemic.

Risk Register 2020-21

Year end

Ref	Topic and Service	Risk, opportunities and Impact	**Mitigation actions** - (What actions can we take to address and reduce the risk or realise the opportunity)	**Progress Update - Input Date SEPT** (Are the mitigating actions reducing the risk or realising the opportunity?)	**Risk Level 2019-20 Q2**	**Risk Level 2019-20 Q3**	**Risk Level 2019-20 Q4**	**Risk Level 6 months Q2**	**Does this effect the Well-being of Future Generations in our Communities?**	**FGA Risk Level**
Corporate Risk Register										
CMT16	School Attainment	**1.** National lockdown may have resulted in significant gaps in pupils' learning. The extent to this challenge is dependent on a range of issues including: - the effectiveness of remote learning strategies; - pupils' access to digital technology from home; - capacity for support from home. It is currently too early to fully assess the impact of the pandemic period on standards and progress of learners . **2.** The start of the new term was also characterised by a higher than expected number of pupils being required to self-isolate as a result of the rise in infections. Again, this may have impacted on pupils' learning. **3.** A range of professional learning opportunities have been developed to support the implementation of remote learning. However, this initiative is still at an early developmental stage.	**1**. Utilisation of grant funding to identify gaps in pupils' learning and implement appropriate interventions/strategies. Utilisation of the educational welfare, inclusion and Youth services to support pupils with issues relating to wellbeing. The Edtech programme has been repurposed to provide digital resources to disadvantaged learners. **2.** Daily data collection identifies the number of pupils who are ill due to covid-19, symptomatic or required to self-isolate. This data is shared with a range of partners including the school improvement service. **3.** The LA monitors schools' engagement with professional learning activities. Monthly LAQA meetings with EAS are used to update on professional learning.	It is impossible to identify the impact of mitigating factors on standards, progress and provision. An evaluation of the effectiveness of remote learning strategies is currently being undertaken. Attainment levels have improved but are still broadly below the Welsh average. Although there have been recent improvements, a gap remains between the attainment of Free School Meals pupils and Non-Free School Meals pupils. Higher than expected rates of exclusion will impact on pupil attainment and improved attendance rates have not been sustained over time.	**High**	**High**		**High**	Yes, this limits contribution to 'Prosperous and More Equal Wales'. Standards of attainment and gaps in inequality can result in a low skilled, low paid workforce, and higher levels of unemployment leading to poverty. Over the long-term (25 years) in the life of a young child to adult the potential outcome of the attainment gap makes this a high risk. This is a long term risk	**High**
CMT42 **NEW**	Exit from the EU (Brexit)	The decision to leave the EU and the looming deadline to secure an exit deal has created considerable uncertainty. Moving forward it is difficult to determine what impact the exit from the EU will have in the medium to longer-term for Caerphilly CBC and our communities. However, in the short-term possible negative impacts from a no deal scenario include the potential for workforce supply shortages in some areas and the possibility of some disruption to the supply of goods and services.	The Directorate is participating in the Corporate Brexit Working Group and undertaking service specific analysis in preparation for the various Brexit scenarios.	The Withdrawal Agreement has been approved by Parliament and is now working its way through the House of Lords. The UK will leave the EU on the 31st January 2020 and there will then be an eleven month transition period to discuss the finer details of the deal and the future working relationship with the EU. Until this process is completed the internal Brexit Working Group will continue to meet to keep the position under review.	**Medium**			**High**	Potential impacts are not yet fully understood but they are likely to be felt over the short, medium and longer-term.	**Medium**
Education Directorate Risk Register										
ELL001	MTFP	Failure to identify and consult and progress savings proposals necessary to contribute towards Authority MTFP savings. 1. Workforce Planning: less staff to deliver services. 2. Failure to maintain and/or improve service delivery 3. Managing staff morale in light of cuts 4. Failure to take early decisions on which services should be cut could lead to poor planning	There are currently no significant issues with regards to achieving the MTFP savings proposals identified for 20-21, so we have revised 20-21 to a medium rating for Oct20. The only issue may be around the impact of additional cost pressures linked to covid that won't all be funded by WG. That position isn't completely clear and won't be for a while yet and this may alter the rating later on.	Education & Lifelong Learning MTFP savings proposals for 2020/21 were presented to Education for Life Scrutiny on 9th December 2019. Also presented was the Authority wide Draft Budget Proposals for 2020/21. The Final Budget Report for 2020/21 was presented to Full Council on 20th February 2020.	**High**	**High**	**High**	**Medium**	Medium Term	**Medium**
ELL002	Grant Funding	Directorate Grant Funding is circa £30m. Grant funding gives a degree of uncertainty for future planning purposes; 1. Annual grants may not be renewed posing significant risk to medium and long term financial planning. 2. If external audit identify a failure to comply with terms and conditions, then potentially the grant funding body could claw back the grant funding previously awarded and paid which will impact significantly upon the Authority's budget that year.	Liaise closely with Welsh Government and other grant funding bodies to ensure timely information is available to predict any significant changes to grant funding. Ensure that all terms and conditions of the grants are adhered to.	The Directorate has continued to maximise grant funding and continues to highlight ongoing issues with Welsh Government.	**High**	**High**	**High**	**High**	Long-term	**Medium**
ELL003	Behaviour and Exclusions	As the needs of children become increasingly complex there can be a negative impact upon exclusion rates. It is crucial that these vulnerable children access appropriate and effective provision to maximise outcomes.	The LA is developing new and revising existing strategies and processes to support schools The LA will work with schools to ensure appropriate intervention and provision is in place	Inclusion strategy (and associated documents) is being drafted for consultation with schools and stakeholders Managed Moves protocol in place. Eotas strategy agreed. Provision outside of school in development linked to the Eotas strategy. Good practice is being shared.	**High**	**High**	**High**	**High**	Long-term	**High**

Ref	Topic and Service	Risk, opportunities and Impact	**Mitigation actions** - (What actions can we take to address and reduce the risk or realise the opportunity)	**Progress Update - Input Date SEPT** (Are the mitigating actions reducing the risk or realising the opportunity?)	**Risk Level 2019-20 Q2**	**Risk Level 2019-20 Q3**	**Risk Level 2019-20 Q4**	**Risk Level 6 months Q2**	**Does this effect the Well-being of Future Generations in our Communities?**	**FGA Risk Level**
ELL004	School Buildings	Determine the current level of backlog maintenance in schools and prioritise works, working in collaboration with Health & Safety and Building Consultancy colleagues.	1. The ambitious 21st Century Schools programme and WG capital grants will significantly reduce backlog maintenance. 2. Condition surveys have now been completed for all schools and show backlog maintenance for P1, P2 & P3 tasks amount to £32 million. 3. Ensure limited capital resources targets highest priority areas.	The Directorate is working closely with Building Consultancy and Health & Safety to ensure the Authority's limited annual school capital maintenance budget and grant funding targets highest priority areas. The 21st Century School proposals are closely monitored by the School Strategy Board ensuring progress is on target. Following Grenfell there has been a greater focus on the type of build and adequate compartmentalisation in all fire risk assessments. Significant monies have been allocated to address this area. Priortisation of spend will be determined by condition surveys.	**High**	**High**	**High**	**High**	**A healthier Wales**, supporting vulnerable learners can improve their well-being and add educational achievement. **A more equal Wales**, a society that enables people to fulfil their potential no matter what their background is. **A Wales of cohesive communities** (in the context of improving quality of life with attractive, viable, safe and well connected communities).	**High**
ELL005	Vulnerable Learners	Numbers of pupils identified as vulnerable have risen significantly in recent years and schools are increasingly challenged to offer appropriate provision for them. There are examples where pupils cannot be educated in mainstream settings and require specific provision outside the school site so that their needs can be met. **1.** No. of pupils requiring EOTAS provision is increasing. **2.** The costs of external provision have increased. **3.** High quality provision and appropriate destinations for these pupils is limited. **4.** Schools need to increase their capacity and collaborative working to ensure the managed moves protocol is implemented effectively. Suitable accommodation for in-house provision needs to be determined.	Regional and local targets for implementation monitored locally an regionally to ensure compliance. Statutory posts in place by January 2021 (LA and schools). Compatible IT systems must be developed to ensure digital processes are in place. Highlight as a budget pressure for future.	Targets for implementation have been revised in light of changes by WG to implementation date. Work ongoing with Welsh Government and locally to ensure minimum requirement for IT systems are in place that will allow development of digital systems. LA appointments are in process.	**High**	**High**	**High**	**High**	**A healthier Wales**, supporting vulnerable learners can improve their well-being and add educational achievement. **A more equal Wales**, a society that enables people to fulfil their potential no matter what their background is.	**High**
NEW	ALN Act	The ALN Act will take effect from September 2021. this will mean major change for all stakeholders. The LA needs to ensure readiness to implement successfully.	1. Develop LA provision. 2. Increase capacity in schools by supporting with a range of interventions to improve wellbeing. 3. Embed the revised managed move process. 4. Embed collaborative working between schools.	Plan for ALN ongoing	**Medium**	**Medium**	**Medium**	**Medium**	**A healthier Wales**, supporting vulnerable learners can improve their well-being and add educational achievement. **A more equal Wales**, a society that enables people to fulfil their potential no matter what their background is.	**High**
NEW	HwB Programme	Risk – loss of funding if we do not complete full assessments of all school and develop sustainability plan for future investment by 31st October 2019. Loss of 2.9 million to CCBC schools. Opportunities to re-establish a fit for purpose ICT infrastructure to schools within the borough	Third party support contracted with Red Cortex to support procurement and digital team	Project being managed in line with prince2 methodology. Currently on target to meet WG requirements, however due to Covid access to schools and delay on equipment are issues, hence this risk maintains a high level.	**High**	**High**	**High**	**High**	Yes, lack of investment in our schools red	**High**
NEW	**NEETS**	Risk – NEET's is young people who are not in education, employment or training. This data started being recorded in 2012 when the rate was 5.8%. Considerable hard work went into helping young people which reduced the figure to as low as 1.9% in 16/17. Currently NEETs averages around 2% equating to around 40 young people. However during the course of this year the Authority's NEETs target for the 2019/20 cohort of year 11 pupils is likely to be adversely affected as the Virus lockdown has restricted the breadth of contact opportunities usually available to the Youth Service, compounded by the closure of Schools, in the Summer term of 2020. This has resulted in elevated numbers of vulnerable young people without confirmed post-school destinations, particularly those already less engaged with schools for various reasons and this may result in a decline in the NEETS figure.	The data is published in Oct to Nov 2020 which will tell us how severe the decline may be.	**New Risk**	**New**	**New**	**New**	**High**	This is a high risk for future generations as starting adult life with no or limited skills, qualifications or life opportunities will affect individual quality of life and the long term quality within communities	**High**

Progress towards our Well-being Objectives 2019/20

Outcomes in the Corporate Plan for objective 1. Improve Education opportunities for all.

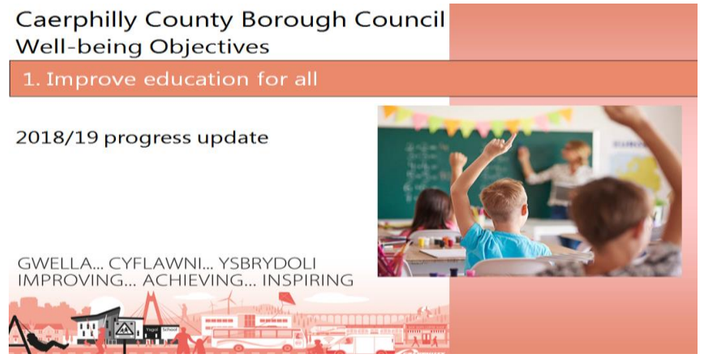
1. Aim to reduce the impact of Poverty in the early years (connects to priority 3)
2. Raise standards of attainment (connects to priority 1,2,3 &5)
3. Reduce the impact of poverty on attainment for both vocational and non vocational qualifications to provide equality of opportunity (connects to priority 3&5)
4 Help those who are not able to follow a traditional attainment path (connects to priority 5,6 &7)
5. Support learning that enables young and adult employment opportunities including a focus on future skills (this also connects to WBO 2 Enabling Employment - in Communities DPA) and priority 1.
6. Improve Digital Skills for all ages
7. Improve the learning Environment (connects to priority 4)
8. Safeguard all children and young people in order to create a climate for learning particularly those most vulnerable

Financial Year Reporting

KEY PERFORMANCE TRACKING MEASURES	Outcome	Apr 17 to Mar 18	Apr 18 to Mar 19	18/19 Target	RAG against target	Improvement on last year
Increase number of eligible working parents accessing the childcare Offer funded places	1	467	1486	800	686	1019
Number of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 4	1683	2191	n/a	n/a	508
% of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 5	87	92	n/a	n/a	5

Academic year reporting %

		2016/17		2017/18		2018/19	
		LA	Wales	LA	Wales	LA	Wales
KS4	Capped 9 Points Score					337.6	354.4
	WBacc Skills Challenge	24.5	28.6	33.7	36.5	36.4	36.4
	Literacy Indicator - Points	37.5	39.1	37.1	39.4	37.3	39.0
	Numeracy Indicator -	36.4	37.9	36.3	38.3	36.3	37.2
	Science Indicator - Points	38.0	39.0	34.8	36.8	35.1	36.8
	No qualifications	1.2	1.1	0.9	1.0	1.9	1.2
KS4 - legacy measures	L2 inc E/W & M (exc.	49.9	54.6	46.9	55.1	47.0	49.9
	L2 inc E/W & M (inc.					50.6	53.8
	L1	94.0	94.4	92.1	93.7	90.9	92.8
	5+ A*-A or equivalent	13.5	16.8	12.1	18.0	15.2	18.0



Progress

What is going well

See tab - summary and priorities

Is there anything that is not going well? (what are we learning)

See tab - summary and priorities

What impact are we having?

See tab - summary and priorities

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Conclusions

Highlights - what is going well

- No school has closed to COVID despite incredibly challenging circumstances. The commitment to providing an education and keeping schools open has been incredible
- Front line delivery and support services have worked together incredibly well and have demonstrated the benefits of doing whatever is necessary in support of the service
- The levels of FSM take up across the Community has risen by 20% and the work undertaken to increase equality through cashless catering should maintain the levels
- Distance and blended learning practice has developed significantly and some of Caerphilly's schools are now leading the way
- The Council was able to support front line NHS staff and key workers through the provision of childcare hubs throughout lockdown
- Estyn commentary on the leadership and approaches shown by Caerphilly towards its schools throughout the response has been very encouraging
- The introduction of new technology through EdTech, public WiFi across schools and tools such as Microsoft Teams has enabled teaching and learning to be delivered despite learners not always being able to attend class
- Collaborative working across Council directorates and external agencies has shown what can be delivered in spite of adversity
- The response from staff and residents to the buddy scheme was positive and staff involved gained a real sense of purpose, demonstrating a high level of goodwill towards the support the council offered. Cabinet Members have agreed to support a 'corporate volunteering scheme' to enable staff who have built up friendships with the vulnerable people they have supported over a number of months, to continue, helping to promote independence, resilience and preventing isolation and loneliness.

What have we learnt, what needs improving and why?

- It will be important that those schools who are not as advanced in their approaches to blended and distance learning have the opportunity to learn from others and can catch up quickly
- It doesn't matter how good the guidance is, situations such as this require good judgement and a balanced approach to decision-making
- Role clarity and regular communication is key to keeping the team together which in turn is key to effective delivery.

Completed Priority Actions From Last Quarter	By Whom	By When	Update
Reduce projected EOTAS Spend and develop a new approach to managing our most vulnerable learners	KC	Dec-19	Complete - EOTAS Strategy agreed @Cabinet 30/07/2020
Consultation process undertaken between 14/09/20 and 26/10/20 in respect of two 21st Century schools Band B proposals, expansion of Trinity Fields and a new build school for YGG Cwm Gwyddon on the former Cwmcarn High site.			

Feedback / Recognition / Actions from Corporate Management Team	By Whom	By When	Update

Priority Actions for next Quarter (What support is needed from Corporate Management Team)	By Whom	By When	Update

PRIORITIES

Score	RAG	Status
0	Black	Not yet started or too early to report any progress (achievements/changes)
1	Red	Started but not progressing well
2	Amber	Started with reasonable progress achieved
3	Green	Going well with good progress

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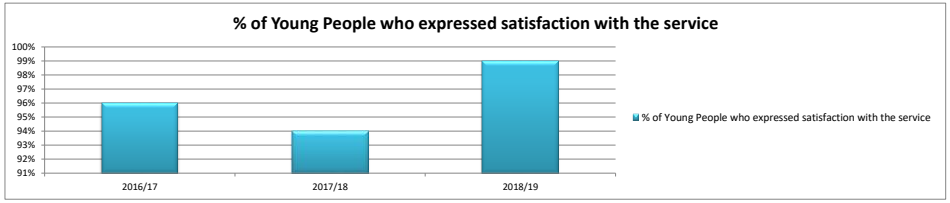
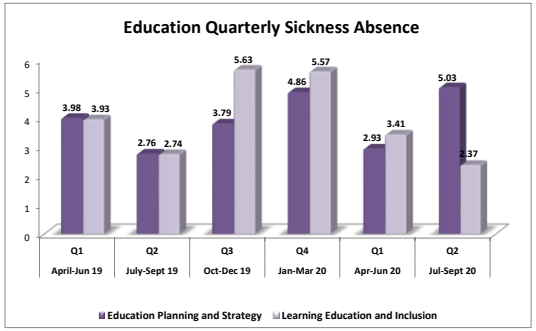
Resource Data

Q1 Monthly Breakdown	Apr-20			May-20			Jun-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.14	4.97	**5.12**	0.04	4.59	**4.62**	0.35	4.37	**4.72**
Early Years	1.13	1.61	**2.74**	1.65	2.23	**3.88**	0.00	2.25	**2.25**
Youth Services	0.00	0.26	**0.26**	0.40	0.22	**0.62**	1.65	1.88	**3.53**
School Improvement	0.00	2.65	**2.65**	0.00	2.77	**2.77**	0.00	2.01	**2.01**
Learning Education and Inclusion Total	**0.38**	**2.82**	**3.20**	**0.56**	**2.86**	**3.42**	**0.46**	**3.00**	**3.46**
Library Service	0.00	2.30	**2.30**	0.00	1.53	**1.53**	1.73	1.53	**3.25**
Adult Education	1.35	3.58	**4.92**	0.00	3.51	**3.51**	0.00	3.36	**3.36**
ESF Project Team	0.00	2.76	**2.76**	0.00	2.02	**2.02**	0.00	0.00	**0.00**
Admissions and Exclusions	0	8.09	**8.09**	0.00	0	**0.00**	0.00	0.00	**0.00**
Admin, Data and Information	0	0	**0**	0	7.79	**7.79**	0.00	16.06	**16.06**
Education Planning & Strategy Total	**0.23**	**2.83**	**3.06**	**0.00**	**2.27**	**2.27**	**0.82**	**2.36**	**3.17**

Q2 Monthly Breakdown	Jul-20			Aug-20			Sep-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.28	1.97	**2.25**	0.00	1.36	**1.36**	0.96	1.53	**2.49**
Early Years	1.48	1,16	**2.64**	0.80	0.92	**1.73**	1.01	1.46	**2.48**
Youth Services	2.27	2.26	**4.97**	0.51	2.06	**2.57**	2.60	1.95	**4.55**
School Improvement	0.00	1.21	**1.21**	0.00	0.00	**0.00**	0.00	1.81	**1.81**
Learning Education and Inclusion Total	**1.05**	**1.70**	**2.75**	**0.33**	**1.20**	**1.53**	**1.61**	**1.62**	**2.78**
Library Service	2.55	3.97	**6.52**	0.29	6.17	**6.46**	0.98	6.06	**7.04**
Adult Education	0.00	3.16	**3.16**	0.00	2.33	**2.33**	0.00	0	**0.00**
ESF Project Team	0.00	0.00	**0.00**	0.00	0.00	**0.00**	2.32	0.00	**2.32**
Admissions and Exclusions	0.00	0.00	**0.00**	0.00	0.00	**0.00**	0.00	16.94	**16.94**
Admin, Data and Information	0.00	15.41	**15.41**	0.00	15.36	**15.36**	0.00	16.52	**16.52**
Education Planning & Strategy Total	**1.22**	**3.44**	**4.65**	**0.14**	**4.39**	**4.51**	**0.98**	**4.94**	**5.92**



	Quarter 1			Quarter 2		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Primary Schools	0.12	1.58	**1.70**	0.73	0.98	**1.70**
Secondary Schools	0.19	1.06	**1.25**	0.61	0.71	**1.33**
Other 1	0.00	0.62	**0.62**	0.70	0.38	**1.08**
Other 2	0.59	3.24	**3.83**	0.47	1.16	**1.63**
Schools Total	**0.16**	**1.45**	**1.61**			



	Jul-Sept Q2	Oct-Dec 18 Q3	Jan-Mar 19 Q4	April-Jun 19 Q1	July-Sept 19 Q2	Oct-Dec 19 Q3	Jan-Mar 20 Q4	Apr-Jun 20 Q1	Jul-Sept 20 Q2
Education Planning and Strategy	4.2	5.3	3.94	3.98	2.76	3.79	4.86	2.93	5.03
Learning Education and Inclusion	4.19	5.5	5.46	3.93	2.74	5.63	5.57	3.41	2.37

Youth Services	2016/17	2017/18	2018/19	
% of Young People who expressed satisfaction with the service	96%	94%	99%	

Youth Services	2017/18 Result	2018/19 Target	2018/19 Result
Number of Young People achieving Local Accreditation	2800	700	2700
Number of Young People achieving National Accreditation	294	130	181
% of Yong People who evidence progression in Key Skills attainment	93	60	95

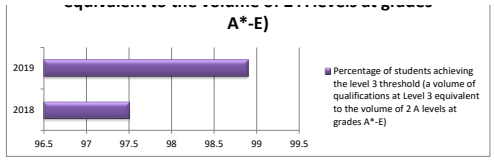
Education	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Education	Schools	Education	Schools	Education	Schools	Education	Schools
Voluntary Leavers	3	25	11	71				
Other Leavers	1	12	1	50				
Total Leavers	**4**	**37**	**12**	**121**				
New Starters	3	16	10	84				
Number of Teacher Assistant Agency Staff	234	N/A	181	N/A				
Headcount	**626**	**3338 = FTE 2504.78**	**623 = FTE 411.05**	**3311 = FTE 2480.56**				
55 and over	163	607	165	597				
% of headcount	26.03%	18.18%	26.48%	18.03%				
** Data not available as Agency staff are employed directly by schools								

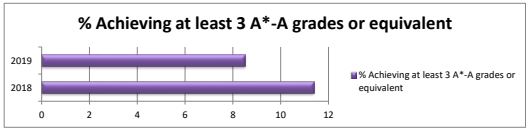
Percentage of students achieving the level 3 threshold (a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grades

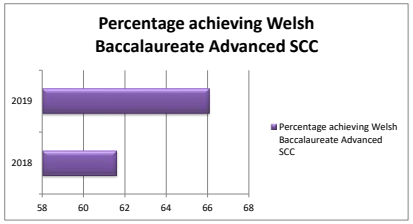
2018 **2019**

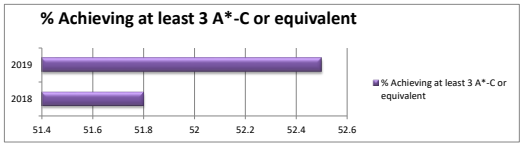
Education & Schools Workforce Information

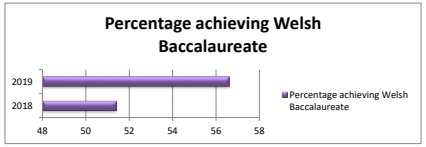
Percentage of students achieving the level 3 threshold (a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grades A*-E)	97.5	98.9
	2018	**2019**
% Achieving at least 3 A*-E grades or equivalent	80.4	90.8
	2018	**2019**
% Achieving at least 3 A*-C or equivalent	51.8	52.5
	2018	**2019**
% Achieving at least 3 A*-A grades or equivalent	11.4	8.5
	2018	**2019**
Percentage achieving Welsh Baccalaureate	51.4	56.6
	2018	**2019**
Percentage achieving Welsh Baccalaureate Advanced SCC	61.6	66.1

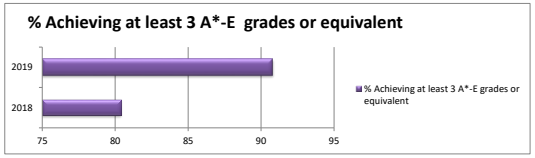


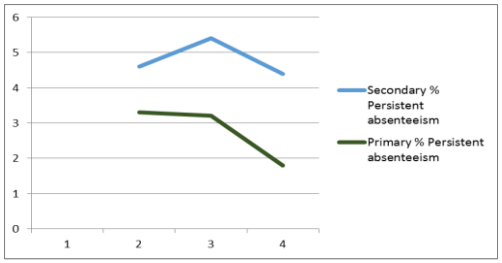












Education & Schools Workforce Information		
Quarter 1 2019/20		
	Education	Schools
Voluntry Leavers	7	34
Involuntary Leavers	0	15
Total Leavers	7	49
New Entrants	8	36
Headcount	653	3410
55 and over	169	585
% of headcount	26.00%	17.20%
Agency	250*	**

* 182 teaching assistance employed by inclusion
9 music teachers
59 community tutors
** Directly employed by schools, no number available