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

Date: 9th February 2022

Dear Sir/Madam,

A meeting of the **Education Scrutiny Committee** will be held via Microsoft Teams on **Tuesday, 15th February, 2022** 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,

A handwritten signature in black ink, appearing to read 'Chrissy', enclosed within a large, loopy, hand-drawn oval shape.

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.

A greener place Man gwyrddach



To approve and sign the following minutes: -

- 3 Education Scrutiny Committee held on 10th January 2022. 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 - 20
- 6 To receive and consider the following Cabinet Reports*: -
1. Draft Budget Proposals for 2022/23 (Joint Scrutiny Committee) – 19th January 2022;
 2. 21st Century School and Colleges Band B Programme - Community Engagement Report: Centre for Vulnerable Learners (Pupil Referral Unit) – 26th January 2022;
 3. 21st Century Schools and Colleges Band B Programme – Community Engagement Report: Plasyfelin Primary School – 26th January 2022;
 4. 21st Century Schools and Colleges Band B Programme - Consultation Report: Llancaeath Junior School/Llanfabon Infants School – 26th January 2022;
 5. 21st Century Schools and Colleges Band B Programme Update - Ysgol Gymraeg Cwm Gwyddon – 26th January 2022.

**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 Monday 14th February 2022.*

To receive and consider the following Scrutiny reports: -

- 7 Education Achievement Service (EAS) Business Plan 2022-2025. 21 - 70
- 8 Directorate Performance Assessment Six Month Update 2021/22. 71 - 92

Circulation:

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

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

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EDUCATION SCRUTINY COMMITTEE

MINUTES OF THE REMOTE MEETING HELD VIA MICROSOFT TEAMS ON MONDAY, 10TH JANUARY 2022 AT 5.30PM

PRESENT:

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

Councillors:

Mrs E. M. Aldworth, P. J. Bevan, A. Collis, W. David, A. Farina-Childs, D. Havard, B. Miles, J. E. Roberts and Mrs J. Stone.

Councillor R. Whiting (Cabinet Member for Learning and Leisure).

Together with:

Officers: R. Edmunds (Corporate Director for Education and Corporate Services), S. Richards (Head of Education Planning and Strategy), K. Cole (Chief Education Officer), A. West (21st Century Schools Manager), L. Thomas (21st Century Schools - Principal Officer), P. Warren (Strategic Lead for School Improvement), S. Ellis (Lead for Inclusion and ALN), M. Jacques (Scrutiny Officer), S. Hughes (Committee Services Officer) and M. Harris (Committee Services Support Officer).

Also present:

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative), Mrs T. Millington (Parent Governor Representative) and Mr G. James (Parent Governor Representative).

Also in Attendance:

Councillor J. Pritchard.

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 D. T. Hardacre, M. P. James, Mrs B. A. Jones, Mrs G. D. Oliver and J. Simmonds.

2. DECLARATIONS OF INTEREST

Councillor J. Pritchard declared an interest in Agenda Item No. 9 – 21st Century Schools and Colleges Band B Programme - Community Engagement Report: Plasyfelin Primary School, as Vice Chair of Governors at Plasyfelin Primary School. It was noted that Councillor J. Pritchard was in attendance to observe the meeting. Details are also minuted with the respective item.

3. MINUTES – 2ND NOVEMBER 2021

RESOLVED that the minutes of the Education Scrutiny Committee meeting held on Tuesday 2nd November 2021 (minute nos 1- 10) be approved as a correct record and signed by the Chair.

4. MINUTES – 2ND DECEMBER 2021

RESOLVED that the minutes of the Special meeting of the Education Scrutiny Committee meeting held on Thursday 2nd December 2021 (minute nos 1- 3) be approved as a correct record and signed by the Chair.

5. 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.

6. EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Scrutiny Officer presented the report which outlined details of the Education Scrutiny Committee Forward Work Programme for the period January 2022 to March 2022 and included all reports that were identified at the Education Scrutiny Committee meeting held on 2nd November 2021. Members were asked to consider the Forward Work Programme, alongside the Cabinet Forward Work Programme, prior to publication on the Council's website.

It was proposed that a report on the provision of Welsh-medium teaching staff be added to the Education Scrutiny Committee Forward Work Programme.

It was also proposed that when the Education Scrutiny Committee considers the report on the Welsh Curriculum, Members be given the opportunity to look at Humanities which covers the teaching of history in schools.

Following consideration of the report, and subject to the changes proposed, it was moved and seconded that the recommendations be approved. By way of verbal confirmation (and in noting there were 13 votes for, 1 vote against and no abstentions) this was agreed by the majority.

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

7. 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.

8. **21ST CENTURY SCHOOLS AND COLLEGES BAND B PROGRAMME - CONSULTATION REPORT: LLANCAEACH JUNIOR SCHOOL/LLANFABON INFANTS SCHOOL**

The Cabinet Member for Learning and Leisure introduced the report to update Scrutiny Members in relation to the 21st Century Schools Band B proposal in respect of the amalgamation of Llancaeath Junior School and Llanfabon Infants School to create a new Primary School provision. Members were advised that the 21st Century Schools Band B proposals went to formal consultation between the 20th October 2021 and the 1st December 2021 and responses were encouraged from members of the public, the school community, elected members and other stakeholders, including Estyn. Reference was made to the Consultation Report attached as Appendix 1 to the report, which summarised each of the issues raised by the consultees.

A Member raised a number of points in relation to the Consultation Report and commented that an overall total of 11 responses received during the consultation process was a bit disappointing. The 21st Century Schools Manager delivered a summary presentation on the Consultation Report to answer some of the points raised. The Member noted that the proposal took suitable account of the most recent Estyn reports for each of the two schools and clarification and further information were sought in relation to the quality of leadership and management and the structure of the governing body. The 21st Century Schools Manager advised the Scrutiny Committee that the governing body would be established if the proposal progressed. Officers would work with the existing governing bodies to ensure a smooth transition and, if necessary, form an early collaboration. The Chief Education Officer advised the Scrutiny Committee that there were no concerns in relation to leadership at either school. Members heard how the reasons for amalgamation were driven by geography rather than any issues of leadership.

The Member also sought clarification in relation to the impact of the proposals on children with Special Educational Needs. The Lead for Inclusion and ALN advised the Scrutiny Committee that the impact of transition was critical in this regard and that this would be work undertaken by the Council when a decision was reached on amalgamation. The 21st Century Schools Manager also highlighted that the pupils from Llancaeath Junior School with Special Educational Needs would already be familiar with Llanfabon Infants School because they had attended this site since nursery, therefore the element of change would be very small.

In response to a Members query, the 21st Century Schools Manager provided assurances that the Building Consultancy Team would be involved with these proposals and highlighted the experience that they would bring to the projects being discussed.

Following consideration of the report it was moved and seconded that the recommendations be approved. By way of Microsoft Forms this was unanimously agreed.

RESOLVED that prior to a report being presented to Cabinet, the Education Scrutiny Committee:

- a) Considered the information contained in the Consultation Report.
- b) Endorsed the recommendation to Cabinet to proceed to Statutory Notice in relation to the proposal to create a new Primary School provision through the amalgamation of Llancaeath Junior School and Llanfabon Infants School.

9. 21ST CENTURY SCHOOLS AND COLLEGES BAND B PROGRAMME - COMMUNITY ENGAGEMENT REPORT: PLASYFELIN PRIMARY SCHOOL.

Councillor J. Pritchard declared an interest in Agenda Item No. 9 – 21st Century Schools and Colleges Band B Programme - Community Engagement Report: Plasyfelin Primary School, as Vice Chair of Governors at Plasyfelin Primary School. It was noted that Councillor J. Pritchard was in attendance to observe the meeting.

The Cabinet Member for Learning and Leisure introduced the report to update Scrutiny Members in relation to the 21st Century Schools Band B proposal in respect of a new replacement Plasyfelin Primary School in the grounds of the existing school site. It was noted that the proposal for Plasyfelin Primary School is exempt from the consultation processes outlined in the School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013. However, engagement with the school as well as the wider community was undertaken throughout the process in line with the Authority's Consultation and Engagement framework to enable transparent and open decision making. Members were advised that the 21st Century Schools Band B proposal for Plasyfelin Primary School went to formal consultation between the 20th October 2021 and the 1st December 2021. Reference was made to the Community Engagement Report attached as Appendix 1 to the report, which summarised each of the issues raised by the consultees.

The 21st Century Schools Manager delivered a summary presentation on the Community Engagement Report.

One Member sought assurances that the health and safety of pupils would be maintained during any building and demolition work. The 21st Century Schools Manager assured Members that the health and safety of pupils and staff would be paramount during work at the site. Members were advised that the proposal will be subject to a planning application process, led by an experienced Building Consultancy Team. In response to a Member's query the 21st Century Schools Manager advised the Scrutiny Committee that the site allowed for building work to be fenced off without causing any disruption to pupils.

Following consideration of the report it was moved and seconded that the recommendations be approved. By way of Microsoft Forms this was unanimously agreed.

RESOLVED that prior to a report being presented to Cabinet, the Education Scrutiny Committee:

- a) Considered the information contained in the Community Engagement Report.
- b) Endorsed the recommendation to Cabinet to proceed to Planning Application Stage.
- c) Endorsed the recommendation to proceed to Full Business Case.

10. 21ST CENTURY SCHOOLS AND COLLEGES BAND B PROGRAMME - COMMUNITY ENGAGEMENT REPORT: CENTRE FOR VULNERABLE LEARNERS (PUPIL REFERRAL UNIT).

The Cabinet Member for Learning and Leisure introduced the report to update Scrutiny Members in relation to the 21st Century Schools Band B proposal in respect of the establishment of a new Centre for Vulnerable Learners (Pupil Referral Unit). It was noted that Pupil Referral Units are exempt from the consultation processes outlined in the School Organisation Code 2018 and the School Standards and Organisation (Wales) Act 2013. However, engagement with the school as well as the wider community was undertaken

throughout the process in line with the Authority's Consultation and Engagement framework to enable transparent and open decision making. Members were advised that the 21st Century Schools Band B proposal for the establishment of a new Centre for Vulnerable Learners (Pupil Referral Unit) in Pontllanfraith went to formal consultation between the 20th October 2021 and the 1st December 2021. Reference was made to the Community Engagement Report attached as Appendix 1 to the report, which summarised each of the issues raised by the consultees.

The 21st Century School Manager delivered a summary presentation on the Community Engagement Report.

A concern was raised in relation to the number of learners that have been sent out of county and it was questioned whether the proposal would address this issue. The Lead for Inclusion and ALN advised the Scrutiny Committee that some children with complex needs would still require residential provision, however the establishment of a Centre for Vulnerable Learners (Pupil Referral Unit) would meet the needs of children in the Caerphilly borough. The Officer also explained that some procured provision may still be used. In response to a Member's question regarding the number of pupils at the Glan-y-Nant Learning Centre, it was confirmed that there would be approximately 42 pupils.

Following consideration of the report it was moved and seconded that the recommendations be approved. By way of Microsoft Forms this was unanimously agreed.

RESOLVED that prior to a report being presented to Cabinet, the Education Scrutiny Committee:

- a) Considered the information contained in the Community Engagement Report.
- b) Endorsed the recommendation to Cabinet to proceed to Planning Application Stage.
- c) Endorsed the recommendation to proceed to Full Business Case.

The Cabinet Member for Learning and Leisure placed on record his thanks to the Education Scrutiny Committee for supporting the proposals and also to the 21st Century Schools Team for all their work in relation to the proposals and the consultation process.

10. SELF EVALUATION

The Cabinet Member for Learning and Leisure introduced the report to update Members on the self-evaluation process and its impact on strategic planning and to also raise awareness of the contribution of self-evaluation towards the implementation of a revised education strategy. The Strategic Lead for School Improvement provided the Scrutiny Committee with more detail on the report and outlined the range of self-evaluation activities that take place across the Education Directorate.

A Member referred to the range of emerging priorities for 2021-22 identified via the Service Improvement Plan and raised a query in relation to the more able and talented pupils. In response, the Strategic Lead for School Improvement confirmed that monitoring and evaluation reports are received for the more able and talented pupils and it is an area that would be included in the Plan. Members were advised that a meeting will be held with the More Able and Talented Co-ordinator and the Seren Project to identify milestones.

Following consideration of the item, the Education Scrutiny Committee noted the contents of the report.

The meeting closed at 7.05 pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 15th February 2022 they were signed by the Chair.

CHAIR



EDUCATION SCRUTINY COMMITTEE – 15TH FEBRUARY 2022

**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 10th January 2022. The work programme outlines the reports planned for the period February 2022 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 24th January 2022. 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. **SUMMARY OF INTEGRATED IMPACT ASSESSMENT**

7.1 As this report is for information only an Integrated Impact Assessment is not necessary.

8. **FINANCIAL IMPLICATIONS**

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

9. **PERSONNEL IMPLICATIONS**

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

10. **CONSULTATIONS**

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

11. **STATUTORY POWER**

11.1 The Local Government Act 2000.

Author: Mark Jacques, Scrutiny Officer jacqu@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

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Forward Work Programme - Education				APPENDIX 1
Date	Title	Key Issues	Author	Cabinet Member
15/02/22 17:30	Directorate Performance Assessment (incl KS4/5)		Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
15/02/22 17:30	EAS Business Plan 2022-2023		Cole, Keri;	Cllr. Whiting, Ross;
15/02/22 17:30	Information - WESP Annual report		Mutch, Sarah;	Cllr. Whiting, Ross;
29/03/22 17:30	21st Century Schools – Band B - Phase 2: Objection Report	For Cabinet to consider the contents of 21st Century Schools objection report and give permission to proceed to the planning application stage, and the submission of the full business case to Welsh Government.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	Executive Summary on Peer Review of Education Services	A report has been completed in order to capture progress against recommendations made in the 2018 Peer Review of Education services. As part of our ongoing self-evaluation, this report will inform the setting of priorities within our strategic planning process.	Cole, Keri;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Education Capital Programme 2022/2023	To ensure Members are updated in relation to proposed spend.	West, Andrea;	Cllr. Whiting, Ross;
29/03/22 17:30	Information - Proposed Admission Arrangements 2023/24	Scrutiny members are asked to consider the proposed arrangements and provide any relevant comments as part of the consultation process.	Strathdee, Emma J.;	Cllr. Whiting, Ross;
29/03/22 17:30	Information Item - Budget Monitoring 2021-22 Period 9		Southcombe, Jane;	Cllr. Whiting, Ross;

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09/02/2022 10:30	HRA Charges (rent increase) report	Members to agree the level of rent increase for council tenants effective from April 2022.	Allen, Lesley;	Cllr. Cook, Shayne;
09/02/2022 10:30	Report from Task and Finish Group on Non-Residential Care Charges	This report outlines the findings and recommendations of the task and finish group established to review charges for non-residential care set by Caerphilly County Borough Council.	Jacques, Mark;	Cllr. Cook, Shayne;
09/02/2022 10:30	Pedestrian and Cycle Zones (School Streets)	To update Cabinet on the effectiveness and outcomes of the experimental pedestrian and cycle zone traffic regulation orders implemented outside three primary schools within the borough.	Lloyd, Marcus;	Cllr. Pritchard, James;
09/02/2022 10:30	Wyllie bends	To review highway improvement options for the B4251 Ynysddu to Wylie.	Lloyd, Marcus;	Cllr. Pritchard, James;
23/02/2022 10:30	Oakdale Housing Development	For Cabinet to agree in principle the development of the site of the former Oakdale Comprehensive School by Caerphilly Homes.	Roberts-Waite, Jane;	Cllr. Cook, Shayne;
23/02/2022 10:30	Ty Darren site in Risca	For Cabinet to consider and agree in principle the proposed development of the former Ty Darren site in Risca, by Caerphilly Homes.	Roberts-Waite, Jane;	Cllr. Cook, Shayne;

23/02/2022 10:30	Welsh Government Lease Scheme Proposal	To discuss the WG lease scheme proposal in comparison to Caerphilly Keys and to seek a decision on which scheme we take forward for PRS option to assist in the discharge of statutory Homeless Duties.	Denman, Kerry;	Cllr. Cook, Shayne;
23/02/2022 10:30	Welsh Government Retail, Leisure & Hospitality Rate Relief Scheme 2022/2023.	For Cabinet to endorse the Retail, Leisure & Hospitality Rate Relief Scheme for 2022/2023 only.	Carpenter, John;	Cllr. Stenner, Eluned;
23/02/2022 10:30	Whole-Authority Revenue Budget Monitoring Report (Period 9) March	To provide details of projected whole-authority revenue budget expenditure for the 2021/22 financial year and to propose the ring-fencing of underspends for a range of purposes as detailed in the report.	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/02/2022 10:30	Budget Proposals for 2022/23	To present Cabinet with details of draft budget proposals for the 2022/23 financial year to allow for a period of consultation prior to final decision by Council on the 24th February 2022.	Harris, Stephen R;	Cllr. Stenner, Eluned;
09/03/2022 10:30	Community Learning and Support Hub at Rhymney Library	To seek Cabinet approval for 'in principle' match funding for an application to the Welsh Government to support the creation of a community learning and support hub at Rhymney Town Library and to note the intention for the Library Service to work with Gwent Police to strengthen community engagement through the use of informal settings at Rhymney Library, Risca Library and Caerphilly Library.	Edmunds, Richard (Ed);	Cllr. Whiting, Ross;
09/03/2022 10:30	Corporate Performance Assessments (CPA's/DPA's)	To provide Cabinet with information and detailed analysis of performance for the period 01/04/21 to	Richards, Sue; Roberts, Ros;	Cllr. Stenner, Eluned;

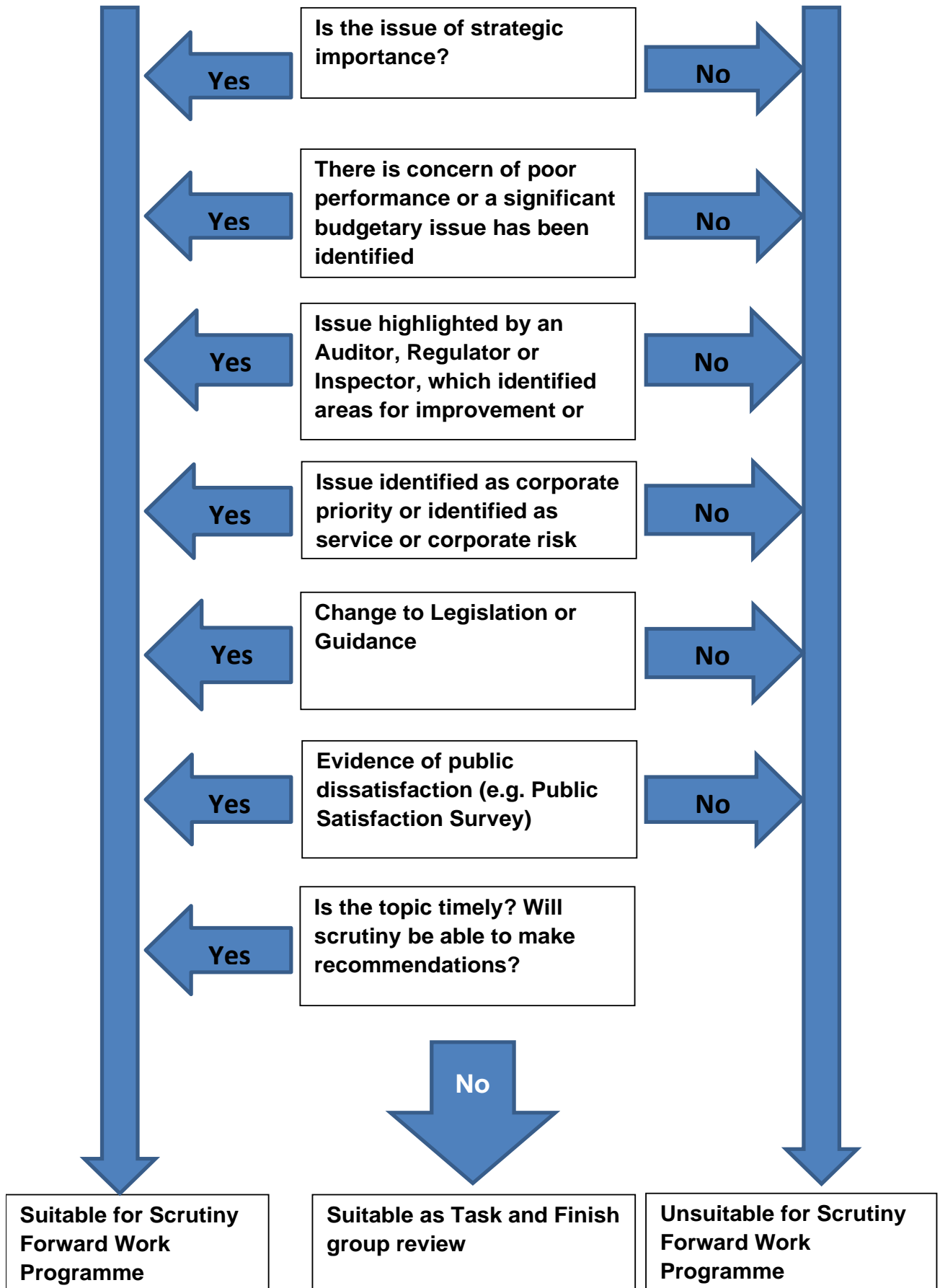
		31/12/21 and forms part of the Council's self-assessment activity.		
09/03/2022 10:30	Annual Report Against the Strategic Equality Plan 2020-2021	For Cabinet to consider and approve the Strategic Equality Plan Annual Report 2020-2021 prior to publication on the Council's website.	Cullinane, Anwen;	Cllr. Stenner, Eluned;
09/03/2022 10:30	Welsh Language Strategy 2022-2027	For Cabinet to consider and approve the draft Five Year Promotional Strategy prior to the publication on the Council's website.	Cullinane, Anwen;	Cllr. Stenner, Eluned;
09/03/2022 10:30	Regeneration Project Board - Project Proposals	To consider recommendations from the Regeneration Project Board in respect of the allocation of Development Funds to Strategic Regeneration Proposals that align with the Council's Regeneration Strategy; and the allocation of Licence to Innovate Funding to proposals that align with the Council's Commercial and Investment Strategy.	Kyte, Rhian;	Cllr. Stenner, Eluned;
09/03/2022 10:30	Regeneration Project Board – Land Acquisition Fund (Exempt item)	To consider a request for match-funding from Caerphilly CBC to attract Transforming Towns Funding for strategic acquisitions in Caerphilly town centre to facilitate the delivery of the Caerphilly 2035 Plan.	Kyte, Rhian;	Cllr. Stenner, Eluned;
23/03/2022 10:30	Gender Pay Gap	For CMT and Cabinet to agree the Gender Pay Gap report which must to be published by 31st March 2022.	Donovan, Lynne;	Cllr. Gordon, Colin J;

23/03/2022 10:30	EAS Business Plan	The EAS is required to submit an annual overarching regional Business Plan on an annual basis. This report asks for members to consider the full contents of the draft EAS Business Plan as part of the regional consultation process	Cole, Keri;	Cllr. Whiting, Ross;
23/03/2022 10:30	HRA Business Plan	To update Cabinet on the latest Housing Business Plan position in advance of submitting the plan to Welsh Government by 31/3/22, which is a requirement under the terms of the Major Repairs Allowance (MRA) grant. The Housing Business Plan is a 30 year plan and will include rental increase assumptions and forecasted borrowing requirements to enable the HRA to maintain viability while meeting its core objectives.	Allen, Lesley;	Cllr. Cook, Shayne;
Page 16 23/03/2022 10:30	Coal Tips Inspection and Maintenance Update.	To provide an update on the current coal tip condition status and inspection regimes that are in place for coal tips located within Caerphilly County Borough.	Lloyd, Marcus;	Cllr. Pritchard, James;
23/03/2022 10:30	PFI Review	To provide Cabinet with an update on the PFI review.	Harris, Stephen R;	Cllr. Stenner, Eluned;
23/03/2022 10:30	Housing Support Strategy	The Housing Support Programme Strategy is being developed to outline the strategic direction of the local authority for housing related support services. This single strategic view demonstrates our plan and approach to homelessness prevention and housing support services.	Williams, Jo;	Cllr. Cook, Shayne;

06/04/2022 10:30	21st Century Schools – Band B - Phase 2: Objection Report	For Cabinet to consider the contents of 21st Century Schools objection report and give permission to proceed to the planning application stage, and the submission of the full business case to Welsh Government.	West, Andrea; Richards, Sue;	Cllr. Whiting, Ross;
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Scrutiny Committee Forward Work Programme Prioritisation



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EDUCATION SCRUTINY COMMITTEE – 15TH FEBRUARY 2022

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

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

1. PURPOSE OF REPORT

- 1.1 The EAS is required to submit an annual overarching regional Business Plan on an annual basis. This report asks for members to consider the full contents of the draft EAS Business Plan 2022-2025 as part of the regional consultation process, before submission of the final EAS Business Plan to Caerphilly Cabinet for approval.

2. SUMMARY

- 2.1 This document contains the main priorities, following robust self-evaluation processes, that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2022-2025. The EAS delivers, through this agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role Caerphilly LA has in delivering their statutory functions, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 2.2 The plan is subject to a consultation process. All feedback from a broad range of stakeholders will be incorporated into the Final Version of the Business Plan for consideration and approval at Caerphilly cabinet.
- 2.3 This plan supports Caerphilly's Education Strategy which directly correlates with the Welsh Government plans to Renew and Reform. Welsh Government acknowledges the pandemic has had a significant impact on learners and disruption has been a significant challenge.

3. RECOMMENDATIONS

- 3.1 Members are asked to receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and

3.2 Members are asked to consider the main strengths and areas for development within Caerphilly, and to consider how EAS and LA services can be aligned, therefore ensuring all pupils meet their full potential.

4. REASONS FOR THE RECOMMENDATIONS

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

5. THE REPORT

Background

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

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

Asked how Caerphilly can hold the EAS to account?	<ul style="list-style-type: none"> • The governance structure enables CCBC to hold the EAS to account. • EAS officers will continue to meet regularly with the Chief Education Officer to enable the Local Authority to undertake it's statutory functions. • EAS officers are always available to support officers present to and answer questions at scrutiny.
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5.2 The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of Caerphilly LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.

5.3 This plan supports Caerphilly's Education Strategy which directly correlates with the Welsh Government plans to Renew and Reform. Welsh Government acknowledges the pandemic has had a significant impact on learners and disruption has been a significant challenge. The key areas, which WG, CCBC and the EAS will address are as follows:

- Learners will need support to develop a secure foundation for learning;
- Learners will need support to continue to progress, developing their skills, knowledge and understanding;
- Practitioners will need support for their own wellbeing;
- The educational system is already working towards reform.

5.4 The evidence from Welsh Government suggests that the pandemic has affected some groups of learners more than others. Therefore, the final EAS Business Plan will be updated to reflect this additional concern, recognising and supporting different groups of learners in the most appropriate way. In particular:

- Vulnerable or disadvantaged learners, and learners with ALN have not necessarily had access to the support they need; some may have faced challenges with distance learning, and some with readjusting to face-to-face learning. We need also to support those learners whose circumstances have changed during the pandemic, who may not have previously fallen into this category;
- Learners in Early Years education are at a critical stage for language, social, emotional, physical and cognitive development. Pupils risk missing key development milestones, which could impact on their emotional wellbeing, communication and learning development. They may have specific challenges in finding a sense of belonging in their schools or settings, or in being away from their families;
- Learners in post-16 and transition and those moving into post-16 provision will be concerned with progressing to their next steps, as well as their longer-term employability and skills. These learners will have experienced particular pressures and uncertainty, and their confidence will have been affected;
- Specific challenges for Welsh immersion learners in English-speaking households, and learners transitioning from Year 6 to Year 7.

- 5.5 Joint Executive Group (JEG) Members agreed that the EAS should move to a 3-year Business Plan model with a detailed annual update for Members to agree as per the requirements within the Collaboration and Members Agreement (CAMA). Prior to the consultation version of the Business Plan being completed a series of 'Visioning Sessions' have been held with all key partners invited to attend.
- 5.6 As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We decided it was timely to review and adapt this process and to make it more accessible to a wider audience. We want the plan to articulate the changes and impact we want to make as the regional school improvement service for South-East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will be subject to an annual review and updates to the annual programme.
- 5.7 This plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.
- 5.8 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.
- 5.9 The pandemic has reminded us that positive change is and has been possible. Schools, settings and the EAS have seized opportunities to explore innovative ways of working and delivering meaningful learning experiences through a creative blended learning approach. These experiences should be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time.
- 5.10 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly will continue to be met through bespoke work with each school, both virtually and when safe to do so physically.
- 5.11 The EAS will offer an evolving Professional Learning Offer (PLO) to all schools and settings within Caerphilly, in order to meet development needs as we emerge from the pandemic. We will continue to fund schools (grant permitting) to deliver a large proportion of the professional learning activity, where appropriate virtually.
- 5.12 All Caerphilly schools will continue to be provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances and to allow for changes in light of the pandemic.
- 5.13 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.
- 5.14 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.

5.15 For sustained school improvement to happen it is essential that all partners work together more closely than ever recognising that each partner (school, LA and EAS) has its role to play in providing support to secure improvements.

5.16 The Business Plan is in the consultation process. The draft business plan was created following feedback provided in a broad range of 'Visioning Sessions'. These virtual and physical meetings were offered to a range of stakeholder groups including, headteachers, governors and elected member. Feedback has been incorporated within the plan.

5.17 In addition the specific list of consultees are noted below.

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

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

- Detailed Business Plan 2022–2023
- Regional Grant Mapping Overview 2022–2023 (to follow once detailed received from WG)
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2022–2023
- Local Authority Strategic Education Plans

5.19 This approach begins with asking why we are doing what we do in the EAS (our vision) and reinforces the need for the development of a collective regional vision, so that we are all clear about what we are trying to achieve and each other's respective roles in this. The EAS will work collaboratively with local authority partners, wider partners and schools and educational settings to implement the Business Plan.

South East Wales Vision 2025

5.21 All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. (The SE Wales Vision is currently under development)

EAS Vision 2025

- 5.22 Working in partnership with LAs supporting and enabling schools and education settings to thrive as effective learning organisations. (*There is an existing vision that is currently under development with all stakeholders*).

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

- 5.23 High Level Business Plan activities are aligned to Caerphilly Education Plan priorities. All Caerphilly schools will be able to access a universal offer of professional learning support in each of the following areas: School Improvement, Leadership and Teaching, Curriculum for Wales, Health Wellbeing and Equity and School Governors which are intrinsically linked. As well as a holistic professional learning offer, this will include a set number of days to work with their School Improvement Partner (SIP) and a professional dialogue with the EAS and Caerphilly LA to agree and or amend improvement priorities and support requirements as part of an annual professional discussion.
- 5.24 In addition to the universal offer, schools will be able to access specific and targeted support as determined through ongoing professional discussion with their SIP and in line with their school improvement priorities. This professional learning support may be related to a task and finish activity, an option for further work with their SIP or an option for peer working.
- 5.25 Bespoke support will also be available for Caerphilly schools who require more intensive support. This could include more support from the SIP or the use of a Learning Network School to School Partnership.
- **School Improvement:** Bespoke support to schools and settings aligned to need. Create and facilitate collaborative networks of professional practice.
 - **Leadership and teaching:** Professional learning and support for the development of leadership and teaching across the entire workforce.
 - **Curriculum for Wales:** Professional learning and support for Curriculum for Wales.
 - **Health, Wellbeing and Equity:** Professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.
 - **Governors:** Provide a broad range of professional learning and support for Governors.

These high-level activities are explained in detail in the full Business Plan, and will be delivered, through the EAS annual Detailed Delivery plans. The progress towards them will be regularly reported to EAS Governance groups and Caerphilly LA Officers.

What are the foundations that enable activities to take place?

- 5.26 The EAS needs to have the following elements in place to enable the activities above. These are the foundations of the organisation:
- Agile, timely and responsive.
 - Sensitive, flexible, and empathetic to system needs.
 - The way we work is informed, drawing on research from a global perspective.
 - Welcome challenge and review.

- Effective systems and processes for self-evaluation, risk, and financial management.
- The operation of a clear and effective governance model.
- Positive relationships with a range of partners and stakeholders.
- Adherence to all legislative requirements.
- Communicate clearly.
- Support the wellbeing and professional learning of staff.
- Work is well-planned and managed to deliver the best for schools and education settings.
- Draw upon expertise to improve our delivery.
- Passionately committed to Wales, helping our staff, schools and education settings succeed.

What will be the impact?

5.27 If schools and educational settings have the capacity to secure improvement and engage with the support available from the EAS this is the expected impact:

- The EAS supports and enables leaders, governors and practitioners to develop knowledge, skills, behaviours that impacts positively on practice and improved learner outcomes.
- Professional learning is of high quality and pertinent to need.
- Support is aligned to need enabling schools and settings to make progress
- The broad range of collaborative networks and activity support the development of a self-improving system.

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

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

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

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

5.29 There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs. The progress on the implementation and impact of the Business Plan will be reported to the Joint Executive Group and Company Board. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level. In addition, the progress made towards the implementation of key actions will be reported at each meeting of the Joint Executive Group and Company Board. This approach will be aligned to the national changes in the accountability system.

- 5.30 We will continue to report on progress towards success criteria in a variety of ways, including:
- Monthly Partnership Meetings
 - Termly Overviews
 - Case studies
 - Scrutiny Reports, bespoke to LAs
 - EAS Governance Reports
- 5.31 In addition, in order to provide a clear narrative for schools' progress, the EAS will, report in addition to the case studies a succinct impact report focusing on the theme of key 'Stats and Stories' and the progress towards meeting success criteria.

Conclusion

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

6. ASSUMPTIONS

- 6.1. In writing this plan we have made the following assumptions. If these are not in place, then they become a risk to the successful delivery of this plan.
- Operate with integrity, honesty and objectivity.
 - Partners understand our role in the education system.
 - Professional learning has a positive impact on practice and behaviour.
 - We are one part of the much wider system.
 - Schools / education settings positively engage with us.
 - Schools / education settings use funding effectively.
 - We have the capacity and resources to undertake our activity effectively.
 - When the conditions in a school / education setting can secure improvement, readiness for support results in positive change.
 - Our partners provide us with timely and appropriate information.
 - We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 This report is for information and consultation, however an EAS Fairness and Equalities Impact Assessment has been undertaken. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement'.
- 7.2 Ensuring high quality education is fundamental to securing the economic, social and cultural wellbeing of future generations. The Business Plan focuses support for all schools appropriately schools. The school curriculum includes focus on social,

environmental and cultural well-being, and these aspects are support as part of the plan. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.

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

8. FINANCIAL IMPLICATIONS

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

9. PERSONNEL IMPLICATIONS

- 9.1 There are no personnel implications.

10. CONSULTATIONS

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

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

11. STATUTORY POWER

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

Author: Debbie Hartevelde, Managing Director, Education Achievement Service

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

Appendices:

Appendix 1 Education Achievement Service: Regional Business Plan (Post Covid Recovery 2022-2025 (Consultation Version - Accessible)

Appendix 2 EAS Fairness and Equalities Impact Assessment (FEIA)

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



EAS

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



Education Achievement Service Regional Business Plan

April 2022 - March 2025

(Consultation Version - Accessible)



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

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

<p>Cllr J Wilkins Chair of Education Achievement Service Company Board</p>	
<p>Cllr J Collins Chair of Joint Executive Group</p>	
<p>Ms D Harteveld Managing Director, Education Achievement Service</p>	
<p>Mrs K Cole Lead Director on behalf of South East Wales Directors Group</p>	

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Section 1: Regional Context

Key regional facts and figures

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

Overview of regional school governors (As at 02/12/2021)

Local Authority	Number of school governors
Blaenau Gwent	324
Caerphilly	114
Monmouthshire	449
Newport	798
Torfaen -	415
EAS	3100

Overview of school numbers in the region Jan 2022

Blaenau Gwent (31.4% FSM)

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

Caerphilly (24.9% FSM)

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

Monmouthshire (16.6% FSM)

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

Newport (23.1% FSM)

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

Torfaen (30.0% FSM)

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

Overview of regional school / PRU staffing

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

Section 2: Introduction

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

However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.

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

Stats and Stories from 2020-2021

- Nearly all (98%) agreed or strongly agreed (46%) that the blended learning masterclass has directly brought about advances in knowledge, skills and/or practice. It has prompted reflection on beliefs and attitudes regarding professional practice.
- Over 90% of leaders agree that the EAS provides high quality professional learning that supports for Leadership and Teaching, access to inspirational guest speakers , digital support and access to an equitable national leadership offer.
- Nearly all schools are Adverse Childhood Experience (ACE) Aware
- Over 100 School Improvement Partners (SIP) from both within and beyond the region are current serving Headteachers who are contributing to the self-improving system and the Schools as Learning Organisations (SLO) agenda.
- Sharing of best practice events highlighting key learning and good practice during the pandemic involving international speakers.
- Strong Learning Network school to school provision has been secured for schools who require high levels of support. This support is holistic and addresses leadership and improving the quality of teaching.
- The development of a growing bank of case studies evidencing examples of school improvement and turnaround leadership.
- Enhanced schools' ability to network and share practice. Curriculum for Wales (CfW) Teaching and Learning Development Group has over 380 members and the Progression and Assessment Development Group has 340 members.

- 150 schools have accessed the CfW professional learning (PL) programme to support senior leaders and headteachers.
- Over the last 3 years 59 people in the EAS region have successfully met National Professional Qualification for Headship (NPQH). The average pass rate over the last three years is 76%.
- 2020/ 2021 58 Higher Level Teaching Assistant (HLTA) achieved the status, a 98% pass rate, building capacity in schools
- Governing Body meetings moved online from the end of March 2020. In the subsequent 18 months over 1800 meetings were clerked, an average of 31 each week in term time.
- We have able to connect with more governors than ever across the region, offering a virtual Professional Learning (training) programme from Summer 2020. Since then, we have delivered over 130 virtual events for governors, with over 2000 individual attendances.
- Since Autumn 2019 across the EAS over 500 participants have accessed the Middle Leadership Development Programme. Nearly 900 evaluative comments have been received about the PL experience.

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

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

The timing, delivery and focus of the support will be carefully considered in respect of the challenges that are likely to continue.

Section 3: Our Approach

The Theory of Change approach

This approach begins with asking why we are doing what we do in the EAS (our vision) and reinforces the need for the development of a collective regional vision, so that we are all clear about what we are trying to achieve and each other's respective roles in this. The EAS will work collaboratively with local authority partners, wider partners and schools and educational settings to implement the Business Plan.

Why? What are we aiming to achieve?

South East Wales Vision 2025

**SE Wales
Vision**

All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential.
The SE Wales Vision is currently under development

In working towards the SE Wales Vision, a strong commitment of partnership working is critical. It is important to recognise that each local authority, school and educational setting will have their own strategic priorities that support the realisation of the regional vision. These will be documented in LA Strategic Plans and School Development Plans.

EAS Vision 2025

EAS Vision

Supporting and enabling schools and education settings to thrive ad effective learning organisations.
There is an existing vision that is currently under development with all stakeholders

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

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

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

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

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

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

Activities:

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

Leadership and Teaching

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

Curriculum for Wales

Professional learning and support for curriculum for Wales.

Health, Wellbeing and Equity

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

Governors: Provide a broad range of professional learning support.

These activities will be explained in more detail later in the document.

What are the foundations that enable activities to take place?

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

- We are passionately committed to Wales, helping our staff, schools and education settings succeed.
- Agile, timely and responsive.
- Sensitive, flexible, and empathetic to system needs.
- The way we work is informed, drawing on research from a global perspective.
- Welcome challenge and review.
- Effective systems and processes for self-evaluation, risk, and financial management.
- The operation of a clear and effective governance model.
- Positive relationships with a range of partners and stakeholders.
- Adherence to all legislative requirements.
- Communicate clearly.
- Support the wellbeing and professional learning of staff.
- Work is well-planned and managed to deliver the best for schools and education settings.
- Draw upon expertise to improve our delivery.

What will be the impact?

If schools and educational settings have the capacity to secure improvement and engage with the support available from the EAS this is the expected impact:

Impact:

The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.

Professional learning is of high quality and appropriate to (individual) needs.

Support is aligned to needs, enabling schools and education settings to make progress.

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

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

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

Outputs:

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

EAS Website
Case studies
Supporting Our Schools Site

Impact capture reports
Meeting minutes
Partnership documentation

Assumptions

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

- Operate with integrity, honesty and objectivity.
- Partners understand our role in the education system.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of the much wider system.
- Schools / education settings positively engage with us.
- Schools / education settings use funding effectively.
- We have the capacity and resources to undertake our activity effectively.
- When the conditions in a school / education setting can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

SE Wales Vision	All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i>		
EAS Vision	Supporting and enabling schools and education settings to thrive ad effective learning organisations. <i>There is an existing vision that is currently under development with all stakeholders</i>		
Impact	The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.		
Page 41	Professional learning is of high quality and appropriate to (individual) needs.	Support is aligned to needs, enabling schools and education settings to make progress.	The broad range of collaborative networks and activity support the development of a self-improving system.
	Governance reports Policies and processes External research and review PL resources and guidance	EAS Website Case studies Supporting Our Schools Site	Impact capture reports Meeting minutes Partnership documentation
Activities	School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.		
	Leadership and Teaching Professional learning and support for the development of leadership and teaching across the entire workforce.	Curriculum for Wales Professional learning and support for curriculum for Wales.	Health, Wellbeing and Equity Professional learning and support to improve health and wellbeing, with a practical focus on vulnerable and disadvantaged groups.
Governors: Provide a broad range of professional learning support.			

Assumptions

- We are able to operate with integrity, honesty and objectivity.
- Partners understand our role in the education system.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of a much wider system.
- Schools/education settings positively engage with us.
- Schools / education settings use funding effectively.
- We have the capacity and resources to undertake our activity effectively.
- When the conditions in schools/education settings can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

Foundations

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

Section 4: EAS Business Plan Activities 2022-2023

The support across all areas is interrelated and should not be viewed in isolation.

<p>School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.</p>
<p>Universal Provision</p> <ul style="list-style-type: none"> Facilitate professional discussions to identify support aligned to improvement priorities and resource allocation, highlighting good practice to share more widely. Undertake supported self-evaluation activities alongside leaders, focusing on the progress of learners including vulnerable groups. Provide professional learning for improvement and self-evaluation processes, including supporting the roll out of the National Resource for Evaluation and Improvement. Provide opportunities for peer working. Work with local authorities to complement existing education HR services and continue to develop a consistent approach to school improvement related HR matters across the region. Provide recruitment support for the appointment of Headteachers. Provide support as a panel member for Headteacher Performance Management.
<p>Targeted Provision</p> <ul style="list-style-type: none"> Provide additional support to undertake self-evaluation activities alongside leaders. Facilitate professional learning or support for specific areas identified by the school or educational setting. Facilitate opportunities for peer-to-peer networks. Support recruitment at key senior leadership positions. Support targeted professional learning for Governing Bodies. School Improvement Partners provide enhanced support for new and acting Headteachers.
<p>Bespoke Provision</p> <ul style="list-style-type: none"> Allocate additional EAS support for schools and educational settings requiring higher levels of support. Broker EAS school to school intensive support to undertake professional learning and supported self-evaluation activities alongside leaders. Working in close partnership with LAs and other partners to monitor the progress schools and or educational settings are making against their identified priorities. Review the impact of support and amend as needed via the Team Around the School and Multi-Agency processes.

<p>Leadership and Teaching: Professional learning and support for the development of leadership and teaching across the entire workforce.</p>
<p>Universal Provision</p> <ul style="list-style-type: none"> Enable the entire workforce to access professional learning that supports the development of secure high quality teaching and learning and the realisation of the curriculum for Wales. Provide support for the leadership of teaching in the development of a whole school teaching and learning strategy, underpinned by the National Professional Teaching and Leading Assisting Teaching Standards. Provide practical examples of teaching and learning approaches used successfully in a variety of settings and schools. Provide a National Professional Learning offer for statutory induction, including support for Newly Qualified Teachers, School based Induction Mentors, External Verifiers. Provide a progressive pathway of professional learning to support the role of Teaching Assistants and Higher Level Teaching Assistants. Support leaders to develop their schools as effective learning organisations. Continue to offer a national professional leadership development programme, including coaching and mentoring for leaders at all levels.

- Identify and develop a sustainable supply of diverse, high-quality, agile leaders to innovate and lead effective 21st century schools.
- Continue to work in partnership with Initial Teacher Education partners in securing high quality teacher education.

Targeted Provision

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

Bespoke Provision

- Intensive and bespoke support exploring all aspects/ relevant needs of teaching and leadership and how the entire workforce supports the improvement journey.

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

Universal Provision

- Provide access to access to national professional learning programmes to realise the Curriculum for Wales.
- Provide access for the entire workforce to collaborative networks of support for Curriculum for Wales and Areas of Learning and Experience (and subject disciplines).
- Provide access to strategic support and professional learning for the development of approaches to bilingualism and the Welsh language.
- Provide access to professional learning to support the development of subject knowledge across the curriculum.
- Provide access to professional learning and guidance to support curriculum design (including progression and assessment), working with a range of international experts.
- Provide access to professional learning for skills development across the curriculum as a feature of high-quality curriculum design.

Targeted Provision

- The School Improvement Partner will work alongside the school or education setting to broker targeted support to meet identified professional learning requirements.

Bespoke Provision

- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Broker EAS school to school intensive support to undertake professional learning in Areas of Learning and Experiences (AoLEs) / subject disciplines
- Delivery of specific professional learning activity at a school or cluster level.

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

Universal Provision

- Support to build the capacity within schools and educational setting to create an effective whole school approach to emotional and mental wellbeing.
- Provide strategic support for the development of approaches to the Health and Wellbeing Area of Learning.
- Support to develop strategic approaches to developing UNCRC and Human Rights.
- Support the development of a tiered approach to the provision and teaching for disadvantaged and vulnerable learners.
- Support the development of provision for learners whose circumstances have changed during the pandemic.

- Support for the development of language, social, emotional, physical and cognitive development in early years for those adversely affected by Covid.
- Offer a tiered approach to the professional learning programme: Raising the Achievement of Disadvantaged Youngsters (RADY).
- Support for the development of strategic approaches to embedding Diversity.
- Work in partnership with local authorities with Inclusions Leads and Looked After Children Education (LACEs) to analyse and use attendance and exclusions data for vulnerable and disadvantaged learners.
- Provide guidance and support for the effective use of the Pupil Development Grant (PDG).
- Deliver the National Programme on Teaching and Learning (Mike Gershon).
- Provide support and guidance for schools to become Family and Community Friendly.

Targeted Provision

- Deliver the Vulnerable Learner Lead Programme.
- Deliver the Wellbeing Lead Professional Learning Programme.
- Provide 'WELL' Toolkit to support schools to review their tiered approach to Wellbeing.
- Continue leadership support for key roles, to include: More Able and Talented (MAT) Lead, Family and Community Engagement (FaCE), Seren Leads.

Bespoke Provision

- Seren Network (secondary only).
- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Provide Wellbeing Coaching on a need's basis.

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

Universal Provision

- Provide a professional learning programme for Governors, including Welsh Government mandated training, the core role of the governor and support for understanding the role of the governing body and their contribution to school development priorities.
- Provide all governing bodies and individual governors with advice, support and guidance in relation to their roles and responsibilities.
- Provide networking opportunities for groups of governors, to discuss best practice, identify common issues and explore solutions.
- Offer all governing bodies a clerking service through the optional adoption of a Service Level Agreement.
- Continue to provide a range of specialist HR professional learning for governors.

Targeted Provision

- Deliver optional programmes to further develop governors' skills and knowledge, enabling them to deepen their understanding of their role, to effectively support and challenge their schools.
- Provide these programmes as part of a targeted Governor Pathway, aimed at specific groups of governors.
- Provide targeted networking opportunities for specific groups of governors, to address specific issues.

Bespoke Provision

- Provide additional specific professional learning for individual governing bodies, clusters of governing bodies or individual governors.
- Broker support for newly appointed Chairs of Governors, who would benefit from the support of an experienced mentor.
- Provide opportunities for more experienced chairs of governors to further develop their skills and knowledge of governance.

EAS Foundations:

Business delivery

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

Staff Development

- To maintain high levels of staff morale and wellbeing in the context of reduced funding and workforce planning.
- Implement new performance management processes to reflect individual and service needs.
- Continue to develop collaborative ways in which the EAS team contribute to decision-making processes and are recognised more systematically for their successes.
- Provide all staff with the professional learning opportunities that enable them to undertake their role and develop professionally and personally ensuring all mandatory professional learning is undertaken.
- Recruit, develop and retain a skilled, professional, well informed, and motivated workforce that represents the values and vision of the EAS.

Funding and Resources

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

Section 5: Delivery arrangements and resources for 2022-2023

Governance

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

Consortium funding

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

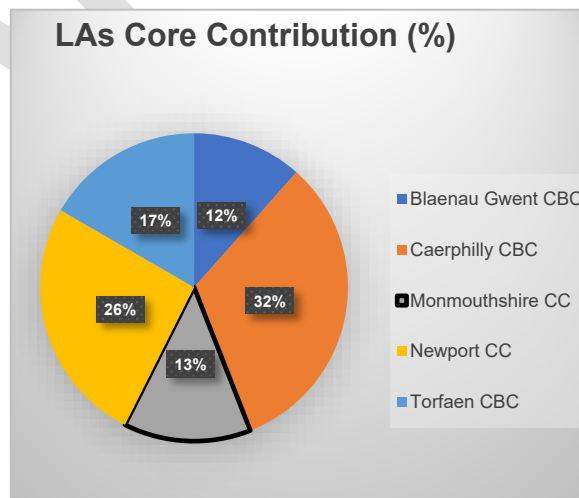
The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.

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

Local authority contributions 2022-2023

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

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



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

Regional school improvement grants

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

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

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

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

Governor Support Service Level Agreement

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

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

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Strategic Education Plans
- Detailed Business Plan 2022–2023
- Regional Grant Mapping Overview 2022–2023 (to follow once detailed received from WG)
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2022–2023

DRAFT



EAS - Integrated Impact Assessment

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

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

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

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



1. Proposal Details

Lead Officer: - Edward Pryce

Head of Service: - Geraint Willington

Service Area and Department: - EAS Wide

Date: - 13/1/2022

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

This is a strategy / plan.

The EAS is required by Welsh Government to submit an annual overarching regional Business Plan on an annual basis. The EAS then delivers, through this plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.

As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We have used the 'Theory of Change' approach to help us articulate the changes and impact we want to make as the regional school improvement service for South-East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.

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

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

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

2a Age (people of all ages)

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

Positive

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

N/A

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

The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

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

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

Positive

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

N/A

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

The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

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

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

Neutral

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

N/A

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

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

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

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

Neutral

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

N/A

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

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

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

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

Neutral

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

N/A

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

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

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

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

Positive

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

N/A

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

The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

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

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

Neutral

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

N/A

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

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

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

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

Neutral

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

N/A

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

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

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

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

Neutral

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

N/A

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

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

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

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

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

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

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

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

Section not applicable, as this Business Plan is not a strategic decision. However, the plan describes a range of support for schools related to reducing socio-economic impact, particularly for learners who are eligible for Free School Meals (FSM) or those who are looked after (LAC/CLA).

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

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

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

Objective 1 - Improve education opportunities for all

The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on



behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. Plan priorities include:

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

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

Objective 2 - Enabling employment

Improved educational outcomes are linked to improved employment prospects.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

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

Long Term

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

Prevention

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

Integration

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

Collaboration

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

Involvement

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



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

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

A Prosperous Wales

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

The plan will deliver a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This will contribute, through schools and partners in the Local Authority to a skilled and well-educated population.

High quality education is a fundamental of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to support, monitor and evaluate school performance and the quality of provision is essential.

A Resilient Wales

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

N/A

A Healthier Wales

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

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



A More Equal Wales

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

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

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

N/A

A Wales of Vibrant Culture and Thriving Welsh Language

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

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

A Globally Responsible Wales

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

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

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

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

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

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

The EAS has an updated (September 2021) Welsh Language Policy in place and Welsh language support for schools development of the language is included in the plan.

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

Positive

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

EAS Welsh Language Policy (Sept 2021)

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

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

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

Promoted through the EAS Welsh Language Policy

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

Positive

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

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

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

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

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

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

Positive

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

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

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

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

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

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

Positive

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

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

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

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

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

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

Positive

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

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

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

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

8. Data and Information

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

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

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

Key relevant findings

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

How has the data/evidence informed this proposal?

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

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

No

9. Consultation

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

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

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

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

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

From October – December 2021

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

The full draft Business Plan was shared with all consultees.

What were the key findings?

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

How have the consultation findings been taken into account?

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

10. Monitoring and Review

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

There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs. The progress on the implementation and impact of the Business Plan will be reported to the Joint Executive Group and Company Board. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level. In addition, the progress made towards the implementation of key actions will be reported at each meeting of the Joint Executive Group and Company Board. This approach will be aligned to the national changes in the accountability system.

What are the practical arrangements for monitoring?

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

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

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

When is the proposal due to be reviewed?

Bi-monthly internally to governance groups.

Who is responsible for ensuring this happens?

Overall EAS Managing Director supported by broader Senior Leadership Team.

11. Recommendation and Reasoning (delete as applicable)

- **Implement proposal with no amendments**
-

12. Reason(s) for Recommendations

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

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

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

13. Version Control

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

➤ Version 1

Author:- Edward Pryce

Brief description of the amendments/update:-

Revision Date:- 13th January 2022

➤ Version 2

Author:-

Brief description of the amendments/update:-

Revision Date:-



Integrated Impact Assessment Author

Name:- Edward Pryce

Job Title:- Assistant Director – Policy and Strategy

Date:- 13th January 2022

Head of Service Approval

Name:- Geraint Willington

Job Title:- Director

Signature:-

Date:- 13th January 2022

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EDUCATION SCRUTINY COMMITTEE – 15TH FEBRUARY 2022

**SUBJECT: DIRECTORATE PERFORMANCE ASSESSMENT SIX MONTH
UPDATE 2021/22**

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

1. PURPOSE OF REPORT

- 1.1 To present Scrutiny with the 6-month Education Service Performance Assessment which is part of the Council's Performance Management Framework.
- 1.2 The Performance Assessment (referred to hereafter as the DPA) is the Directorate's self-assessment and forms part of the Council's overall self-assessment activity. It provides information and analysis for 6-month period April – September 2021. Members are invited to discuss, challenge, and scrutinise the range of information in the DPA.

2. SUMMARY

- 2.1 The Council's revised Performance Framework was endorsed by Cabinet in 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 and meets our 'duty as a principal council to keep our performance under review'
- 2.2 DPA's are an opportunity to bring together a range of information and intelligence into one picture to answer the self-assessment questions of 'how well are we performing, how do we know? And what and how can we do better? Appendix 1 is the Education Services Performance Assessment 6-month update 2021/22.

3. RECOMMENDATIONS

- 3.1 Members review the attached document (appendix 1) 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) Act which provides for a new performance and governance regime for principal councils.

5. THE REPORT

- 5.1 The Performance Framework has been developed to meet several strategic and operational needs as well as to meet the legislation and further the Council's desire to be a high performing learning organisation focused on meeting the needs of its residents. The framework was piloted in 2019 and endorsed by Cabinet February 2020 and now is reported as a regular part of scrutiny committees. This report introduces and shares the Education dashboard (the DPA) 6-month update 2021/22.
- 5.2 The spirit of the DPA (appendix 1) is about providing learning. The DPA is less about performance and targets (though they have their place) and is more so to provide a wider picture of performance that will support reflective and challenging conversations and scrutiny that will ultimately lead to learning and further improvement.
- 5.3 **Summary:**

The covid-19 pandemic has continued to cause frequent disruption to schools, with particular challenges around resource management. As a result, schools' priorities have largely focused on maintaining continuity of learning. Schools maintain their strong commitment to providing the very best education provision, acknowledging the requirement to re-engage pupils with their learning and implement a recovery curriculum to address gaps in learning. Where required, service areas across the education directorate have repurposed their duties to offer support to schools. For example, the finance team prioritised support for schools and parents in the distribution of the Pupil Development Grant access fund.

Recent achievements over the last term include:

- There have very few class closures, despite high levels of staff absence;
- The LA and EAS have continued to support schools to stay on track in preparation for both Additional Learning Needs and Curriculum for Wales reform;
- There has been very positive feedback from the LA Leadership Coaching Programme;
- There are currently no secondary schools in statutory categories. The two primary schools in these categories are making good progress and will be revisited by Estyn in 2022;
- The Inclusion Strategy is beginning to have a positive impact upon exclusion rates;
- Good progress is being made in regard to development of the PRU portfolio;
- Feedback from young people on the support provided by the Youth Service during the pandemic is very positive;
- Following extensive collaboration and consultation, the new Welsh in Education Strategic Plan 2022-2032 with an overarching ambitious target to support 26% of year 1 learners in Welsh medium Education by 2032, has been submitted to Welsh Government;

- Schools have continued to work tirelessly to effectively implement many iterations of risk assessments.

In response to the challenges faced during the covid pandemic, all service areas across the education directorate are reflecting upon recent events and considering how service re-shaping could address current and future challenges.

The Service Improvement Plan priorities have been agreed for the 2021-22 academic year. These priorities are:

- Re-ignite, recover and reform in order to raise standards of learning;
- Improve the aspiration, engagement and progress of vulnerable learners;
- Further develop the strategic vision for EOTAS;
- Further reduce the number of NEET young people at the point of leaving compulsory education and beyond;
- Improve pupil attendance;
- Effective Management and Implementation of the 21st Century Schools Programme.
- Ensure that all disadvantaged learners make the same progress as their peers

Individual action plans have been developed across service areas that integrate priorities, whilst also acknowledging objectives in the corporate plan, cabinet objectives, MTFP principles and recommendations from the last Estyn inspection. The Service Improvement Plan is the first step towards the development of a revised Education Strategy that aims to meet the need of all learners and address the impact of Covid on standards, provision, pedagogy and wellbeing.

The Local Authority appreciates the importance of clear and timely communication. We have learned to ensure comprehensive co-construction and consultation to ensure buy-in and increase the pace of implementation. This was exemplified in the rescheduling of the Inclusion Strategy, delayed in order to extend discussions with stakeholders. When it comes to planning work programmes, we need to be sensitive to the pressures upon schools and be mindful of not overloading agendas for change.

5.4 **Conclusion**

It has been another incredibly challenging year for our school communities and the services that support them. It is a testament to the determination and resilience of those involved that our focus has remained the wellbeing of our learners, staff and wider communities. Some incredible challenges have been overcome during this time that have built on the collective #TeamCaerphilly ethos.

This DPA covers the period April 2021 to September 2021, Appendix 1. There is considerable detail in Appendix 1 which identifies what went well and what we would like to improve across a range of different topics.

6. **ASSUMPTIONS**

- 6.1 There are no assumptions thought to be required within this report.

7. SUMMARY OF INTEGRATED IMPACT ASSESSMENT

- 7.1 This report is for information only and on this basis an integrated impact assessment is not required.

8. FINANCIAL IMPLICATIONS

- 8.1 There are no financial implications within this report, however the DPA (appendix 1) has a section on resources including relevant budget outturns as part of the overall self-assessment of the directorate.

9. PERSONNEL IMPLICATIONS

- 9.1 There are no personnel implications within this report, although the DPA (appendix 1) has a section called 'resources' which provides data on a range of workforce aspects.

10. CONSULTATIONS

- 10.1 Any consultation responses have been included with in this report.

11. STATUTORY POWER

- 11.1 The Local Government and Elections (Wales) Act 2021

Author: Richard (Ed) Edmunds, Corporate Director of Education and Corporate Services

Consultees: Christina Harry, Chief Executive
Dave Street, Corporate Director Social Care and Housing
Mark S Williams, Corporate Director Economy and Environment
Rob Tranter, Head of Legal Services and Monitoring Officer
Steve Harris, Head of Financial Services & Section 151 officer
Lynne Donovan, Head of People Services
Keri Cole, Chief Education Officer
Sue Richards, Head of Education Strategy and Planning
Paul Warren, Strategic Lead for School Improvement
Cllr Ross Whiting, Cabinet Member for Learning and Leisure
Cllr Teresa Parry, Chair of Education Scrutiny Committee
Cllr Carol Andrews, Vice Chair of Education Scrutiny
Sarah Ellis, Lead for Inclusion
Jane Southcombe, Finance Manager, Education and Lifelong Learning and Schools.
Sarah Mutch, Early Years Manager
Debbie Hartevelde, Managing Director, EAS

Appendices:

Appendix 1 Directorate Performance Assessment (6-month update 2021/22)

Education Services Directorate Performance Assessment

2021/22 Q1 & Q2 Update

Please select a section of your choice:

Summary & Priorities



Performance



Customer Intelligence



Resources



Risks



Well-being Objectives



Conclusion





Summary & Priorities

6 Month Update April to October 21

The Service Improvement Plan has been completed. The Priorities (identified below) remain in place for the 2021-22 academic year. Individual action plans have been developed across service areas that integrate priorities, whilst also acknowledging objectives in the corporate plan, cabinet objectives, MTFP principles and recommendations from the last Estyn inspection. The Service Improvement Plan is the first step towards the development of a revised Education Strategy that aims to meet the need of learners and address the impact of Covid on standards, provision, pedagogy and wellbeing (see 1.1. below)

The covid-19 pandemic continues to cause frequent disruption to schools, with particular challenges around resource management. As a result, schools' priorities have largely focused on maintaining continuity of learning. At the end of the autumn half term, pupil absence across all education settings was approximately 6.5% due to Covid. This figure, however, significantly reduced after the half term break to approximately 3%. Schools maintain their strong commitment to providing the very best education provision, acknowledging the requirement to re-engage pupils with their learning and implement a recovery curriculum to address gaps in learning. Where required, service areas across the education directorate have repurposed their duties to offer support to schools. For example, the finance team prioritised support for schools and parents in the distribution of the Pupil Development Grant access fund.

The Edtech initiative (to equip all pupils with digital skills for future employment) continues to make good progress. To support this strategy, the Local Authority has provided digital devices for all Looked After children and pupils that attend an education setting other than school.

It has been another incredibly challenging year for our school communities and all of the services that support them. It is a huge testament to the determination and resilience of those involved that our focus has remained the wellbeing of our learners, staff and wider communities. Some incredible challenges have been overcome during that time and in overcoming those challenges as a collective the TeamCaerphilly ethos continues to develop.

Name of Priority	Completion Date	RAG	Progress - Achievements - Comments
Strategic Objective 1 - Standards			
1.1 Re-ignite, recover and reform learning in order to raise standards of learning. (links to Directors Priority CPA)		●	Work has started on the development of a revised Education Strategy. This strategy will identify the challenges and barriers to learning as a result of the covid-19 pandemic and offer pathways to reengagement, recovery and reform. Milestones will be created across a range of indicators that will be scrutinised via the Directorate Performance Assessment. Inclusion and engagement with stakeholders is a key feature of the strategy. At this point, engagement sessions have been held with Governor Network, Education Management Team, all headteachers across the Local Authority and the LA Sport Development team. Further engagement sessions are planned for the remainder of the Autumn term. This includes the Youth Forum and all education staff. Engagement sessions with other stakeholder groups will continue into the spring term. Data collected from these sessions (alongside a range of other evidence) will inform the strategy document. The Local Authority is revisiting school improvement processes alongside regional partners. This includes the implementation of 'professional discussions' meetings which endeavour to explore the impact of Covid-19 on standards and achievement in individual schools. This process, which includes the LA, EAS, headteacher, Chair of Governors and other senior leaders in schools, helps the LA to understand each school's priorities for improvement, and therefore, identify the required support.
Strategic Objective 2 - Inclusion			
2.1 Improve the aspiration, engagement and progress of vulnerable learners (links to Directors Priority CPA)		●	Work is ongoing to embed the Additional Learning Needs Act and ensure that schools and LA are compliant with their statutory responsibilities. Implementation of the Inclusion compendium and support to schools is focused on wellbeing and positive relationships supporting the need to reduce exclusions.
Strategic Objective 3 - Education Other Than At School (EOTAS)			
3.1 Further develop the strategic vision for EOTAS (Leadership) (links to Directors Priority CPA)		●	Work is underway to develop the leadership, workforce, standards and outcomes for children who access education other than at school in line with the broader vision.
3.2 Develop a clear mechanism to measure progress at each EOTAS provision. (Standards) (links to Directors Priority CPA)		●	The leadership team are working on developing consistent approaches across provisions and ensuring individual pathway and reintegration plans are in place.
3.3 Complete the transition of Home Tuition to our school based model. (Provision) (links to Directors Priority CPA)		●	Work is ongoing with schools to ensure there is an effective model of tuition established which meets the needs of students and is financially viable
Strategic Objective 4 - Not in Education, Employment or Training (NEETs)			
4.1 Further reducing the number of NEET young people at the point of leaving compulsory education and beyond. (links to Directors Priority CPA)		●	NEETs data for 2020-21 is due to be collected on 31st October. Although pleased with the 1.7% outcome for the previous year, it has to be acknowledged the challenges of maintaining contact and support with pupils who are at risk of NEET during the lockdown period. This is likely to impact on the overall NEETS figure for 2021-22, and therefore, it is appropriate for this priority to remain on the corporate risk register. The Engagement and Progression strategy continues to be implemented. Initial evidence suggests that the revisions to the strategy are having good impact. This includes: - Greater information sharing between Education teams. - Improved collaboration with external partners, most especially workplace learning providers within the wider EOTAS portfolio. - Improved ongoing scrutiny of data - The creation of an authority wide single point of Destination/options tool, in website format.
Strategic Objective 5 - Attendance			
5.1 Improve pupil attendance. (links to Directors Priority CPA)		●	In October 2021, pupil attendance was 87.7% overall. Secondary attendance was 84.7% and primary attendance was 90.1%. This number is significantly lower than previous years, although was expected due to the impact of the Covid-19 pandemic. The Education Welfare Service is predominantly focusing on support for pupils with long term absenteeism. This includes a very small number of pupils who have yet to return to school since the start of the academic year. This group of pupils may require more specialist support to help reengagement with learning, and therefore, education welfare officers are working closely alongside inclusion services. The Lead Education Welfare Officers continue to work closely with their peers across Wales to ensure a consistent approach that reflects best practice.



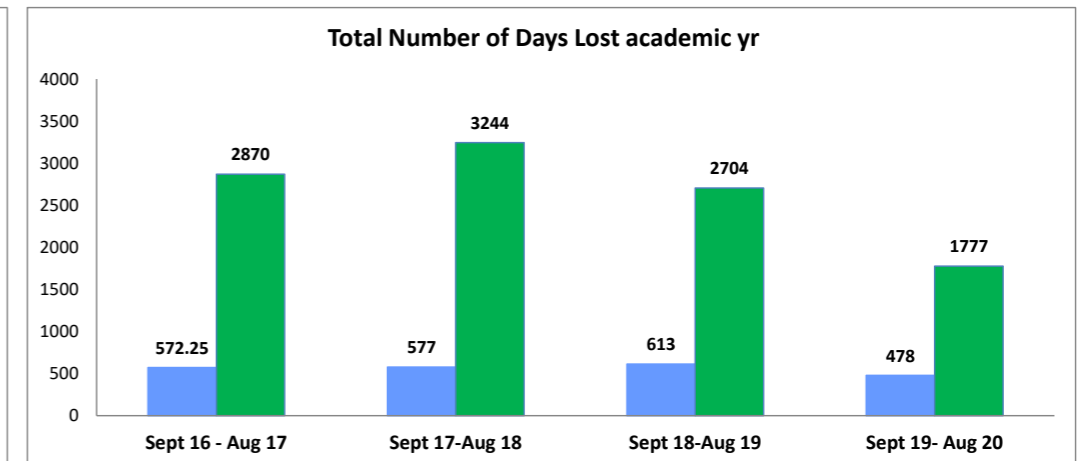
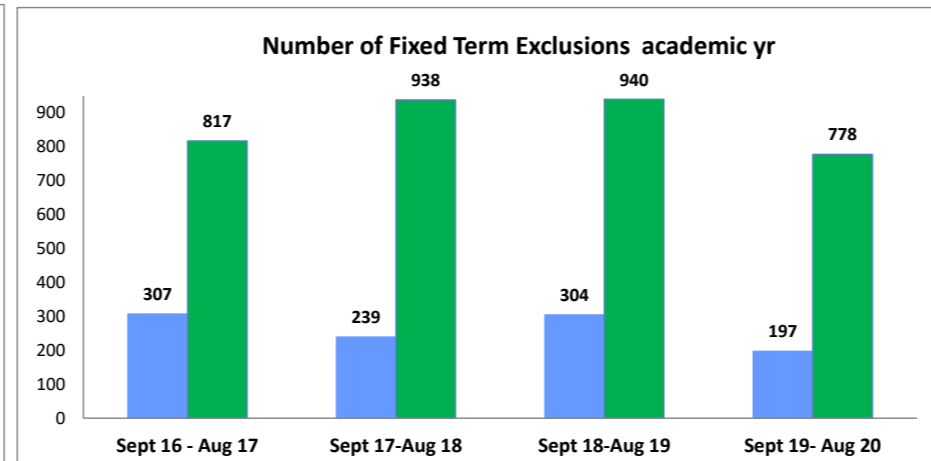
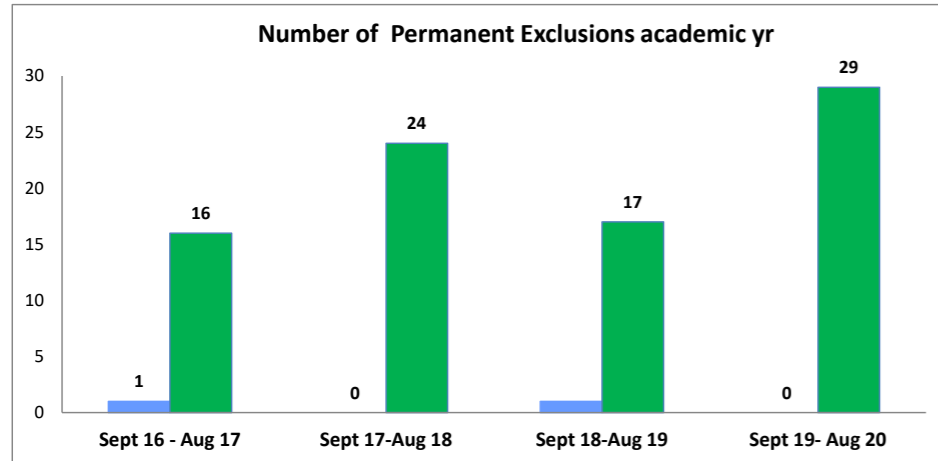
Strategic Objective 6 - 21st Century Schools		
<p>6.1 Planning and Management of School Places (links to Directors Priority CPA)</p>		<p>Ensuring there are sufficient places to meet the expectations of both parents and governors for all schools across the borough at Primary and Secondary level in the medium of Welsh and English is a driving factor. To date works have been focused in the Islwyn area which have significantly reduced surplus places. The 21st Century Schools Team continues to take action in ensuring the right balance is struck. This includes a Secondary School, Single Sex and surplus places rationalisation programme which includes a cross-organisational group of officers, education professionals and elected members working in collaboration to address the unique situation within the borough. Whilst covid has delayed some of this work, progress has been made in relation to joint delivery of 6th form provision, investment in shared online services 'uniform' and an emerging proposal in relation to provision in the Upper Rhymney Valley which when finalised will be taken through the appropriate approval and consultation routes.</p> <p>The Welsh in Education Strategic Plan (WESP) sets out Caerphilly's commitment to the promotion of Welsh language and the provision of quality, attractive educational facilities. Within the WESP we are striving to stimulate demand for Welsh medium education. Investment into Welsh Medium provision has been strong in the borough with the Welsh Medium Capital Grant in region of £6.8 million resulting in improvement and expansion of 5 Welsh Medium Schools. Officers are currently compiling expression of interest forms for additional funding opportunities via this route and if successful may result in further expansion in this area, in addition to a new Welsh Medium Primary replacement and expanded Ysgol Gymraeg Cwm Gwyddon which is currently out to planning and procurement with a completion date planned for September 2023.</p>
<p>6.2 Effective Management and Implementation of the 21st Century Schools Programme. (links to Directors Priority CPA)</p>		<p>Place Shaping the Educational estate and improving opportunities for Learners by delivering fit for purpose 21st Century Schools is another main driver in delivering the aims of the Corporate Plan and Welsh Government.</p> <p>Consideration of the key drivers for the Band B Programme as outlined below, enables clarity and rationale for investment:</p> <ul style="list-style-type: none"> •Reduce the number of poor condition schools. •Ensure that we have the right size schools in the right location, providing enough places to deliver Welsh and English medium education. •Ensure the effective and efficient use of the educational estate for use by both Schools and the wider Community. <p>Through TeamCaerphilly - Better Together, the council has committed to ensuring high quality, citizen focussed services for the communities that comprise our county borough. In future-proofing services, the 21st Century Schools Team recognise the need to ensure effective engagement which is central to our decision making - involving communities in the design of local services and the things that affect them. The 21st Century Schools team has worked hard to develop new ways to facilitate more effective consultation and engagement with communities as we move forward in reshaping the educational estate, especially in light of the Covid pandemic. In addition to following the processes as outlined by Welsh Government in the School Organisation Code 2018, when bringing proposals forward for consultation, as evidenced through the recent 21st Century Schools Band B Phase 1 proposals, a strength of the process were the high levels of engagement with pupils, from developing a promotional video to undertaking engagement sessions at the right level and in their preferred format/language, ensuring young people's views featured strongly when proposals were formulated and presented to elected members. The Band B Phase 1 proposals are the enlargement and relocation of Ysgol Gymraeg Cwm Gwyddon which is currently at Full Business Case stage and the final decision from WG is anticipated early January, and the expansion of Trinity Fields School. The Band B Phase 2 proposals are the establishment a new replacement Plasfelin Primary School on the existing school site, the amalgamation of Llancaeach Junior and Llanfabon Infants School to establish a Primary School on the existing Llanfabon Infants School site and the establishment of a new Centre for Vulnerable Learners (PRU) on the former Pontllanfraith Comprehensive School site. These 3 proposals are currently out for consultation.</p> <p>21st Century Schools Programme:</p> <ul style="list-style-type: none"> •Band A Programme <p>Band A works are nearing completion. The works in total over the lifetime of the Band A programme resulted in £56.5 million of investment and has resulted in enhanced/new facilities at Ysgol Gymraeg Cwm Rhymni, Y Gwyndy Campus, Newbridge School, Blackwood Comprehensive, Idris Davies 3-18 School, Islwyn High School and Trinity Fields Special School.</p> <ul style="list-style-type: none"> •Band B Programme <p>Whilst an initial suite of projects was identified as part of the Strategic Outline Plan submitted to Welsh Government in 2017, each individual project has to be taken through an individual appraisal, scrutiny and approval process. Where applicable, the Welsh Government's School Organisation Code 2018 must be followed.</p> <p>Phase 1 - Two proposals have been progressed through the business case, consultation and decision making process as outlined in the School Organisation Code 2018.</p> <p>Proposal: Expansion of the existing Trinity Fields School to support 80 additional places and the provision of state of the art facilities for our most vulnerable pupils that are capable of meeting learning, social and medical needs, as well as the creation of facilities for integrated working across Education, Social Services and Health and the provision of opportunities for childcare, outdoor space and community use.</p> <p>Proposal: Relocation and expansion of Ysgol Gymraeg Cwm Gwyddon onto the former Cwmcarn High site to provide fit for purpose childcare, a 16 place Special Resource Base and increase educational provision and capacity of the school from 220 to 420 primary plus nursery</p> <p>Both proposals are now subject to a full planning application process.</p> <p>Phase 2 - Three proposals have been identified as part of this phase of the Band B programme which have received Ministerial approval from Welsh Government at outline business case stage. These 3 proposals are currently out for consultation, which is due to end on the 1st December, 2021, although it should be noted that only 1 of the 3 proposals is subject to the requirements of the School Organisational Code 2018.</p> <p>Proposal: Creation of a centre of excellence for vulnerable learners from across Caerphilly equipped with high quality learning opportunities, indoor and outdoor sporting provision as well as access to first class support. The Centre will reduce the need to outsource support for learners to private providers and will enable community use of the facilities outside of school hours.</p> <p>Proposal: Creation of a new state of the art Plasfelin Primary School on the grounds of the existing site to include community use of the facility.</p> <p>Proposal: The amalgamation of Llancaeach Junior School and Llanfabon Infants School to create a new Primary School to include community use of the facility.</p> <p>Grants Programme:</p> <p>In addition, a range of activities have continued to take place to date in 2021/22 to ensure the effective management and maintenance of existing educational assets to support the transformation of the educational estate and enabling increased opportunities for Learners through improving the learning environment across the borough.</p> <ul style="list-style-type: none"> •Welsh Medium Grant <p>5 Schools in the Borough, Ysgol Y Castell, Ysgol Ifor Bach, Ysgol Penalltau, Ysgol Cwm Derwen and Ysgol Bro Allta have benefitted from investment through grant funding totalling £6.8m. The Authority has submitted an expression of interest for the next round of Welsh Government Funding to further expand Welsh Medium provision in the Borough.</p> <ul style="list-style-type: none"> •Community Hubs <p>The Caerphilly CBC Athletics Hub, located at Rhiw Syr Daffydd Primary school has completed consisting of a 6 lane 300 m track and provision for sprint and field events. This £755k investment is now accessible for bookings for educational and recreational use.</p>
<p>6.3 Effective Management and Maintenance of Educational Assets. (links to Directors Priority CPA)</p>		<p>Through strong leadership and an emphasis on learner centric provision, there has been a sharp focus on self-reflection and improvement, with emphasis on developing more dynamic data analysis and further strengthen planning processes for better investment outcomes over the short, medium and longer term. As such, there has been improved alignment and appropriate links established between projects and wider Council and Welsh Government strategies to add further value and maximise investments, for example the integration and consideration of decarbonisation and social benefit targets for all Capital investment programmes. In addition to managing the LA's Capital Maintenance Grant of £1.4m, the Team also manage the Welsh Government Capital Maintenance Grant of £7.8m. For 2021/2022 a number of schemes have been identified across the school estate, through a cross-departmental working group, to ensure schemes are prioritised appropriately, which are being closely monitored utilising Programme Management methodology</p>
<p>Directors Priorities - Corporate Performance Assessment</p>		

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

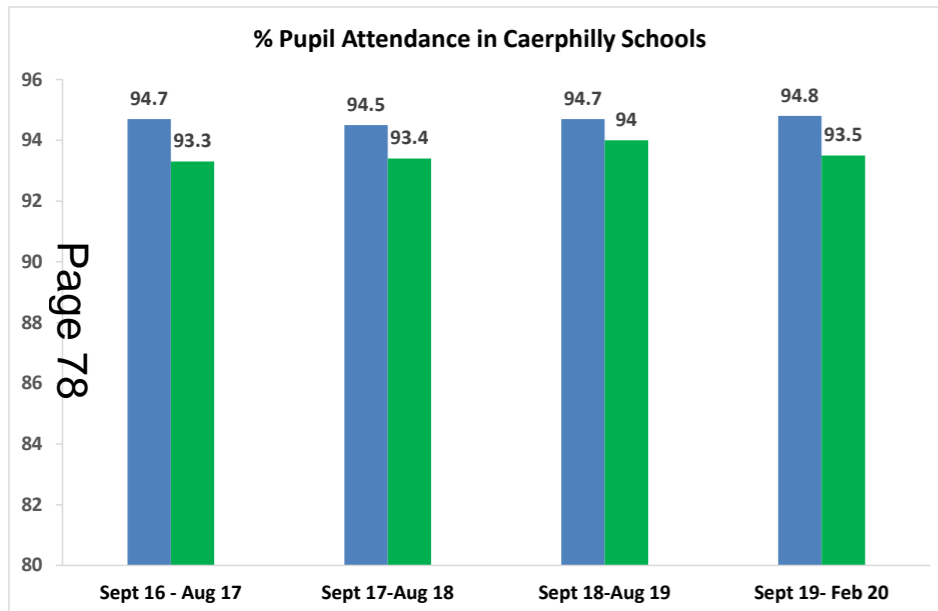


Priority 6 - Reduce the rates of exclusion, therefore impacting upon pupil attainment

Primary Schools Secondary Schools



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



* All exclusion data will be confirmed when verified

What is the Performance information telling us?

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 2020-2021. Attendance data collection in the Autumn term is not a measure of the effectiveness of school strategies or the Local Authority attendance strategy, but largely reflects the number of pupils required to isolate as a result of advice from environmental health services.

The education welfare service has continued to largely repurpose itself to support the welfare of individual families, supporting the pupils return to school on a case-by-case basis. Data are collected on a daily basis identifying the number of pupils (and staff) that are symptomatic, required to self isolate or confirmed to have covid-19. This has supported the LA in identifying (and supporting) schools that are particularly challenged by a high numbers of cases. The Local Authority's approach to improving attendance is currently under review. Data are currently collected on a monthly basis identifying trends around pupil absence. Particular scrutiny is currently placed on pupils who have yet to return to school since the start of the Autumn term.

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.

During the year the approach to addressing exclusions has been reviewed with the development of an Inclusion compendium and associated exclusions guidance. to be agreed at Cabinet in June 2021. New processes are being developed and a revised monitoring cycle of exclusion reports to SMT will sign off data. A revised process of support to schools will be in place and reviewed regularly.

Primary Schools Secondary Schools

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

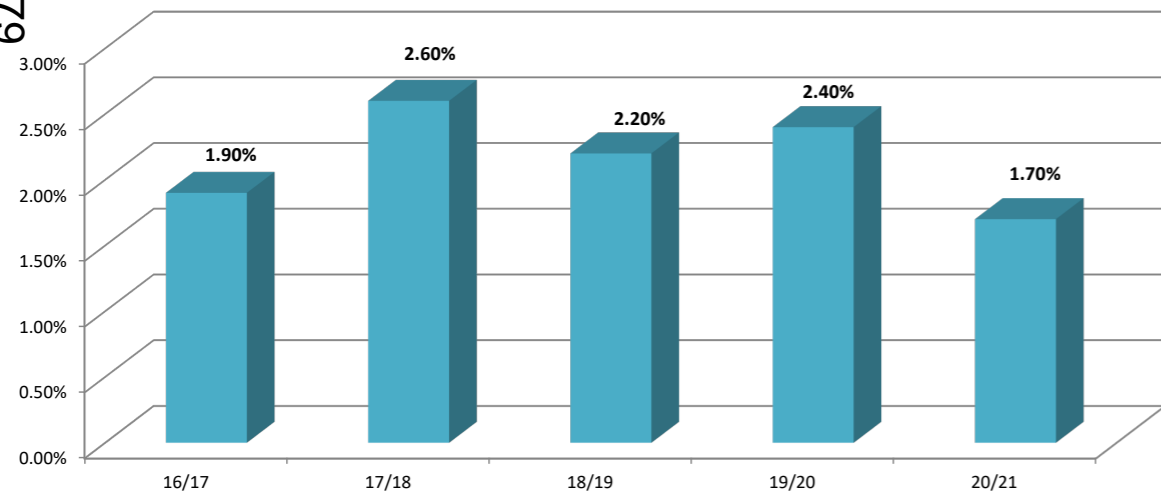
A summary of performance is provided in *Summary & Priorities*.

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 2021. 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 2021 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.

The development of a revised Education Strategy aims to utilise an accurate evidence base to fully understand current standards across Caerphilly schools. This strategy will identify the challenges and barriers to learning as a result of the covid-19 pandemic and offer pathways to reengagement, recovery and reform. Milestones will be created across a range of indicators that will indicate short, medium and long term success criteria. The strategy will be an inclusive process that is dependent on collaboration with a range of stakeholders including, pupils, parents, school staff, and LA services outside the education directorate.

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% of year 11 leavers from schools who are not in education, employment and training (NEETS)



NEET Performance data 20/21 (for Academic year 19/20) received in October 2020 and validated by May 21 showed improvement to 1.7% which equates to 34 pupils out of 1979 pupils. This is one of the best reductions in NEETS since 2012

Of those 34 pupils reasons as to why they would not be able to enter into employment, education or training is a range of reasons including health or medical issues.

Although this is a positive outcome, it is important that this data continues to be an improving trend over time. This will be particularly challenging when taking into account the impact of Covid over the last eighteen months.

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

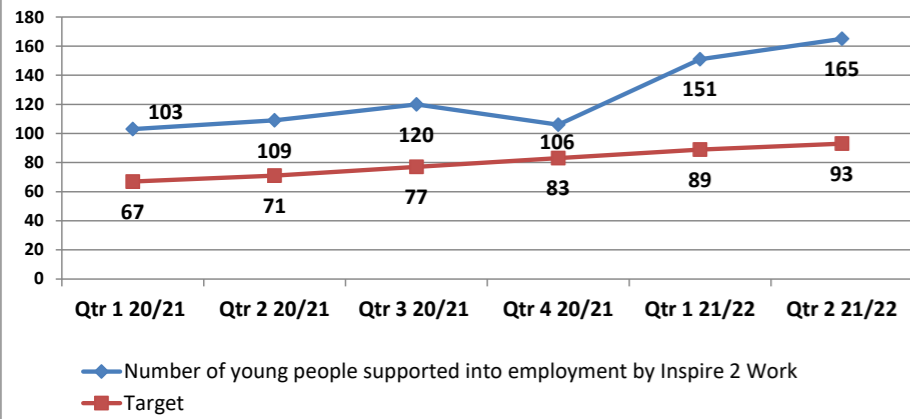
**Neet was 5.9% when we started recording this data in 2012*



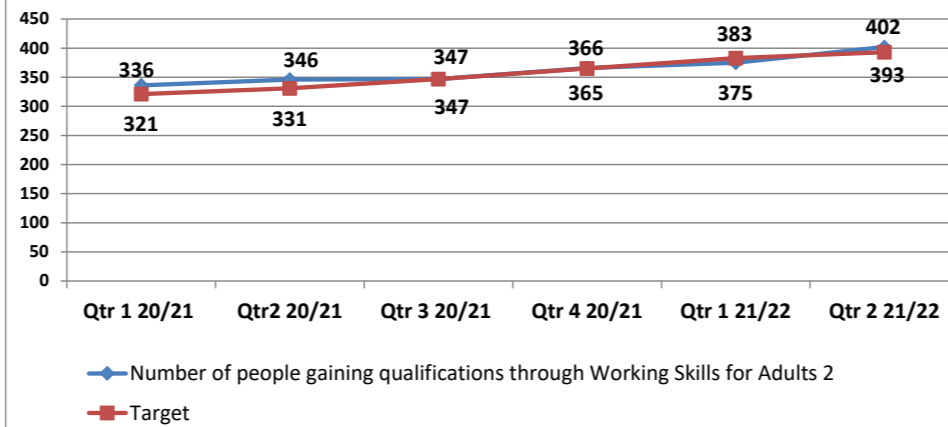
Priority 3 Reduce the Impact of Poverty upon communities
 Priority 5 Improve provision and outcomes for vulnerable groups

All Adult Employability Targets are being exceeded.

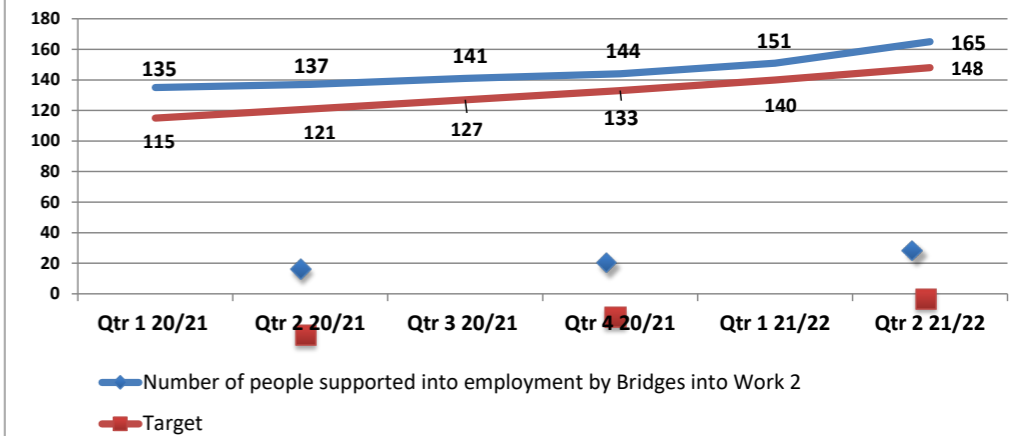
Number of young people supported into employment by Inspire 2 Work (aged 16-24)



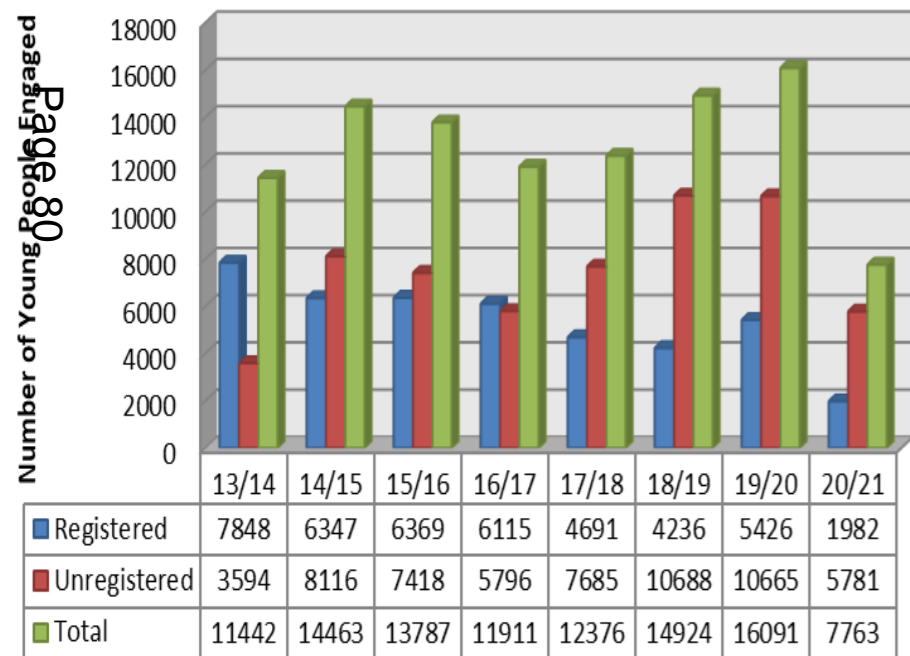
Number of people gaining qualifications through Working Skills for Adults 2 (aged 16+)



Number of people supported into employment by Bridges into Work 2 (aged 25+)



Young People engaged in the Youth Service



Youth Service

The number of registered* young people who engaged with the youth service during 2020/21 totalled 1982 individuals aged 8-25, plus 264 families. This resulted in a total of 2200 families and young people receiving support. The challenges of Covid have meant that the service has seen a 64% decrease in the number of registered young people: By April 2020, all building based provision had closed, all face to face delivery had ceased and many staff were repositioned to help in school hubs and in the delivery of free school meals. Performance was greatly impacted from the start of the reporting year. Priority was given to supporting the most vulnerable young people and families who received daily or weekly support, thus allocating caseloads of vulnerable pupils to youth workers. Despite a drop in the registered young people, this more intensive support resulted in an increase in the number of contacts, increasing to an average of 25 contacts per registered person, compared with between 9 and 12 for the previous 7 years. Projects that are commissioned to provide targeted interventions received normal levels of referrals and were able to adapt delivery well, therefore seeing a steady and consistent pattern in performance, however, open access and universal clubs and projects all saw a significant decline in members due to the closure of buildings and limitations in virtual delivery. The number of unregistered** young people engaged by the was an additional 5781 achieved through deploying youth workers to engage young people on the streets, both during periods of lockdown (urging young people to follow lockdown rules and disperse groups congregating in communities) and when restrictions lifted but buildings remained closed youth work took place on the streets.

*Registered young people include those who consent to personal details and information being held and processed, and who access on a regular basis.

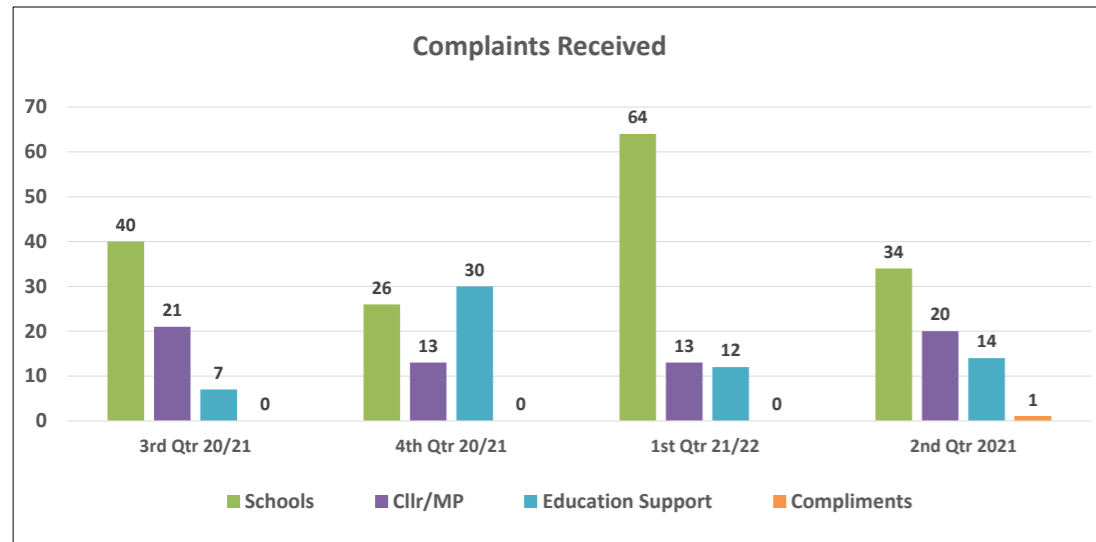
**Unregistered young people include those who use provisions as a drop-in to access advice and support but may not want to register or consent to providing personal information; Young people who engage with youth workers during detached and outreach work; Young people who benefit from sessions provided in schools, colleges and other youth support services.

Employment Performance

Despite the pandemic, the outcomes are better than expected as many staff were redeployed to other duties across the LA. We have managed to deliver skeleton support via email and telephone, we have also delivered a range of online qualifications despite the IT issues that the participants experience. Employment support is now pre-bookable in all of our libraries.

Referrals from JCP have been greatly reduced due to the pandemic and the JCP offices remaining closed.

The projects have managed to remain within the 15% tolerance and as long as we can continue within the tolerance there should not be any risks of clawback. Going forward it's very hard to predict as we'd not know at this point whether there will be any further lockdowns.



Complaints Q1 and Q2 (Six Months) 2020/2021 trends

A high volume of school recorded complaints were school-based issues. As a result, these complaints were raised with the school and dealt with in accordance with the governing body's complaints procedure. All governing bodies are required by law to have a procedure in place for dealing with complaints from parents, pupils, members of staff, governors, members of the local community and others in relation to matters for which the governing body has statutory responsibility. COVID-19 is again the common theme for the first quarter, dealing with the concerns of current reduced school hours/lunchbreak times and if this will remain when pupils return in September?

In the second quarter school-based complaints have reduced due to the summer half-term. The common theme remains COVID related e.g. wearing of face masks on school premises, unaware school start/finish times had changed from September and children being sent home due to a minor cough or runny nose.

There were two Stage 2 complaints received 19th April and 6th September 2021 and 19th April 2021 in relation to Scrutiny Meeting held 22nd March 2021 (Trinity Fields Objection Report). One was about the role of officers attending a scrutiny committee and that the complainant view on what the officer role is and should be and not what it was perceived as, such as informing members how to vote or express personal views. The complaint raised concerns about the number of questions asked by members that they felt were avoided or left unanswered during the meeting, but the key area was an officer's involvement at the end of the Trinity Field expansion discussion when a motion was tabled to explore options for a new build on a brownfield site. The decision was not upheld.

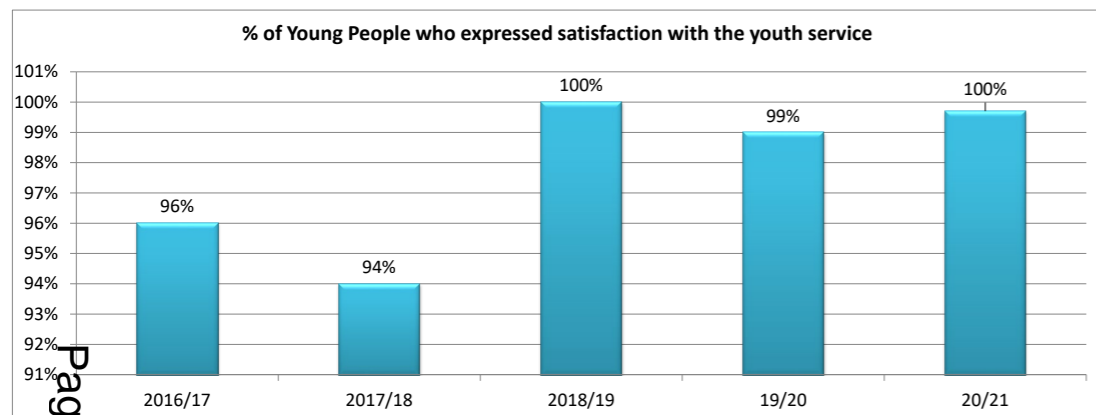
The other was about an error in relation to school admissions (school transfer). Lists of all pupils allocated a place at a school are sent to each school. Unfortunately, one child's application form was received after the closing date, as all places available were allocated in the first round of admissions, the child's name was not included on this list. The family appealed and the hearing took place during the summer holidays, schools are unfortunately not available for contact during this time. Emails are sent to schools during the holidays advising of any further pupils, however, they will not be opened until the first day of term. When the family arrived at the school with their child, contact was made with the admissions team and the matter was resolved quickly, with the school admitting the child immediately. This was an unusual case that does not normally occur and the admission team are aware now of the line of communication needed to prevent this.

In relation to school catering—a Complaint was received from parent regarding school running out of meals at lunch time and that the child receives free school meals but as a result of school running out of meals for the last 3 days, the parent has now provided her child with a packed lunch. This was investigated and found the kitchen had not run out of food, and it could be an potential issue relating to food choices, there was more exploration of how catering engages with the pupils and therefore was not upheld.

Notes:

Compliments - We received a compliment for the Nurture, Equip and Thrive team specifically for the help they gave a client to look for jobs/apprenticeships and prepare for interviews and with the job seekers well-being and confidence. They would recommend the Net Team who helped them gain their goal of getting an apprenticeship.

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



Satisfaction

Satisfaction levels regarding the quality of youth work received by young people remain high: The service conducts the survey in all sections/projects, regardless of open access or more focussed/targeted work and satisfaction levels across all areas are high and consistent. This measure is not considered in isolation, however, with this and other data relating to quality triangulated to ensure that the service can interrogate and respond to results.

The Youth service has a range of other measures that monitor rounder aspects of service, and is reviewing which ones may be included for future reporting.

Library Service 2019-2020 Core Performance comparisons to 2020-2021 (Library Standards are annually, the next update will be in 2022)

Library Service Performance Area	2018-2019	2019-2020	2020-2021	Commentary
The percentage of adults who think the Borough Library Service is 'very good' or 'good' overall	99%	98%	98%	The CIPFA Adult Survey conducted during May 2019 and are conducted biennially. Due to ongoing COVID restrictions the survey will be restricted in 2021.
Average child satisfaction score with their local library out of 10	9.4	9.4	9.4	CIPFA Children & Young Adult survey was conducted in July 2018. Surveys are conducted biennially with the next one due in Oct 2020 but could not be completed due to Covid restrictions and the inability for the public to access library buildings.
Percentage of adults who think that the customer care they received from their local library is 'very good' or 'good'	99%	99%	99%	CIPFA Adult Survey conducted during May 2019 has not been repeated in 2021 due to ongoing covid restrictions
Total number of visits to library premises for the year 2020-2021	651,926	650,881	N/A	The figure is unavailable for 2020/2021 due to COVID closures, which impacts our services ability to report on the majority of targets.
Total number of active borrowers during the year	37,849	37,120	N/A	Data report is currently unavailable. The All-Wales LMS Consortia have agreed the report for 2020/2021 active borrowers will not be run until 1st June 2021. However we can correctly assume active borrowers of the service will be lower during this year due to COVID.
Total loans for the year (adult and child)	563,175	452,211	38,874	Previous loan statistics combined item issues and renewals. On 1/4/20, Caerphilly moved to the Welsh Consortia Library Management System called Symphony. During COVID-19 closures, it was agreed by the Wales Consortia that items will be automatically renewed by the system, this means 20/21 figure includes issues only and no renewal
Total loans for the year (adult and child downloads)	32,092	49,275	49,156	Included in previous year's figures are eMagazine and eComic usage statistics. It is important to note that to date, these figures have not been provided to Welsh library authorities by Welsh Government. The figure provided are only for eBook and eAudiobooks that are issued.
			Est. * 68,312	This figure is estimated complete figure, based on eMagazine and eComics taken from 2019/2020*
Number of Welsh Government Core Entitlements achieved in full or part	12/12	12/12	N/A	A WPLS return for 2020/2021 has not been completed in its standard form due to the COVID-19 disruption. An alternative WPLS return and reporting template is currently being prepared by MALD (WG) due for completion by library services in Wales during June / July 2021.
Number of Welsh Government measurable Quality Indicators achieved in full or part	8 in Full	7 in Full	N/A	This data has been verified by Welsh Government
	2 in Part	1 in Part		
		1 Fail		

Libraries

Library staff returned from redeployment duties and all library buildings reopened their doors to the public on the 1st April 2021 offering the established and alternative Order and Collect, Returns Boxes and Library Link Home Delivery services. Public PC use (by appointment) is still unavailable at out sites due to a need to update the current PC's across the service. However an initial 50 PC's have been placed on order providing a minimum IT provision to customers. Current IT offers are Wi-Fi, photocopying and document scanning. Browsing by appointment commenced on Monday 17th May 2021 at the 7 Hub and Town libraries. Browsing by appointment commenced at the 11 remaining single-staffed libraries on Monday 7th June 2021. Libraries moved to Alert level 0 from Monday 9th August leading to a slight relaxation of regulations including the quarantine of stock and working towards a return of external partners. Partners who have returned to using a library setting include: CCBC Community Education, EOTAS tutors, ESF, Flying Start / Early Years, Communities for Work and NHS Primary Care. Library services continue to invest in the Borrow box digital service. The 6 month review of data suggests an overall annual slight decrease to eBook borrowing but a consistent lending figure for eAudiobooks. Users of the service increase month on month:
April 3098 users
September 3268 users
Increase of 170 users

This is to be expected due to the reopening of library buildings and customer return. A financial commitment to purchase high customer reservation eDigital content remains in place. As libraries continue to reopen, data highlights customers are slowly returning to our buildings and the hybrid approach of appointment browsing and Order and Collect is working well.

Total of Visitors (using electronic visitor counter)
May – 2,461
June – 4,705
July – 6,767
August – 11,135
September – 13,035

Library services have received a further 60 Order and Collect online applications and 5,506 Order and Collect appointments were made between April-September, a 1,061 increase on the 20-21 total of 4,445 Library Link Home Delivery has seen a further 2 applications to register for the scheme and an estimated total of 1,700 visits have been made between April – September 2021

What is our other customer intelligence telling us?

Libraries

In the recent Caerphilly conversation survey conducted during November / December 2020, results noted that: **55%** of survey participants were aware of the Library Link/remote ordering library services during COVID. They also considered Library as important as a key frontline service. They felt that libraries are considered a service important for face to face delivery and supported using existing buildings such as libraries to develop 'hubs' where residents can access multiple council services.

Estyn Local Authority Review:

Estyn undertook a review of all local authorities in Autumn 2020. Caerphilly's report noted the following features:

- The local authority has responded swiftly to the demands of the pandemic. Officers have placed a strong emphasis on supporting schools as much as they can, while also providing clear leadership.
- Different departments within the local authority have worked collaboratively during the pandemic, resulting in a co-ordinated approach to supporting schools and PRUs, pupils, staff and parents. This has been a strong feature of the authority's response and much appreciated by school leaders.
- Schools have also been positive about the way in which the local authority has communicated with parents/carers. For example, it communicated directly with them regarding the live streaming of lessons, helping to manage parental expectations.
- Priority has been given to safety and wellbeing with a particularly strong emphasis on meeting the needs of the most vulnerable pupils, particularly those eligible for free school meals.
- Elected members have been kept well informed of developments relating to education. They have received regular updates and reports.
- The local authority has worked closely with the regional consortium to provide support for schools to plan for learning this term. Officers have encouraged schools to take advantage of the resources and professional learning provision offered by the region.

Following publication of a national report, a number of recommendations were stated for all local authorities:

- Urgently 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 disproportionately 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.

The national report can be accessed at https://www.estyn.gov.wales/system/files/2021-01/LA%20consortia%20support%20for%20schools%20and%20PRUs%20en_3.pdf

What are our Estyn Inspections telling us?**Estyn Inspections**

Due to Covid, no new inspections took place between April 2020 and 30 September 2021. However, those schools in Estyn Review before April 2020, have since been reviewed through discussion between the LA and Estyn. These discussions have been supported by evidence against recommendations. As a result, Ynysddu Primary School is no longer in Estyn Review and Islwyn High School and Phillipstown Primary School will be reviewed in December 2021. YGG Cwm Rhymini has been removed from the statutory category of Significant Improvement following an Estyn monitoring visit which took place in September 2021.

Estyn Inspections ***Primary Schools (26)**

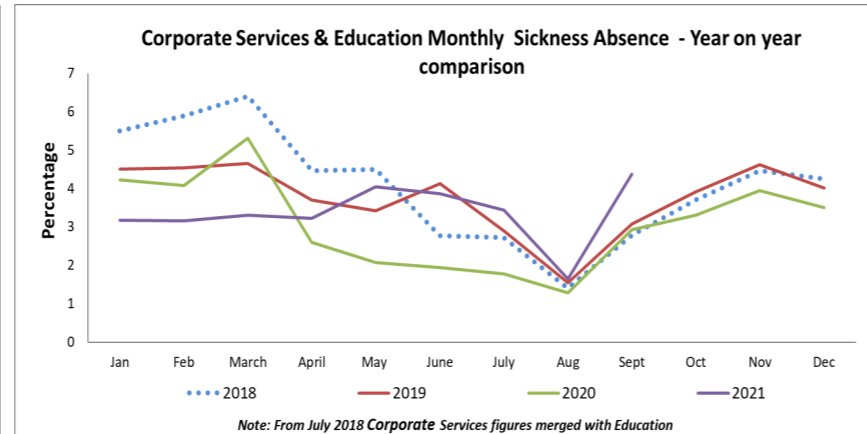
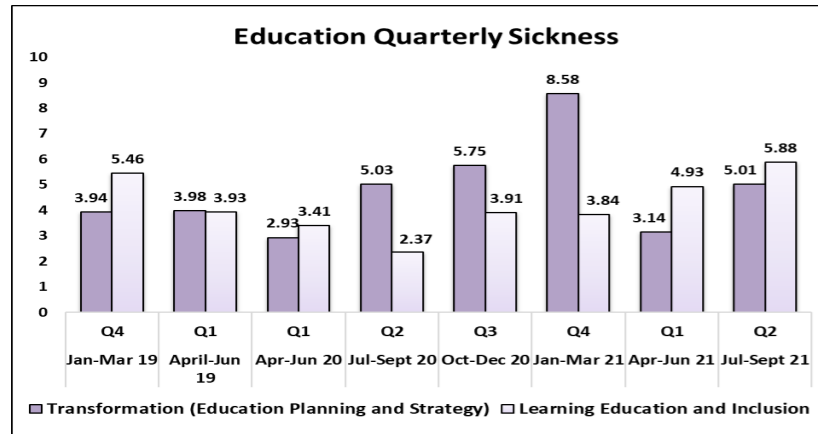
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	12%	12%	12%	15%	15%
Good	73%	73%	69%	73%	62%
Adequate	15%	15%	19%	8%	12%
Unsatisfactory	0%	0%	0%	4%	12%

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%
Unsatisfactory	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%
Unsatisfactory	0%	0%	0%	3%	9%



Education Workforce Information

	Quarter 1		Quarter 2	
	Education	Schools	Education	Schools
Voluntary Leavers	6	33	27	105
Other Leavers	1	13	5	22
Total Leavers	7	46	32	127
New Starters	8	23	14	157
Assistant Agency Staff	146	N/A**	150	N/A**
Headcount	601	3274	1132	3330
FTE	406.74	2482.53	589.14	2547.75
55 and over	159	624	338	599
% of headcount	26.45%	19.05%	29.85%	17.98%

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

Q1 Monthly Breakdown

% Sickness Absence	Apr-21			May-21			Jun-21		
	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	2.71	3.65	6.36	0.69	5.64	6.33	0.81	4.50	5.31
Early Years	8.19	7.01	15.20	1.15	12.80	13.95	0	7.45	7.45
Early Years Service	2.02	0.31	2.33	2.16	0.83	3.00	2.34	2.16	4.49
Youth Services	0.62	2.95	3.56	1.82	3.20	5.02	1.81	3.10	4.91
School Improvement	1.73	2.80	4.53	1.28	2.72	4.01	1.62	2.69	4.30
Learning Education and Inclusion Total	2.12	2.49	4.61	1.41	3.56	4.97	1.52	3.39	4.91
Library Service	1.03	3.76	4.78	1.09	2.64	3.72	1.14	2.19	3.33
Adult Education	0	0	0	0	0	0	0	0	0
ESF Project Team	0	1.92	1.92	5.04	0	5.04	4.06	2.92	6.98
Admissions and Exclusions	0	0	0	1.57	0	1.57	0	0	0
Admin, Data and Information	0	0	0	0	0	0	0	0	0
Education Planning & Strategy Total	0.52	2.35	2.88	1.81	1.34	3.15	1.51	1.77	3.29

Q2 Monthly Breakdown

% Sickness Absence	Jul-21			Aug-21			Sep-21		
	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	1.34	5.48	6.82	0.52	4.31	4.84	2.28	3.93	6.20
Early Years	1.16	7.47	8.64	0	7.47	7.47	3.32	0.36	3.69
Early Years Service	3.55	4.37	7.92	1.94	3.75	5.69	4.97	4.28	9.25
Youth Services	2.67	4.23	6.90	0.49	2.59	3.08	2.67	2.03	4.70
School Improvement	1.95	2.72	4.67	0	2.66	2.66	1.12	1.92	3.03
Learning Education and Inclusion Total	2.30	4.63	6.93	0.86	3.68	4.54	3.02	3.36	6.38
Catering	1.48	5.62	7.10	0.21	3.84	4.05	3.44	4.33	7.76
Library Service	1.24	0	1.24	1.02	3.10	4.11	3.38	3.40	6.78
Adult Education	0	0	0	0	0	0	2.20	0	2.20
ESF Project Team	1.50	0	1.50	0.65	0	0.65	0.23	0	0.23
Admissions and Exclusions	0	0	0	0	0	0	0	0	0
Admin, Data and Information	0	0	0	0	0	0	0	0	0
Transformation Services	1.32	3.84	5.16	0.35	3.10	3.45	2.98	3.48	6.47

% Sickness Absence	Quarter 1			Quarter 2		
	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Primary Schools	1.11	1.97	3.08	1.25	1.26	2.51
Secondary Schools	1.59	1.89	3.48	1.23	0.67	1.90
Other 1	1.03	1.79	2.82	1.25	2.06	3.31
Other 2	1.26	1.98	3.24	1.03	0.53	1.56
Schools Total	1.29	1.93	3.22	1.24	1.06	2.30

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
 In the sickness absence data above, from Quarter 4 there is another Early Years category which is not in Quarter 3. The new area was part of a realignment of structure that was agreed by CMT in Nov and started 1st Dec 2020. The restructure in the team is a better fit and accommodates extra funding that came in.
% Sickness Absence- The names of the school setting/setting type have been removed in above figure to ensure the figures relating to a specific setting are not revealed.

Headteacher recruitment:

- There are currently four primary school federations (8 schools in total)
- There are currently five primary school collaborations (10 schools in total)
- No secondary collaborations or federations.
- There are currently two headteacher vacancies.

Resources-Finances / As at Period 5 end of August 21 reported as part of the Authority's Outturn

Summary	Original Estimate 2021/22	Revised Estimate 2021/22	Anticipated Outturn 2021/22	Anticipated Variance 2021/22
	£000's	£000's	£000's	Under / (Over)
Schools Related	120,795, 230		120,706,030	89,200
Education	17, 313, 683		17,203,577	110,106
Lifelong Learning	3,828,967		3,828,183	784
Home to School / College Transport (Part of Communities)	7,923,081		7,571,682	351,399
Total Service Expenditure	149,860,961		149,309,472	551,489

What is our People Resource and Asset Resource Information telling us for 6 months of 21/22

In summary the current projected outturn position for Education and Lifelong Learning is an underspend of £551k. The projected outturn position for Corporate Services is an underspend of £875k (provisional), consequently overall the projected outturn position for Education and Corporate Services is an underspend of £1,426k.

The projected outturn position for Education and Lifelong Learning is currently an underspend of £551k. This is largely due to a projected underspend on the Home to School / College Transport budget (£7.9m) of £351k.

In addition there are to date, there are a number of one off savings in relation to in year staff vacancy gaps.

This update remains early in the financial year, with an updated projection being reported for the end of October 2021 (end of period 7 in the financial year) but will miss the deadline for the 6 month DPA update.

Overall the current projected outturn position for Education & Corporate Services is an underspend of £1,426k.

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.

There has been significant grant funding in recent years from WG which has been targeted at key priority areas including roofs, boilers, windows, fire risk assessment works and health and safety priorities. The works need to be planned carefully as in most cases work can only be undertaken during schools holidays when no learners are on site. In order to ensure timely delivery of the project additional resources will need to be available within the building consultancy which will be funded by the grant.

This investment together with the ongoing school capital programme will significantly reduce the backlog maintenance within schools.

The in year movement in school balances has a sizable increase and includes late grant funding from WG of circa £4.6m and some notable savings totalling circa £1m. Notably in the primary sector savings linked to swimming and the supply reimbursement scheme, carbon reduction across all sectors plus the ability to include additional IT spend on the Hardship Claim for March 2021.

There is more information within the resources box above.

Name of Report	Regulator Proposal	Regulator Proposal	Action	PREVIOUS UPDATE	Service Officer Responsible	When will be completed	CURRENT UPDATE - May 2021	Status	Percentage completed
<p>WAO Ref 1073A2019 March 2019</p> <p>Well-being of Future Generations - An examination of improving take up of the Flying Start Programme</p>	<p>Areas for Improvement - Long term: Council has started to track data on outcomes for children and consideration is needed for tracking parental outcomes</p>	<p>1. Develop a system to link to the employability / legacy programmes to track parental outcomes in tackling poverty. 2. Deliver training on and explore the use of the family resilience tool by frontline staff to track outcomes</p>	<p>1. A joint meeting was held between Family Support, Legacy and Employability leads to plan implementation of how to track parental transition to employability programmes 2. Resilience training has been delivered across different target groups. Evaluations were very positive and next steps identified.</p>	<p>Sarah Mutch</p>	<p>1. March 2020 2. July 2020</p>	<p>This action has been superseded by the new Early years model (ante natal to 7 years of age) linking with Caerphilly Cares and Employment triage teams. We are exploring WCCIS, Health database and Education data base and linkages between for tracking. These improvements have been embedded in a whole system redesign.</p>	<p>Complete</p>	<p>100%</p>	
	<p>Area for Improvement - Prevention * Consideration of the approach to engaging those parents who are not currently taking up or attending Flying Start. * Consideration of the approach to re-engaging parents who are unable to attend regularly</p>	<p>Explore the initial data form Parent Champions to identify parental issues during 2018/19 and consider how this data could be used to shape future delivery</p>	<p>We have collated the data but this is yet to be analysed.</p>	<p>Sarah Mutch</p>	<p>Mar-20</p>	<p>This is a whole system redesign including a 'single point of access' for all families ante natal to 7 years or age, with links built into older children and families to ISCAN (this is children with additional needs) and SPACE well-being panel. This action superseded, the heirarchy of support and parent champions are at the heart of that.</p>	<p>Complete</p>	<p>100%</p>	
	<p>Area for Improvement - Integration * Consideration of how increasing take up and attendance could impact positively and negatively on the demand for, and capacity of, other Council and non-Council services (both public bodies and voluntary sector) * Consideration as to whether all step leads are fully conversant with the definition of Integration as set out in the Act</p>	<p>1. Explore use of the resilience framework to identify barriers to attendance 2. Explore development of 'My Journey booklet' into an electronic all for families 3. Develop case studies to show added value of integration of early intervention preventative services with statutory provision 4. There are 4 actions relating to corporate learning for staff and members to embed the 5 ways of working</p>	<p>This is in the early stages of development and planning prior to implementation.</p>	<p>Sarah Mutch & Ros Roberts</p>	<p>Action 1-3 - March 2020 Action 4. May 19- March 2020</p>	<p>The whole system redesign has taken on integration with intergrated outcomes, co-location, shared databases, integration of the teams and so forth. This also includes voluntary sector and other statutory services.</p>	<p>Complete</p>	<p>100%</p>	
	<p>Area for Improvement - Collaboration: Consideration of how collaborating in different ways may help to engage parents who are not taking up the Flying Start offer, for example, health visitors, Parent Champions.</p>	<p>1. Implement use of the 'My Journey booklet antenatal to ensure families understand the programme and to all delivery partners. 2. Continue development of wider collaboration work though Children First task group</p>	<p>1. The My Journey booklet has been finalised and is at print run stage. 2. Following our initial research we believe there is more added value to a regionalised approach to collaboration under early years integration and Children First.</p>	<p>Sarah Mutch</p>	<p>Mar-20</p>	<p>See above comments on the early years transformation model.</p>	<p>Complete</p>	<p>100%</p>	
	<p>Area for Improvement - Involvement Development of innovative ways of reaching and engaging families who do not take up entitlement or do not consistently attend sessions Consider impact of the 'parent champions'; Consistent provision of feedback across all Council services to people who engage in consultations Further exploration of how digital technologies could increase take up & attendance</p>	<p>1. Explore text remind systems for feasibility 2. Closer working between childcare and parenting teams for families who are struggling with attendance 3. Evaluate the impact of Parent Champions in the community.</p>	<p>1. Initial research is showing the text system is more complex to comply with unsolicited marketing rules so this may take longer to achieve. 2. There has been increased connection between childcare settings and parenting teams both informally as well as formally through the joint cluster meetings. 3. Plans to start evaluation of Parent Champions in the autumn term.</p>	<p>Sarah Mutch</p>	<p>1. August 2019 2. August 2019 3. March 2020</p>	<p>Parent champions are embedded in the way of working, but the revolution is in the digital technologies and giving families a much wider in access and the right support at the right time. Face to face support still takes place to support those who are digitally excluded. Mifi units with chromebooks can be loaned to families with capabilities but no equipment or resource.</p>	<p>Complete</p>	<p>100%</p>	

Risk Register 2021-22

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 March 31 2021 (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q1&Q2	Risk Level Year End Q3&Q4	Risk Level Six Months Q1&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 .	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. The LA monitors schools' engagement with professional learning activities. Monthly Partnership meetings with EAS are used to update on professional learning. 3. The development of a revised Education Strategy that aims to address the impact of the Covid-19 pandemic.	Current development of a revised education strategy will endeavour to address concerns around the impact of Covid-19 on standards, progress and provision. The current Service Improvement Plan 2021-22 identifies the actions of all service areas to mitigate against the Covid-19 pandemic.	High	High	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 Brexit Withdrawal Agreement was signed in January 2020 and the transition period ended on the 31st December 2020. The recently agreed withdrawal deal has resulted in the UK leaving the EU at the end of December 2020. Officers will continue to work with the WLGA in establishing what the recently agreed deal means for Welsh Local Government.	Medium	Medium	High	Medium	Medium	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											
0001	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.	Budget Proposals for 2021/22 agreed by Council 24th February 2021.	High	High	Medium	Medium	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. As this is stable at present it can be reduced to a medium risk.	High	High	High	Medium	Medium	Long-term	Medium

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 March 31 2021 (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q1&Q2	Risk Level Year End Q3&Q4	Risk Level Six Months Q1&Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
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 new Inclusion compendium focuses on wellbeing and developing positive relationships and provides a comprehensive toolkit to support behaviour and wellbeing. As part of the Inclusion compendium the LA has a new set of guidance linked to exclusions and a collaborative process working with HT to review exclusions. The LA will work with schools to ensure appropriate intervention and provision is in place.	The Inclusion compendium (and associated documents) are in place. The Managed Moves protocol in place. The Eotas Strategy in also place and provision outside of school is in development linked to the EOTAs strategy.	High	High	High	High	High	Long-term	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.	Officers will work with schools to continue to identify learners in a range of vulnerable groups and to ensure the LA is compliant with its statutory responsibilities and focus on supporting wellbeing. Compatible IT systems must be developed to ensure digital processes are in place. Highlight as a possible budget pressure for future.	The LA has developed an Inclusion Strategy which will be implemented from September 2021.	High	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. Review LA and school based provision. 2. Increase capacity in schools by supporting with a range of interventions. 4. Embed collaborative working between schools.	took effect from September 2021 and with mandated cohorts from January 2022.	Medium	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	High
	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	Work is ongoing with Welsh Government and locally to ensure the development of digital systems.	High	High	High	Low	Low	Yes, lack of investment in our schools could impact our young people's opportunity for good education	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 March 31 2021 (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q1&Q2	Risk Level Year End Q3&Q4	Risk Level Six Months Q1&Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
NEW	NEETS	Risk – NEETs are 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 April-May/Nov 2021 (for NEETs figures measured in the previous Autumn) which will tell us how severe the decline may be.	The latest reporting figure, taken in October for 2020 shows the NEET figure as 1.7% and this equates 34 children. This is an improvement on the last reported data, so at this point the risk has not materialised due to the greater accessibility to potential NEET's young people. This has proved greater than expected during the pandemic period and the repositioning of NEETS support and engagement has been broadly successful, it is anticipated that the coming summer transition period (post 16) will still provide challenge, given the significant challenges of maintaining the formal education contact, therefore we have reduced the risk rating to medium in recognition of improvement but potential challenges.	New	New	High	Medium	Medium	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
NEW	School Buildings Construction (CMT)	Changes to the supply and Demand Chain means rising cost of building and infrastructure materials as well as contractor cost and availability. The impact on material and contractor availability potentially has significant impact on the Directorates ability to progress key infrastructure and day to day building projects. Key areas affected in Education will include the 21st Century Schools Programme, LA Capital Maintenance Programme and Welsh Government Grants such as Capital Maintenance, Welsh Medium and Childcare. As Caerphilly adopts an internal design and architectural team, there is reduced risk as compared to Authority's which utilise a 2 stage tender process. Through effective planning and management, there is an opportunity that other Authority's may be reluctant to progress as many schemes,	1. Contingency Planning to accommodate rising costs and extended timescales need to be factored into programmes. 2. Continuous monitoring of the marketplace and cross-departmental information sharing to identify any risks early on. 3. Working closely with procurement to ensure continued value for money and access to all available avenues and frameworks to ensure tenders are returned 4. Remain flexible and adaptable to reframe projects within programme envelopes as required.	To date the 21st Century Schools Team and Building Consultancy have identified an increase in tender costs returned based on the original estimated works of circa 5%, although this is based on the nature of the works returned to date. The teams are working closely with procurement and Welsh Government Officers in the 21st Century Schools Section to monitor the situation. Education Scrutiny Committee and Cabinet Members are being advised of progress on a project by project basis and have been made aware of the impact of Covid and Brexit in relation to cost and contractor availability.	High	High	High	High	High	This will have a direct impact on pupils in schools and communities as these investment and infrastructure programmes are central to the delivery of the Well-being objectives which is key to the Corporate Plan success. However, all mitigating measures will be utilised to minimise impact where possible.	High
Risk removed as of April 2021 going forward											
ED.004 Closed Risk	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 £30 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. Prioritisation of spend will be determined by condition surveys. The works need to be planned carefully as in most cases work can only be undertaken during schools holidays when no learners are on site. In order to ensure timely delivery of the project additional resources will need to be available within the building consultancy which will be funded by the grant. This investment together with the ongoing school capital programme will significantly reduce the backlog maintenance within schools within the longer term.	High	High	High	High	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. A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).	High

Progress towards our Well-being Objectives 2021/22

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

Financial Year Reporting

KEY PERFORMANCE TRACKING MEASURES	Outcome	Apr 17 to Mar 18	Apr 18 to Mar 19	Apr 19 to Mar 20	Apr 20 to Mar 21	Improvement on last year
Increase number of eligible working parents accessing the childcare Offer funded places	1	467	1486	889	1263	374
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

There are no attainment indicators this year. See the



Progress 21/22

Over the 5 years we are in year 3, overall how are we achieving

What is going well

The Early Years Integration Transformation Programme work is developing well bringing multiple funding streams together to deliver an antenatal to 7years early intervention model across the borough. There is a centralised request for support through the Early Years Hub which is showing impact for families and professionals in reducing duplicate referral systems.

The employment support programmes like Inspire to Work, Working Skills for Adults and Bridges into Work along with the Youth team are having substantial impact for young people and adults to gain qualifications and take up employment opportunities.

Is there anything that is not going well?

The ongoing challenges presented by the Covid-19 pandemic continue to provide barriers to progress.

There is no data set for 2020-21 due to the impact of coronavirus and the changes in assessment required to mitigate this. However, we continue to provide challenge to schools, through the professional discussion meetings.

There have been delays with childcare capital projects and substantial impact to costs arising from the pandemic.

What are we learning ? from what is going or not going well?

The use of virtual sessions for interventions, contacts, learning has proved invaluable to support children, young people and families. However, it has been recognised that many benefit from and need face to face support too and so there has been a move in delivery of support to include a range of methods - virtual, phone contact, clean space in person sessions, small group work and at home support depending on the needs go the children, young person and family.

What impact are we having? (What difference are we making?)

Much of the data is included in the performance section of the DPA. Although not initially set as targets for the DPA, the Local Authority's effective response to the covid pandemic has been acknowledged by a range of stakeholders.

In the first six months of this year Early Years has worked with children and their families supporting various interventions.

1104 vulnerable families being actively supported currently for language delay, developmental delay, anxiety, behaviour, relationships and family support

1182 children supported by Flying Start health team

Plus 179 new 2 year old children accessing Flying Start Childcare in the summer term 2021

Plus 519 children supported by Childcare Offer in summer 2021 saving working families £147,688 per month

Feedback from early years families has been very positive with some comments below

Mum did not have a routine in place, so we worked out routine that would help her get into daily routine. After two days she rang me to say it was going well and has made her life easier, and the children were listening more and going to bed earlier
Family Support

Thank you for everything your doing you do know your helping me get one step closer to the kids and that means the world. You've given me loads to think about and take in as they grow up. When I've done the last course now I can do that assessment and know fully where I went wrong and hopefully get them back one day
Bespoke family support in Safeguarding situation

We have learnt so many strategies now on understanding our child's needs and how to deal with his behaviours. The support we have received has been invaluable to making our home life much better and now there is less friction as we all use the same strategies and parenting approaches. Life is much happier and our son is making progress in school as the school also understands his needs – *Parent of child who transitioned to school.*

Social Communication Needs Advisor

I just wanted to drop you a line to say thanks so much for your help and guidance with the childcare offer and for processing my twin's application so quickly. This is a huge relief for me.
Childcare Offer



Conclusions



Highlights - what is going well

Education Directorate Performance Assessment (DPA) 6 month update went to Education Scrutiny for the first time in March and was well received. The DPA received a good range of questions Scrutiny members.

The service have reviewed their priorities going forward within a workshop with the Cabinet Member and the new priorities are noted in the Summary.

The 21st Century Schools Programme has progressed at pace despite the pandemic, there are currently 3 projects out for consultation and one at tender stage. The Welsh Medium projects are progressing well and there has been further expression of interest submitted to WG for approval.

The Library Service adapted it's offer to our communities during the pandemic and has now opened all libraries for pre-bookable appointments, whilst also maintaining the order and collect and delivery service to the most vulnerable in our Communities. The usage of online resources has significantly increased during Covid.

Across our schools:

- There have very few class closures, despite significant levels of staff absence
- The LA and EAS have continued to support schools to stay on track in preparation for the Additional Learning Needs Reform and Curriculum for Wales delivery
- There has been very positive feedback from the LA Leadership Coaching Programme
- There are currently no secondary schools in statutory categories: the two primary schools in this categories are making good progress and will be revisited early in 2022.
- The Inclusion Strategy is beginning to have a positive impact upon exclusion rates
- Good progress is being made in regard to the further development of the PRU portfolio
- Feedback from children and young people engaging with the Youth Service is very positive.
- Following, extensive collaboration, the new draft WESP is out for consultation
- Schools have continued to work tirelessly to implement many iterations of risk assessments successfully

What have we learnt, what needs improving and why?

The 21st Century Schools teams recognised the way it consulted with learners needed to change throughout the pandemic. This resulted in the use of mood boards, heat maps, videos and other methods of communication. This has proven to be more effective way of communicating with a clear evidence base of learners views and a way of demonstrating to members the level of involvement of the pupil voice.

Visiting numbers to libraries has obviously decreased significantly during the Covid pandemic with users taking advantage of other methods of accessing library resources, i.e. digital books and order and collect. The library service are now working towards open access to library sites for both groups and individual users and are confident that numbers will start increasing to pre pandemic levels. However, it is apparent that this will be a challenge for our more elderly residents.

- We have come to appreciate more than ever, the importance of clear and timely communication
- We have learned to ensure comprehensive co-construction and consultation. We know this helps to ensure buy-in and increases the pace of implementation. This was exemplified in the rescheduling of the Inclusion Strategy, which was delayed in order to extend discussions with stakeholders.
- When it comes to planning work programmes, we need to be sensitive to the pressures upon schools and be mindful of not overloading agendas for change
- Further embedding the new LA/EAS approaches for supporting schools
- Supporting schools to raise levels of attendance wherever possible

Completed Priority Actions From Last Quarter	By Whom	By When	Update
To present the new priorities in the next DPA for the new reporting year.	EE	Sep-21	Priorities agreed at Cabinet member workshop
To review the Well-being Objective and to set new evidence where available	PW & KC	Aug-21	

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

Feedback / Recognition / Actions from Corporate Management Team	By Whom	By When	Update
CMT recognised the challenges for Education and recognition for how well they rose to the challenge.			

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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